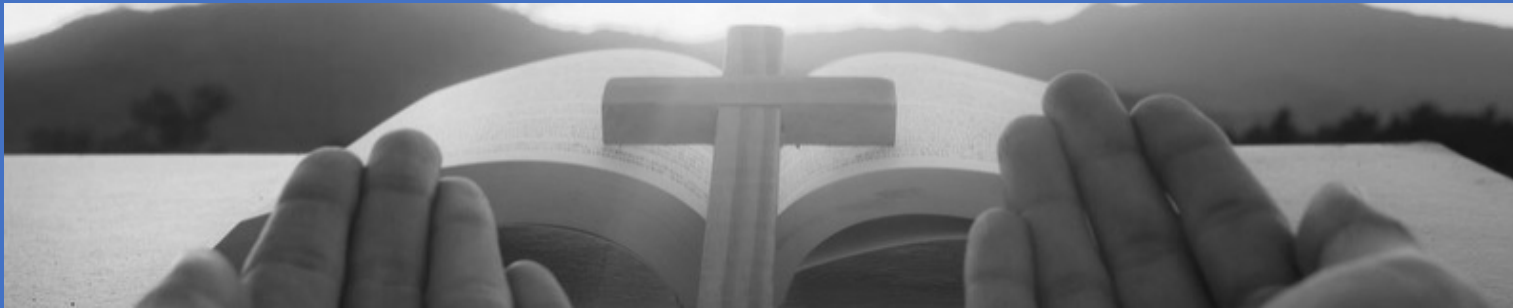


Topic Title: Christianity – Gospel

Year 2 Summer 2



Background for Teachers:

Taken from *Understanding Christianity*:

- In the 'Big Story' of the Bible, after centuries of the relationship between God and humanity breaking down through human failure, Jesus comes to Earth, God in the flesh, to restore the friendship between God and humanity. The story of Jesus' life is told in a new kind of book, a 'Gospel' or 'Good News' book.
- One way in which Jesus helps to bring people back to God is by showing how much God loves them, and that he wants to forgive them when they do bad things. Some people thought that you could only get to God by being really, really good. Jesus shows that God is keen for everyone to turn to him – they only have to be sorry and say so. Forgiveness leads to peace with God. This means that many people who were looked down upon in society were important to Jesus. They could come to God too. Christians try to follow Jesus and show his love to those in need. For many Christians, following Jesus is like the 'pearl of great price' – it is what matters most in life.
- Christians today use these texts for comfort: for example, for a child who is anxious, or for reassurance – if someone feels very guilty because of doing something wrong. It helps them to realise that they can go to God with any prayer at any time, and God will listen. It is not a case of asking for things: Christians sometimes say that they find prayer changes them, the more they 'tune in' to what matters most. Preachers often talk about these Bible texts, for example, when they give sermons in church to remind people of God's care, whatever they are going through.
- Christians often make a link between these Bible verses and their own spiritual lives, saying that they find the teaching of Jesus to be powerfully true in their own life.

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

Give the children an image of Jesus, surrounded by the words 'friendship', 'forgiveness' and 'peace'. What do the children already know about how children offered these? What examples do they have?

Enquiry Question:

What is the good news Jesus brings?

Disciplinary Focus:

Theology

Big Questions:

Why did Jesus choose Matthew as one of his twelve disciples, even though nearly everyone disliked him?

Why might Christians see Jesus' choice of disciples as 'good news'?

What matters most: friendship, forgiveness or peace?

How does saying sorry bring a Christian peace?

How do Christians bring good news to the homeless? How is this an example of following Jesus?

What gifts has God given humans to show his love for them?

