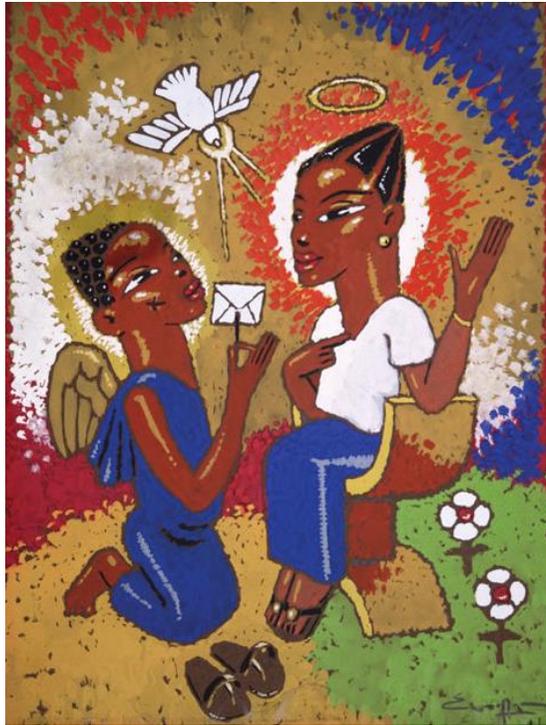


KS1 Christianity: Believing



**Why was Jesus
given the name
'saviour'?**

**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 1**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



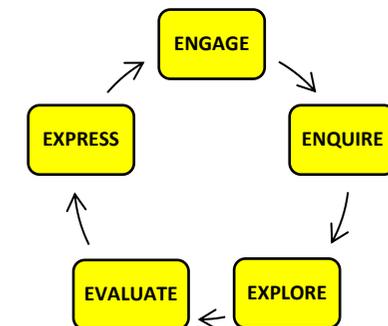
This unit for Key Stage 1 pupils focuses on the Christian concept of 'salvation'. It is important to read the guide to the concept / belief so that teaching, questioning and assessment reflect this focus.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links with '*Believing: what some people believe about God, the natural world, human beings, a significant figure*'.

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.



INCARNATION / EMMANUEL

INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ. The first Christians did not believe Jesus was just a good man, healer, teacher or prophet but trying to put

into words what they had experienced of this incredible man was like trying to catch the wind. Eventually they expressed their belief by saying Jesus was both fully human and fully God.

Each unit in the Emmanuel Project adds something to this understanding of Jesus as 'God with skin on' or God 'incarnate'.

- **God with us – Emmanuel** (The Bible: Matthew 1 v.23; Hebrews 4 v.15-16; John 11 v.27, 19 v.7)

Incarnation is about God's Son becoming 'one of us', a human. Christmas carols may call Jesus 'Emmanuel', or 'God with us'. Nativity scenes show everyone facing the baby Jesus, and the key to Christian celebration of Christmas is that the baby is God in human form.

Christians believe they are understood when they pray because Jesus lived on earth; he knows the trials and joys of being human. The Bible says he got tired, hungry and even wept; he was human and divine.

- **Giving up power** (The Bible: Philippians 2 v.5-9)

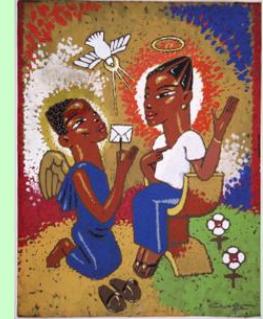
Christians believe that when God the Son "became flesh" it was like the creator becoming part of his own creation. 'Lo, within a manger lies, he who made the starry skies,' wrote Christina Rossetti. With Mary's consent, God's Son grew within her womb and was born as a human child.

Becoming human meant giving up power; God risked leaving the safety of heaven to become one of us, and in solidarity with humanity, faced poverty, danger and death to put things right in the world, to 'save' us.

JESUS / SAVIOUR

The relevant Bible stories are found here:

- Luke 1 v. 26-38 (annunciation to Mary)
- Luke 2 v.1-7 (birth of Jesus)
- Luke 2: 21-39 (Simeon and Anna)



Mary and Joseph were told to call their child 'Jesus', meaning 'he saves' or 'saving one'. Its Hebrew form is 'Joshua', a common name at the time reflecting a belief that God would send someone to rescue the Jews from their enemies in line with ancient Hebrew prophecy.

When Mary said 'yes' to God's plan, she sang the 'Magnificat' praising God for rescuing his people, a bit like the amazing story of God calling Moses to lead the Israelites out of slavery in Egypt thousands of years before. Mary is a model of selfless 'helping'.

During his earthly ministry, Jesus attracted crowds like a moth to a flame; they saw him 'save' the sick and dying, and offer hope, forgiveness and new life to all he met. The crowds simply recognised he could help. The church today sees one of its roles as caring for those who need such an earthly everyday salvation as well as the eternal life bought by Christian faith. The Salvation Army is a good example of such a view, as are many other Christian charities.

