



Medium Term Unit Planning

Topic Name:

RE : What kind of world did Jesus want?

Learning outcome:

Children will understand what Jesus wanted from his disciples and the type of world he wanted for his people (focussing on how he wanted them to act and show love to others). They will make connections with this and how Christians can act today to also show love to their communities.

Hook: To think about their favourite possessions and what things they spend their time doing on a regular weekend.

Topic Showcase:

Oracy:

Class discussions, children to 'stand and deliver' if comfortable doing this. Role play.

Key Vocabulary:

Disciples, gospel, leper, Samaritan, faith.

Key Texts:

The Bible – specifically the New Testament and Gospels (Matthew, Mark, Luke and John).

Jesus heals the leper / The Good Samaritan.

Citizenship/Community Opportunities:

Children will find evidence of how the church still works in the community today and think about how they could also help their community.

Experiences/Visits/Visitors:

A church leader to come in and talk about what has been involved in their week.

Main Subjects covered: RE - Christianity



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Subject 1: RE
Threshold concepts

A. make sense of a range of religious and nonreligious beliefs

B. understand the impact and significance of religious and nonreligious beliefs

C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Fishers of men. The children will understand what the disciples gave up in order to follow Jesus and	Understand how beliefs are conveyed: understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	Make sense of Belief: <ul style="list-style-type: none">• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Understand beliefs and teachings:	Think about their favourite possessions and what they really like to do on weekends. Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils



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		<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<p>to suggest what the disciples thought and why. What might a 'fisher of people' be expected to do?</p> <p>Discuss the word 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Ask pupils why they think Matthew included this story in his Gospel. Why didn't Matthew just give a list of qualities Jesus was looking for in a disciple — like a set of entry qualifications?</p>
<p>2. Loving the unlovable.</p> <p>Children will understand that Christians believe Jesus loves everyone equally.</p>	<p>Understand beliefs and teachings: understanding the key teachings of various religions.</p>	<p>Understand beliefs and teachings:</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p>Make Sense of Belief:</p> <ul style="list-style-type: none"> • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40–44; note how lepers were viewed at the time – as unclean and rejected; explore why Jesus touched and healed this person; note Jesus' practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave?</p>



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<p>3. What's it like to 'fish for people'?</p> <p>Children will be able to question a real church leader and see how their life is influenced by their faith.</p>	<p>Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand values: This concept involves an appreciation of how many people place values as an important aspect of their lives.</p> <p>Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Understand practices and lifestyles:</p> <ul style="list-style-type: none"> Explain some of the religious practices of both clerics and individuals. <p>Understand Values:</p> <ul style="list-style-type: none"> Describe how some of the values held by communities or individuals affect behaviour and actions. 	<p>Imagine a day/week in the life of a church leader. How much time is spent 'fishing for people'? How do they show love for God and for their neighbour? Then invite a church leader in to talk about their week.</p> <ul style="list-style-type: none"> Show examples of Christian leaders going beyond the everyday routines to show love for others (e.g., Keith Hebden fasting for 40 days).
<p>4. Making a better world.</p> <p>To understand what a 'better world' would look like and how they could help this happen in their community and the wider world.</p>	<p>Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. <p>Reflect:</p> <ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. 	<ul style="list-style-type: none"> It is not only Christians who want a better world – so do people from other faiths and those with no religious faith. Ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g., showing love for all, even the outcasts).



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			Compare these two worlds – similarities and differences. What is good and what is challenging about Jesus' teaching of love? Talk about what pupils think are the most important things all people can do to make a better world.
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