How might God be like a parent? Unlike a parent?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to tell the story of <i>Matthew the Tax Collector</i> and recognise a link with the concept of 'Gospel' or 'good news'.</p>	<p>Starter: Role play about tax collectors! Give the children some play money: ten or more notes. They are the people of Israel. Ask two other children to be the Romans: arm them with paper swords. They have conquered the people of Israel. Ask for a volunteer to collect taxes for the Romans – tell them they can make some money this way. The volunteer tax collector, backed up by the soldiers, tells the people of Israel: 'Give me the money. These solders will make you!' Some is given to the 'Romans' but the volunteer tax collector keeps lots too. Ask each child in the role play how it felt. How did the people of Israel feel about Romans and about tax collectors? Why? Is it fair? Who would you be friends with?</p> <p>Input: Introduce the objective and explain that we will be investigating the lives of some people for whom Jesus was good news.</p> <p>Ask the children in groups, if they needed twelve people to change the world who they would choose for their team. You could offer some photos of people they could choose, or think of types of people (brilliant, admired and successful, perhaps) or offer some qualities to choose (strong, kind, clever, helpful, sharing and so on – see Resource Sheet 1). Make a list of reasons for choosing the class's twelve world-changers. Explain that Jesus chose twelve men to be his world-changers, but they were not who people might expect.</p> <p>From Matthew 9: 9-13, tell the story of Jesus choosing Matthew the tax collector as one of his twelve disciples, a man nearly everyone disliked. Every time his name is mentioned, children can chorus, 'Oh no, Jesus, not him!'. Why was it a surprise? Christians teach that Jesus brought good news because he was a friend to those left out by other people.</p>	<p>Task: Children to dramatise the story of Matthew the tax collector in groups of six. Include a chorus which repeats, 'Oh no, Jesus, not him!', and then 'Good news: Jesus welcomed everyone.'</p> <p>What do the children think of Jesus' choice of world-changers? Why do they think Jesus chose them?</p>	<p>Plenary: Why might Christians see Jesus' choice of world-changers as 'good news'?</p> <p>Children could respond to this as a GPC.</p> <p>Emphasis that for Christians, Jesus being a friend to the friendless is good news.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<p>LO: to recognise that Jesus gives instructions to people about how to behave.</p>	<p>Starter: Recap how, for Christians, Jesus' offer of friendship is 'good news'. Explain that Jesus' offer of forgiveness is also 'good news' – what does it mean to forgive?</p> <p>Input: Jesus taught: 'Forgive and you will be forgiven.' Show this teaching on the board – what might Christians learn from this teaching about how to behave? How might Christians follow this teaching?</p> <p>Who might need forgiving? Invite one of the children to draw a cartoon of someone who might need forgiving around these words, either on the board or under the visualiser. Ask them to draw a speech bubble from the person with the word 'Sorry' in it, then from above, draw a speech bubble saying, 'You are forgiven.'</p>	<p>Task: Children to be given a piece of paper with Jesus' words in the centre, either in groups, in pairs or independently. Draw cartoons of people who need forgiving, draw speech bubbles from each person with the word 'Sorry' in them and from above, draw speech bubbles saying, 'You are forgiven' – as modelled during the whole-class introduction.</p> <p>Further Challenge: Should we always forgive people who say sorry?</p>	<p>Plenary: Why do Christians think Jesus was 'good news' because he gave God's forgiveness to everyone who was sorry?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	<p>LO: to understand that God can offer peace – and that this offer is ‘good news’.</p>	<p>Starter: What do the children know and understand so far about the ‘good news’ that Jesus brings? How are his offers of friendship and forgiveness ‘good news’?</p> <p>Input: Explain that as well as friendship and forgiveness, Jesus offers peace. Give the children four heart outlines each and ask them to use drawing and colour to show that a heart is afraid, ill and worried using three of the hearts. Invite children to share what they have expressed.</p> <p>Introduce Jesus’ promise to his disciples from John 14:27: <i>My peace I leave with you, my peace I give to you. Do not let your heart be troubled and do not be afraid.</i> Jesus’ first followers went through many troubles but they had peace in their hearts. Christians today find peace in their faith, too. Christians believe that Jesus is good news because he gives his followers peace.</p> <p>What might a Christian draw to show peace? Why? Could this be peace with God? Being forgiven? Children to use drawing and colour to show what a Christian might draw to show peace in the fourth heart.</p>	<p>Task: Ask the children to choose either friendship, forgiveness or peace. Which one do they think matters the most? Children to create a poster for whichever they choose about Jesus’ good news of friendship, forgiveness or peace. This could include writing, creating images, symbols, logos ...</p> <p>Further Challenge: Children to write a sentence starting ‘Good news is when ...’ – this could be answered as a GPC.</p>	<p>Plenary: If doing bad things messes up a person’s relationship with God, how does saying sorry bring them peace?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<p>LO: to understand how Christians follow teachings about forgiveness and peace to bring good news to the friendless.</p>	<p>Starter: Show the children a ‘good news’ photo of a Christian project to help homeless people; for example, from Leeds, where St. George’s Crypt has been helping homeless people for over 85 years. See Resources – their website tells their story: https://www.stgeorgescrypt.org.uk/</p> <p>What can the children see? Don’t allow what they ‘think’ they can see yet – keep responses to what they can actually see and annotate with these observations.</p> <p>Input: Move beyond what the children can see to what they ‘think’ they can see. What is going on? For whom might this be ‘good news’? In what way is it an example of people following Jesus? What might Jesus say or do if he visited St. George’s Crypt?</p> <p>Introduce the children to the ‘9 Prompt’ activity – see Resources – to explore the work of St. George’s as good news for people who need a friend. Choose one of the sentence starters and ask the children to work in pairs to finish it – share ideas.</p>	<p>Task: Children to work in pairs to finish the rest of the sentences, using the sentence starters provided. Completed sentences could either be recorded in exercise books or on sticky notes using enlarged versions of the sentence starter cards.</p> <p>Further Challenge: What links are the children able to make between the completed sentences and the stories of Jesus?</p>	<p>Plenary: Link the completed sentences with the stories of Jesus – a ‘link’ symbol could be used as a visual.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	LO: to understand how God likes	<p>Starter: Work collaboratively to make a list of ten things mums and dads, or other carers, do to show they love their children.</p> <p>Input: Read the story of Luke 11: 9-13 (see Resource Sheet 3). Ask the children what they think the story is about. Why is Jesus telling the story?</p> <p>Recap the opening of the Lord's Prayer: <i>Our Father in heaven ...</i> Christians think God loves humans and has given humans many gifts. What gifts do the children think these include?</p> <p>Show these ten on the board:</p> <ul style="list-style-type: none"> • Animals to care for • Imagination • Life • The Earth • Love • Beautiful days • Food • Water • Our brains • Each other <p>How do these ideas of gifts that God has given humans compare to the children's ideas? Point out that some people say 'nature' provides these gifts but Christians thank God for all these things.</p>	<p>Task: Children to choose ten gifts that God has given humans – either the ten shown on the board or a combination of these and their own ideas. Write each on a small piece of paper and decorate with images. Then rank them – number and stick in exercise books in order according to which they think are the best.</p> <p>Further Challenge: Children to begin to think about which of these gifts are also given to us by our mums and dads, or other carers, to show that they love us.</p>	<p>Plenary: How do the children think God might be like a mum or dad? Unlike a mum or dad? E.g. visible/invisible, gives you life, gets asked for things and sometimes says yes/no. Children could respond to this as a GPC.</p>