

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year B RE and World Views – Christianity Jesus

**Key Question** (to be used all year): How do we respond to the things that really matter?

**Focus Question** (for this investigation): Why do Christians say that Jesus is the 'Light of the World'?

**PoS aims from Lancashire SACRE:**

- *Key features = Jesus as the light of the world, symbolism of light, advent and Christmas*

This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate. Pupils should be able to make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.

**Prior Learning (what pupils already know and can do)**

This unit supports the year A unit 'Why is Jesus special to Christians?' – Pupils should be encouraged to recall information about why the birth of Jesus is important to Christians and why Jesus is seen as a gift to the world.

Children will be familiar with the idea of Jesus being God incarnate (God in human form) from involvement in nativity and from learning about 'the special time' of Christmas in EYFS

**Long-term Learning (what pupils MUST know and remember) END GOALS**

- To know that light is an important symbol to many Christians because they believe Jesus to be the 'light of the world'. This light represents their belief that Jesus can guide them and keep darkness (sadness and sin) away from them. Light is also necessary for life, so Christians believe that Jesus provides light and life (just like we need the sun to live, Christians need Jesus – God's son - to live)
- To know that Jesus is referred to in different ways throughout the Bible including Christ, Messiah, Saviour and Son of God (God in human form)
- To know that many Christians use light as part of their Christmas celebrations including Advent and Christingle

**Disciplinary knowledge (on-going for the year)**

- Retell and suggest meanings for religious stories and/or beliefs
- Use some religious words and phrases when talking about beliefs and values
- Identify and describe how religion is expressed in different ways
- Suggest the symbolic meaning of imagery and actions
- Identify things that influence a person's sense of identity and belonging
- Ask relevant questions
- Talk about their own identity and value

**Key Vocabulary**

- Jesus, 'light of the world', Advent, Christmas, preparing, Christingle, symbols, light, dark, Bible

**Session 1: What is light and what does it represent?**

Children discuss sources of light from a non-religious view.

Introduce idea that Christians call Jesus 'the light of the world'.

**Core knowledge**

- To know that light is an important symbol to Christians because they believe Jesus to be the 'light of the world', bringing light and hope to people, even in times of darkness

**Suggested activities**

Look at images of **light** sources.

- Categorize uses of light e.g. it removes **dark**, it guides, gives heat etc.
- Make the room dark. Then turn a small light on. How did they feel in the dark, then in the light? Would they want to be closer to or further away from that light?
- Look at the phrase 'The Light of the world' – mind map ideas about what this could be and what it might do e.g. remove darkness, guide, provide warmth etc.
- Introduce the fact that Jesus is known as the '**light of the world**' by Christians. Discuss what it tells us about the Christian idea of Jesus - referring to the ideas from the mind map

**Vocabulary – light, dark**

**Session 2: Where do Christians see and hear about Jesus being the light of the world?**

Through exploring bible references, children learn why Christians refer to Jesus as the light of the world.

**Core Knowledge**

- To know that light is an important symbol to Christians because they believe Jesus to be the 'light of the world', bringing light and hope to people, even in times of darkness
- When Christians refer to Jesus as 'the Light of the world', this represents their belief that Jesus can guide them throughout their life and keep darkness (sadness and sin) away from them. Light is also necessary for life, so

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Christians believe that Jesus provides light and life (just like we need the sun to live, Christians need Jesus – God’s son - to live)

### Suggested Activities

- Look at Bible references to Jesus and light (John 1: 4 – 5 and 9, Luke 2:32 and John 8:12). Discuss what each might mean (God overpowering darkness, showing the way and light giving life). The ERV might be the best version available <https://www.biblegateway.com/passage/?search=John+8%3A12&version=ERV>
- What might Christians mean when they talk about Jesus as a light to the world?
- Look at some pictures showing Jesus and light (e.g. ‘The Light of the World’ by William Holman Hunt <https://www.williamholmanhunt.org/light-of-the-world/> ).
- Annotate the image to show what it symbolises e.g. standing at the door knocking, holding a lamp showing the way, light around head. Ask the children who or what they think could be on the other side of the door.

### Vocabulary – light, dark, symbolism, Bible

#### Session 3: How is light used in Advent?

Children learn the importance of Advent in the church calendar and explore how light is part of this celebration.

#### Core Knowledge

- To know that Christians use light as part of their Christmas celebrations including Advent

#### Suggested Activities

- Explore how light is used in **Advent** – use of advent candles, advent services. <https://www.twinkl.co.uk/resource/tp-re-46-planit-re-y2-light-and-dark-lesson-1-advent-at-christmas-lesson-pack>
- Children should know that Advent is the start of the Christian year. It is when Christians start to prepare for Christmas. Churches usually display an advent crown or wreath. These usually contain five candles, which remind Christians about the light of God coming into the world through the birth of Jesus Christ.
- Children label or annotate images of advent candles.

### Vocabulary – advent, crown, wreath, symbolism

#### Session 4: What is the Christingle and what does it represent?

Children learn the importance of Christingle in the church calendar and explore how light is part of this celebration.

#### Core Knowledge

- To know that Christians use light as part of their Christmas celebrations including Christingle

#### Suggested Activities/ Teacher subject knowledge

- Learn about the **Christingle**. <http://www.topmarks.co.uk/christmas/Christingle.aspx> , <https://www.childrensociety.org.uk/how-you-can-help/fundraise-and-events/christingle/what-is-christingle>
- Explain what each part of the Christingle represents e.g. the sweets symbolize the gifts from God.
- Create a class **Christingle** or children could create their own Christingle (check allergies etc)

### Vocabulary – Christingle, symbolism

#### Session 5: How else is Jesus known throughout the Bible?

Children learn other names for Jesus throughout the bible.

#### Core Knowledge

- As well as being ‘The Light of the world’ Jesus is known by many different terms
- Jesus is referred to in different ways including:
  - Christ (another name for Jesus and is related to the words Christian and Christmas)
  - Messiah (The term Messiah is Hebrew and means ‘anointed one’ or chosen one. Christians believe that the Messiah was sent by God to save humanity through his death and resurrection)
  - Saviour (Jesus gave up his own life to save humans from their sins)
  - Son of God (Jesus is the son of God. He was God in human form. He was sent to save humans)

#### Suggested Activities/ Teacher subject knowledge

- Match the names given and the meanings
- Provide the children with verses from the Bible that mention the above names. You can search for them here <https://www.biblegateway.com/quicksearch/?quicksearch=messiah&version=ERV>
- Create a word web of Jesus with the different names coming out and the meanings shown in images or written or linked to a verse from the Bible

### Vocabulary – Christ, messiah, saviour

#### Session 6: How can a light alter a person’s behaviour and actions?

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Children reflect on their understanding of Jesus as the light of the world, and explore how light might be a source of comfort and guidance in peoples lives. (religious or non religious)

### Suggested activities/ Teacher subject knowledge

- Interview or email a Christian and ask how Jesus is a light to them and how that knowledge alters their actions to others.
- **Self-reflection** - Could the children be 'a light' to others? Brainstorm good qualities that the class consider are worth following. Record the ideas as posters, poems, writing.
- Talk about a time when it has been dark or sad – and how a person has helped bring 'light' to the situation.

### Future learning this content supports:

Children will continue to consider the idea of symbolism across Christianity and other religions. They will also explore the idea of Jesus being God incarnate in more detail as they go through the school e.g. the Holy Trinity is explored in UKS2.