

Topic Title: Christianity - Incarnation

Year 2 Autumn 2



Background for Teachers:

Taken from *Understanding Christianity*:

The birth of Jesus is recorded in two of the Gospels – Matthew and Luke. Although this happens near the start of the New Testament, it is quite a way into the ‘big story’ narrative of the Bible if we consider that this starts with Creation.

With ‘the Fall’, sin enters the world and remains in it. God therefore carries out a ‘rescue mission’ for humanity to help save people from their sin. This is partially achieved by cultivating a relationship with the People of God. The attachment between God and the People of God in the Old Testament shows many Christians what it is like to be in a relationship with God. The stories themselves are also pointers for the coming of Jesus and what this will mean. For example, Abraham being called upon to sacrifice his only son can be seen as foreshadowing Jesus, God’s son, being sacrificed on the cross.

The culmination of God’s rescue plan starts with the birth of Jesus. This is crucial to the Christian faith. By coming to Earth as Jesus, God is able to show and tell people how they should be living, and demonstrate what it is like to have a close relationship with the Father. Without the incarnation, Christians believe, God would not have been able to make the ultimate sacrifice, leading to the salvation of his people.

Christians use the birth stories not only to guide them in their celebrations at Christmas, but also to remind them about the place of Jesus in the ‘big story’ of God’s relationship with humans. Jesus is the saviour and rescuer, whose birth was prophesised but came to pass in unexpected ways, amongst poor and marginalised people.

Previously On ... (Links to Prior Learning):

Discuss the different groups and families that the children belong to. how the children know they belong and how other people will know that they belong. What does it mean to belong? What does it mean for Christians to belong to their faith family? How do they know that they belong? Record initial ideas.

Enquiry Question:

How do Christians belong to their faith family?

Disciplinary Focus:

Human/Social Sciences

Big Questions:

What does it mean to belong to a faith family?

How might First Communion show that Christians belong to a faith family?
Baptism? Christening?

How are artefacts used to show that Christians belong to a faith family through worship?

How are light and water used during baptisms and christenings?

How is prayer used to welcome someone new to their faith family?

Why do people make a church a church?

Why is a church a faith family?

Why do some people call themselves Christians?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explore what it means to belong to a faith family.	<p>Starter: See 'Previously On ...'</p> <p>Input: Show some different images linked to Christian worship. What do the children notice? What questions do they have? You could use the <i>Picturing Christianity</i> resource.</p> <p>Show the terms 'First Communion', 'Christening' and 'Baptism' and ask what the children already know about these Christian celebrations. You could print off images to stick up around the classroom for the children to enquire about and explore.</p> <p>Q- What do you already know about First Communion? Christenings? Baptism?</p>	<p>Task: Work collaboratively to annotate the key terms and images with the children's ideas.</p> <p>Further challenge: Q- How might these celebrations show that Christians belong to a faith family?</p>	<p>Plenary: Choose one idea for each celebration about how each shows that Christians belong to a faith family and annotate in a different colour.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<p>LO: to explore how different celebrations show that Christians belong to a faith family.</p>	<p>Starter: show the key term ‘baptism’ on the board and challenge the children to recall as many ideas as they can from last week’s lesson. Explain that today, we’ll be adding to these ideas as our knowledge and understanding grow. You might want to carry this out using ‘Rally Robin’ or a similar Kagan strategy.</p> <p>Input: Show the children a film clip about baptism. Any of the following would be appropriate: https://www.youtube.com/watch?v=wS9buE6D7BU https://www.youtube.com/watch?v=ncFQZV6hMdE https://www.bbc.co.uk/programmes/p01149v1 (Parts 1, 2 & 3). Q- What do you notice? Q- What do you think is most important? Why?</p> <p>Introduce the term ‘artefact’ – an object that is important and used during ceremonies and rites of passage as a reminder of Christian beliefs, traditions and identity. Q- What artefacts did you notice during the baptism? Examples include the font, christening candles, chalice, paten, prayer and hymn books. Q- How are these artefacts used to show that Christians belong to their faith family through worship? Q- How is light used during baptisms and christenings? Water?</p>	<p>Task: Introduce the children to the different symbols that show belonging – the cross and the fish. Children to design their own symbol for belonging. www.learnreligions.com/christianity-symbols-illustrated-glossary-4051292</p> <p><i>This symbol shows belonging because ...</i></p> <p>Include a summary of whole-class response during whole-class introduction in R.E. exercise books.</p>	<p>Plenary: What could you add to annotations from last week about baptism and how this shows that Christians belong to a faith family?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	LO: to explore how prayer is used to welcome somebody new to a faith family.	<p>Starter: Gather the children's ideas about why prayer is used in worship – generally rather than to welcome somebody new to a faith family at this stage. Why is prayer used during Collective Worship at school? Why do we have a Prayer Book? Why is prayer used in church? Do Christians have to be with others to pray?</p> <p>Input: Explain that during today's lesson, we are going to think specifically about why prayer might be used in worship to welcome a new member to the faith family. This will build on what we have been learning about baptism.</p> <p>Explore these Christening prayers through shared reading: https://www.churchofengland.org/life-events/christenings/discovering-prayer/christening-prayers Q- Which of these prayers do you think is most welcoming? Why? Q- Which words and phrases are used in more than one prayer? Draw together the children's responses to create a bank of words and phrases.</p>	<p>Task: Children to create their own prayer to welcome a new member to the faith family – model using the bank of words and phrases as a scaffold.</p> <p>Further challenge: when might the children's prayer be used in worship? Why? – GPC.</p>	<p>Plenary: Invite children to share the prayer that they have created. How effectively would it welcome a new member? Why?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<p>LO: to explore how the church is more than just a building.</p>	<p>Starter: Before introducing the learning objective, challenge the children to draw what they think a church is. How much detail can they include?</p> <p>Input: Ask the children whether any of them have included any people in their drawing. Begin to create a list of any people that the children have included, if any.</p> <p>Q- Why is a church not a church without the people? Q- Why do people make a church a church?</p> <p>Encourage children to link their responses back to the concept of a faith family. People that make a church might include vicar, organist, choir, readers, congregation</p> <p>Show the following film, <i>The Church is the People</i>: https://www.youtube.com/watch?v=5cCLbiXjly8</p> <p>The following website provides further background information: https://www.patheos.com/blogs/markdroberts/series/what-is-a-church/</p> <p>Q- What do you think a church is now? Q- What would you add to your first idea? What would you change?</p>	<p>Task: Children to draw what they now think a church is, including the different people that make a church. You could include both examples in R.E. exercise books to evidence learning.</p> <p>Further challenge: <i>I added ... to my new drawing of a church because ...</i> - GPC.</p>	<p>Plenary: Q- How is the church a faith family?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	LO: to explore how the name Christian means belonging to a faith family.	<p>Starter: Show the word 'Christian' on the board – what is the children's understanding of this word? How would they explain what a Christian is?</p> <p>Input: Introduce the objective and explain that this lesson, we are going to draw together all our learning from this unit to explore how using the name Christian means that someone belongs to their faith family.</p> <p>Q- Why do some people call themselves Christians?</p> <p>Q- How do Christians show that they belong to their faith family?</p> <p>Drawing together all learning, work collaboratively to create a list of the ways in which Christians show that they belong to their faith family.</p>	<p>Task: Children to create a mind map of all the different ways in which Christians show that they belong to their faith family – either writing, drawing or a combination of both.</p>	<p>Plenary: Children to be given the opportunity to walk round the classroom, explore the mind maps created by others and add anything to theirs that they would like to.</p>

