

# KS2 Christianity: Teachings and Authority



**Why is the Gospel  
such good news for  
Christians?**

**The *EMMANUEL* Project 2020:  
Teaching Christianity effectively in Key Stage 2**



THE CHURCH  
OF ENGLAND  
Diocese of St Edmundsbury  
and Ipswich

## Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



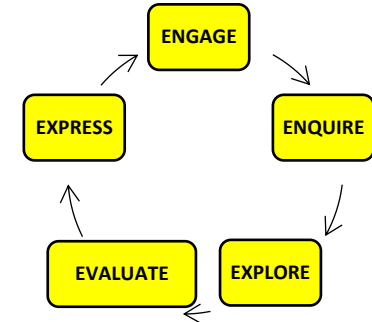
**This unit for Key Stage 2 pupils focuses on the Christian concept of 'gospel'.** It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links with 'Teachings and Authority: what sacred texts and other sources say about God, the world and human life'.

**It is designed to last 6-8 hours,** taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

## Christian concept: **GOSPEL**



### **Gospel is about:**

- Good news
- a good story
- something to shout about
- passing on a message
- finding an answer to life
- truth from God
- a secret uncovered
- a joyful announcement
- a message of victory

### **What does 'gospel' mean?**

'Gospel' is from the old English (Anglo-Saxon) 'god spel' or 'good' story; it is sometimes rendered 'glad tidings' e.g. in Christmas carols. 'Gospel' was the word chosen to translate the New Testament Greek εὐαγγέλιον (*eu-* good, *-angelion* message). In classical Greek 'euangelion' holds a stronger meaning of a message of victory, a political message of joy.

In Latin the word is "evangelium" and led to the authors of the 4 gospels in the Bible being known as the four "evangelists": Matthew, Mark, Luke, and John.

### **The four gospels in the Bible**

**There are many other things Jesus did; if every one of them were written down, I suppose the world itself could not contain the books that would be written. John 21:25**

The gospels relate the stories and teachings of Jesus of Nazareth; they are not biographies but accounts to help different groups of Christians understand who Jesus was and what he did. They include well-known stories, parables, and sermons, e.g. Jesus' birth in Bethlehem, Sermon on the Mount, Beatitudes, Last Supper, and the Great Commission.

**Jesus did many other signs in the presence of his disciples which are not written down in this book.**

**But these are written so that you may come to believe that Jesus is the Messiah, the Son of God, and that through believing you may have life in his name. John 20:30.**

The synoptic gospels (Matthew, Mark, Luke) are similar. John's gospel is different; it explores ideas of Jesus' divinity and humanity. All four gospels portray Jesus as the 'Son of God', and tell of his miraculous power, crucifixion, and resurrection.

Scholars hold a range of views on the historicity of the gospels; they are, however, the key source of teaching and authority for all Christians.

### **What is the Christian 'good news'?**

Before Mark wrote the first gospel (c 65-70), St Paul, the great Christian missionary, travelled the known world preaching *the gospel or good news of redemption or salvation* through Jesus' death for the sins of the world.



In Luke's gospel, Angel Gabriel tells the shepherds: *I am bringing you good news of great joy for all the people.*

The 'gospel' here refers to the coming of the baby Jesus as 'saviour of the world'.

Matthew's gospel records that "Jesus went about all the cities and villages, teaching

in their synagogues and preaching *the Gospel or good news of the Kingdom*" (Matthew 9:35). Jesus' good news was of a kingdom where God rules with love, where the lost are found, a place of weddings and feasts, where lives are transformed.

But the gospel-writers are clear that Jesus both amazed and angered. He was 'good news' to some and 'bad news' to others, like the religious authorities.



### Reading the 'gospels' in church

'Lessons' from the gospels are traditionally read aloud in church services. In some churches the gospels are read through systematically each year with a 'gospel reading' in every Eucharistic (communion) service. The book of the gospels may be walked to the centre of the church flanked by candles to symbolise Christ 'the light of the world' and to show the authority and importance of the words.



In some churches the gospel is read from a lectern, maybe shaped like an eagle carrying the gospel message to the world. The reading may be followed by

a preacher explaining the gospel message, possibly from a pulpit.

### Living the 'good news'

Christians read and study the gospels so that they can follow Jesus' example and teaching but the stories and teachings have greatest authority because of their belief that Jesus is God's Son.

In Jesus they find salvation from the sin which cuts them off from God and one another. They believe Jesus gave his life for them and brought forgiveness and eternal life. In following him they are bringing the Kingdom of God to earth.

### Passing on the 'good news'

Christians throughout history have sought to pass on the gospel message. They may do this through preaching, social action, song, artwork or drama.



The beautiful Lindisfarne Gospels and the Book of Kells are centuries old; they are wonderful examples of Christians wanting to present the gospel message as

something valuable.

In the middle ages, Miracle Plays were performed to pass on the gospel stories. And around the same time Christians were

struggling to put the Bible into languages such as English so that ordinary Christians and not just clergy could read it for themselves.

Songs, films, dance, poetry, and websites are all used to pass on the Christian gospel message today as well as traditional preaching and, as in previous generations, art of many kinds.

