



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 6	TERM: Autumn 1	Theme: How do Christians live? What would Jesus do?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)</p> <p>In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus’ teaching. They will learn about the differences between Jesus’ direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the ‘good news’ of Jesus is, giving examples of the example of Jesus’ behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus’ teachings.</p>	<p><b>Concepts:</b></p> <p>Christians and how to live: what would Jesus do?            GOSPEL Christianity In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus’ teachings.            Units 13, 14 and 25 where pupils explored Christian beliefs about Gospel Units 38, 40 and 41 develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible.</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Leprosy</li> <li>• Christ-like</li> <li>• Parables</li> <li>• Commandments</li> <li>• Gospel</li> <li>• Theology</li> <li>• Luke</li> <li>• Matthew</li> <li>• Mark</li> </ul>

<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 4 L2.4 What kind of world did Jesus want?</b></p> <p><b>Year 5 How can following God bring freedom and justice?</b></p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</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 the gospels are Matthew, Mark, Luke and John.</p> <p>To know that the gospels give accounts of Jesus' life</p> <p>Some Christians use these gospels to decide how to act.</p> <p>Know that Christians follow Jesus' teachings from the parables</p> <p>Know that Christians believe that Jesus' words are a foundation for living</p> <p>To know the importance of the sermon on the Mount to Christians</p> <p>Know some ways that Christians today follow Jesus' example in caring for those in need</p> <p>To compare Christian responses to human need to other religious and non-religious responses.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know that the gospels are Matthew, Mark, Luke and John.</p> <p>To know that the gospels give accounts of Jesus' life</p> <p>Some Christians use these gospels to decide how to act.</p>	<p><b>Enquiry: Where do Christians find out about what Jesus did?</b></p> <p><b>STEP 1:</b> Share the big question for the unit with pupils. Find out what they already know and what they would like to find out. Recap with pupils their previous learning within the concept of Gospel. Ask them to discuss the following questions in pairs or small groups:</p> <ul style="list-style-type: none"> <li>• What do Christians believe the 'good news' that Jesus brings is?</li> <li>• Whose example of living do Christians try to follow?</li> <li>• Who were Jesus' first followers and how did he call them?</li> </ul>	<p>What do Christians believe the 'good news' that Jesus brings is?</p> <ul style="list-style-type: none"> <li>• Whose example of living do Christians try to follow?</li> <li>• Who were Jesus' first followers and how did he call them?</li> </ul>	<p>PowerPoint lesson1</p>

	<p>Explain that within this unit, we are going to be finding out about how Jesus acted, the example that he set for his followers and what the Bible tells Christians today about how he lived while he was on earth.</p> <p><b>STEP 2:</b> Ask pupils what they know about the four gospels. Explain that it is believed the gospels were written by Matthew, Mark, Luke and John and give accounts of Jesus' life, teaching and its impact. Christian theologians (people who study the Bible for meaning) disagree about details but most say that Matthew, Mark and Luke are similar because they seem to be based on contemporary eyewitness accounts, either their own or others', and often use the same sources. John's gospel is very different – the events are in a different order, there are some different stories only found in John, and there are long reflections on the meaning of Jesus' teachings. Theologians disagree about how soon after the events of Jesus' life the accounts were written down. Some say that the texts were put together and shaped by the early church, and question their reliability. For many millions of Christians around the world, however, the gospels tell it exactly how it happened. Explain that many Christians today study the gospels to find out how to act. Jesus teaches in different ways throughout them, sometimes directly and sometimes through parables and stories, and through his example.</p>		
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	<p><b>STEP 3:</b> Ask pupils about the teachings of Jesus that they have already learnt about. Ask pupils to work in small groups to create a mind map of what they already know about how Jesus wanted his followers to act. Ask them (if they can) to make links to teachings and parables that they have studied through their time at school. Bring the class back together and discuss what the pupils have recorded.</p> <p><b>STEP 4:</b> Read Matthew 22:36-40 with pupils. Jesus is asked what the most important commandments are. He replies, 'Love the Lord your God with all your heart, soul, strength and mind, and love your neighbour as you love yourself.'</p> <p>Ask pupils to work in pairs to list at least four actions they would expect if someone was trying to love God and love their neighbour.</p> <p>Introduce some t-shirts, wristbands, and other items with 'WWJD' (What would Jesus do?) on them (an online image search will find some but please note that not all will be suitable to show to your class). Explain that this stands for 'What would Jesus do?' Ask pupils why followers of Jesus might want to be reminded of this in their daily lives. Remember that a key answer to 'WWJD?' will be to love God and love their neighbour. Most Christians will want to follow Jesus' teaching and example – so when they ask 'WWJD?' they generally won't just guess, they will base it on the gospel accounts and wider New Testament teachings.</p>		
2	<b>Enquiry: Why do Christians think it is wise to follow Jesus' teachings?</b>	How might Matthew 22:36-40 link with the	PowerPoint lesson 2

