

# R.E.

Y7

**TITLE OF UNIT:**

**WHO WAS JESUS?**

**KEY THEME:**

**BELIEFS and CONCEPTS**

**KEY CONCEPT:**

**GOD/TRINITY/MESSIAH**

**STRANDS:**

**AT 1: Beliefs, Teachings and Sources  
Forms of expression**

**AT 2: Identity and Belonging**

**Questions of Meaning, Purpose and Truth**

**AT1**

- Investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- Analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- Interpret a variety of forms of religious and spiritual expression.

**AT2**

- Reflect on the relationships between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments
- Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- Express their own beliefs and ideas, using a variety of forms of expression.

**LEARNING OUTCOMES**

- Know and understand the teachings of Jesus
- Explain the impact of Jesus and his life on Christianity and the Christian
- Value the concepts of Messiah and Trinity
- Be able to interpret the Gospel accounts and other sources
- Express views and insights into the Christian teachings on resurrection
- Express their own personal views and beliefs
- Express ideas, views and beliefs on images of Jesus through art
- Give key examples of Jesus' teaching about God and the kingdom of God
- Be able to articulate the relationship between Jesus the Jew and the Christian Church
- Discuss the impact of Pentecost on the disciples and the Christian Church

**EXPECTATIONS—LEVELS OF ATTAINMENT (See Local Agreed Syllabus)**

**Nearly all can:- (LEVEL )**

**Many can:- (LEVEL )**

**Some children have progressed further and can:- (LEVEL )**

**SKILLS**

**(See Local Agreed Syllabus)**

**KEY ATTITUDES AND VALUES**

(See Local Agreed Syllabus)

**OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION**

(See Local Agreed Syllabus)

- Reflect and evaluate their own beliefs on death and resurrection
- Reflect on the relationship between belief and teachings
- Reflect on religious art/images on the life and death of Jesus
- Consider the idea of miracle and healing

**EVERY CHILD MATTERS**

Enjoy and Achieve  
Making a Positive Contribution

**CROSS CURRICULAR LINKS**

Drama  
English  
Art  
Music

**COMMUNITY COHENSION**

How art/ culture can be distinctive but link communities across the globe.

**PRIOR LEARNING.**

The life story of Jesus of Nazareth  
His birth  
Early Life  
Baptism  
Temptations  
Some teachings, parables, miracles  
Passion  
Death  
Resurrection  
God, creator.

**KEY VOCABULARY**

Messiah	Sadducees
Pharisees	Zealots
Sanhedrin	Essenes
Disciples	Pentecost
Church	Ecclesia

**POSSIBLE TEACHING ACTIVITIES**

Recap on what pupils know about Jesus  
 Write down 10 facts about Jesus, feedback  
 Imagine exercise, what this man looked like (eyes closed)  
 Explore where they get their images from and what influenced ideas  
 Describe key features of Jesus  
 View western images of Jesus and discuss ideas (colours, moods, what picture shows etc)  
 Look at images of Palestinian people today. Compare and contrast those images with western images and own image.  
 Explain that each culture portrays Jesus in different ways. Look at some different images and discuss reasons why the images may be different.  
 Look at creed/credo. Explore what creed states about Jesus and how it compares to images and their understanding of who Jesus was. Is there anything missing from any of the ideas.  
 Listen to and look at hymn, "Lord of the Dance" What does this show about Jesus. (Creation, incarnation, revelation, scripture, passion, crucifixion, resurrection, salvation)  
 Explain, compare and contrast God like qualities and Human qualities (can produce a table to show words associated with above)  
 In groups read key passages from Gospels (miracles, parables, story of life) As a group show how the passage shows God like and Human qualities of Jesus. (each group get different passage. Each student in group gets copy of passage and 2 colour pencils. Highlight God qualities in one colour and human qualities in another colour. 1 person from each group feeds back to class. Produce a class table to show responses (can double tick repeated responses) What do results show (was Jesus God or human?) discuss results and ideas.  
 Trinity. Look at Masaccio painting of Trinity.



The picture is a fresco and it was painted by a great artist called Masaccio in 1426. It is on the wall of the Church of Santa Maria Novella in Florence.

What do you see in the picture? (explore this with the pupils)

Now look closely at the painting.

The artist was attempting to show what Christians call the 'Trinity' God as Father, Son and Holy Spirit. (teachers may need to remind pupils about this concept)

Jesus is situated in the centre on the cross but we also see God the Father at the top of the painting and God as Holy Spirit shown in the form of a dove above the cross.

Masaccio has also included the story of the crucifixion from St John's Gospel Ch. 19 v.26-27

*'When Jesus saw his mother and the disciple whom he loved standing beside her, he said to his mother. 'Woman, here is your son.' Then he said to the disciple, 'Here is your mother.' And from that hour the disciple took her into his own home.'*

At the foot of the cross stand St John and the Blessed Virgin Mary.

The artist has also included members of the Lenzi family. This was name of the family who commissioned and paid for the painting.

If you look carefully at the image of the Virgin Mary, she is looking out towards us but her hand is inviting us to look at the suffering of her son on the cross.

The painting is famous for the way in which the artist has used perspective to show this relationship between God and human kind. (Teachers may have to explain 'Perspective') If you draw a line from the top of the image of God to the floor on each side, including the other characters, it makes a perfect triangle.

God as Father did not abandon Jesus. His arms are shown to support the cross. The love of God the Father descends through the Holy Spirit and time into the human form of Jesus. This continues to Mary and St. John down into the 15<sup>th</sup> Century with the Lenzi family.

It does not stop there. As the triangle goes down to the floor it includes all who stop to view the painting. Not only those who in the past walked in from the cemetery, but all who stand and view the painting today.

If you look closely you will see how with the imaginary triangle the artist has encompassed the living and the dead.

Imagine you are a tour guide at Santa Maria Novella. Write an article for tourists to help them understand what Masaccio in this painting was trying to show about God's relationship with humankind. You can include the painting as a whole or in individual parts.

**Jesus as the Messiah**

**ASSESSMENT OPPORTUNITY**

Set up a class conference on the theme “Was Jesus of Nazareth the Son of God”

In groups, the pupils put their cases for and against using clearly presented evidence

Group suggestions:-

The time of Christ:- Disciples/Apostles/Members of the Sanhedrin

Modern Day:- Bishops/Cardinals/priests/Christians/Atheists/Jews

**RESOURCES:**

Images of Jesus

BBC DVD Who was Jesus