

**Curriculum Intent:**

**Religious Education** – To equip children with knowledge and understanding of Christianity, Islam and other major world faiths, exploring how beliefs influence lives and communities. Pupils develop respect, moral awareness and deeper thinking to



Subject	Term	Unit
RE	Year 6 – Autumn 2	Christianity: Christmas – The Word Became Flesh

**Key vocabulary**

<b>Incarnation</b>	The Christian belief that God became human in the person of Jesus Christ.	<b>Faith</b>	Strong trust and belief in God and the teachings of Jesus.
<b>Jesus</b>	The Son of God, believed by Christians to be both fully human and fully divine.	<b>Humility</b>	Being modest and putting others before oneself; Jesus showed humility by living among ordinary people.
<b>Nativity</b>	The story of Jesus' birth in Bethlehem, often celebrated at Christmas.	<b>Symbol</b>	An image or object that represents an idea; for example, a crib or candle symbolises Jesus as light and life.
<b>Christmas</b>	The Christian festival celebrating the birth of Jesus, showing God's love for the world.	<b>Worship</b>	Showing love and respect for God through prayer, songs and celebrations.
<b>Love</b>	Deep care and kindness; Christians believe God's love was shown through sending Jesus.	<b>Compassion</b>	Caring deeply for others; Christians believe Jesus' life is the perfect example of compassion and kindness.

**Key learning**

Objective	Learning
Can I explain what Christians mean by Incarnation?	Pupils define the Incarnation as the belief that God became human in the person of Jesus. They create a short explanation or diagram showing how God came to live among people.
Can I describe how the Incarnation shows God's love?	Pupils explore Bible passages such as John 1:14 or Luke 2:1–20 and explain how Jesus' birth represents God's love for humanity. They write reflections or create artwork showing "God's love in action."

Can I explore symbols of the Incarnation in Christian tradition?	Pupils identify and interpret Christian symbols like the crib, the candle, or the cross as signs of God becoming human. They design symbolic Christmas cards or displays explaining each image.
Can I compare the Incarnation with beliefs in other religions?	Pupils compare the Christian belief in God becoming human with Hindu ideas of divine avatars or Islamic teachings that God does not become human. They use a comparison table or class discussion to show key similarities and differences.
Can I discuss why Christmas still matters to Christians today?	Pupils explore how Christians celebrate Christmas through worship, giving, and kindness, linking it to gratitude and love. They write reflections on how these traditions express faith.
Can I reflect on how the Incarnation inspires kindness and love?	Pupils write personal reflections or class pledges describing how Jesus' example of love and humility inspires them to act kindly and compassionately towards others.