



Kindness

Positivity

Respect

RE MEDIUM TERM PLANNING

Year Group: 5	TERM: Autumn 1	Theme: U2.1 <b>What does it mean if Christians believe God is holy and loving?</b>
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SACRE:

<p><b>Context:</b> (why is this unit being taught?)</p> <p>Within this unit, pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as ‘omnipotent, omniscient and eternal’ to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.</p>	<p><b>Concepts:</b> What does it mean if Christians believe God is Holy and loving?</p> <p>GOD Christianity</p> <p>In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving. Units 10 and 20 exploring Christian ideas about God and Incarnation Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Loving</li> <li>• Omnipotent</li> <li>• Isaiah</li> <li>• John</li> <li>• Testament</li> <li>• Holy</li> <li>• Omnipresent</li> <li>• Omniscient</li> <li>• Believer</li> <li>• Eternal</li> </ul>
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	concepts in line with the 'Big Story' of the Bible.		
<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p><b>Year 3 unit of work: L2.2 What is it like for someone to follow God?</b></p>		<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p><b>Year 6: U2.6 For Christians, what kind of king is Jesus?</b></p>	
<p><b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):</p> <p>To know that it is important for Christians to feel connected to God.</p> <p>To understand that there are different ways for Christians to feel connection to God: prayer; bible study; meeting other Christians.</p> <p>To know some of the words that Christians use to describe God: omnipotent, holy, eternal, spirit, loving.</p> <p>To explore how Bible texts represent God as holy and loving to Christians</p> <p>To understand how Christian might feel after reading bible texts.</p> <p>To know that ideas about God are often presented through art work.</p> <p>To know some ways in which Christians choose to respond to the idea of a holy and loving God: worship songs</p> <p>To name ways in which churches reflect the idea of a holy and loving God: the font as forgiveness; the cross as God's love through Jesus; the altar as sacrifice.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know that it is important for Christians to feel connected to God.</p> <p>To understand that there are different ways for Christians to feel connection to God: prayer; bible study; meeting other Christians.</p> <p>To know some of the words that Christians use to describe God: omnipotent, holy, eternal, spirit, loving.</p>			PP lesson 1

**Enquiry: What words do pupils connect to the idea of 'God'?**  
**What words do Christians connect to their idea of God?**

**STEP 1:** Introduce pupils to the big question and the vocabulary for the unit. Find out what pupils already know from past learning.

Ask if they know what holy and loving mean. Explain that within this unit, pupils are going to find out about what Christians believe about God and what they think God is like. **STEP 2:** Help pupils to get the distinction between knowing about someone and actually knowing them. To do this, show pupils a picture of a well-known person (perhaps King Charles). Ask pupils what they already know about him. Collect some ideas. Talk about the difference between knowing *about* someone and knowing someone. Ask pupils to explain how these are different. Ask them to list the ways that they could get to know this person (if they had the chance), such as talking to them, meeting with them, spending time with them, talking with their family etc. **STEP 3:** Now

connect that to the way that many Christians think about God. Christians may know something about God (some important words or stories, perhaps – like knowing about God from a distance) but many of them want to get to know God personally. Ask pupils to suggest ways in which a Christian might get to know God personally, such as, for example, through prayer (talking and meeting with God), studying the Bible (believed by most Christians to be God's word to humanity), and talking with other Christians about their experiences of God. **STEP 4:** Ask pupils to list some words they would use to describe the idea of 'god'. This does not require them to believe in God, but when they hear the word 'god', what words come to mind. You could use sticky notes and collect the words together at the front. Talk about where their ideas come from. Some may be from RE lessons, or

perhaps stories they have heard, for some they may come from families who believe in God. Pupils may suggest ideas that indicate a view of God as a physical being – old man, beard, in the sky etc. Note that generally Christians do not see God like this. **STEP 5:** Introduce pupils to some words Christians use when they talk about God: omnipotent, omniscient, eternal, holy, loving, spirit. Share some definitions – see if pupils can match words and definitions by analysing the terms (e.g. in Latin, omni = all; potens = powerful; sciens = knowing or understanding.