Christians talk about Jesus as the saviour of the world – **salvator mundi** – come to 'give his life as a ransom for the lost.' (Mark 10 v.45). By becoming human, he was able to take on all that had gone wrong in the world due to human 'sin' and failure. Christians still believe Jesus 'paid the price' for sin by dying on the cross.

So when they celebrate Jesus' birth, Christians celebrate the coming of God's Son to rescue people, and to model the need for humans to get their hands dirty and act to save and help others.



Why was Jesus given the name 'Saviour'?

ENGAGE
with the concept
of rescuing /
saving in pupils'
experience

End of year
assessment in RE

This column lists 'I
can' statements to
help with end of
year assessment
BUT there are many
ways to assess RE.

Please see advice at
the end of this unit
and consult your RE
subject leader about
assessing RE in your
school.

Teacher's note: In this lesson, we begin to link the children's ideas about rescuing / saving with the idea of God starting a 'rescue plan' for the world through announcing the birth of a saviour to Mary; this is the beginning of the Christian story of Christmas.



What does it mean to rescue or save someone or something?

Introduce Tom and Tessa. *Explain who they are if using for the first time (see **Resources**).* Tom and Tessa have sent pictures and a note.

Hi everyone! Do you ever get into trouble and need help? We do! Once Tom got stuck up a tree and had to be rescued. Last week Tessa lost her guinea pig and we had to help find it. Have you ever rescued or helped someone in trouble? Can you think of other times when people need help? Have a look at our pictures!

Look at their pictures of real-life rescues. There are lots on the internet from rescuing cats from trees to rescues from floods or accidents. Talk about who needs rescuing / who is being rescued / by whom / how / why. Use the word 'save' interchangeably with 'rescue' and 'help'.

What has this picture got to do with rescuing or saving?

Now bring out another picture; this is to do with 'saving' and 'rescuing' but it is quite different. Use **Annunciation** by Nigerian artist, Paul Woelfel. Cover the picture leaving the envelope and hand visible. What do you think is in the envelope? Look at how it is being held.

Uncover the whole picture. In pairs, freeze-frame the scene. What do you think each character is saying? Or thinking? Write speech-bubbles or thought-bubbles on whiteboards to hold by your head to show your ideas! Take photos.

If I tell you the picture is to do with rescues and saving, how do you think that is? e.g. Is the envelope someone asking for help? Does the lady need rescuing? What trouble are they in? Record children's ideas, encouraging the use of: **help, save, rescue.**



*Read the notes on **INCARNATION / SAVIOUR** so you are well-informed about the Christian beliefs in this unit.*

*Tom and Tessa are Christian 'children' who give a context for investigating Christian life and faith. See **Resources**.*

You could display / compare pictures of the 'Annunciation' from around the world – see the internet. Most Bible story books also include this scene.

'Annunciation' simply means 'announcement'.

Ra I can remember something that happens when Mary sees the angel

Rd I can talk about how my friends help me or how I have helped them

Rf I can talk about something I would want to find or rescue if it got lost

1a I can remember the Annunciation story and know who it is special to

1f I can talk about what really helps me when I am in trouble e.g. lonely, and why

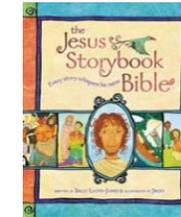
Who is this story important to? How are the characters connected to a rescue?



Tom and Tessa have one more thing in their bag today. It is a Bible storybook with another note inside it!

Hello again. We know the story of this picture; it comes from the Christian holy book, the Bible. We are Christians and we have brought a story Bible so you can find the story and read it.

Tell the story of the 'Annunciation' e.g. from *The Storyteller Christmas Book*, *Lion First Bible* or *The Jesus Storybook Bible*.



How does the story help us understand the picture better? How good / accurate were the words on our whiteboards?

Use the same picture, or choose a new version, to freeze frame. Re-use or recreate suitable speech-bubbles for the story. Use one of these words in your speech bubbles: **save / rescue / help**. Take photos of your freeze-frame.

OR What words do you think should go inside the envelope? Can we write a possible letter together as a class or in small groups? Display ideas with pictures of the Annunciation.

How did Mary feel about being God's helper? (optional reflection)

For many Christians, this is such an important story that they like to sit quietly and think about Mary. I wonder what that feels like? On a colourful cloth, place the original picture. Light a candle. Sit still and quietly.

Imagine the angel bringing Mary God's message: *The world needs rescuing. I want you to help. You will have a baby and call him Jesus, the Saviour; he will grow up to save the whole world.* Imagine Mary saying: *Yes, Lord. I am your servant. I'll be your helper. I will obey you.*

I wonder how she felt about being God's helper. Listen to quiet music e.g. an 'Ave Maria'. Extinguish the candle. Ask: *I wonder why Mary is important to Christians?*



Catholic children in class may know the 'Hail Mary', a special prayer to the Virgin Mary and the angel's opening words to Mary in this story. Sung versions in Latin are regularly recorded e.g. Schubert's Ave Maria (Ave means 'hail'). You will find versions by Josh Groban, Pavarotti, Michael Buble, Celine Dion etc on the internet.

