

Enquiry Outline KS2 Unit

Disciplinary Focus –

Theology – Yr5/6 only

Philosophy

Human and Social Sciences

Enquiry Question

What kind of world did Jesus want?

Operational Questions (taken from RE rolling programme Year B)

- How do the teachings of Jesus affect the way Christians live their daily lives?
- What did Jesus teach?
- What did Jesus do? Who followed, who listened? Did everyone believe him?
- Do people believe him now?
- How are his teachings reflected in the way Christians live their lives today?
- How Christians try to show love to all? How do bible stories show love? How do Christians show that are following Jesus?

Concepts

The key concept here is what is a Gospel? - the sharing of good news and with it good actions as a Christian, as gospels are stories about Jesus from the bible and demonstrate his relationship with People of God. Christians use these stories to learn how they should act and behave.

A secondary concept of whilst Jesus' crucifixion and resurrection can be seen as the climax of the Gospels, it is important to remember that before he died he preached for three years. In this time he taught God's salvation message to those around him. Many of these teachings, stories and actions from the time are recorded in the New Testament and provide guidance on how God wants Christians to live in the world. How these were viewed as a new way of living at the time and are still relevant today will be explored. How Christians today emulate his actions to come into a deeper relationship with God as well as the concept of sin will be considered.

If time allows we will dig deeper and make connections to some of the other world religions and stories that offer good news – explore who received this from the Muslim stories of Mullah Nasruddin, Sikh stories of Guru Nanak and the stories of Buddha.

Essential Outcomes LKS2

The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

- Describe ways in which beliefs can impact on and shape individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.

Issues of right and wrong, good and bad

- Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.

Essential Outcomes UKS2

How beliefs relate to each other

- Explain connections between sources of authority and key concepts or beliefs studied using theological terms
- Explain the key theological similarities and differences between, within and beyond religions and worldviews

How beliefs shape the way believers see the world and each other

- Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others

Core Knowledge –taken from Understanding Christianity Unit2A.4

- Identify what a 'Gospel' is (good news) and how is taught us something about Jesus life and our own lives.
- Children will be able to make links between the calling of the first disciples and how Christians today follow Jesus.
- Offer suggestions related to Jesus actions and what they might mean for Christians today.

Key words –

Gospel, Bible, New Testament
Chapter, Verse
Parable
Hypocrisy, sin
Forgiveness
Social justice/ action/ teachings
Relationship

Exemplar Learning Activities – taught as a block over five afternoons (in one week)

1. A way in... what makes you stop and think the most? Why?

Making Sense of the Text

Children provided with a range of statements e.g. 'If you can't beat em join em' and they will rate and discuss ones that make them stop and think the most, discuss why. Children will then learn that we can take messages even teachings from texts and stories. Can they remember the parables? What were there job? Discuss the idea that the bible can teach Christians (links to CWorship, it is a holy book, explain how it is divided and focus on the New Testament. Explore the idea of who was the 'main teacher' in the Bible? Unpick a Gospel Luke 10:25-29 Good Samaritan – what is it telling us? What does a Gospel try to do? Use the resource sheet 1 for children in learning pairs to for a diamond 9 (Y5/6) or a triangle 6 (Yr3/4) on what is the most to least important message of this gospel. Photograph evidence for the children's RE work. Can the children reason and explain why they made the choices they have Yr3/4 Top choice / bottom choice Yr5/6 Top/ Middle and Bottom choices summarised.

2. And who is your neighbour?

Making Sense of the Text

Can the children place themselves in the centre of a set of concentric circles and identify who a neighbour is for them in different situations e.g. need help finding something? Stuck with my work? Need advice on my friendships? etc.

Look at what Jesus says about his neighbours in his reply to the expert in the law (Luke 10:30-37). What answer do you think the expert was expecting? Why? Why do they think Jesus told his story?

Explore the story from different angles by dramatizing it, hot seating the different characters and placing the children in each viewpoint. Now look at a series of pictures – who do they consider to be the good neighbour and why? Children to select three images in Yr5/6 and write an argument citing the Good Samaritan gospel to determine a good/ bad/ unsure neighbour. Explaining their reasoning why. Yr3/4 to write an argument citing the Good Samaritan gospel to determine a good/ bad neighbour.

3. Christian Aid – a Global Good Neighbour?

Understanding the Impact

Explore how far Christians are making the kind of world that Jesus wanted. Look at a list of notices and activities from a church website and ask children why they see each activity as important. Look at the list again and determine with the children which ones they think the church leader would be involved in? Give the children a blank timetable of a day and ask them to fill in what they think a church leader might do on a normal day and then on a Sunday – what are the differences and why? What attributes do you need to have to be a church leader? What attributes do you need to be a Christian? Can the children identify how these people are trying to follow Jesus. Provide children with some 'above and beyond' actions of church leaders and explore why they acted in the way they did. Use examples of charity work on a global scale that Christian Aid undertakes – explore the charity work they continue to support (see Resources section of unit p7 with examples to use). Children to use the Christian Aid website to explore the work of the charity and then produce a fact sheet based on this.

4. What kind of world do Christians want?

Making Connections

Draw up a list of some of the things Jesus wanted the world to be like e.g. where all members of society are loved v war and injustice, live like Jesus v only think of oneself etc. Children to use this list to complete the activity below (Yr3/4 with support – guided and Yr5/6 independently).

Provide the children with a sheet with a picture of our world in the middle. On one side ask them to write what the world is currently like and on the other what Jesus wanted the world to be like. Can the children identify where the world is like what Jesus wanted and where it is not? Can they explain why it is not?

Provide the children with a range of pictures depicting life that Jesus did not want e.g. homeless person, someone being bullied, someone not forgiving another. Model completing a triptych with the children, using three boxes to write (left hand box) what a Christian would want to make the situation better, (right hand box) what they would do to make the situation better, (middle box) what might need to change for both of these views. (Yr3/4) complete a triptych with three boxes (middle one containing the picture) and Y5/6 complete three boxes as per the modelled one. Children will need to explain how and why something has to be changed.

5. Other religions have stories with a sting in their tail too!

Comparing and connecting to other world faiths

Read to the children the two stories of Mullah Nasruddin (link: <https://parabola.org/2016/12/07/two-stories-by-mullah-nasr-eddin/>) Discuss the meaning of these stories and how they have a sting to their tail? How are these stories similar to Christian parables? Are there any differences – what do you think the messages about how to live for Muslims were? Are these different to Christians?

Children to hear the story of Guru Nanak and the boulder (link <https://www.sikhnet.com/stories/audio/guru-nanak-and-boulder>). Children to complete a comparison of this story to Jesus Heals a Leper (Mark 1:40-44). How is kindness and sharing seen in the two stories? What is similar and what is different about them? Are their messages clear? How do they both suggest ways to live in the world of their creator?

Notes

Organisation of the RE Block of Teaching:

Monday 11.2.19 (pm)	Tuesday 12.2.19 (pm)	Wednesday 13.2.19 (pm)	Thursday 14.2.19 (pm)	Friday 15.2.19 (am)
LD introduces the week – CR and CS complete activities.	CA continues with session 2. LD Yr5/6 and CA Yr3/4 activities.	CA continues with session 3. SP Yr3/4 and CA Yr5/6.	CA continues with session 4. SP Yr5/6 and CA Yr3/4.	CA continues with session 5, CA Yr5/6 and SP Yr3/4.

CA – Chris Allen

LD – Lesley David

SP – Sue Petchey

All notes and flip chart work will be recorded into portfolios. Work will be completed in RE Booklets for the block.