

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 2 KS1: **Why does Christmas matter to Christians?**

<u>Gloucestershire Agreed Syllabus for RE</u> Make sense of belief <ul style="list-style-type: none">❖ Recognise that stories of Jesus’ life come from the Gospels.❖ Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. Understand the impact <ul style="list-style-type: none">❖ Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections <ul style="list-style-type: none">❖ Think, talk and ask questions about Christmas for people who are Christians and for people who are not.❖ Decide what they personally have to be thankful for, giving a reason for their ideas.	<u>Substantive knowledge</u> Pupils will know that: <ul style="list-style-type: none">❖ Christians believe that Jesus is God and that he was born as a baby in Bethlehem.❖ The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).❖ Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming. Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.	<u>Vocabulary</u> Incarnation: ‘in the flesh’; Christians believe Jesus is God ‘in the flesh’, or God incarnate Jesus: The second person of the Trinity or the Son; God in the flesh Mary: the mother of Jesus Joseph: the husband of Mary Shepherds: the first people to visit Jesus after he was born Advent: the four Sundays leading up to Christmas Secular: anything that is not connected with religion or religious worldviews Religious: believing in a religion Birth: the arrival of a baby into the world Celebration: an enjoyable activity held to remember something	
	<u>Christian Values</u> <ul style="list-style-type: none">❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences.❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness.❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs.	<u>British values</u> <ul style="list-style-type: none">❖ Mutual respect and tolerance for those with different faiths.❖ Rule of law – all people are equal before the law.❖ Democracy – everyone has the right to give their own opinion.❖ Individual liberty – We are free to make choices about our own beliefs and values.	<u>Bible stories</u> <ul style="list-style-type: none">❖ Luke Chapters 1 and 2 (The birth of Jesus).

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	<i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i>		
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Talk about people who are special to them ❖ Say what makes their family and friends special to them. ❖ Recall simply what happens at a traditional Christian festival (Christmas). ❖ Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus. ❖ Retell religious stories, making connections with personal experiences. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What does incarnation mean? ❖ Who was Jesus? ❖ What happened in the story of the Birth of Jesus? ❖ Was Jesus born where people would have expected? ❖ Why is waiting and preparing for Christmas important to Christians? ❖ What do some people like to say thank you for at Christmas? ❖ What are the most important parts of Christmas for Christians? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains. ❖ Offer suggestions about what texts about baptism and Trinity mean. ❖ Give examples of what these texts mean to some Christians today. ❖ Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. ❖ Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	
<p><u>SEN Support</u></p> <ul style="list-style-type: none"> ❖ _Key vocabulary given and explained in every lesson (My turn your turn). ❖ Help desk for any children requiring adult support. ❖ Targeted paired work and groupings which support learning when needed. ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE. 		<p><u>Deeper thinking</u></p> <p>Children can recognise some ways that religions are about big questions. Pupils can talk thoughtfully about the meanings in religious stories that speak, for example, about God and/or about angels, simply by asking and answering ‘how and why’ questions, or about a meaning in a story, or the meaning of a symbol.</p>	