



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 4	TERM: Autumn 1	Theme: What kind of world did Jesus want?
SACRE:		
<p>Context: (why is this unit being taught?) In this unit, pupils will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament.</p>	<p>Concepts: What kind of world did Jesus want? GOSPEL Christianity In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus. Units 13 and 14, exploring the Christian concept of Gospel. Units 37 that develops understanding of Christian concept of Gospel.</p>	<p>Vocabulary: Jesus • Disciples • Follower • Clergy • Galilee Learning Pathway • Vicar • Parable • Samaritan • Gospel • Evangelist</p>

<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>Year 2 units of work: 2.13</p> <p>What is the good news Christians say Jesus brings? Part 1 and 2</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Year 5 unit of work: U2.4 Christians and how to live: what would Jesus do?</p> <p>Year 6 unit of work: U2.6 For Christians, what kind of king is Jesus?</p>		
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <p>To understand that the disciples were chosen to spread God’s good news.</p> <p>To understand what the Bible means by ‘fishers of men.’</p> <p>To understand the term evangelist.</p> <p>To explore ways in which Christians use Jesus’ example to make the world better.</p> <p>To know that Christians use parables as guidance for how to live their lives.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To understand that the disciples were chosen to spread God’s good news.</p>	<p>Enquiry: What kind of world did Jesus want?</p> <p>STEP 1: Introduce the big question for the topic to pupils. What do pupils already know about the topic? What do they want to find out? Explain that the concept of ‘Gospel’ tells the story of the life and teachings of Jesus. STEP 2: Read Matthew 4:18-19 with pupils (search for this on biblegateway.com). Explain that this text teaches Christians about how some of Jesus’ first disciples were chosen. Ask pupils to discuss the following questions linked to the text: • Do you think that this story is about normal fishing? • What do you think they mean by fishing for men? • Why did Jesus want his followers to tell others about him? Explain that leaving everything and following Jesus would not have been an easy decision for these fishermen. Tell pupils that fishermen at the time of Jesus were rich people, had good lifestyles and probably would not have found it easy to leave this. STEP 3: Discuss what Jesus means by telling the disciples they can be ‘fishers of men’ in Matthew 4:19. Explain that the Bible says Jesus is asking these men to help him to spread God’s good news to other people. He is asking the men to help others accept this news is correct and become followers of his teachings. Ask whether pupils think this would have been something the first disciples were excited about.</p>		<p>Text research sheet</p>

	<p>Ask: Why might it have been scary? STEP 4: Give pupils the text research sheet and encourage them to read the text in more detail, sharing their thoughts and ideas. Bring the class back together and discuss how someone today might respond to the same request. Ask: What might they be excited about? What might they be worried about?</p>		
<p>2</p> <p>To understand what the Bible means by 'fishers of men.'</p>	<p>Enquiry: How did the disciples feel about being chosen?</p> <p>STEP 1: Recap last week's lesson with pupils using the sticky knowledge quiz slides. Re-read Matthew 4:18-19 and ask pupils to explain what the text is all about. Ask pupils to talk to their partner and answer the following questions: • How do you think they felt when they were asked to be 'fishers of men'? How do you think the fishermen felt about Jesus choosing them? Why might they have been excited? Why might they have been worried? Explain that today, we are going to be thinking about the emotions of the first disciples when they were asked to follow Jesus. STEP 2: Hold a hot seating activity, encouraging pupils to take on the roles of Peter and Andrew. Encourage the rest of the class to ask the pupils in the hot seat how they felt when Jesus chose them and what they thought about being fishers of men. STEP 3: Give pupils two thought bubbles and encourage them to write two responses, one from Peter and one from Andrew, sharing their thoughts and feelings about Jesus choosing them to follow him and being fishers of men. STEP 4: Bring the class back together and ask them what they think happened next. Read Matthew 4: 20-22 (biblegateway.com) with pupils and ask them to discuss the following questions: • Were you surprised that they left their nets and followed him? • Explain that many Christians today believe they are called to be fishers of men as the Bible teaches that they should share Jesus' good news with others. Talk to</p>		

