




## HOLLY PARK

## RE Learning Organiser

## Year 5

Religion /Worldview: <b>CHRISTIANITY</b>		Enquiry Question: Is the Christmas story true?	Autumn 2
This enquiry asks the children to investigate whether a sacred text has to be “true” to help a believer understand their religion			
<b>Learning Objectives:</b> We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.			
<b>BAS:</b> Sacred Texts- Teaching Authority		Journey of Life and Death	Inspirational People
<b>Core Knowledge</b> <p>The Bible records the important events in the life of Jesus in the Gospels. The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant)</p> <p>Many debate whether or not Jesus was born on the 25th December. One argument is sheep would not have been seen on the fields until the Spring period. The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement).</p> <p>The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.</p> <p>Christians believe Jesus is the incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</p> <p>There are different versions of the nativity. There are different types of truth e.g. historical, scientific, personal (beliefs). There are different accounts of the Christmas story in the Bible according to different people.</p>		<b>Link to other aspects of belief</b> <p><b>Trinity.</b> This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one.</p> <p><b>Incarnation:</b> God becoming man or literally being “made flesh”.</p> <p><b>What does ‘truth’ mean?</b>...historic fact, scientific truth, personal truth i.e. belief/faith?</p>	
<b>Vocabulary</b>	<b>History/Context</b>	<b>Impact on believer/daily life</b>	
<p><b>Gospels:</b> literally means “good news”, books of the New Testament recounting Jesus’ life.</p> <p><b>Gospel ‘writers’:</b> Matthew, Mark, Luke and John – four of Jesus’ disciples.</p> <p><b>Disciples:</b> Jesus’ special friends</p> <p><b>Truth:</b> historic fact, scientific truth, personal truth i.e. belief/faith?</p>	<p>There are some factors within the story which are less likely to point to December being the month in which Jesus was actually born. For example, the sheep being out in the fields, suggest the weather would have been warmer, so he may have been born in the spring.</p>	<p>The Christmas story is a basis for belief for millions of Christians across the world and has been widely believed by the Christian Church for millennia. Having four biblical accounts of Jesus’ life, including two of his birth, is seen as being incredibly enriching to a Christian’s understanding of what happened and what it means. People notice different elements of a scene and recount it in</p>	<p><b>Other RE Curriculum links</b></p> <p>Messiah (Judaism). Jewish people believe that a Messiah will come to save them. They do not believe that Jesus is the Messiah. They are still waiting for the Messiah prophesised in the Tanakh (Old Testament).</p> <p>Messiah (Islam). Muslims accept the Jewish belief that there were prophecies about the coming of the Messiah. They also accept the Christians claim that Jesus was the expected Messiah. Muslims, however, do not believe that Jesus was the Son of God. In the Qur’an, Jesus is recognised as a Messiah as well as a prophet or messenger of God.</p> <p>Mahdi (Islam). The Mahdi is another messianic figure in Islam. Some Muslims believe the Mahdi will change the world into a perfect and just Islamic society.</p>

		their own way. Therefore, the definition of “true” would depend on the writer, and the understanding of the person reading the account, as well as on a person’s definition of ‘truth’.	Maitreya (Buddhism). In Buddhism, Maitreya plays a similar function to a Messiah. Buddhists believe that Maitreya is the future Buddha who will appear on earth, achieve enlightenment and teach the dharma (law/teachings of the Buddha). Maitreya will guide people who have failed to follow Buddhist teachings to enlightenment.
Possible Homework links	Other Curriculum Links	Personal connection / resonance	
Are there any other things we think of as “true” for us that other people may not believe in? Does it matter?		What do I believe about Christmas? Do I need to believe the story is true to celebrate at Christmas time if I want to? Are there other stories I have learnt about that may or may not be true? Does it matter or is it more important that I understand the message in the story?	
Prior Knowledge			
Builds on previous Christmas enquiries: EYFS: What is Chrstmas? Giving, thanks, Christmas story, shepherds, wise men, Nativity Year 1: The meaning and symbolism of Christmas Year 2: Why do Christians belive that God gave Jesus to the world? Year 3: Has Christmas lost its true meaning? Year 4: What is the most significant part of the nativity story for Christians today?			
Suggested Activities		Questions to support greater depth	
Children can write a newspaper report based on interviewing a person present at the event from either Matthew or Luke’s account, including the main events. Needs to include the emotions of the people present – interviewer could ask participants why they acted the way they did. Class vote – children can role play a court room scene with both sides arguing who is telling the true version of events – Matthew or Luke? What ruling does the jury come to? Need to include the reason for the different truths i.e. the different audiences – what was the reason for the differences? Write eyewitness accounts of parts of the story Invite in to school a Christian visitor (perhaps a vicar) to answer the question of what Christmas means to them.		What does Christmas mean to Christians? Which account of the nativity do you think is more believable/true – Matthew or Luke? Why are there different versions of the same event? How can truth by different for different people or different times? What do you understand by incarnation? Does it matter whether the Christmas story is true? What do you think? Is there a greater meaning behind the story, rather than the actual events as they did or did not happen?	
British values			
 <b>MUTUAL RESPECT</b> <b>TOLERANCE</b> of those of different faiths and beliefs			
End Point Expectations			
I can start to explain how ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God.			

I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

### **SEND core skills**

## **Assessment Opportunity**

### **Personal resonance/reflection**

I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs

I can express my own thoughts etc having reflected on them in relation to other people's.

### **Knowledge and Understanding**

I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.

### **Skills of evaluation & Critical thinking**

I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.