The best-selling artist of all time is possibly Annie Valotton, the illustrator of the Good News Bible, published in 1976.



New translations of the Bible are continually being made. Usually the books of the gospels are the first parts of the Bible to be put into a new language so that people can hear about Jesus as soon as possible; it remains true that the central message of the gospel, the real Christian 'good news' is Jesus himself.

### Popular usage of 'gospel':

- To take something as gospel – or as inherently true.
- The Gospel according to ... books e.g. on gardening or cookery, written to share a particular opinion or practice
- Gospel choir – singers of spiritual songs, often about God's help, a future in heaven or hope in times of suffering.



# Why is the Gospel such good news for Christians?

**ENGAGE**  
with the idea of 'good news' and how and why people want to share it

**End of year expectations**

The Y5/6 'I can's' below are to help with assessment.

For Y3/4, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

*6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus*

**Teacher's note:** Gospel music has roots in African American religious experience. Clapping, rhythmic movement and acapella singing are common. Community gospel choirs are popular and keep up the tradition of gospel song which can be energetic and joyful, celebrating the good news of God's salvation or deeply plaintive crying out to God for help and freedom.

## Who are these people and what are they doing?

As lesson starts or the children arrive, play a gospel video e.g. **Ipswich Community Gospel Choir** singing 'Everywhere I go' (Andy Rayner). Find music and words at <https://worshipsongs.org.uk/> and video online.



Who are these people? What are they doing? Why are they called a 'gospel choir'? Explain that 'gospel' means 'good news'. Is there any 'good news' in their song? Who is it for?

Alternatives: **The Kingdom choir** – sang at Royal Wedding / **African Children's Choir** (e.g. Testify to Love) / **London Community Gospel Choir** (e.g. Joyful, Joyful), etc.

## How do people pass on good news today?

Look at images of a newspaper seller and a town-crier. What are these people doing? What do you think they might be saying?

How do people pass on good news today? What would be examples of good news? ...the best news? Why do people love to pass on good news? How do people react to 'good news'? Is it always the same?



## What kind of news is best for this person / different people?

Try one of the following:

- Look at pictures of different people. What would be good news for each of these people? Write ideas on post-it's around the pictures. **OR** give groups a different person and they must prepare something to say in response to the question. (Try Thought Tapping.)

**Another alternative song is Rescuer (Good News) - from 'Rend Collective':**

**Links with music curriculum: Why not learn a gospel song e.g. 'Go tell it on the mountain' for Christmas or maybe 'Go down Moses'.**

**For Thought Tapping see:**  
<http://dramaresource.com/drama-strategies/thought-tracking/>

	<ul style="list-style-type: none"> <li>• Watch an online video clip of a towncrier. E.g announcing a royal birth: Devise a speech for the Town Crier passing on Good news for your school.</li> <li>• In a reflective time, think what would be the 'best news' for you. Share your idea if you wish. The class could decide whose news is best.</li> </ul> <p><b>What do you think Christians mean by the gospel? What is their 'good news'?</b></p> <p>Children make a note of their preliminary ideas based on prior learning about Christianity, maybe using ideas from the Gospel music heard at the start of the lesson. What sort of things do we need to find out to answer the question with certainty?</p>	<p><i>Some children may not wish to share– not all the best news is for the public domain.</i></p>
<p><b>ENQUIRE</b> into why Jesus is good news for Christians</p> <p><i>5a I can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible</i></p> <p><i>5e I can ask questions about the meaning and purpose of life and suggest what answers others, including Christians might give</i></p>	<p><b>Teacher's note:</b> <i>Jesus is good news to Christians; they believe his birth was foretold centuries before by the Jewish prophets, Isaiah and Micah. The gospel of Luke relates how angels announced Jesus' birth to Mary and to shepherds in a field near Bethlehem. Matthew records Wise Men coming to Jesus and tells of King Herod's violent reaction to the threat of a new ruler.</i></p> <p>As lesson starts, show <b>All around the World</b> sung by Suffolk children as part of a schools' music project: <a href="https://worshipsongs.org.uk/">https://worshipsongs.org.uk/</a>. (Scroll down to find and download film, music and lyrics.)</p> <p><b>How can a person be good news?</b></p> <p>Show children an image of a baby. How can a baby be good news and to whom? Look at a royal baby e.g. Prince George or Charlotte or Louis, or Archie, and ask the same question.</p> <p>Finally use an image of baby Jesus e.g. from a nativity play photo or a nativity set. For many people around the world, this baby is 'good news'. Why? Link with the song played at the start.</p> <p><i>For Christians, this baby is the Son of God, come to save the world. For Muslims, he is a prophet from God. For millions, he is good news because he began Christmas, although they are not his followers.</i></p> <p><b>When did people first think of Jesus as good news in the Bible?</b></p> <p>Find a picture of Luke's gospel story of the shepherds visiting Jesus e.g. Adoration of the shepherds (Jesus Mafa) or pictures from the Lumo Project found at (<a href="http://www.freebibleimages.org/photos/shepherds-angels/">http://www.freebibleimages.org/photos/shepherds-angels/</a>).</p>	<p><i>The four gospels (Matthew, Mark, Luke, John) in the New Testament section of the Bible record stories of Jesus.</i></p> <p><i>Pupils in Y5/6 need access to Bible text, not just story-bibles.</i></p> <p><i>Find the story of the shepherds in a real Bible or on <a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a></i></p> <p><i>You need to look up Bible passages e.g. Mark 14 v.22, by finding 'book, chapter and verse.'</i></p>



*6f I can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important*

Who are these characters? Why did they come to see Jesus?