See Resources for several suitable Bibles for KS1 children.

Orthodox Christians call Mary 'theotokos' – the one who 'carries' God, and brings Jesus the Saviour into the world, enabling both his incarnation and human salvation.

ENQUIRE into what we know about Jesus and the Christmas stories (the nativity)

Rc I can recognise that the words God, saviour and Jesus are important to Christians

1b I can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas

1c I can suggest how a Christian shows which figures are important in a nativity set

Teacher's note: Tom and Tessa's bag needs to contain cards which show parts of the Christmas story. If you can't find any, use Christmas card catalogues and imagine Tom and Tessa choosing cards for their family to buy this year, ones telling the Christmas story.

What do you know about the Christmas stories / characters?

Tom and Tessa both love Christmas. I wonder what they have sent us to look at today?

From a bag, bring out some Christmas cards and a **parcel**.

We love Christmas. We love Christmas presents, Christmas parties, Christmas cards, Christmas lights and Christmas dinner. We also love hearing the Christmas story and singing Christmas carols (songs) at our church.

Did you know that the story of Angel Gabriel and Mary is part of the story Christians tell every year at Christmas? We tell the story at church and sometimes mum and dad read it to us at bedtime.

Look at Tom and Tessa's cards. What do the children recognise on them, if anything?

Next unwrap the parcel. *It should contain a nativity set – with lots of figures from the Christmas story, not just Mary, Joseph and Jesus.*

These figures tell the Christmas story; line them up **in a single long line** on a bright cloth underlay. In talking partners, discuss which figures look most important. Try putting them in a 'values' line: most important to least important!

Who are they all? What do we know already?

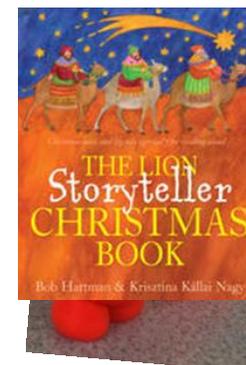
Can you put the whole story together?

Tell the Christmas story from e.g. *The Big Bible Storybook* **or** *The Lion Storyteller Christmas Book* **or** *The Beginners' Bible*.

OR watch Stop, Look and Listen: Life of Jesus (The First Christmas)

OR read together from 'Read and Share Bible Christmas Story'
http://issuu.com/tnelson/docs/christmas_story_excerpt_-_read_and_share_bible

Then sequence the story using pictures, for example, from a previous



You could play some Christmas carol music at the start of the lesson.

Nativity – the occasion of one's birth, especially the birth of Jesus, hence 'nativity plays'.

A nativity or crib set consists of figures from the Christian story of Jesus' birth; the figures are set out around the baby Jesus, worshipping him.

A cloth 'underlay' could be felt or any bright or shiny cloth about a metre square.

The Greek word 'Christ' means 'anointed one' or king. The same word in Hebrew is 'Messiah'.

The 'whole story' of Christmas is really a sequence of stories taking place over

school nativity play or using Christmas cards.

OR Dress children up and act out the stories together.

OR Make your own nativity figures e.g. out of playdough. Use the figures to retell the story.

What were the different characters told about Jesus?

Allocate four different groups to be Mary, Joseph, shepherds, kings.

Ask each group to review the story and collect what their particular characters were told about Jesus and who he was i.e. not just a baby.

Hot seat members of the different groups. What was each told about Jesus in the story? Gather the ideas together e.g. he would be the saviour. What else?



What special names do Christians today use for Jesus? (optional reflection)

For many Christians, this is such an important story that they love to sit quietly and think about the baby Jesus. I wonder what that feels like?

Sit in a circle. In the middle, arrange the nativity figures on their bright cloth underlay with Jesus placed centrally.

Around the figures place words which were said about the baby Jesus in the stories that have been heard this lesson.

Light a candle near the figures. Invite children to listen quietly to a Christmas song e.g. 'Child in a manger born' or 'The Gift' from ***Songs for Every Christmas*** (see **Resources**).

I wonder if the songs will tell us any more about how Christians feel about Jesus?

As the song ends, quietly share any new words Christians use to show beliefs about Jesus. Pack away the figures slowly, leaving baby Jesus till last. Extinguish the candle carefully.



about 2 years but told together in the Christmas narrative, often without the sense of that longer time frame.

Woven into the Annunciation story in the Bible itself (Luke c.1) is the story of Elizabeth, Mary's relative, who is also expecting a baby – who will become John the Baptist and is Jesus' cousin.

What the characters in the story are told about Jesus comes out in the words of Christmas carols and songs, as these proclaim what Christians believe about Jesus e.g. saviour, messiah, Lord, king.

'Songs for Every Christmas' (Out of the Ark music) can be found in many schools.