Omnipotent	God is all-powerful
Omniscient	God knows all things

Eternal	God created time and is not limited by it — God is outside time: God does not get old like human beings
Holy	God is awesome and amazing. God is morally pure and hates sin — God is separate from human beings, who are sinful.
Loving	God wants the very best for human beings, is kind and forgiving, and does a lot to care for them
Spirit	God is not physical — God does not have a body

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To explore how Bible texts represent God as holy and loving to Christians.

**Enquiry: What does the Bible say God is like?**

Show the six words given and see if pupils can remember what they mean and what Christians believe about God. Recall how Christians try to get to know God as a person rather than just know stuff about God. **STEP 2:** Explain that today they are going to be focusing on a text from the Bible.

PP lesson 2  
Text investigation sheet

<p>To understand how Christian might feel after reading bible texts.</p>	<p>Psalm 103, verses 6 – 14 from <a href="http://www.biblegateway.com">www.biblegateway.com</a>. Tell pupils that the text is a prayer or worship song, said to be written by King David (the David who is said to have defeated Goliath when he was a boy), someone who is said in the Bible to know God personally. <b>STEP 3:</b> Recall the terms holy and loving from last week. As a class, read the text, unpicking key vocabulary and meanings of phrases, and looking out for ideas that connect with the terms holy and loving. Ask pupils to look for words and phrases from the text to describe what God is <i>like</i>, what God <i>does</i> and what God <i>does not do</i>; and also to identify how the writer <i>knows this</i>. Connect these to the terms holy and loving, where possible. Give pupils the text investigation sheet. Discuss how a Christian might feel after reading these texts and what they might teach them about God.</p> <p>Notes from teaching – instead of using the text investigation sheet we printed the words out on A3 and pupils wrote quotes on post its to add to the appropriate word. PowerPoint is adjusted too.</p>		
<p>3</p> <p>To know that ideas about God are often presented through art work.</p>	<p><b>Enquiry: How can ideas of God be expressed in art?</b></p> <p><b>STEP 1:</b> Recap learning from last two lessons using, especially the key terms and the text studied.</p> <p><b>STEP 2:</b> Show pupils a range of Christian artwork* that depicts God, and investigate it for clues as to God being holy and/or loving.</p> <p><b>STEP 3:</b> Ask pupils to choose one of the texts studied in the last lesson. Ask each pupil to choose a verse or two that strikes them, and to think about how they might communicate the meaning of this through artwork. They could think about which images they would use and whether they would include some text in their image. Give pupils A5 paper and encourage them to create their own artwork to express the meaning for Christians of the Bible passage that they have chosen. Pupils may wish to create an abstract image, a traditional image or even a stained-glass window design.</p> <p>When pupils have finished drawing, encourage them to write a few sentences about what they have drawn and why.</p>	<p>Optional lesson</p>	<p>PP lesson 3</p> <p>Art for Step 2: Art can currently be found here <a href="http://www.artbible.info">www.artbible.info</a> / and here: <a href="https://thevcs.org/">https://thevcs.org/</a></p>
<p>4</p>	<p><b>Enquiry: How do some Christians respond to a holy and loving God?</b></p> <p><b>STEP 1:</b> Recap learning from last three lessons using the sticky knowledge slides. Recall some of the key words Christians use to describe God and the</p>		<p>PP lesson 4</p> <p>Audio clips of worship songs</p>

