

Year 6 Unit 4: WHAT JESUS SAID OF HIMSELF Week: 1
Title: The 'I am...' sayings

Learning Intentions:

AT1: To know what Jesus said about himself – seven 'I am' metaphorical statements

AT2: To think about who I am and what makes me unique.

Assessment:

AT1 L4: I can explain why Jesus' 'I am' sayings are important to Christians and make reference to at least one of them.

AT1 L5: I can explain how beliefs about who Jesus is have an impact upon Christians.

AT2 L4: I can suggest answers about my own identity.

AT2 L5: I can ask and suggest answers to questions about the meaning and truth of my own identity and that of others.

Key Words:

'I am' sayings

Resources:

NIV Bible or other suitable version – preferably with a concordance
RE:Quest website – 'I am' metaphors
Activity sheets – Bible references grid and double-sided blank person

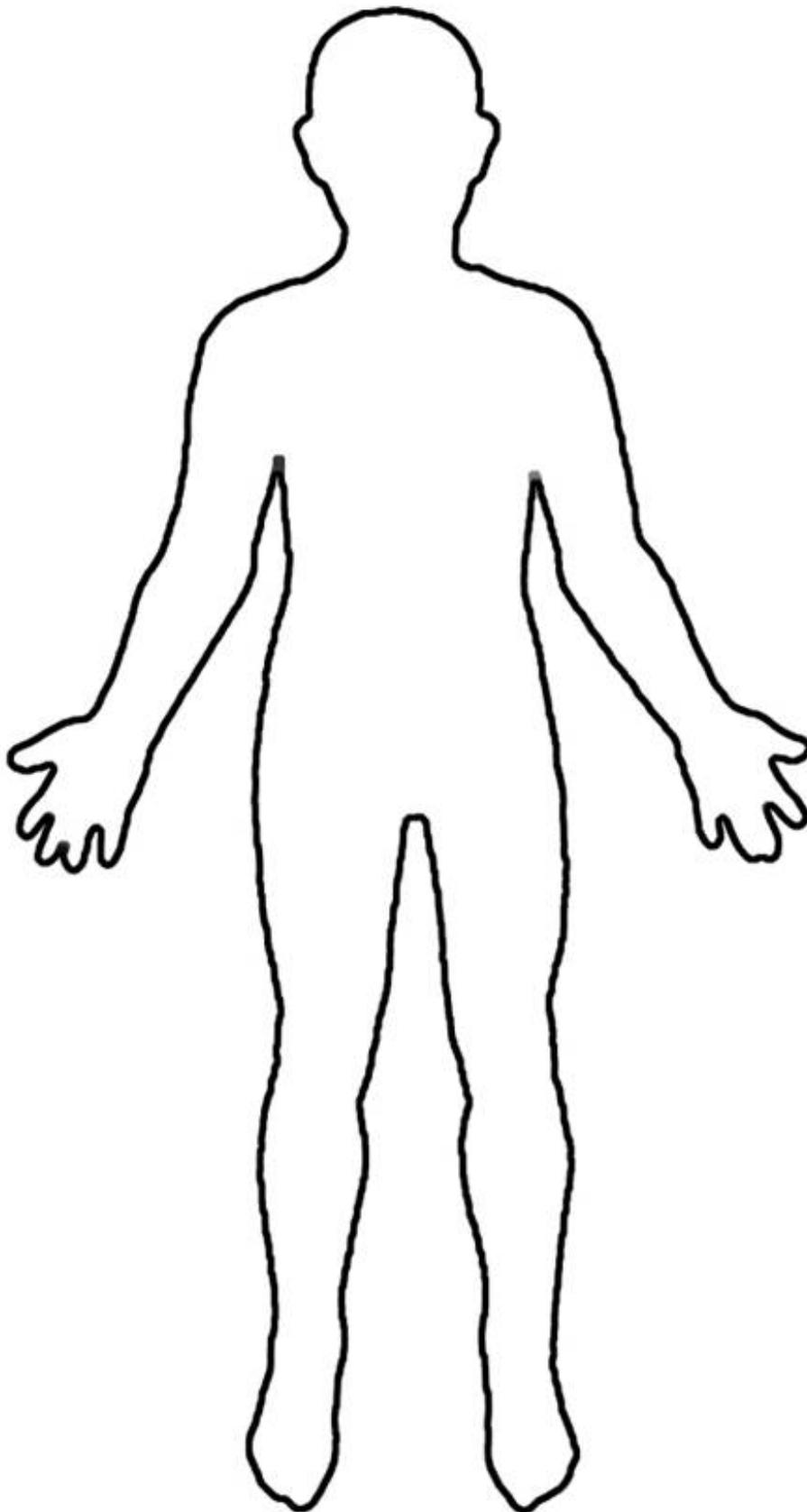
Activities:

