

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY INCARNATION WHAT DOES THE LIGHT OF THE WORLD MEAN FOR CHRISTIANS?	TIER 2 (Academic): Symbol, hope, guidance, truth, darkness, meaning, hidden, influence, inspiration, convey. TIER 3 (Subject specific RE words): Incarnation, Jesus, Bible, John's Gospel, Revelation, Holman Hunt, Christian, Faith, Parable, Worship.	View print of 'The Light of the World', accompanied by quiet, reflective music. Invite a local community worker or charity volunteer (someone who brings 'light' to others) for a Q&A session.
PRIOR LEARNING	EYFS – Who am I and where do I belong?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
ENQUIRY QUESTION	What does light mean to us?	Why did Jesus say "I am the Light of the World"?	How does the painting 'The Light of the World' help Christians understand the incarnation?	How do Christians try to be a light in the world?
LENS	Thinking	Believing	Believing & Thinking	Living
RELIGIOUS CONCEPT	Incarnation	Incarnation	Incarnation	Incarnation
LEARNING OBJECTIVES	To explore the concepts of light and darkness, and understand what light represents (hope, guidance, truth).	To explore John 8:12 and understand why Jesus used light as a metaphor for himself.	To analyse the painting 'The Light of the World' by Holman Hunt and interpret its religious symbolism.	To identify ways Christians (and others) bring 'light' to the world and reflect on our own actions.
ACTIVITY	Sensory exploration of light vs. dark. Mind-map what light does (keeps us warm, helps us see, makes things grow). Discuss what 'darkness' feels like emotionally (sadness, fear) and how light brings hope and truth.	Read John 8:12 ("I am the light of the world..."). Discuss what Jesus meant by not walking in darkness. Children create a stained-glass paper cross, writing ways Jesus' teachings act as a guiding light for Christians.	Gallery walk of Holman Hunt's painting. Investigate the symbols: the lantern (Jesus' guidance), the weeds (neglected faith), and the door with no handle on the outside (Rev 3:20 - Jesus knocks, but people must choose to let him in).	Research a figure who brought 'light' to the world (e.g., Florence Nightingale, a local hero). Create a "Candle of Kindness" craft, writing one way the children will try to bring light (kindness, hope) to their classroom.

ASSESSMENT	Can the children talk about what they have learnt regarding the metaphorical meaning of light, giving reasons?	Can the children give examples of how the symbol of Jesus as the 'Light' is used in the Christian religion?	Can the children identify and explain the hidden symbols in the painting and what they mean to the Christian community?	Can the children explain how sources of inspiration make a difference to themselves and others?
EXPECTED OUTCOME	Give examples of how stories, signs and symbols are used in religion and what they mean to the community. Give examples of how the beliefs and stories studied are used by people to help them live a good life. Talk about what they have learnt, giving reasons for views they have. Explain how sources of inspiration and influence make a difference to themselves and others.			
HIGHER ORDER QUESTIONS	Can light exist without darkness? Why do we need both to understand the world?	If Jesus is the 'Light of the World', what kind of 'darkness' did he mean people were walking in?	Why did Holman Hunt paint the door with no handle on the outside? What does this say about free will?	Is it harder to be a 'light' when you are surrounded by 'darkness' (e.g., being kind when others are unkind)?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	Why is light a good symbol for Jesus? Why is Christmas special for Christians? How do art and the media convey Christmas to all people?			
INCLUSION & ADAPTATION	Provide a sensory light box with coloured translucent shapes to concretely explore the beauty and guidance of light.	Use a simplified, illustrated version of John 8:12. Provide a pre-cut cross template for the stained-glass activity.	Provide a 'magnifying glass' and isolate specific parts of the painting (just the door, just the lantern) to avoid visual overwhelm.	Use visual sorting cards showing "bringing light" (helping, sharing) vs. "bringing dark" (unkind words, pushing).
GREATER DEPTH	Write a short philosophical reflection on how "truth" is like a light being switched on in a dark room.	Write a diary entry from the perspective of someone in biblical times hearing Jesus say the words in John 8:12 for the first time.	Design their own piece of symbolic artwork conveying the Incarnation, explaining the deliberate artistic choices they made.	Write an action plan for a class-wide initiative to bring 'light' (hope/help) to a specific issue in the local community.