

# Thorpepark Academy

## Religion, Belief and Values



<b>Year Group:</b> 4 <b>Term:</b> Autumn 2 (last 4 weeks)	<b>Unit 4.1</b> <b>Theme:</b> Christmas <b>Concept:</b> incarnation, God, gospel	<b>Worldview:</b> Christianity, Judaism, personal view
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**Key Question:** Why is light important?

### About this unit:

This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It gives opportunity to explore and develop the concepts of Incarnation, God and Gospel. The focus for Year 3 is on Mary, mother of Jesus. It may be useful to consider festivals of light from other faiths alongside Christmas. Year 4 focus is the symbol of light.

### Links to British Values

<b>Democracy</b> ✓	<b>Rule of Law</b> ✓	<b>Individual Liberty</b> ✓	<b>Mutual Respect</b> ✓	<b>Tolerance of people of different faiths and beliefs</b> ✓
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### Links to SMSC

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Hull and East Riding Agreed Syllabus

Related end of Key Stage 2 expectations pupils should be able to...

Exploring	Learning outcomes by the end
Social Sciences-How do people express their beliefs	identify symbols and artefacts which are important for at least two different faiths explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression
Theology- What is the significance of religious festivals and rituals?	identify the stories celebrated at festivals from different faiths  explain the meaning behind the celebration of festivals and rituals from different faiths

### Skills

<b>Social sciences</b> Explain and give reasons Discover and explain ideas Express ideas and opinions	<b>Theology</b> Describe and make links Describe and show understanding Explore and describe similarities and differences
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Prior learning	Future learning
In Year 3 children looked at the importance of symbols during Christmas and why these were important in telling the Christmas story. They focused on Mary and her role.	In Year 5 children will look at peace during Christmas and discuss and debate why this is important during this time.

Sticky knowledge	Key vocabulary
<ul style="list-style-type: none"> <li>Light is a positive image to use.</li> <li>Feelings can be expressed through light</li> <li>Christians believe that Jesus is the light of the world</li> </ul>	Jesus, savior, light of the world, Christingle, Christmas, feelings, emotion, menorah,

<ul style="list-style-type: none"> <li>• The Christingle orange represents the world</li> </ul>	
<ul style="list-style-type: none"> <li>• The candle represents Jesus the light of the world</li> <li>• Red ribbon represents the blood of Jesus</li> <li>• Dried fruits and/or sweets represent the fruits of the earth</li> <li>• Four cocktail sticks represent the 4 seasons and NSEW</li> </ul>	

**Resources:**

Photographs listed in the plan, oranges, candles, red ribbon, cocktail sticks, dolly mixture sweets, arrange visit by vicar for a Christingle service, artefacts such as menorah.

	<b>LO</b>	<b>Lesson outline</b>
<b>Lesson 1</b> Ask questions	<p><b>LO:</b> To explain how light is used to express feelings</p> <p><b>Sticky Knowledge:</b> Light is a positive image to use. Feelings can be expressed through light</p> <p><b>Skill:</b> Explain and give reasons</p>	<p><b>Mini Question:</b> <i>How is light used to express feelings?</i></p> <p><b>Recap:</b> Who were visited in the Christmas story by angels? (Mary and the shepherds)</p> <p><b>Lesson outline:</b> Discuss different phrases we might use that talk about light: ‘a beaming smile’, ‘she lights up the room’, ‘he’s a guiding light’, ‘then I saw the light’. How do these phrases express feelings? Are they positive or negative? Are there other ways we express feelings through light? Show pictures of lighting remembrance candles in church, Christmas lights, lighters at a music concert. What feelings to these express?</p> <p><b>In books:</b> Pupils write a short paragraph about how light is used to express feelings. They could choose some of the pictures to do a mini collage to support their written work. (Or stickers of each image could be provided/children could draw images if confident to add to paragraphs).</p> <p><b>Challenge:</b> How is light used at Christmas time? Link to work from year 1 about advent candles, symbols of Christmas, the importance of the light from angels appearing to the shepherds in year 3.</p>
<b>Lesson 2</b> Investigate and dig deeper	<p><b>LO:</b> To understand why Christians believe Jesus is the light of the world</p> <p><b>Sticky Knowledge:</b> Christians believe that Jesus is the light of the world</p> <p><b>Skill:</b> Discover and explain ideas</p>	<p><b>Mini Question:</b> <i>Why is Jesus the ‘light of the world’ for Christians?</i></p> <p><b>Recap:</b> <i>How is light used to express feelings? How many ways do we use light in this way? Can the pupils give examples from last lesson? Can they talk about how light makes them feel?</i></p> <p><b>Activities:</b> Show pupils the picture The Light of the World by William Holman Hunt. On large paper, pupils note ideas and observations about the picture, in groups. Introduce the idea that Christians believe that Jesus is the light of the world- what might that mean? Can pupils draw on prior knowledge of Jesus from stories and previous learning to justify their answers? Show pupils the quote from <i>Revelation 3:20: "Behold, I stand at the door and knock; if any man hear My voice, and open the door, I will come in to him, and will sup with him, and he with Me"</i>. What do you think this means? What does it tell us about Jesus? Scribe pupils ideas around the quote</p> <p><b>In class Floor book:</b> Photograph of the large paper activity. Photograph of the thoughts about the quote</p> <p>Look at images of Christmas that depict Jesus. What do you notice? Where is the light coming from? Why has the artist done this? What does it represent?</p>



Description of why Christians believe Jesus is the light of the world – children can record in books or on a slip of paper each to add to floor books.

**LO:** To understand what Christingle represents

**Sticky Knowledge:**

- The Christingle orange represents the world
- The candle represents Jesus the light of the world
- Red ribbon represents the blood of Jesus
- Dried fruits and/or sweets represent the fruits of the earth
- Four cocktail sticks represent the 4 seasons and NSEW

**Skill:** Discover and explain ideas

**Mini Question:** What do the different parts of Christingle represent?

**Recap:** What do Christians believe about Jesus? Why do they think Jesus is the light of the world? How is Jesus depicted in art and in the bible?

**Activities:**

Teach pupils about Christingle and the Christingle service. Teach pupils why this is an important tradition for Christians.

Go through what each part of the Christingle means.

Pupils make their own Christingle.

Make sure they understand the link between this lesson and lesson 2.

What other symbols of Christmas support the belief that Jesus is the light of the world?

We could invite Reverend Rob to do a Christingle service with the pupils.

**In books:** A photo of their individual/group Christingle labelled with the meanings of each part.

**In floor books:** Any photos of the Christingle service with the Reverend- if it happened.

**Lesson 3**  
Investigate and dig deeper

**LO:** To understand light is used as a symbol in other religions and world views.

To be able to create a symbol for something that is important

**Skill:** Explain and give reasons

**Mini Question:** What other symbols could you use for something that is important to you?

**Recap:** Jesus is important to Christians and his birth is a celebration of this. Christians use the symbol of the Christingle to show that Jesus is important to them as part of these celebrations at Christmas.

**Activities:**

How is light used in other festivals- link back to festivals studied such as Diwali, the Menorah etc. Link back to lesson 1 to some of the photos linking light to feelings.

**In books:**

Pupils answer the question: Why do you think light is an important symbol to lots of people- religious or non-religious? (discuss first)

Jesus is important to Christians, the Menorah is important to Jews (give other examples you have discussed in class), what or who is important to you?

Discuss ideas about creating a symbol for something/someone that is important to them.

Children draw or model their symbol. Pupils present their symbol and write a short sentence explaining what it represents.

**Challenge:** Why do you think light is an important symbol to lots of people?

**Lesson 6**  
Reflect and respond