EXPLORE (1)

Christian ideas about Jesus as 'saviour' in the Biblical Narrative

Re I can talk about something interesting in the story of Simeon and baby Jesus

1e I can ask why stories are told and what I learn from them, including the Nativity

2a I can tell the story about Simeon meeting Jesus and say why it might be important to a Christian

Teacher's note: There are several optional reflections in this unit. The teacher is not required to use them but they give a different feel to the unit. You could consider setting up a special reflective area for these moments, maybe with fairy lights.

What's in a name? (An optional Reflective start....)



Play 'Child in a manger born' from **Songs for Every Christmas** or another quiet Christmas carol e.g. 'Away in a manger' as children enter class and find a 'manger' complete with baby (doll). Gather round the manger. Dress one child as Mary, one as Joseph.

Light a candle. Read these words quietly.

Christians say 'God decided the way to show people how much he loved them was to come and live in the world. So God wrapped himself up really small, and quietly entered his own world as a tiny baby, a baby called Jesus – the saviour or rescuer. God had come to be with his people.'

Lift up the baby and give him to Mary. Mary and Joseph are both looking at their baby. What is Mary thinking as she holds Jesus? What is Joseph thinking? I wonder ...

We'll leave them now and come back later. Blow out the candle. Place the baby back.

What if you had been given the name 'helper'?

Do you remember how Mary and Joseph named their baby? The angel said, "Call him Jesus because he will save people from their sins" – save is like 'help' or 'rescue'. The angel also said Jesus would be Son of God and a great king.

Ask children round the class: 'What's your name?' How did you get your name – does anyone know? If time, have cards with meanings of some names in the class. Pupils guess whose the names are. Do you have a favourite name? Do you wish you had a different name?

Tom and Tessa have a question for you: **If your name was 'helper' or 'saviour', what might you grow up to be or do?**

Discuss with your talking partner and then draw / paint pictures of these things for others to guess. **OR** mime your ideas for others to guess.

What would Jesus do when he grew up? How would he help or save or rescue?



Find a manger in the nativity play props or use a cardboard box with straw or shredded paper.

Make sure the candle is safe, placing it in a stand, sand or water or use a battery-powered one.

Christians believe Jesus came to save people from their sins – their shortcomings, the things which separate them from God and from each other. The Bible also records how Jesus helped and rescued many people in difficulty while on earth.

The story of Simeon and Anna is found in the Bible in Luke 2 v.22-38. Pictures can be found easily on the internet.



Bring back your dressed-up Mary and Joseph. Look at them. They are thinking hard about their baby. Let me light the candle again and tell you why.

Tell the story of Mary and Joseph meeting Simeon and Anna. You could sit Mary and Joseph down and use a picture as a focus e.g. Dinah Roe Kendall's 'Presentation in the Temple' or the Cameroonian picture from www.jesumafa.com.

OR allow Mary and Joseph to move slowly and mime the story.

OR read the story e.g. from [The Lion Christmas Storyteller Bible](#).

Hold the candle up. **Simeon said Jesus would be a light to show people the way to God. But Simeon had a warning too. Jesus' work saving people would not be easy. Sometimes it is hard to help people, maybe even dangerous. Sometimes a rescuer gets hurt or or even loses their life.** Blow out the candle carefully and deliberately as a symbol of this.

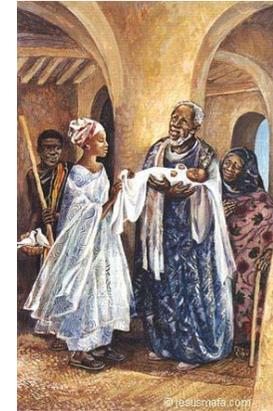
You might like to sing a quiet Christmas song like 'Away in a manger' as Mary places the baby back in the manger.

Ask children to think quietly in pairs about Mary and Joseph's thoughts about their son growing up to be a 'saviour' – what might please them? What might worry them? What did they think he might do? Display ideas.

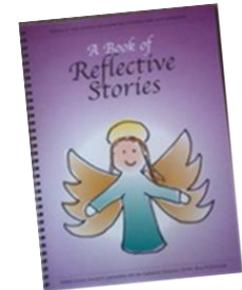
Alternatively:

Watch 'The story of Simeon in the Temple' <https://www.bbc.co.uk/education/clips/z2wmpv4> Consider Mary and Joseph's thoughts about their son's future as a 'saviour'

OR Use photos from: <http://www.freebibleimages.org/photos/simeon-anna-temple/> Create and label photos of your own with Mary and Joseph's thoughts.



You could use the Reflective Story 'Presentation in the Temple'. A storyteller from a local church or the Discovery Centre might help. There is a song to go with this story on 'Music for Stories' by Ruth Shepherd. See Resources.



The Bible says Mary thought deeply about the things happening to her son. She 'treasured all these things in her heart'. See Luke 2 v.19 and v.51. Hence the 'reflective' activities.