<p>To know some ways in which Christians choose to respond to the idea of a holy and loving God: worship songs.</p>	<p>texts that express some of these ideas. Recall the balance Christians try to hold between God being holy and loving, and how these ideas might make them feel.</p> <p><b>STEP 2:</b> This lesson pupils will learn about how Christians may respond to the idea of an omnipotent, loving and holy God. Explain that some Christians feel that they want to praise God for loving them and for caring for them. Ask pupils about how Christians might do this. One way is through worshipping God. For Christians, worship is the whole way that they live their lives. Many Christians might say it involves following Jesus' teachings and example, talking to God through prayer, reading the Bible and meeting with other Christians. Tell pupils that these are things many Christians believe help them to develop a closer relationship with God – to get to know God better.</p> <p><b>STEP 3:</b> Play some worship songs to pupils*. Point out that they are songs sung by Christians to their God, and so they express some of the beliefs and emotional responses some Christians feel about God. e.g. Talk about what it might mean for a Christian to see God as a rock, and how this might be a support in times of trouble. Suggest that this song might help a Christian to reflect on how God has loved and carried them through their lives.</p>		<p>*Examples of worship songs: the songs can currently be found on the links below 'Praise my soul the King of Heaven'  <a href="http://www.youtube.com/watch?v=sx1eMwIDFb8">www.youtube.com/watch?v=sx1eMwIDFb8</a> Lyrics:  <a href="https://hymnary.org/text/praise_my_soul_the_king_of_heaven">https://hymnary.org/text/praise_my_soul_the_king_of_heaven</a> This is a modern version of Psalm 103.  'God my Rock'  <a href="https://youtu.be/COb2GFdxuVk">https://youtu.be/COb2GFdxuVk</a></p>
<p>5</p> <p>To name ways in which churches reflect the idea of a holy and loving God: the font as forgiveness; the cross as God's love through Jesus; the altar as sacrifice.</p>	<p><b>Enquiry: How do churches and cathedrals reflect Christian ideas about God?</b></p> <p><b>STEP 1:</b> Recap learning from last three lessons using the sticky knowledge slides. Recall some key words Christians use to describe God, some songs that they sing to worship that God, and examples of how these reflect on the idea of God as holy and loving.</p> <p><b>STEP 2:</b> Explain that today we are going to be thinking about how churches can reflect what God is like. Recall some key vocabulary from pupils about what God is like, using the key words from this unit plus others from earlier units (Creator, forgiving, Trinity, Spirit, incarnation etc.).</p> <p><b>STEP 3:</b> If possible, take pupils on a trip to visit a cathedral or church. Explore ways in which the buildings reflect the Christian ideas of God recalled in the unit's key vocabulary and texts. For</p>		<p>PP lesson 5</p>

	<p>example, stained glass tells stories; the font points to God's loving welcome and forgiveness; the altar talks of sacrifice; confessionals talk of forgiveness; in larger churches you can see where people used to be separated from the holiest part, the altar, by the rood screen; the size and scale of cathedrals speak of God's power as well as human creativity (in God's image); the cross shape and all crosses/crucifixes talk of God's love through Jesus. Encourage pupils to sketch out key areas of the church and label them with the key words. If a trip to the church or cathedral is not possible, take a virtual tour. A helpful link might be the Holy Cribs* visit to a cathedral: <a href="https://youtu.be/xkY-HCBcMqM">https://youtu.be/xkY-HCBcMqM</a></p> <p><b>STEP 4:</b> This unit has been basically theological, exploring texts and what Christian traditions teach about what God is like. If you have time, you might have a look at some sociological data to find out a little about how many Christians do actually do all the things suggested above – the things that help Christians get to know God personally (prayer, Bible reading, worship, etc.) Use some of the statistical data on the PowerPoint slides as a taster of this kind of survey data.</p> <p>Ask pupils to look closely and work out how many Christians say they pray regularly, and how many are certain that God exists. Discuss their reactions.</p>		
<p>6</p> <p>Assess sticky knowledge.</p>	<p><b>Enquiry:</b> What does it mean if Christians believe God is holy and loving?</p> <p><b>STEP 1:</b> Recap with pupils over the last lessons using the sticky knowledge quizzes. Recall the different parts of the church/cathedral that they visited in person or virtually. Ask pupils to report back on how these buildings can show what Christians believe God is like.</p>		<p>PP lesson 6 Assessment sheet</p>

	<p><b>STEP 2:</b> Reflect on the unit question. What does it mean if Christians believe God is holy and loving? Ask pupils to think of as many answers they can, drawing on their learning from the unit.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• Christian traditions generally understand the Bible as presenting a God who is both holy and loving, both a stern judge against sin and a loving, forgiving parental figure.</li><li>• Most Christians see the God of the Bible as omnipotent, omniscient, eternal, holy, loving and forgiving.</li><li>• Many Christians respond to God with worship, wanting to get to know God, rather than simply know about God.</li><li>• Christian worship songs and Christian places of worship often reflect these ideas of God, to remind Christians how they should live and how God loves them.</li><li>• Not all Christians believe in God so strongly, nor do they all pray or attend church.</li></ul> <p><b>STEP 3:</b> Recap the unit with pupils using the Sticky Knowledge quiz slides and encourage pupils to share their knowledge. Pupils to complete the knowledge quiz sheet for the end of the unit.</p>		
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