



Medium Term Unit Planning

Topic Name: RE – What does it mean if Christians believe God is holy and loving?

Learning outcome:

The children will consolidate their understanding of what it means to be of the Christian faith. They will use the bible, Christian songs and buildings as reference points from which to infer Christian beliefs about God. To end the unit, they will consider what it means for God to be and holy and loving, where there is evidence of Christians believing this and why it is important to them.

Hook:

Making a class Christianity word cloud art.

Topic Showcase (e.g. display, museum, performance, presentation):

'GOD' lettering.

Oracy:

Lesson 3 – stand and deliver Christian responses to different modern-day scenarios, using key teachings and practices as justification.

Key Vocabulary:

Bible, holy, loving, God, church, teachings, prayer, worship, cross, symbols, qualities, divine, almighty, priest, Jesus, vicar, crucifix, hymn, cathedral, trinity, holy spirit, heaven.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

- The Holy Bible.
- An Usborne Flap Book: See Inside World Religions – Alex Frith and Barry Ablett.
- 100 Bible Stories – Vic Parker.

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

Children increase their awareness of different beliefs and perspectives of others, appreciating the role of diversity in society.



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Experiences/Visits/Visitors:

Virtual church tour.

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 will build on the knowledge that the children already have surrounding Christianity and will focus on their understanding of extracts from the Bible and what this tells us about Christian teachings, practices and beliefs.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To understand what it means to be a Christian and identify Christian beliefs about God.	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.	Identify and describe the core beliefs and concepts studied.	Children to recap Christianity and the aspects that are central to the faith e.g., Bible, prayer, symbols, Jesus. Analyse Christian teachings e.g., love thy neighbour to identify Christian beliefs about God. Children to read Psalm 103, Isaiah 6:1-5 and 1 John 4:7-13 as tables. They will then create a table to record any key words of phrases that describe what people have said God is like. They will then use this to 'build a God'.
2. To identify the difference between holy and loving.	Make Sense of Belief This concept involves identifying and making sense of religious and non-religious beliefs and	Identify and describe the core beliefs and concepts studied.	The children will come up with definitions of each word, thinking of examples that show them to be two



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	<p>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>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>different concepts. The children will then take extracts from Bible texts and group them based on whether they show God to be loving or holy.</p>
<p>3. To understand how Christians share beliefs through music and the role cathedrals play in Christian perceptions of God.</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>The children will listen to examples of Christian music, considering the purposes they possess. They will then look specifically at 3 songs and the lyrics they have. In doing so, they will make a list of all of the words and phrases that describe God in this – do any of these show God to be holy and loving? The</p>



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			children will then move onto looking at the differences between churches and cathedrals, thinking about the role they play in the religion. The lesson will end with the children looking at 'plans' for a cathedral and labelling these to consider what it tells you about Christian perceptions of God.
4. To explain connections between biblical texts and Christian ideas of God.	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 clear connections between what people believe and how they live, individually and in communities.	Children put together some words to describe what a divine being, God, would be like. Children will become text detectives and explore what Christians believe about God, using a selection of Bible texts. Gather all the words and ideas describing what Christians believe about



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			God. Explore which parts of the texts talk about God being holy and which are about God being loving. Children fill in the letters in GOD with symbols, pictures and teachings to show the attributes explored.
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<p>5. To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</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>The children will begin by explaining their understanding of what it means for Christians to believe God is holy and loving. Children are given scenarios and they must decide how Christians would respond based on teachings surrounding God being holy and loving and consider whether this is advantageous. Using their understanding, the children will design a set of 6 rules to live by (they must be designed for a positive outcome for society).</p>
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