EXPLORE (2)

the idea of waiting for the 'saviour' through Advent in Church Practice

Rb I can recognise that some Christians use Advent candles as part of their religion

1d I can talk about things that happen in my family or my class when we have needed help

2b I can talk about how Christians use an Advent wreath in their church services

2f I can talk about who or what my friends or family would think it was important to help & ask respectfully why

Teacher's note: Advent is the Christian season of waiting/ preparation for Jesus' coming; it begins 4 Sundays before Christmas and is a time of reflection on Bible prophecies about the coming of God's messiah or king to save people. Christians mark Advent in different ways. Best known is an 'Advent Calendar', often now with chocolate for each December day until Christmas. Churches often use an Advent ring /crown with 5 candles, lighting one for each Sunday before Christmas and a 'Christ' candle for Christmas Eve/ Day.



How do people get ready for Christmas?

Bring out a bag of Christmas decorations or watch a video clip of lighting up Christmas lights.

Ask children about what people do to get ready for Christmas. Make a class list.

Do you think Tom and Tessa's list would be the same? Let's find out.

What do Tom and Tessa do to get ready for Christmas at home?

Unpack an Advent calendar (or suitable picture) from Tom and Tessa's bag and letters to spell **A-D-V-E-N-T**.

Hello everyone. Do you know what this is? An Advent calendar. We love them! Advent is a special time for Christians. It means 'coming'; in Advent we are waiting to celebrate the 'coming' of Jesus. It is time to get ready.

Granny made us an extra special Advent calendar with 24 little pockets with numbers on. In the pockets are the figures for a nativity picture. Every day we take a figure out of its pocket and add it to the stable at the top. I wonder what figure you think should go in each pocket.



If possible, look at a calendar like Tom and Tessa have described or draw what you think it might be like. Maybe make a calendar later for the class to use at Christmas e.g. with envelopes as pockets.

Work out what figures or objects could go in each pocket e.g. Mary, star, sheep, wise man. In which order should they be used? Which pocket will hold baby Jesus?

For Christians, there are special advent hymns and prayers. There may be special Bible readings to do each day. Some Christians 'fast' or go without certain foods, rather like LENT. There may be an Advent carol service.

There are lots of pictures of this kind of Advent calendar on the internet and they are easily purchased.

Another kind of Advent candle is a single candle with marks down the side for burning a little down each night. A prayer may be said while the candle is lit.

3c I can describe how Christians show their belief about Jesus the Saviour in an Advent ring, using the right religious words

3b I can describe some ways Christians count time in Advent, at home and at church, and why they do this

What happens at church in Advent to prepare for Jesus' coming?

Find 5 candles in Tom and Tessa's bag, preferably the right colours. Read the note from Tom and Tessa:

At church we have an Advent wreath with four candles. Christians use different colour candles but at our church we use 4 red candles and a white one in the middle.

At the start of our service on the first Sunday of Advent we light one red candle and read an Advent prayer. Then we sing a special advent candle song. On the second Sunday we light two candles and so on. On Christmas Day we light the white candle to represent Jesus. We believe Jesus is a bit like a wonderful 'present' from God, the present of someone coming to help and save the world.



Try lighting the candles to the accompaniment of an Advent song. There are several Advent Candle lighting songs. The most common is '**Light the Advent Candle, one / Now the waiting has begun**' (Mary Lou Walker). Why not write your own Advent Candle song using one of the 'counting' songs often learnt in KS1?

How does it feel to wait for 'presents' for a 'rescuer'?

Compare the feelings for (a) waiting for Christmas and Christmas presents and (b) waiting to be rescued (use the pictures of real-life rescues from '**ENGAGE**') Are any of the feelings the same?

Who needs saving/ helping in our world? (optional reflection)

Set up the four red candles and light them slowly saying:

- **the candle of HOPE**
- **the candle of PEACE**
- **the candle of JOY**
- **the candle of LOVE**

Christians light four ADVENT candles to celebrate the coming of their SAVIOUR Jesus. Who does he come to help / save?

Talk quietly about the opposite of each word and who might need helping / saving, using the

Craft ideas for Advent abound, including ideas for making Advent candles.

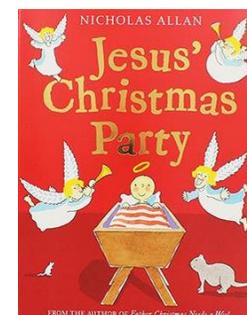


Find the song online along with other Advent songs e.g.