<p>Know that Christians follow Jesus' teachings from the parables</p> <p>Know that Christians believe that Jesus' words are a foundation for living</p>	<p><b>STEP 1:</b> Use the sticky knowledge quiz slides to recap learning from last lesson, such as the names of the gospel writers, and Jesus' greatest commandments. Remind pupils that we will be focusing on how Christians believe they should act because of Jesus' teachings.</p> <p><b>STEP 2:</b> Show pupils some images that represent different parables <b>that they have studied before (not studied yet)</b> (the unforgiving servant, the prodigal son, the good Samaritan etc). Use these to recall some parables they have encountered before. Talk about why Jesus used short, memorable stories featuring everyday people and objects for many of his teachings</p> <p><b>STEP 3: Watch the silent animated video of The Wise and The foolish builders.</b></p> <p><b>STEP 4:</b> Give pupils a printed out copy of Matthew 7:24–27 – the parable of the wise and foolish builders (this text is easily downloadable from the Bible Gateway website). Read through the text together and encourage pupils to annotate the meanings of unfamiliar vocabulary or key teaching points. Ask pupils to discuss the answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What is the story about?</li> <li>• Why do you think that Jesus told this story?</li> <li>• What did the wise and foolish builders learn?</li> <li>• What do you think the story teaches Christians today?</li> </ul> <p>Bring the class back together and encourage pupils to feedback their answers to the focus questions. Explain that Jesus tells his followers that his words are strong, reliable foundations for living, and that there is a link between hearing and doing: Christians should respond in a way that makes a difference. For Christians this often means trusting God, praying humbly, giving generously, forgiving, and living in a way that shows love of God and neighbour. If Jesus followers hear the words but don't act, they won't</p>	<p>teachings found within the parable of the wise and foolish builders?</p>	<p>printed out copy of Matthew 7:24–27</p> <p>Text investigation sheet saved in lesson 2 folder</p>
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	<p>have the same foundation when facing the challenges of life. Ask pupils to offer some suggestions about how reading the Bible, meeting with other Christians and praying help Christians to ensure that they have firm foundations.</p> <p><b>STEP 5.</b> Give pupils the text investigation sheet (resource sheet 1) and encourage them to work independently, working back through the text, interpreting it and answering the questions.</p>		
<p>3</p> <p>To know the importance of the sermon on the Mount to Christians.</p>	<p><b>Enquiry:</b> <b>What was Jesus' sermon on the Mount about?</b></p> <p><b>STEP 1:</b> Use the sticky knowledge slides to recap what pupils have learnt so far in the unit. Remind pupils of Matthew 22:36-40 and recall the two greatest commandments. Talk with pupils about who their neighbour is. Explain that for Christians, their neighbours are everyone, particularly those people in need. Remind pupils that Jesus sometimes taught his people how to act by telling them directly (like this example) or through parables and stories.</p> <p><b>STEP 2:</b> Tell pupils that one of Jesus' most famous direct teachings was the Sermon on the Mount, a collection of sayings and interpretations of earlier Jewish teachings. Explain that a sermon is a talk whereby the person speaking tells others about God and how they should live their lives. Remind pupils that this still happens in churches today. Explain that in Jesus' time, people would gather from miles around to hear what he had to say. During the Sermon on the Mount, Jesus told people how God wanted them to act.</p> <p><b>STEP 3: Watch the animated video of the Sermon on the Mount.</b></p>	<p>Which teaching are easier/harder to follow and why?</p>	<p>PowerPoint lesson 3 2B.5 Gospel Resource Sheet</p>