- Introduce the 'I am' sayings from John's Gospel. Pupils may well know some of these sayings already, especially 'I am the light of the world' and may begin to explain what Jesus meant by this saying. 'I am' is also a name for God (God said this to Moses in the Old Testament) so Jesus' sayings have a double meaning. By saying 'I am', Jesus is claiming to be God as well as show us the way to God and show us what God is like. (AT1)
- Pupils fill in the grid (activity sheet) by looking up each Bible reference to find each 'I am' saying and illustrate each saying with an appropriate symbol. (AT1)
- Give pupils a blank person (double sided activity sheet) which represents firstly Jesus. Pupils can fill in the figures with illustrations and symbols of everything

they know he said he was. (AT1) Then fill in one for themselves. They can 'fill' the person in with words and pictures that represent who they are and what makes them unique. Encourage pupils to think beyond the material things - and include what personal attributes, hopes, aspirations and relationships also make up and influence who they are. If they wish, they can talk about their 'answers' with others. (AT2)

Bible reference	Jesus said...	Symbol
John 6:35		
John 8:12		
John 10:9		
John 10:11		
John 11:25		
John 14:6		
John 15:11		

I am...



Learning Intention: to know what Jesus said about himself in the Bible and to reflect on who and what I am

Year 6 Unit 4: WHAT JESUS SAID OF HIMSELF Week: 2
Title: I am spiritual food

Learning Intentions:

AT1: To know that Jesus promised spiritual food to sustain and grow (Jn 6:27)

AT2: To think about what sustains me spiritually.

Assessment:

AT1 L4: I can use religious language to explain what Christians believe about Jesus as the bread of life.

AT1 L5: I can explain how and why Christians see themselves as 'branches' attached to the 'true vine'.

AT2 L4: I can explain what I consider to be my spiritual food and compare with the ideas of others.

AT2 L5: I can explain what difference this spiritual food makes to my life and that of others.

Key Words:

spiritual

Resources:

The *NIV* version of the Bible or other suitable translation

Key passages: John 6:1-15, 27, 35; John 15:1-11

Pitta bread and red grape juice

Activities:

- Introduction: Invite pupils to share in some grape juice and warm pitta bread together. Take this opportunity to discuss the importance of physical food and how staple foods such as bread sustain people all over the world.
- Read the Feeding of the 5000 at the beginning of John 6. This is the only miracle recorded in all four of the Gospels, and one of the few that John records in his Gospel. This miracle has been selected in order to point people to the truth about Jesus. Discuss in groups what questions you would ask Jesus if you had been present at the Feeding of the 5000, or use *Conscience Alley* or *Hot Seating*. (AT1)

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- Read John 6: 27 and 35 and see what questions the disciples asked and Jesus' reply to them. What did Jesus mean? Who or what is the bread of life? Talk about the difference between ordinary bread and this spiritual bread that Jesus is talking about. Encourage pupils to make links between this and the bread taken at Communion / Eucharist. (AT1)
- Read John 15:1-11. Here Jesus is the symbol of the true vine from which grapes grow and wine is made. The passage explains the importance of the branches growing closely attached to the vine if they are to bear fruit. What does this saying teach Christians about how they should live their lives? (AT1)
- Explore the idea of spiritual food. What do we need apart from physical things to live life to the full? Pupils can explore what they need emotionally and spiritually as well as physically. They should compare their ideas with others and show understanding of the views of others. (AT2)

Year 6 Unit 4: WHAT JESUS SAID OF HIMSELF

Week: 3

Title: I am the Good Shepherd

Learning Intentions:

AT1: To know that Jesus is like a good shepherd – caring for sheep.

AT2: To think about who cares for me.

Assessment:

AT1 L4: I can describe and show understanding of how Christians see God as a shepherd.

AT1 L5: I can explain why Christians understand Jesus as the gate to salvation.

AT2 L4; I can apply my understanding of love and care to those who care for me and others.

AT2 L5 I can explain how being loved and cared for inspires and motivates me and others.