- **A candle is burning (to Away in a manger) – Sandra Dean**
- **Light one candle for love – Natalie Sleeth**

This reflection uses one of a range of themes used on different Sundays in Advent. Another common theme is for the candles to represent the prophets and others who foretold the coming of a saviour

	<p>words 'Christians believe ...' before each comment so that the beliefs are 'grounded' i.e. connected to the faith they belong to:</p> <ul style="list-style-type: none"> • The candle of HOPE. Jesus brings HOPE. He comes to help / save people who • The candle of PEACE. Jesus brings PEACE. He comes to help / save people who ... • The candle of JOY. Jesus brings JOY. He comes to help / save people who • The candle of LOVE. Jesus brings LOVE. He comes to help / save people who ... <p>You could write your ideas on four giant paper candle flames for display.</p>	
<p>EXPLORE (3) how calling Jesus 'Saviour' influences Christian Living</p>	<p>Teacher's note: <i>Along with gift-giving, family and food, Christmas provides Christians with a challenge. Their 'saviour' was not born in a palace but something akin to a stable; he also evaded an act of genocide, and became a refugee with his parents in Egypt.</i></p> <p><i>Many Christians spend time at Christmas actively 'saving' or 'helping' others – cooking for 'home alones', working in homeless shelters, raising money for refugees, or organisations like 'Shelter' or 'The Children's Society'. Posada is a Mexican custom acting out the 'holy family' trying to find a place to stay; many UK churches adapt it as a community challenge.</i></p> <p>When did Mary, Joseph and Jesus need help?</p> <p>Hold up a sign written on a piece of cardboard: No room at the inn. What does this mean? How does it fit into the Christmas story?</p> <p>Listen to a song about this part of the story, joining in as appropriate with singing, percussion or simple clapping:</p> <ul style="list-style-type: none"> • <u>Knock, Knock</u> (It's a Baby – Out of the Ark) • <u>No Room at the Inn</u> (Songs for Every Christmas – Out of the Ark) • <u>Rat-a-tat-tat</u> (Carol, gaily carol – AC Black) <p>OR use '<u>Jesus' Christmas Party</u>' (Nicholas Allan) and join in the repetitive sections.</p> <p>Ask: <i>What help did Mary and Joseph need and why? What help were they given?</i></p>	<p>An 'innkeeper' is part of the tradition of the Christmas story but not mentioned in the Bible. Luke 2 v.7 records 'there was no room for them in the inn' so the baby was laid in a manger. The innkeeper role grew out of these words as did the idea of a 'stable'.</p> <p>'Posada' means an 'inn'. You could research the nine nights of Las Posadas in Mexico.</p> <p>'The Night of Las Posadas' by Tomie Paola is a children's story of Posada set in Santa Fe.</p> <p>Pupils may enjoy</p>



2c I can say what Posada stands for and what being involved might make a Christian think about

2e I can talk about how stories often have a meaning, and about questions the nativity story makes me ask

2e I can talk about how stories often have a meaning, and about questions the nativity story makes me ask

3a I can describe what a Christian might learn from one of the stories about Jesus as a baby

3d I can recognise some which influence me e.g. family, friends, faith, like the Christmas story affects Christians trying to help the homeless

How does Posada recall this part of the story?



Tom and Tessa have brought some things to show you. Unpack a small box containing figures of Mary, Joseph and a donkey, a notebook, pen and a candle. There is a note to read too.

Have you ever been on a sleep-over? We have had Mary and Joseph for a sleep-over! The families in our church took part in 'Posada' in December. These are the things we need for Posada. Can you guess what the things are for?

We looked after Mary and Joseph overnight. We built a bed for them. They sat on our table when we had tea. We lit a candle and prayed that God would help us show hospitality to people in need, and be kind to the homeless.

We wrote what we did in the notebook and the next night we took Mary and Joseph to stay with a new family.

Talk about the words: 'hospitality' and 'homeless'. How does it feel to be welcome? How might it feel not to have a home to go to? How would it feel to help? Use feelings faces to help children discuss. *Be sensitive to pupils' own experiences.*

How does Posada encourage Christians to be helpers like Jesus?

Tom and Tessa want to tell you what happened next in their church Posada:

Mary and Joseph travelled from family to family each night in December. Then, on Christmas Eve, the last family took Mary and Joseph to church.

We all welcomed Mary and Joseph and placed them in the big model stable with the other nativity figures. We listened to the story of Jesus being born. The vicar said 'Jesus' means 'saviour'; Jesus saved others but he needed help himself when he was homeless.

Our grandad told everyone that Mary and Joseph had needed shelter the night Jesus was born but two years later, they had to run away to Egypt. They became refugees. Grandad said this had inspired him to work as a volunteer in a homeless shelter.



trying a Posada of their own See how people have developed Posada in many ways in schools, churches or local communities e.g.

<http://www.spiritu.alchild.co.uk/howto/posada.html>

<https://www.assemble.org.uk/pri/520/posada>

Jesus taught his followers that in serving those in need (the hungry, strangers, prisoners) they were really helping him. See Matthew 25 v.31-46.

After the Magi (3 kings) visited Jesus, King Herod attempted to kill him. The Holy Family escaped to Egypt as refugees for some time.

'Jesus was a Refugee' by A. McDonough (Sarah Grace Pub.) - hard for KS1 but worth a try.