	<p>Step 4: Give pupils a copy of 2B.5 Gospel Resource Sheet 1 saved in lesson 3 folder. Read through these teachings as a class, unpick the meanings and discuss what these teachings might have meant for people at Jesus' time and what they might mean today. Ask pupils to choose some that might be easy to follow, and some that are difficult – perhaps even impossible. Encourage pupils to work in pairs <del>and to pick out two teachings that they think are the most important for Christians today. Give pupils sticky notes and encourage them to share why they chose these two teachings</del> to rank the teachings from most to least important. –Then get the pupils to rank debate their decisions with another pair on their table.</p> <p><b>STEP 5:</b> Bring the class back together and ask pupils to share which teachings they thought were the easy and difficult, and which are most important for Christians, giving their reasons. Compare their different responses and the reasons they had for choosing them.</p>		
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<p>4 &amp;5 combined</p> <p>4. Know some ways that Christians today follow Jesus' example in caring for those in need</p>	<p><b>Enquiry:</b>  <b>How do some Christians follow Jesus' example in caring for those in need? (part 1)</b></p> <p><b>STEP 1:</b> Recap the unit so far, using the sticky knowledge quiz slides for support. Recall the teachings from Jesus' Sermon on the Mount - look back at the resource sheet from the previous lesson to support recall. Ask pupils to work in pairs to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What was the Sermon on the Mount all about?</li> <li>• Which teachings do they think are the most important for Christians today and why?</li> <li>• What must people have been doing if Jesus thought they needed to hear these commands and teachings?</li> <li>• List some examples of how Christians might apply some of these teachings to their lives today.</li> </ul> <p>Bring the class back together and talk through these questions, noting a diversity of views and pointing out that Christians don't all agree what the teachings mean, and many don't necessarily put them into practice.</p> <p><b>STEP 2:</b> Tell pupils that most Christians believe that Jesus came for everyone. Look back over the big story of the Bible and explain that most Christians believe that Jesus was sent to rescue people from the effects of sin and to bring them back to God. In the light of the idea of Jesus as saviour or rescuer, as a class, ask pupils how they think Jesus might have acted towards people in need.</p> <p><b>STEP 3:</b> Show pupils a selection of pictures showing people in need (make sure that this includes western images as well as from around the world) e.g. hungry children, homelessness, people in hospital, elderly people etc. Using their knowledge of Jesus' teaching, ask pupils to suggest at least three things they think Jesus would do in those situations.</p>	<p>What was the Sermon on the Mount all about?</p> <p>Which teachings do they think are the most important for Christians today and why?</p> <p>What must people have been doing if Jesus thought they needed to hear these commands and teachings?</p>	<p>PowerPoint lesson 4&amp;5</p> <p><a href="http://www.christianaid.org.uk/our-work/what-we-do">www.christianaid.org.uk/our-work/what-we-do</a></p>
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<p>5. Know some ways that Christians today follow Jesus' example in caring for those in need</p>	<p><b>STEP 4:</b> Give pupils some statistics about Christians helping people in need (see ppt). Ask them to look at the statistics carefully, looking up words they don't know. Ask them to use the data to find out how these Christians have followed some of Jesus' teaching and example by caring for people in need. See if pupils can connect any of the statements from the Sermon on the Mount to the actions shown in the statistics.</p> <p><b>STEP 5:</b> If you have time, you might extend beyond ideas of healing and care by looking at the work of Christian Aid in bringing justice.</p> <p><b>STEP 6:</b> Bring the class back together and discuss their reflections on how this information shows how some Christians are following the teaching and example of Jesus. Ask pupils for three things that surprised them or made them think.</p> <p><b>Enquiry:</b> <b>How do some Christians follow Jesus' example in caring for those in need? (part 2)</b></p> <p><b>STEP 1:</b> Recap learning in the unit so far by using the sticky knowledge quiz slides. Talk with pupils about the direct teaching that Jesus gave his followers; what does this teach them about how to act? Discuss Jesus' use of parables and how his actions set an example for how Christians from the past and today should act.</p> <p><b>STEP 2:</b> Talk to pupils about what they do when they feel unwell. Discuss how they can feel better again, and how we use medication and the care of health workers. Ask pupils to reflect on what it would have been like to get ill in Jesus' time, with very little medicine or health care. Explain that in the Bible there are many examples and stories about Jesus caring for and healing the sick.</p>		
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**STEP 3:** Explain that in Jesus' time, people were often afraid of illnesses, and this led to people within society being isolated and avoided. Talk to pupils about leprosy. Share some information about this disease, what it can do if left untreated and that today there are medicines that can treat this. Explain that in Jesus' time, people with this disease were avoided and kept away from society. Jesus shocked people by caring for these people, speaking to them, spending time with them and healing them. Ask pupils why they think that this behaviour would have been shocking at the time.

**STEP 4:** Ask the children to reflect on why the Sermon on the Mount was so important given what we know now about the severity of leprosy and healthcare at the time.

<p>6</p> <p>To compare Christian responses to human need to other religious and non-religious responses.</p>	<p><b>Enquiry</b>  <b>How far do Jesus' teachings and actions inspire others?</b></p> <p><b>STEP 1:</b> Recap the unit with pupils. Ask them to list some of the teachings and actions of Jesus about how to treat other people. Discuss the different types of teaching that Jesus used (direct, through parables and through other stories), and talk about how these help Jesus followers today to know how to act.</p> <p><b>STEP 2:</b> Use the sticky knowledge quiz slides to recap pupils' learning and the key knowledge within the unit.</p> <p><b>STEP 3:</b> Hold a class discussion focusing on the following question: 'Jesus' actions and teachings are not only relevant for Christians today: his example can inspire others too.'  Explore how far pupils agree or disagree with the statement and their reasons.</p>	<p>Unit assessment questions.</p>	<p>. PowerPoint lesson 6</p> <p>Sticky knowledge quiz slides</p>
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