To check out what happened, you could:

- Watch 'The Shepherds' from **Relive**. Pay to download. Very funny! They are not expecting anything to happen. <http://www.reliveresources.co.uk/>

- Watch 'He chose the shepherds' from 'Friends and Heroes' - <https://www.friendsandheroes.com/us/he-chose-shepherds>

- Learn a Christmas carol: 'While shepherds watched'. This tells the gospel story.

The shepherds had heard '**good news**' or '**glad tidings**' of Jesus' birth. Now read the original story in Luke's **gospel** (Luke v.1-20). Find it in a real Bible or <https://www.biblegateway.com/>

- Which bits of the text are 'good news'? Use these to create a headline, text or tweet.
- Who do you think the shepherds told? Improvise a drama of them passing on the 'good news' to their families etc.



### **Was the birth of this baby 'good news' to everyone?**

**Teacher's note:** Herod was king of Judaea when Jesus was born but only by the permission of the occupying Romans. The threat of a new king could not be allowed to threaten his position. The terrible 'Massacre of the Innocents' is a direct result of Herod's fear.

Use a painting by Paul Forsey to explore the story of Herod and the wise men in the Bible: <http://www.pforsey.co.uk/narrativelanding.html>

Read the story: Matthew 2 (Bible). Why did Herod see the birth of a new king as bad news?

### **How do you think we know the story of Jesus being born?**

These stories took place 2000 years ago and umpteen miles away. How did we get to hear it? Think this one through and come up with questions about the importance of the 'good news' to Christians. Why has the story been passed on for so long?

Do we know anything about how people continue to pass on what they believe is the 'gospel' or good news' of Jesus today? How would we find out?



*The traditional 'While shepherds watched' is easy to find but it can also be sung to 'On Iikley Moor bar tat'.*

*If Paul Forsey pictures are not available, use the work of other artists.*

*The LIFE Exhibition or Key to Life may be a great way of tackling this unit. See Resources.*

# EXPLORE

Christian ideas  
about the GOSPEL  
in

(i) Biblical  
Narrative

**Teacher's note:** *Gospel as a word means 'good news' or 'good story'. It can also refer to one of the four books of the Bible which record events in Jesus' life and his teaching. The word 'gospel' also refers to the Christian message of salvation and forgiveness. The 4 gospel-writers – Matthew, Mark, Luke and John – are known as the 4 evangelists. Some churches have symbols of the evangelists e.g. in stained glass. The first three gospels have similar stories but were written for different audiences. The fourth gospel, John, is more reflective with some different stories.*

## What are 'the gospels'? What do 'good news' do they contain?

Review the word 'gospel' as meaning 'good news'. Using a real Bible, find the four gospels: Matthew, Mark, Luke and John. These are the books where Christians find all the stories of Jesus that there are.

What stories do you know? You may know stories about Jesus or stories Jesus told i.e. parables.

Why was Jesus good news to many people? What examples can the children give: *healing, teaching, authority, forgiving, showing what God was like, caring for the unpopular?* Put up a display of pictures you are using later to give clues if needed.

Some more Paul Forsey pictures could be helpful here: *Jesus calms a storm / Jesus heals a leper / Miraculous draught of fishes / Triumphant Entry into Jerusalem / Jesus is alive.*  
<http://www.pforsey.co.uk/ministrythumbs.html>



## How did the gospel-writers or evangelists choose the stories for their gospels?

Explain that a gospel contains stories chosen by the gospel writers. **They are not biographies.** What are they? Check out these verses. What do they tell you about why the gospels were written? Enjoy looking them up together as a challenge.

**Mark 1 v.1    Luke 1 v.1-4    John 20 v.30-31    John 21 v.25**

## What is the 'good news' in these stories? Which is the best 'good news'?

Give out pictures of stories in Jesus' life. See **Appendix 1** for stories to sequence from <http://www.freebibleimages.org/>. Any ideas what is happening? Use the Bible text to help interpret the pictures. *The evangelist John chose stories on the basis his readers would understand Jesus was God's Son and come to believe in him, and find real life (John 20 v.31).*

**Encourage children to work with the Bible text, not just story Bibles.**

**The 'Story of Jesus for Children' based on the Jesus Film watched by millions world-wide, is 61 mins long and well worth watching. Watch directly on the internet. You could watch the film and adapt the lesson:**  
<http://www.iesuofilm.org/film-and-media/watch-the-childrens-film>