<p><i>3e I can ask questions about why some people need rescuing and who should help them, and communicate some of my ideas for answers</i></p> <p><i>3f I can link things that are important to me with who or what I would be determined enough to actually help / rescue</i></p>	<p>At the end of the service, we sang 'Away in a manger' and collected money for the homeless. We said lots of prayers for them too.</p> <p>You could choose pictures of homeless people to display. Talk about what Grandad might do at a homeless shelter. Find out about a local shelter if you can.</p> <p>Use what you learn to compose some simple prayers that Tom and Tessa could have read at the Christmas Eve service. Write the prayers on pieces of cardboard box with felt markers.</p> <p>Why should Christians help? (Optional Reflection)</p> <p>Display pictures of the homeless, the cardboard prayers, the 'No room in the Inn' sign and Mary and Joseph too.</p> <p>Light a candle. Listen to a quiet song e.g. <i>Away in a manger OR Give me your love Lord' – John Hardwick (see Resources)</i></p> <p>Someone could read the prayers as appropriate. Extinguish the candle carefully.</p> 	<p>http://selig.org.uk/ - A Christian Homelessness organisation in Ipswich, Suffolk. The website gives a flavour of what happens in many areas of the country.</p>
<p>EVALUATE your RE learning about what Christians believe about why Jesus was given the name 'Saviour'</p>	<p><i>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p. 17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. 	<p><i>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</i></p> <p><i>Please remember that different schools have different requirements. Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use</i></p>

EXPRESS

your RE learning
so it can be
shared with
others

Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

Write the message in the envelope from Paul Woelfel's painting. Create the envelope and use the computer to write the message.

Create your own class art gallery of saving and rescuing pictures. Include some Christmas drawings and paintings. Create good labels which show you understand what Christians believe about the baby Jesus being a saviour and rescuer too.



Make your own nativity set in 3D using clay or plasticine. Choose the 6 most important characters to put in your crib set. Explain your choices.

Write a short introduction to your annual Nativity play which uses key words you have learnt in this unit e.g. saviour, annunciation, angel, etc.

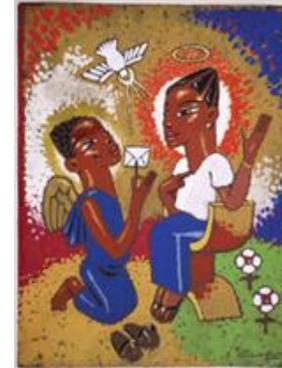
Create your own simple Christmas song, incorporating important words / names about Jesus from Christmas carols you have heard and the Christmas stories you have learnt. Record your song and put it on the school website so others can hear it or perform it at a school Christmas celebration.

Have a nativity set exhibition in school. Make a flyer inviting parents and the local community to donate cribs for exhibition. **OR** have a nativity set making competition, setting particular parameters e.g. small enough for a matchbox, or to fit on a baking tray.

Do some drama as a response to the painting of Simeon and Anna in 'Presentation in the Temple' by Dinah Roe Kendall.

Imagine yourself in the painting:

- Where are you standing?
- How do you feel?
- How would you have reacted?
- What is Anna saying and doing?



These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.

See Resources for Dinah Roe Kendall.



	<p>Act out in a small group. Photograph or record.</p> <p>Create an altar frontal for your local church for Christmas or for your school carol service, or, in a church school, to put in front of the worship table for your Collective Worship leading up to Christmas.</p>	
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Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

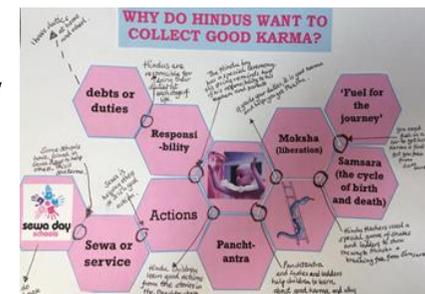
Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 When did someone you know need rescuing or saving?
Developing: Draws on the lesson material	Q2 What did different people tell Mary about baby Jesus?
Expected: Applies concept / answers key question	Q3 Why was Jesus given the name 'saviour'?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 How do Christians, and others, try to save people who are in trouble?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

SELECT a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	Ra I can remember something that happens when Mary sees the angel	Rb I can recognise that some Christians use Advent candles as part of their religion	Rc I can recognise that the words God, saviour and Jesus are important to Christians	Rd I can talk about how my friends help me or how I have helped them	Re I can talk about something interesting in the story of Simeon and baby Jesus	Rf I can talk about something I would want to find or rescue if it got lost
Y1	1a I can remember the Annunciation story and know who it is special to	1b I can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas	1c I can suggest how a Christian shows which figures are important in a nativity set	1d I can talk about things that happen in my family or my class when we have needed help	1e I can ask why stories are told and what I learn from them, including the Nativity	1f I can talk about what really helps me when I am in trouble e.g. lonely, and why
Y2	2a I can tell the story about Simeon meeting Jesus and say why it might be important to a Christian	2b I can talk about how Christians use an Advent wreath in their church services	2c I can say what Posada stands for and what being involved might make a Christian think about	2d I can ask, with respect, about what my friends or different groups do at Christmas, including Christians	2e I can talk about how stories often have a meaning, and about questions the nativity story makes me ask	2f I can talk about who or what my friends or family would think it was important to help & ask respectfully why
Y3	3a I can describe what a Christian might learn from one of the stories about Jesus as a baby	3b I can describe some ways Christians count time in Advent, at home and at church, and why they do this	3c I can describe how Christians show their belief about Jesus the Saviour in an Advent ring, using the right religious words	3d I can recognise some which influence me e.g. family, friends, faith, like the Christmas story affects Christians trying to help the homeless	3e I can ask questions about why some people need rescuing and who should help them, and communicate some of my ideas for answers	3f I can link things that are important to me with who or what I would be determined enough to actually help / rescue

