

Year 3 Unit 3: IMAGES OF JESUS Week 1 Title: How do we describe people?	
Learning Intentions: AT1: To consider what Jesus was like. AT2: To know that we can describe someone in terms of their personality, and not just their appearance.	
Assessment: AT1 L2: I can identify some key features about Jesus. AT1 L3: I can describe some key features about Jesus, making links with Bible stories. AT2 L2: I can identify with sensitivity aspects of my partner's character. AT2 L3: I can identify what influences people's characters. AT2 L4: I can describe what influences my character and makes me unique.	
Key Words:	Resources: Drawing paper and coloured pencils Bibles – Good News or Children's NIV http://www.biblegateway.com/ <i>Internet Bible (suitable for whiteboard)</i>

NB: Depending on the length of the Spring term(s), Weeks 1 and 2 could be extended. Units 3 and 4 run into each other (Jesus – Easter).

Activities:

- Introduction: divide the class into pairs. Ask pupils to draw a portrait of their partners, looking carefully and observing physical features of the face, hair, eyes etc. Encourage pupils to be as accurate as possible in showing the physical attributes and characteristics of their partners. (AT2)
- Pupils should then describe their partner's personality or character, using words and phrases that they write around the portrait they have drawn. They may find this harder to do! You may need to discuss what 'character' or 'personality' is – the real essence of a person is what they are like inside,

not simply what they are like on the outside. Encourage pupils to be kind in their descriptions of each other's characters.(AT2)

- Gather in all the work and ask pupils to try to guess which pupils you are describing as you show the physical features and read out the character descriptions. (AT2)
- Ensure that pupils grasp the Christian belief that God has made each one of us unique and therefore each one of us is special to God. (AT1)
- Discuss how our character or personality is formed. Are we just made like that, or do circumstances affect our personality? How do we change, grow and develop our characters? How does religion influence people's characters? We can make choices, add to and change our characters, just as we do our physical appearance. (AT2)
- Collect pupils' ideas together on what they think Jesus was like, both physically and as a person. What evidence do we have and how would we know? What can we remember from previous learning? (NB This will be followed up in the next lesson.) (AT1)

Year 3 Unit 3: IMAGES OF JESUS Week 2
Title: What was Jesus like?

Learning Intentions:

AT1: To know that there are many images of Jesus, some more challenging than others.

AT2: To consider which images of Jesus I prefer and why.

Assessment:

AT1 L2: I can identify some key features about Jesus

AT1 L3: I can make links between what I know about Jesus in the Bible and what he is like.

AT2 L2: I can ask and respond sensitively to questions about our drawings of Jesus.

AT2 L3: I can identify the influence pictures of Jesus have on me.

Key Words:

Resources:

Bibles – Good News or Children’s NIV
<http://www.biblegateway.com/> - Internet Bible (suitable for whiteboard)

A range of images of Jesus e.g.

‘The Christ we Share’ USPG/CMS

‘Picturing Jesus’ REToday

‘Jesus Through Art’ Margaret Cooling RMEP

‘The Image of Christ’ The National Gallery

NB Choose those most suitable to the age of pupils

NB: You should be aware that this unit uses images of Jesus: as a baby, as a boy, at his baptism, in the wilderness, calling the disciples. Try to choose different images of Jesus for this lesson eg. as a man in different situations.

Depending on the length of the Spring Term(s), Weeks 1 and 2 could be extended.

Activities:

- Remind pupils of what they discussed about Jesus in the last lesson. (AT1)
- Ask pupils to (quickly) draw their own image of Jesus. Encourage pupils to illustrate more than Jesus’ face and to focus on body positions, hands, face

and clothing. Pupils should explain their image to a partner, asking and answering questions. (AT1/2)

- Explore together a range of pictures and images of Jesus. How do we know it is Jesus in the image? What do the images say about Jesus? Do they give us clues as to what he looked like or his personality / character? Encourage observations about colour, location, body position etc and who Jesus is shown with as being clues about what he was like. (AT1)
- Give a different image of Jesus for pupils to explore in small groups. Pupils can present their images to the class, sharing what they have learned or discovered or surmised eg. *'We think Jesus may have been..... because in this image he is*' (AT2)
- Encourage all pupils to choose an image they like best, dislike, find challenging or surprising and ask them to record their thoughts and feelings and reasons for them. Encourage pupils to relate their ideas to previous conceptions and how these may have changed / been affirmed. (AT2)