**Appendix 1 contains a set of stories for use but here are extra stories if needed:**

***Man with leprosy – Luke 5 v.12-15***



	<p><b>Challenge:</b> As a class, create a shorter new gospel. Research and dramatised the story you are given. Prepare to freeze-frame the 'good news' it contains. You need to justify why your story should be kept. We will judge on the idea of a story which contains the best news.</p> <p><b>Was Jesus good news for everyone?</b> <i>(This section can be done by a different group and presented to the class as a plenary, answering this question.)</i></p> <p><b>Teacher's note:</b> <i>Because we tend to read individual Bible stories, we miss the bits written between the stories which show how people reacted to Jesus, whether they found Jesus amazing and decided to follow him or deeply disturbing and plotted to get rid of him.</i></p> <p>Use Mark's gospel. Download Mark chapters 1-3 from <a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a> Start with Mark 1 v.21—22 and highlight it. <i>What happened?</i> Look at verse 27-28. Highlight it. <i>How did people react to Jesus and why did the news about him spread?</i></p> <p>Move on through at least two more chapters and follow Jesus' growing popularity. Then spot the change in Mark 3 v.6 – the start of a plan to get rid of him. Why would people want to do that? Did they succeed? (Jesus was put to death eventually BUT for Christians this led to even more good news – the resurrection.)</p> <p><b>Another way to select stories</b> <i>is to investigate the stories referred to in one of these songs, creating a PowerPoint to go with the words. Each song refers to stories in Jesus' life.</i></p> <p><u><i>Who is the man – the miracle man? (Sing Out 5) OR Hosanna (Songs for Every Easter) OR Go tell it on the mountain / There is singing in the desert / There's a man for all the people (all from BBC Come and Praise</i></u></p>	<p><b>Widow of Nain's son – Luke 7 v.11-17</b></p> <p><b>Blind beggar – Luke 18 v.35-43</b></p> <p><b>Walking on water – John 6 v.16-21</b></p> <p><b>The children – Luke 18 v.15-17</b></p> <p><b>Centurion's servant – Luke 7 v.1-10</b></p> <p><b>Raising of Lazarus – John 11 v.1-44</b></p> <p><b>Catch of fish – John 21 v.1-24</b></p>
<p><b>EXPLORE</b>  <b>how Christians value the GOSPEL in</b>  <b>(ii) Church Practice</b></p>	<p><b>Teacher's note:</b> <i>In Anglican churches the Bible /gospels are read from the lectern and expounded from the pulpit. In some churches a Book of the Gospels, accompanied by candles, is processed into the congregation for the Reading and greeted as if Jesus had personally arrived to speak.</i></p> <p><b>How are the gospels shown to be of great value in an Anglican Church?</b></p> <p>People come from across, the world to see something in this church in Tikitiki, New Zealand.</p> <p>Uncover a 'mystery picture' of the <b>pulpit</b> on the board using reveal feature. What is it?</p>	<p><b>If you are able to visit a church for this lesson, adapt the lesson accordingly.</b></p> <p><b>Tikitiki church and pulpit picture - Nick Matter 2016</b></p>



**5b** I can use the right religious words to describe and compare what may happen in a church when the Gospels are read

**5d** I can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him

**6d** I can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all

## EXPLORE

Christian ideas about the importance of the GOSPEL in (iii) Christian Living

<http://www.teara.govt.nz/en/photograph/33485/st-marys-church-carved-pulpit>

Do the same with a picture of a **lectern** shaped like an eagle e.g.

<http://www.bbc.co.uk/staticarchive/f24b27c86182d49f4b4767969086cc040ade96c1.jpg>

Both bits of furniture show the importance of the Bible / Gospels in Christian worship. How do they do this? Look at pictures of them being used in churches and discuss their use:

**Lectern** – The Bible is read publicly from here. Special words are said before / after the Gospel reading. Sometimes the Bible or a book of the Gospels is processed to the middle of the church as if Jesus has come to the people to speak. A greeting may be said or sung before and after the reading e.g.



- Alleluia raise the gospel (Bernadette Farrell)
- Listen to Jesus, do what he tells you (Bernadette Farrell)
- Listen now for the Gospel (Zimbabwe) - <https://www.wildgoose.scot/product/listen-now-for-the-gospel-audio-song/> (free download)

**Pulpit** – the place where someone explains the meaning of the gospel or other Bible reading. They are high up so they can be seen and heard.



**Challenge:** Read your gospel story from a lectern or from the middle of the church / classroom. Then stand in the 'pulpit', imagining you are the vicar. What would a vicar say about your story to his 'flock'? What 'good news' would he/she want to pass on? If a member of the church can listen in, they may be able to tell you how close you got!

**How did one Christian show how important the Gospel, or Christian message, was to them?**

Introduce Annie Vallotton, a Christian from Switzerland. She was in the French Resistance in World War 2. She died aged 98 in 2013. She is the best-selling artist of all time. She drew the illustrations for the Good News Bible. She dedicated her life to finding ways to share the Bible's message clearly and simply through her illustrations.



*A 'Gospel reading' is a reading from one of the four 'gospels' in the Bible that record Jesus' life and teaching. 'Gospel' also means the Christian message.*

*A lectern with an eagle sitting on an orb shows the Gospel spreading to all the world.*

*Orthodox gospel processions online*

*To see Annie Vallotton's pictures you need a 'Good News' Bible or the internet. (See [Resources](#)).*

**5f** I can ask about moral decisions I, and others, including Christians, make when we believe something is 'good news' for people

**6a** I can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same

**6c** I can express the Christian belief that Jesus is good news in an image influenced by Forsey or Vallotton, or in poem or song, and explain my ideas

Look at some of her pictures, either in a Good News Bible or downloaded from the internet, and identify the stories if you can. Try entering the name of a Bible story plus Annie's name into the internet to see if there is an image.