Resources for this enquiry:

In this unit, Tom and Tessa are imaginary Christian characters who enable a teacher to present things Christian children learn or do more easily than talking abstractly about religious people. Tom and Tessa also appear in the EYFS units in the Emmanuel Project. Similar children e.g. Zoe (Jewish) were created for other KS1 units.

You can create your own Tom and Tessa by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. The children's names are immaterial; feel free to change them, especially if their names already appears on your class register!

Sometimes scenarios are created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Christian artefacts or books! Here are suggestions for this unit:



- A children's story Bible (see below)
- A CD of Christian children's songs (see below)
- Pictures of the Annunciation
- A nativity set wrapped as a parcel
- Some Christmas cards

Some recommended story resources:

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Jesus Storybook Bible by Sally Lloyd Jones
- The Lion Christmas Storyteller Bible by Bob Hartman (Lion Hudson)
- The Beginner's Bible by Catherine DeVries
- Read and Share DVD Bible Christmas
- Stop Look Listen: Animated Bible Stories – The First Christmas (on internet /DVD)



Two resources from The Discovery Centre, Bury St Edmunds / dcoffice@stedscathedral.org

- A Book of Reflective Stories' complete with CD of scripts, actions, patterns, etc
- Music for Stories CD by Ruth Shepherd, – including 'Presentation in the Temple'

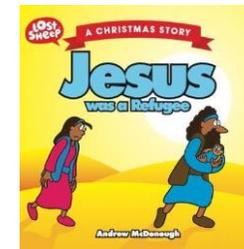
The Discovery Centre (see admin address above), like many cathedrals, can often help with Storytellers who visit schools in the vicinity for a small cost and tell stories for you. They could tell the 'Presentation in the Temple' for this unit and also act as visitors to answer questions about what Christians believe about Jesus.

- **Drama resources** - dressing up clothes for the nativity, a 'manger' and doll – found in most schools!
 - **Copies of artwork / paintings** of the Annunciation / Presentation in the Temple are easy to find on the internet including the two used in the unit i.e. The Annunciation to Mary by Paul Woelfel / The Presentation in the Temple by Dinah Roe Kendall. Also look for pictures from the Jesus Mafa series (Cameroon)



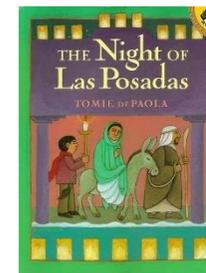
- A good place for more pictures is <http://freebibleimages.org/> Try: **Mary and the angel Gabriel, The angels' good news, When Jesus was 8 days old** – all from Lambsongs (Kemp & Gunther)
- **Nativity sets** - Most schools have a Nativity set of some kind but it is always worth looking for a new one. The internet has many Fairtrade examples at good prices and artefact companies also sell them e.g. TTS Religion in Evidence sells the one pictured here. <http://www.tts-group.co.uk/shops/tts/Products/PD1725503/>

- **Christmas carols and songs** are available almost everywhere.
 - **Songs for Every Christmas** (<http://www.outoftheark.co.uk/>) is already in many schools. Out of the Ark Music also produce a traditional carols CD.
 - **Give me your love Lord** - <https://www.youtube.com/user/johnhardwickorg/search?query=give+me+your+heart+lord>) OR on CD / download from <https://www.johnhardwick.org/>



- **Other useful publication:**

- The Night of Las Posadas – Tomie de Paola
- Jesus was a refugee - Andrew McDonough
- Festival Matters - <https://www.salisbury.anglican.org/schools/festival-matters>
- **Experience Christmas** - a set of 6 interactive reflection and prayer stations which tell the Christmas story and also explore its significance in the lives of Christians and the church today. - <https://www.gloucester.anglican.org/schools/jumping-fish-publications/>



The initial ideas for this unit were worked on by Lindsay Blankley (Norwich cathedral) and Lauren Moore (Honington CEVCP) and revised by Helen Peats (St Margaret's CEVAP, Ipswich), Emily Bacon (Bures CEVCP) and Helen Matter (Diocesan Schools' Adviser) in 2018-9. Thank you for your hard work!