



Medium Term Unit Planning

<p>Topic Name: RE – How do Christians decide how to live? ‘What would Jesus do?’</p>	
<p>Learning outcome: The children will be able to explain Christian interpretations of different Gospel texts and the importance of the ten commandments and teachings of Jesus. They will then be able to use these texts to make connections with how Christians live and the principles that guide this (WWJD), in order to consider the role it plays with issues today.</p>	
<p>Hook: What would you do/how do you decide what to do quiz.</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation): Christian church plans – children to design church buildings and complete several tasks to reflect the teachings of Jesus.</p>
<p>Oracy: Lesson 2 – WWJD. Children will justify their decisions articulately using religious teachings as support. Lesson 3 – presenting their designs and articulating responses to issues in the modern world.</p>	<p>Key Vocabulary: Gospel, Jesus, teachings, prayer, commandments, disciples, prayer, justice, illness and healing, enemies, friendship, neighbour, love, world, community, practice.</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</p> <ul style="list-style-type: none"> • The Holy Bible. • An Usborne Flap Book: See Inside World Religions – Alex Frith and Barry Ablett. • 100 Bible Stories – Vic Parker. 	
<p>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): The children’s awareness of the guiding principles of different faiths will have increased and they will have developed an appreciation for the role of diversity in society.</p>	



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Experiences/Visits/Visitors:

Use of artefacts and objects of specific importance to Christians and opportunities to explore these.

Main subjects covered:

RE

RE threshold concepts:**Make Sense of Belief**

This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Understand the Impact

This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.

Make Connections

This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.

Notes:

This scheme of work extends the children's learning about Christian teachings further to consider how Christians would act in certain situations.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. To identify features of Gospel texts and compare their own ideas with Christian interpretations.</p>	<p>Make Sense of Belief This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>'How do you decide what to do?' – children to think about decisions they make about how to live their life. The children will then be given a double-sided piece of paper with two capital Bs, one for behave and one for believe. They will write one thing they believe and one way they have behaved that shows this to highlight the importance how you decide to live from a Christian perspective. Children to examine Jesus' teachings about the 2 greatest commandments (to love God and to love thy neighbour). Children will consider how these help</p>



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			<p>Christians decide how to live. Children to analyse 3 different Gospel texts from the Bible and consider the messages of these. The children will then compare their ideas with the Christian interpretations.</p>
<p>2. To make connections between Gospel texts, 'Jesus' good news', and how Christians live.</p>	<p>Understand the Impact This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations, cultures.</p>	<p>Children will explore the ways in which Christians try to use Jesus' words as their foundations for living. The children will consider this in relation to prayer, justice, illness and healing and turning enemies into friends. The children will then apply this to the ways in which children show generosity to those in need. The children will play a game of WWJD and will be given different scenarios pertaining to the world today, they must</p>



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			decide what Jesus would do and support this with evidence from the Gospel texts we have studied.
<p>3. To make connections between Christian teachings and the issues, problems and opportunities in the world today, including in their own lives.</p>	<p>Make Connections This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this</p>	<p>The children will be role playing to explore how Jesus' good news can make a difference in life today and in the future. Christian church's plans - Children are to design a building that reflects teachings of Jesus, create a noticeboard that shows weekly activities relating to things Jesus did, plan to spend their budget and deciding which to support based on Jesus' teachings and write a paragraph to explain that their new church is following Jesus with evidence. The children will then discuss how such</p>



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		unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	teachings and actions guide Christians and the lives they lead. Children to present their designs and respond to questions relating to issues in the world today.
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