"I drew some of the drawings eighty to ninety times before I achieved the one I wanted. I wanted to get to the truth, which is the most important thing."

Annie drew hundreds of pictures to illustrate stories and sayings in the Bible. Why do you think her work was important to her as a Christian? Find out more about Annie and her sense of Christian purpose e.g. from Wikipedia and from:

- <http://news.americanbible.org/blog/entry/corporate-blog/annie-vallotton-legacy-of-the-good-news-bible>
- <http://bibleillustration.blogspot.com/2008/09/guest-bible-artist-5.html>

**Challenge:** Ask children to draw a picture in Annie's style for the story on which they focused for the last two sessions. Use pencils or black ink lines only.

"Too many people read the Bible with a severe face, but I say no, the Bible is not that. The Bible is life, and it is wonderful!" Annie Vallotton.

**How does Jesus' teaching affect Christians in their daily lives and why do the words hold authority for them?**

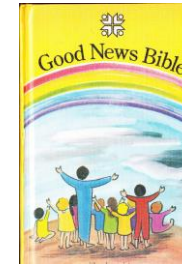
Christians live by the Bible and by the things Jesus said – or try to! Use some of Jesus' teaching and sayings printed out on card and sort into good or bad news for hearers. **See Appendix 2.**

Are there other ways of categorizing them e.g. sayings for everyone, just for people of faith, just for Christians etc? (NB Some of the sayings in the Appendix could be broken into smaller 'bites'.)

Why do these teachings have authority for Christians i.e. said by the Son of God? Which of the sayings would you want to pass on?

**Could Jesus' teaching be good news to everyone?**

Annie Vallotton wanted her art to be 'timeless' so everyone everywhere could engage with them.




**To get some idea of the magnitude of her task and the sales. She drew 500+ illustrations and the Good News Bible has sold 225+ million copies.**

**Many of Jesus' teachings come from the 'Sermon on the Mount' (Matthew 5-7). Some are the basis of sayings in English e.g. Turn the other cheek. More examples:**

[http://www.rejesus.co.uk/site/module/everyday\\_sayings\\_of\\_jesus/](http://www.rejesus.co.uk/site/module/everyday_sayings_of_jesus/)

**Read an article about Annie:**  
<http://news.bbc.co.uk/1/hi/magazine/3501430.stm>

**Research Bible Translation now:**  
<https://www.wy>

	<p>Do you think Jesus said things which might make a difference in today's world? Could they be good news for everyone everywhere? What would a Christian say? What about you?</p> <p><b>Challenge:</b> Decide on an example of Jesus' teaching which could be 'good news for modern man', the original title of the Good News translation of the Bible, which Annie's illustrations grace. Illustrate it in the style of Annie Vallotton. Say why you have chosen it as 'good news'?</p> <p><b>OR</b> Look at the work of Jason Ramasami, illustrating the 'Life Changer' in a style very similar to Annie Vallotton. Consider why he has adopted this style. See <a href="#">Resources</a>.</p>	<p><a href="http://cliffe.org.uk/stories/">cliffe.org.uk/stories/</a></p> <p><b>Ramasami's work:</b> <a href="https://www.thegoodbook.co.uk/life-changer">https://www.thegoodbook.co.uk/life-changer</a></p>
<p><b>EVALUATE</b> our RE learning about a Christian understanding of GOSPEL</p> <p><i>5c I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why</i></p> <p><i>6b I can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life</i></p>	<p><b>Teacher's note:</b> Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p.17.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Encourage discussion to construct an answer together.</li> <li>• Ask children to self-assess e.g. using traffic light colours, and explain their progress</li> <li>• Use the KS2 SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework in use in your school.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul> <p> <b>Using the symbols:</b> Look at the newspaper seller picture on the front of the unit. Is this a good symbol for Christian beliefs about Gospel? How could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Christian belief we have been learning about?</p>	<p>See 'Assessing RE in your school' below for decisions on how and what to assess.</p> <p><b>NB Different schools, different requirements! Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, with ideas for use.</b></p> <p><b>A4 symbols on flash drive. Children can use symbols from each unit to recall key beliefs in each religion.</b></p>