Key Words:

Resources:

The NIV version of the Bible or other suitable translation

Key passages: John 10:7-9 and v11; Luke 15:3-6 – Parable of the Lost Sheep; Psalm 23 ‘The Lord’s my Shepherd’

Pastoral images of sheep / shepherds / fields etc (try freefoto.com)

Teacher Information sheet

Activities:

- **BACKGROUND:** Talk about farming and what a shepherd does today and how sheep are cared for. Look through images of sheep farming and discuss what the dangers are for sheep and how the shepherd protects the sheep. What makes a good shepherd? How would you describe a sheep?
- In groups, read John 10:11-18. Pupils can describe the relationship between the shepherd and his sheep based on these (sample) questions. What does the

shepherd do? How and why do the sheep respond? What did Jesus say about the hired man? Do you think Jesus was only talking about sheep? When Jesus said he was prepared to give up his life for his flock (v.11), what did he mean? Link this to the Crucifixion and Good Friday, if pupils don't make this link. (AT1)

- Read Psalm 23 ('The Lord is my shepherd') and Luke 15:3-6 (the Parable of the Lost Sheep). How do these passages enhance our understanding of God/Jesus as the good shepherd? Pupils could choose one verse from Psalm 23 that speaks most strongly to them, and write it out. (AT1)
- Discussion: Who cares for you? What do they do to make you feel safe? How is this similar to the Good Shepherd and his relationship with his sheep? Do all children have someone to love and care for them? (AT2)
- Encourage pupils to write a Psalm to God, or the person who cares for them. They may choose a more modern figure to base their psalm on (see examples below) (AT2)

God you are like a parent.
You look after us
You guide us to safety
You care for us
You help us when we are hurt
You feed us
You cheer us up when we are sad.

God you are like a policeman
You keep people safe
You protect people in need.

You are like a policeman God,
You are always looking out for me
Teaching me the right way
You're a gateway to me.

God, you are a football coach;
You give us instructions and teach us new tactics,
You warm us up and cool us down
You defend us from our attackers
You stand in goal and protect us,
With you we learn new rules and you correct us when we go wrong.

With thanks to Y6 pupils at Rusthall St. Paul's CEP

Teachers' Information Page

This lesson is all about the symbol of the shepherd who tends his sheep being like Jesus and his followers. Other biblical passages such as the Parable of The Lost Sheep and Psalm 23 reinforce this pastoral image, as well as the role of the shepherds in the Christmas story – the first group of people to hear of the Saviour's birth.

Shepherds were not held in great esteem by the Jewish community. It was a lowly position that meant many days out in the fields where it would be impossible to keep all the Jewish laws of cleanliness. So shepherds were seen as ungodly and unclean – in both senses of the word. However it was a common profession, unlike today – everyone Jesus was teaching would have known who and what shepherds were, and known that King David was himself a shepherd. Psalm 23 would have helped Jews to think of God as like a shepherd.

The shepherd imagery teaches Christians about God's unending care and love for his people. Like the Good Shepherd, the gate of the sheepfold keeps the sheep safe from harm. This meaning for Christians is summed up in verse 9: 'I am the gate; whoever enters through me will be saved.' Jesus is seen as the gate to salvation. It is by going to God through Jesus that Christians believe we can be saved from sin and be in a relationship with God. The Good Shepherd in this passage (10:1-18) is contrasted with a thief (v.1), a stranger (v.5), and a hired worker (v.13). In contrast to all of these, the Good Shepherd owns the sheep and knows them all by name. The sheep know, trust and follow him because they recognise the shepherd's voice. He would risk his life to keep them safe from harm. The meaning for Christians is summed up in v.11: 'The Good Shepherd lays down his life for the sheep.' Christians believe Jesus died for them.

Year 6 Unit 4: EASTER Week: 4 Title: Good Friday	
Learning Intentions: AT1: To know the ways in which Good Friday is marked by the Church. AT2: To think about some of the saddest moments in my life.	
Assessment: AT1 L4: I can describe and show understanding of how Christians mark Good Friday. AT1 L5: I can explain why and how Good Friday is a special day for Christians. AT2 L4: I can describe a sad time in my life and how it affected me. AT2 L5: I can explain how I and different people deal with sadness and loss and how that can sometimes be challenging for people of faith.	
Key Words: crucifixion atonement bereavement fasting communion sacrifice Passion play	Resources: The NIV version of the Bible or other suitable translation Key passages: Good Friday narrative in Mark 15. (You may wish to read ch.14 to set the scene) Internet research / Library research <i>RE:Quest website: Festivals – Good Friday Woodlands Junior school have a very helpful website too.</i> Books: <i>Ceremonies and Celebrations: Life’s End Hodder Wayland 2001</i> <i>‘Death Customs’ by L. Rushton Wayland 1992</i> <i>RE Today: Exploring The Journey of Life and Death (2006)</i>

NB: The hours of the day were calculated as the sun rose and set. So the 6th hour would have been midday if the sun rose at 6am, and the 9th hour 3pm, and so on.