Year 3 Unit 3: IMAGES OF JESUS Week 3 Title: Jesus the baby	
Learning Intentions: AT1: To know that Jesus was born as a tiny baby but was portrayed as a special baby in art. AT2: To consider what I was like as a baby and what has influenced me since that time.	
Assessment: AT1 L2: I can identify what was special about Jesus as a baby and some ways that Christian images show this. AT1 L3: I can describe what was special about Jesus as a baby and how Christian images show this. AT2 L2: I can ask questions about what I was like as a baby and what was special about me. AT2 L3: I can identify what has influenced me as I have grown up.	
Key Words:	Resources: Bibles – Good News or Children’s NIV Use the internet to find these images: <ul style="list-style-type: none"> • <i>Presentation of Jesus in the temple</i> – Guercino 1623 • <i>Virgin of the Rocks</i> – Leonardo da Vinci • <i>Baby Jesus Sleeping</i> – Benvenuto Tisi-Garofalo 1550 • Previous resources of Jesus in art, plus: ‘Born Among Us’ USPG/CMS Pupils’ photos of themselves as babies

Activities:

- In groups, explore a range of pictures and images of Jesus as a baby/infant/child. Which images show Jesus as an ordinary baby and which show him as someone special, to be worshipped, or as a wise little man rather than a natural infant? What are these different images saying about Jesus? (AT1)

Contd.

- Pupils can share photos of themselves as babies. Pupils may think of some questions they could ask parents or grandparents about what they were like as a baby. What connections are there between them now and when they were babies? What personality traits have they got now which were evident when they were babies? What has influenced them since then, and how? (AT2)
- (As in Week 1), ensure that pupils grasp the Christian belief that God has made each one of us unique and therefore each one of us is special to God. (AT1)

Year 3 Unit 3:
Title: Jesus the youth

IMAGES OF JESUS

Week 4

Learning Intentions:

AT1: To know that Jesus was a young person who grew up like all children do, and that God was preparing him for his adult life.

AT2: To consider the choices we make as we grow older.

Assessment:

AT1 L2: I can retell the story of the boy Jesus in the Temple.

AT1 L3: I can describe what Christians believe about Jesus as a boy.

AT1 L4: I can show understanding of what Christians learn about Jesus from the story of the boy Jesus in the Temple.

AT1 L2: I can ask and respond sensitively to questions about growing up.

AT2 L3: I can identify how I want to be more independent and why.

AT2 L4: I can describe how religion influences me.

Key Words:

Resources:

Bibles – Good News or Children’s NIV

Key passage: Luke 2:40, 41-52

Key image: ‘*Christ in the House of His Parents*’ by John Everett Millais and ‘*The Boy Jesus in the Temple*’ by HEQI (heqigallery.com)

NB: There is nothing in the Bible about Jesus after this story, when he was 12 years old (approaching Bar Mitzvah time). We next hear of him when he was about 30, when he was baptised by John. This was the beginning of his ministry, which probably lasted for about three years until his death and resurrection.

Activities:

- Encourage pupils to talk about what they argue about with their families and those who care for them, as they get older and want to have more say in things. Is it clothing? When they can go out? Homework? Playtime? Sweets

and treats? Pocket money? Discuss what it is like being 7/8 years old and what the difficulties and stresses are, and the good bits too. (AT2)