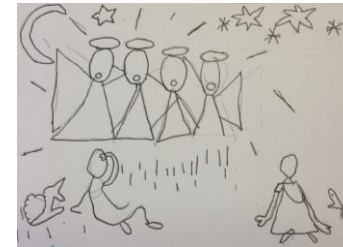
## EXPRESS

your RE learning about Gospel so you can share it

**Teacher's note:** You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Share your ideas of the best news for the world.** You could set up a news-stand, become playground 'criers', make announcements in assembly or write and perform a rap or 'good news' song.
- **Display your artwork** based on the work of Paul Forsey or Annie Vallotton. Label your work clearly so people understand what you have produced and why.
- **Create an informative interactive display** based on one of the organisations in 'Evaluate' which shows what you have learnt about the importance of the Gospel to Christians.
- **Record your Bible Readings and sermons** so others can hear some 'good news'.
- **Arrange afternoon tea** for your local Open the Book Team, if you have one (see **Resources**). Invite them to tell you how and why their team got started. Tell them about your learning about 'gospel' and find out their favourite 'good news' stories from the Bible.
- **Create a display of a famous Bible verse** in as many languages as you can: 'For God so loved the world' (John 3 v.16). Find / translate it on <https://www.biblegateway.com/>. Write speech bubbles giving opinions on why you think this is a 'good news' verse for Christians. If possible, organise for a loop of music playing Christian songs based on the verse e.g. For God so loved (Hillsong worship) / For God so loved the world (Stainer) / For God so loved (John Hardwick).
- **Announce the good news about 'The Guardians of Ancora'**, an interactive computer game from Scripture Union: <https://guardiansofancora.com/>. Start a club!  
**OR** Find out about it and write a letter /email from a Christian games player who would like to join the design company. Why would a Christian want to join such a team?



*These activities often provide evidence needed for the end of year expectations or to judge what has been learnt and how well.*

*Art from Kingsfleet CP School, Felixstowe*

*Christians are constantly coming up with new ways of sharing the gospel because it is so important to them – it is their 'good news'.*

*Find out about new Bible translations on line and via the Scottish Bible Society translation updates.*

<https://www.biblesociety.org.uk/what-we-do/>

## Appendix 1 - Good news stories from the Gospels [for Explore (i)]

<p><b>Storm on the lake</b> <b>Matthew 8 v.23-27</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/lumo-jesus-storm/">http://www.freebibleimages.org/photos/lumo-jesus-storm/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=Matthew+8&amp;version=NIV">https://www.biblegateway.com/passage/?search=Matthew+8&amp;version=NIV</a></p>
<p><b>Jairus' daughter/ sick woman</b> <b>Luke 8 v.40-56</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/lumo-jairus/">http://www.freebibleimages.org/photos/lumo-jairus/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=Luke+8&amp;version=NIV">https://www.biblegateway.com/passage/?search=Luke+8&amp;version=NIV</a></p>
<p><b>Ten lepers</b> <b>Luke 17 v.11-19</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/illustrations/hm-ten-leprosy/">http://www.freebibleimages.org/illustrations/hm-ten-leprosy/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=Luke+17&amp;version=NIV">https://www.biblegateway.com/passage/?search=Luke+17&amp;version=NIV</a></p>
<p><b>Feeding of 5000</b> <b>Luke 9 v.10-17</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/jesus-5000/">http://www.freebibleimages.org/photos/jesus-5000/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=luke+9&amp;version=NIV">https://www.biblegateway.com/passage/?search=luke+9&amp;version=NIV</a></p>
<p><b>Man through the roof</b> <b>Mark 2 v.1-12</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/lumo-jesus-paralysed-man/">http://www.freebibleimages.org/photos/lumo-jesus-paralysed-man/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=Mark+2&amp;version=NIV">https://www.biblegateway.com/passage/?search=Mark+2&amp;version=NIV</a></p>
<p><b>Zacchaeus</b> <b>Luke 19 v.1-10</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/illustrations/hm-zacchaeus/">http://www.freebibleimages.org/illustrations/hm-zacchaeus/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=Luke+19&amp;version=NIV">https://www.biblegateway.com/passage/?search=Luke+19&amp;version=NIV</a></p>
<p><b>Wedding at Cana</b> <b>John 2 v.1-11</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/wedding-cana/">http://www.freebibleimages.org/photos/wedding-cana/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=John+2+&amp;version=NIV">https://www.biblegateway.com/passage/?search=John+2+&amp;version=NIV</a></p>
<p><b>Mary in the garden</b> <b>John 20 v.1-18</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/jesus-alive/">http://www.freebibleimages.org/photos/jesus-alive/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=John+20&amp;version=NIV">https://www.biblegateway.com/passage/?search=John+20&amp;version=NIV</a></p>
<p><b>Entering Jerusalem</b> <b>John 12 v.12-19</b></p>	<p><b>Images:</b> <a href="http://www.freebibleimages.org/photos/triumphant-entry/">http://www.freebibleimages.org/photos/triumphant-entry/</a> <b>Bible extract:</b> <a href="https://www.biblegateway.com/passage/?search=John+12&amp;version=NIV">https://www.biblegateway.com/passage/?search=John+12&amp;version=NIV</a></p>