Activities:

- Cover the story of Jesus' crucifixion using key passages. Link to last lesson about the Shepherd giving his life for the sheep. (AT1)
- Pupils can produce an information fact-sheet to describe the ways in which the Church of England and Christians all over the world mark Good Friday. Pupils can use the internet and/or the library to aid research. (AT1)
- For Christians, Good Friday is a day of sadness and thankfulness, remembering what Jesus did on the cross. Pupils may like to write, diary-style, about a time of sadness for them. They can describe events as well and share thoughts and feelings and actions. Encourage reflection of the event(s) and articulation of why this was such a sad time and what, if anything, helped to ease the pain of the sadness. Some of the resources listed above may help in preparing pupils for discussion about death and sadness. (AT2)

Year 6 Unit 4: EASTER Week: 5 Title: Easter Sunday	
Learning Intentions: AT1: To know the ways in which Easter Sunday is marked by the Church. AT2: To think about my response to the account of the Resurrection.	
Assessment: AT1 L4: I can describe and show understanding of how Christians celebrate Easter. AT1 L5: I can explain why and how Easter is a special day for Christians. AT2 L4: I can describe what influences my beliefs and those of others about the Resurrection. AT2 L5: I can explain the different beliefs and views about the Resurrection, including challenges to religious belief.	
Key Words: atonement Resurrection	Resources: The <i>NIV</i> version of the Bible and other suitable translations Key passages: Easter narrative in Luke 24. <i>RE:Quest</i> website: <i>Festivals – Easter Day</i>

Activities:

- Use the *RE:Quest* pages to talk about how Christians celebrate Easter. (AT1)
- Read the account of the Resurrection in various different translation of the Bible including *The Message* and *The Dramatised Bible*. (AT1)
- Divide the class into groups to represent the different characters in the story who met Jesus after he was raised from death: the women (at least 3); the two men in shining clothes; the eleven disciples; the two people on the road to

Emmaus. Each group can prepare their case, with evidence from the Bible text, to prove that it really was Jesus that they saw. (AT1)

- Individual pupils may then respond as to whether they believe this really happened. Why do some people believe and others find it difficult to believe the Resurrection really happened? (AT2)

Year 6 Unit 4: EASTER Week: 6	
Title: I am Life	
Learning Intentions: AT1: To know the Christian beliefs about life after death. AT2: To think about life after death and what I believe.	
Assessment: AT1 L4: I can describe and show understanding of what Christians believe about life after death. AT1 L5: I can explain some similarities and differences between Christian belief about life after death and other faiths. AT2 L4: I can suggest answers from my own and others' experiences about belief in life after death. AT2 L5: I can explain how the story of Lazarus has impacted on or inspired my own beliefs and those of others.	
Key Words:	Resources: The NIV version of the Bible or other suitable translation Key passages: John 11:25-26; John 14:6. You will need to read John 11:1-44 for the whole story of Lazarus. <i>RE:Quest</i> website: <i>Basics – life after death</i> <i>Christianity Unpacked</i> CD Rom Empty lidded (shoe) box for questions.

NB: Christians believe that Jesus rose from the dead and that he can give them eternal life - that spiritual life which can be experienced this side of the grave and which is not affected by physical death. This passage – John 11:25-26 - is read out at a funeral service as the coffin is carried into the church or crematorium. You may want to have a 'questions box' in your classroom during the time you are covering this topic. Give pupils plenty of opportunities to ask and respond to one another's questions – don't feel all questions have to be answered and don't feel you have to answer them yourself!

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Activities:

- Read John 11 up to verse 44, focussing on v.25 and 14:6. What is Jesus saying about himself? What do Christians believe about life after death? (AT1)
- Help pupils to explore their own thoughts about life after death. This is a sensitive subject, but it is important to give pupils the vocabulary to talk about these things and time to think through their ideas with support, when they are not forced to confront this issue through bereavement. (AT2)
- Use the resources on the *RE:Quest* website or *Christianity Unpacked* CD Rom *Expressions of Belief* to encourage pupils to explore their own thoughts and to express their beliefs about life after death. (AT2)
- Able pupils may be able to compare and contrast Hindu, Muslim, Jewish and Sikh beliefs with core Christian beliefs about life after death. (AT1)