- Explain that you are going to look at a story in the Bible about Jesus as a youth. These are the only verses in the Bible about Jesus as he grew up, and therefore we assume that his childhood was unremarkable for a Jewish boy – he would have studied the Hebrew Bible and presumably he learnt the skills of carpentry/building from Joseph. Explain that he was approaching the age when he would be considered old enough to take responsibility for his own actions. The story shows that he is becoming more independent. Then look at the *Christ in the House of His Parents* image and spot the signs and symbols that give away Jesus' specialness. (Jesus has hurt his hand on the nail and the blood has dripped on the floor; the young John the Baptist has some water; the sheep in the background and the dove on the ladder, etc)(AT1)
- Read Luke 2 verse 40, verses 41-51, and verse 52. What do they tell us about the boy Jesus? What sort of issues did Jesus and his parents struggle with? What was he interested in? What was he like? What is there here to suggest that Jesus had a special sense of his relationship with God and that he was being prepared for his future? (AT1)
- Explore one of the artistic portrayals of the boy Jesus in the Temple. What part of the story does it show? How would you describe Jesus and the other characters in the picture? Explain that Christians believe that Jesus was fully human and grew up just like us, but also that he was sinless ie perfect. What do you think the artist believed about Jesus? (AT1)
- Explore with pupils ideas of independence – what choices we are allowed to make for ourselves and what we are looking forward to as we get older and have more responsibility. Also think about the things we are good at now and how these may affect what we do as adults. You might also talk about religious beliefs and how, for some people, these are often laid down as firm foundations when we are children; and for others, they may be seeds that are sown now and will grow when we are adults. (AT2)

Year 3 Unit 3: IMAGES OF JESUS Week 5 Title: Jesus' baptism	
Learning Intentions: AT1: To know that Jesus' life changed at baptism and what was different afterwards. AT2: To consider turning points or times of change in my life.	
Assessment: AT1 L2: I can suggest meanings for the religious actions and symbols in the story of Jesus' baptism. AT1 L3: I can describe how Jesus' life was different after his baptism and link this to what happened at his baptism. AT1 L4: I can show understanding of the story of Jesus' baptism. AT2 L2: I can respond sensitively to questions about my life. AT2 L3: I can identify a turning point in my life. AT2 L4: I can describe how this turning point has influenced me.	
Key Words: baptism ministry River Jordan Son of God	Resources: Bibles – a range of translations including Good News or Children's NIV Key passage: Matthew 3:13-17 Key image: <i>The Baptism of Christ – Piero della Francesca. John the Baptists' fresco</i> in the North Transept in Rochester Cathedral, painted by a Russian iconographer <i>Sergei Fyodorov</i> . Its top section portrays Jesus' Baptism by John the Baptist in the Jordan. http://www.rochestercathedral.org/cathedral/index.asp Art materials

Activities:

- Read the account of Jesus' baptism in Matthew's Gospel. This story points forward and marks the start of Jesus' ministry. It marks a turning point in

Jesus' life – from this point on his life is different. Discuss what changed for Jesus after his baptism. How was his life different? (AT1)

- Explore together the image of the Baptism of Christ from Rochester Cathedral. Where did Jesus' baptism take place? Who performed the baptism and why didn't he think he was worthy? How does the artist show the Spirit of God coming on Jesus? (AT1)
- Make sure pupils know that a dove is a Christian symbol for God the Holy Spirit. Can they suggest reasons why this symbol is used? (eg. pure, gentle). (AT 1).
- Ask pupils to paint a picture of Jesus' baptism, with the words from God written around it (see Matthew 3 verse 17). (AT1)
- Pupils may be able to identify a time when their lives changed or turned in a different direction. This may be a positive or negative time, and it may or may not involve religion – give pupils space and vocabulary to express their experiences and how they have been influenced by them. One way may be to draw a timeline of their lives and mark on eg. when they first went to school, moved house, met best friend, parent got married, became a Christian etc. (AT2)

Year 3 Unit 3: IMAGES OF JESUS Week 6 Title: Jesus' temptations	
Learning Intentions: AT1: To know that Jesus was tempted to do the wrong thing. AT2: To consider times in my life when I have been tempted and how I deal with it.	
Assessment: AT1 L2: I can retell the story of Jesus' temptations. AT1 L3: I can make links between the story of Jesus' temptations and how a Christian might deal with temptation. AT2 L2: I can recognise some things that I think are wrong. AT2 L3: I can identify how Jesus' experience of temptation has influenced me.	
Key Words: Devil fasting Satan Son of God temptation wilderness	Resources: Bibles – a range of translations including Good News or Children's NIV Key passage: Luke 4:1-13 <i>Miracle Maker DVD</i> Key image: <i>Christ in the Wilderness – Ivan Nikolaevich Kramskoy</i>

NB: The Bible stories of Jesus' temptations show him struggling with how to use the power that God has given him. Should he be a Superman, or point people away from himself to God? To understand further, find a good Bible Commentary or explanation such as in *The 4 Gospels – M & J Keene, Collins 1998*, or ask your Vicar.