## Appendix 2: Teachings of Jesus from the Gospels

<p>Anyone who starts to plough and then keeps looking back is of no use to the Kingdom of God.</p> <p>(Luke 9 v. 62)</p>	<p>Happy are you poor; the Kingdom of God is yours! Happy are you who are hungry now; you will be filled! Happy are you who weep now; you will laugh!</p> <p>(Luke 6 v.20)</p>	<p>If you forgive others the wrongs they have done to you, your Father in heaven will also forgive you.</p> <p>(Matthew 6 v.14)</p>	<p>Do for others just what you want them to do for you.</p> <p>(Luke 6 v.31)</p>
<p>No one can be a slave of two masters; he will hate one and love the other; he will be loyal to one and despise the other.</p> <p>You cannot serve both God and money.</p> <p>(Matthew 6 v.24)</p>	<p>And now I give you a new commandment: love one another. As I have loved you, so you must love one another.</p> <p>If you have love one for another, then everyone will know that you are my disciples.</p> <p>(John 13 v.35)</p>	<p>I have been given all authority in heaven and on earth. Go, then, to all peoples everywhere and make them my disciples: baptize them in the name of the Father, the Son and the Holy Spirit, and teach them to obey everything I have commanded you.</p> <p>And I will be with you always, to the end of the age.</p> <p>(Matthew 28 v.18-20)</p>	<p>If you love only the people who love you, why should you receive a blessing? Even sinners love those who love them!</p> <p>And if you do good only to those who do good to you, why should you receive a blessing? Even sinners do that!</p> <p>(Luke 6 v.32)</p>

<p>Why do you look at the speck in your brother's eye, and pay no attention to the log in your own eye? How dare you say to your brother, 'Please let me take that speck out of your eye' when you have a log in your own eye? You hypocrite! First take the log out of your own eye, and then you will be able to see clearly to take the speck out of your brother's eye.</p> <p>(Matthew 7 v.3-5)</p>	<p>Do not judge others, and God will not judge you; do not condemn others and God will not condemn you; forgive others and God will forgive you. Give to others and God will give to you. Indeed you will receive a full measure, a generous helping, poured into your hands – all that you can hold. The measure you use for others is the one that God will use for you.</p> <p>(Luke 6 v. 37-38)</p>	<p>Ask, and you will receive; seek, and you will find; knock, and it will be opened to you. For everyone who asks will receive, and anyone who seeks will find, and the door will be opened to him who knocks. Would any of you who are fathers give your son a stone when he asks for bread? Or would you give him a snake when he asks for a fish?</p> <p>Bad as you are, you know how to give good things to your children. How much more, then, will your Father in heaven give good things to those who ask him!</p> <p>(Matthew 7 v.7-11)</p>	<p>Love your enemies, do good to those who hate you, bless those who ill-treat you. If anyone hits you on one cheek, let him hit the other one too; of someone takes your coat, let him have your shirt too. Give to everyone who asks you for something, and when someone takes what is yours, do not ask for it back.</p> <p>(Luke 6 v.27-30)</p>
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# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

## If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
----------------------------------------------------------------------	-------------------------------------------------------------------	--------------------------------------------------	---------------------------------------------------------------------------------

- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



<b>Beginning:</b> Discusses concept in own life	Q1 What does the word 'gospel' mean? Give an everyday example.
<b>Developing:</b> Draws on the lesson material	Q2 What do Bible stories say Jesus did which would make headlines today?
<b>Expected:</b> Applies concept / answers key question	<b>Q3 Why is the gospel such good news for Christians?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 Do you think it is always good for people to be able to share their beliefs with others?

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

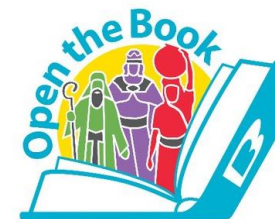
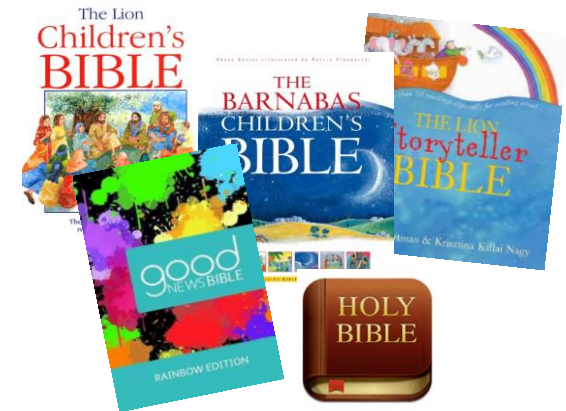
	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	<b>3a</b> I can describe a story about Jesus and what a Christian might say is good news in it	<b>3b</b> I can talk about how Christians worldwide read the gospels to learn about Jesus	<b>3c</b> I can say what a gospel choir is and how they use songs to show their beliefs	<b>3d</b> I can recognise things which influence me and how Christians feel about the Gospels	<b>3e</b> I can ask good questions about life after hearing gospel stories about Jesus	<b>3f</b> I can link my ideas about what is good news with how I would think and behave
Y4	<b>4a</b> I can describe what a Christian might learn from stories of Jesus about who they believe he is and why he is good news	<b>4b</b> I can describe ways in which believers might use pulpits and lecterns in some churches but not others	<b>4c</b> I can describe some different ways Christians show their belief that Jesus is 'good news' in word, art or symbol	<b>4d</b> I can compare how good news affects me with how it affects other people, including how the gospel affects Christians	<b>4e</b> I can ask big questions about how people decide what is important and how Christians judge what is best	<b>4f</b> I can link what I value with how I think and behave and link gospel teachings with how Christians think and behave
Y5	<b>5a</b> I can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible	<b>5b</b> I can use the right religious words to describe and compare what may happen in a church when the Gospels are read	<b>5c</b> I can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why	<b>5d</b> I can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him	<b>5e</b> I can ask questions about the meaning and purpose of life and suggest what answers others, including Christians might give	<b>5f</b> I can ask about moral decisions I, and others, including Christians, make when we believe something is 'good news' for people
Y6	<b>6a</b> I can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same	<b>6b</b> I can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might change people's ways of life	<b>6c</b> I can express the Christian belief that Jesus is good news in an image influenced by Forsey or Vallotton, or in poem or song, and explain my ideas	<b>6d</b> I can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, I believe some messages should be shared with all	<b>6e</b> I can compare my own ideas about the meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus	<b>6f</b> I can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important