	<p>pupils about the role of a vicar in church and what they do. Explain that vicars are also fishers of men because they share Jesus' good news with people and help them to get to know God better.</p>		
<p>3</p> <p>To understand the term evangelist.</p>	<p>Enquiry: What does it mean to be an evangelist? STEP 1: Recap last week's lesson with pupils, using the sticky knowledge slides. Share the two texts that pupils studied last week and discuss whether they think it would have been easy or tricky for the disciples to leave everything and follow Jesus. STEP 2: Talk to pupils about what it means to be a fisher of men. Remind pupils that, for Christians, this means that the disciples were called to share Jesus' good news with others so that they could make the decision about whether they would follow him too. Ask pupils what they think being fishers of men means for Christians today. Explain that Christians today look to the Bible for guidance on how to act. Ask for pupils' ideas about how Christians today might act in light of this story. STEP 3: Show pupils the word 'Evangelist'. Ask pupils if they know what this word means. Explain that an evangelist is someone who spends their life telling people about Jesus and the good news that they believe Jesus brings. Watch the video. Stick the 'Evangelist' word in the middle of books. Ask pupils to write down the skills / beliefs etc an evangelist might need. Explain that an evangelist is a fisher of men. STEP 5: Bring the class back together and ask them if they think it is easy or tricky for an Evangelist to follow Jesus' teaching. What kind of a world might Jesus have wanted if he encouraged his followers to follow his example?</p>		
<p>4</p> <p>To explore ways in which Christians use Jesus' example to make the world better.</p>	<p>Enquiry: How do Christians follow Jesus' example today? STEP 1: Recap the lessons so far in the unit by using the sticky knowledge quiz slides. Remind pupils what it means to be an evangelist and how some Christians today believe that they are</p>		<p>Chromebook and iPads.</p>

	<p>called to do this because of Jesus' example. STEP 2: Talk to pupils about the example that Jesus set for his followers; how did he want them to act? Ask pupils if they can think of any other examples of how Jesus acted in the Bible. Explain that today we are going to be finding out about how Jesus responded to people who were unwell. Ask pupils if they know what leprosy is. Explain that this is a disease that is still around today and can be treated through medication but in Jesus' time there was no cure. Tell pupils that in Jesus' time, leprosy was extremely contagious and people who had it were not allowed to mix with society – most people without leprosy refused to accept and interact with those who had it. Read Mark 1:40-44 (biblegateway.com) with pupils. Ask pupils why they think that people at the time would have been shocked by Jesus' behaviour. Ask: If people are called to be Christlike or like Jesus, what was he telling them about how to act? Ask pupils about why they think Jesus healed the man.</p> <p>STEP 3: Look at the website: The Leprosy Mission. Ask: • How does this charity follow Jesus' example of caring for people? • How do they make a difference today?</p> <p>Possible task if time allows: Pupils work in small groups to create a presentation about the work of The Leprosy Mission and how their work helps to bring about the kind of world that Jesus wanted.</p> <p>STEP 4: Bring the class back together and encourage them to share their presentations with their peers. Ask: • What can Christians learn from the story of Jesus and the Leper? • What kind of a world do you think Jesus wanted and why?</p>		
<p>5</p> <p>To know that Christians use parables as guidance for how to live their lives.</p>	<p>Enquiry</p> <p>. STEP 1: Recap the unit so far with pupils by using the sticky knowledge quiz. Ask: If Jesus showed love to everyone, how should Christian's act? STEP 2: Explain that the Bible holds many stories of how Jesus acted and that lots of Christians today use these as guidance for how to live their lives. Ask pupils if they can remember what a parable is. Remind pupils that Jesus often told</p>		<p>Paper for drawing</p>

	<p>parables (stories with a meaning) to teach his followers something about God or how they should act. Explain that today, we are going to be finding out about the parable of the Good Samaritan. STEP 3: Read Luke 10:25-37 (biblegateway.com) and/ or watch this clip of the parable - https://www.bbc.co.uk/programmes/p018zhhw</p> <p>What do pupils think that Jesus is trying to teach his followers about how to act? STEP 4: Ask pupils to draw a picture of the part of the story that they feel is most significant for teaching Christians about how to act. Ask them to explain whether or not they think this teaching, if followed, could be world changing and how. STEP 5: Bring the class back together and ask pupils the following question: • If the parable of the Good Samaritan teaches Christians how to act; what would the world be like if people followed these instructions? • What kind of a world did Jesus want? Hold a class discussion about this and create a list of the kind of world that pupils think Jesus wanted.</p>		
<p>6 Assessment</p>	<p>STEP 1: Recap the content within this unit using the sticky knowledge slides. Discuss as a class what kind of a world Christians believe that Jesus wanted. Think carefully together about how the teachings and actions of Jesus helped to share what he wanted the world to be like. Pupils to fill in the assessment sheet for this unit. STEP 2: Invite a local vicar or member of the church into school to talk to pupils about how they try to live out Jesus' teachings and make the world a better place. The visitor should also be prepared to take pupils' questions on this topic (it is often useful for pupils to write some good questions beforehand).</p>		<p>. Assessment sheet</p>