Activities:

- Discuss the word 'temptation' and encourage pupils to define its meaning. Look at the Lord's Prayer and discuss what 'being led into temptation' might mean. Discuss the way in which temptation seems to come - from the 'voice within'. What or who is that voice? How can we resist temptation? What might stop us or motivate us to turn away? (AT2)
- In groups, give pupils some scenarios when people may be tempted to do wrong. Pupils can discuss what they might do in that situation and act it out.

Did they give in to temptation, and if so what were the consequences? Or did they resist temptation, and what/who helped them to do this? (AT2)

- Being tempted to cheat.
- Being tempted to take and not share.
- Being tempted to hurt or pick on someone weak or vulnerable.
- Being tempted to take something that doesn't belong to them.

- Read the account of Jesus being tempted three times by Satan, and/or watch it on the *'Miracle Maker'* DVD. What was Jesus being tempted to do or to become? Why didn't he give in? Who was tempting Jesus? Why? (AT1)
- Display the key image. How does this image fit with our views of Jesus and how he may have been feeling? (AT1/2)
- Discuss how Christians might be encouraged by the fact that Jesus was tempted but gained strength from God and the Bible to resist his temptations. Ask pupils to consider if this can help them when they are tempted. (AT1/2)
- Pupils can write on slips of paper (anonymously) what they are or have been tempted by. They may also say how it was resolved – did they give in or not? What were the consequences? The teacher can then read out some of the examples for pupils to discuss – particularly thinking about how to overcome these temptations. (AT2)

Year 3 Unit 3: IMAGES OF JESUS Week 7 Title: Jesus the leader	
Learning Intentions: AT1: To know that Jesus called 12 disciples, special friends who followed his lead. AT2: To consider whose leadership I admire and whom I follow.	
Assessment: AT1 L2: I can retell the story of Jesus calling the disciples. AT1 L3: I can describe why the disciples may have followed Jesus. AT1 L4: I can understand why Christians call themselves disciples. AT2 L2: I can ask and respond sensitively to questions about leadership. AT2 L3: I can identify what makes a good leader and how that might influence me and others. AT2 L4: I can describe how a particular leader has influenced me.	
Key Words: disciple	Resources: Bibles – a range of translations including Good News or Children’s NIV Key image: <i>Calling the Disciples – George Garrawun</i> Key passage: Mark 1:16-20; Mark 2:13-14 The teacher could find out more information about the Twelve Disciples from Secondary RE textbooks on the Gospels (eg <i>The 4 Gospels – M & J Keene, Collins 1998</i>)

Activities:

- Introduction: Play a game of ‘Follow my Leader’. Discuss the criteria for playing the game successfully. Introduce the theme of today’s lesson as leadership/ Jesus the leader.
- Put together a short slide-show of famous and popular figures that people (including children) have admired and followed. They may be famous in the world of politics, sport, music or because of their beliefs or lifestyle choices. Pupils can then discuss whom they admire and whose lifestyle or ideals they

follow. Why do we follow these people? What is it that makes them attractive and so worth admiring? Make a list of qualities or attributes. (AT2)

- What qualities do we expect of leaders? Think about leaders of schools, churches, countries, political parties. What makes a good leader? What is good leadership? Groups could choose 3 things and share them. Have any groups thought of the same things? You may need to give lower attaining pupils qualities to sort in order of importance. (AT2)
- Read the account of Jesus calling the disciples in Mark's Gospel. Prepare some discussion questions such as: What decisions did these men make? What was involved in these decisions? Why did they follow Jesus? Refer to your earlier list of leadership qualities – did Jesus have any of these qualities? (AT1)
- Does the key image show Jesus' leadership qualities? Why / why not? How are the disciples responding to him? (AT1)
- Explain that Christians today are also Jesus' disciples because they follow Jesus as their leader. What does this mean for Christians today? What qualities do you have to have to be a disciple or a follower? Why did Jesus choose these men? (AT1)