## Resources for this enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

### Recommended Bible resources:

- Lion Children's Bible – Pat Alexander (Lion Hudson)
- Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- Barnabas Children's Bible - Davies and Piwowarski <https://www.brffonline.org.uk/products/the-barnabas-childrens-bible> )
- Good News Bible ([www.biblesociety.org.uk](http://www.biblesociety.org.uk)) - 'real' Bible with books, chapters and verses, and in various editions with different covers / costs / bulk offers
- [www.biblegateway.com](http://www.biblegateway.com) – Here you can look up any Bible passage by entering the name of the Bible book, chapter and verses. We recommend the Good News Translation (GNT) but there are other versions and a variety of languages – useful if you have many languages in school and to illustrate the global nature of the Christian faith.
- **Bible App** – it may be useful to have a Bible app on your phone! Free download.
- **Open the Book** – a national organization that encourages local churches to tell stories from The Lion Storyteller Bible in Collective Worship, acting stories with costumes and props and involving the children. Their website is: <http://www.biblesociety.org.uk/about-bible-society/our-work/open-the-book/>. For local details, contact the Diocesan Schools' Adviser- [education@cofesuffolk.org](mailto:education@cofesuffolk.org)



**Visits and Visitors** - Year 5/6 pupils should have the chance to visit a church and / or meet members of the Christian community e.g.

- the local vicar, another church minister or a 'lay' member of local Christian congregation
- A practising Christian on the school staff or amongst parents or governors
- Members of your local 'Open the Book' team

Remember to focus on the learning in this unit i.e. the 'gospel' or good news, looking at how the gospels are read and used in that church, or by a Christian. Always check that guides / visitors know what they are to talk about. Keep in mind that the teacher is the manager of the learning environment and should direct the interviews / visit.

## Two exhibitions which can visit your area:

- **LIFE Exhibition** - Multi-media experience on the life and teaching of Jesus. Innovative and interactive with hand-held PDAs for each child. <http://www.lifeexpo.co.uk/>
- **Key to Life** – Interactive, immersive session telling the story of Jesus. Huge floor to ceiling computer touch screens, films, games, quizzes, small group discussions. <http://www.countiesuk.org/schools-work/key-to-life>

## Song Resources:

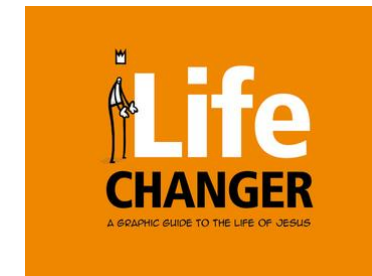
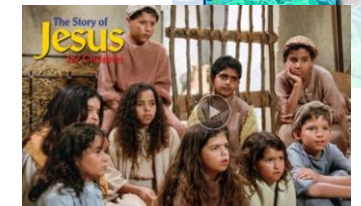
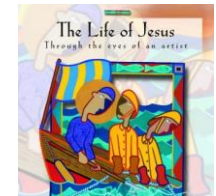
- **Sing Out Volume 5** - Song books and CDs by James Wright with excellent Christian songs and 2 volumes on 'values' [www.gottalife.com](http://www.gottalife.com)
- **Songs for Every Easter** - Many schools have this. <http://www.outoftheark.co.uk/>

## Film

- **The Story of Jesus for Children** - <http://www.jesusfilm.org/film-and-media/watch-the-childrens-film> - Brilliant adaptation of the famous 'Jesus' film by inserting new scenes with children who investigate Jesus.
- **The Miraclemaker** - [https://en.wikipedia.org/wiki/The\\_Miracle\\_Maker\\_\(2000\\_film\)](https://en.wikipedia.org/wiki/The_Miracle_Maker_(2000_film)) - A stop-animation film of life of Jesus with voice of Ralph Fiennes. Buy on DVD.

## Art work

- **The Life of Jesus through the Eyes of an Artist** (Paul Forsey) with **Teacher's book** (Barton / Fageant)
- **Life Changer** – A Graphic Guide to the Life of Jesus – Jason Ramasami See <https://www.thegoodbook.co.uk/life-changer>
- **'Dear Theo'** - Luke's Gospel – Jason Ramasami online  
*Find out more about Jason Ramasami at <http://saamvisual.com/>*



The initial ideas for this unit were worked on by Ruth King (Elveden CE Academy) and Jonathan Day (Acton CEVCP) at the Emmanuel days at Belsey Bridge, and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!