

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 4**  
**RE – Year 5/6**



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> U2.4 Christians and how to live: ‘What would Jesus do?’ Understanding Christianity - GOSPEL			
<b>Prior Learning links:</b> Reception: F1 Why is the word ‘God’ so important to Christians? Understanding Christianity – GOD Year 1 and 2 Cycle 1: 1.1 What do Christians believe God is like? Understanding Christianity - GOD Year 1 and 2 Cycle 1: 1.4 What is the ‘good news’ Christians believe Jesus brings? Understanding Christianity – GOSPEL Year 3 and 4 Cycle 1: L2.4 What kind of world did Jesus want? Understanding Christianity – GOSPEL Year 3 and 4 Cycle 2: L2.3 What is the ‘Trinity’ and why is it important for Christians? Understanding Christianity – GOD/INCARNATION Year 5 and 6 Cycle 1: U2.1 What does it mean if Christians believe God is holy and loving? Understanding Christianity – GOD Year 5 and 6 Cycle 1: U2.3 Why do Christians believe Jesus was the Messiah? Understanding Christianity - INCARNATION Year 5 and 6 Cycle 2: U2.6 For Christians, what kind of king is Jesus? Understanding Christianity – KINGDOM OF GOD			
<b>Vocabulary:</b> Gospel, teachings, parable, narrative, commandments, sermon, foundation			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b>	<b>SMV</b>	<b>PM</b>
	<b>Overlap with Church teaching, collective worship and visits to church</b>	<b>Overlap with Church teaching, collective worship and visits to church</b>	
1	<p><b>Prior learning reconnection:</b> Children have explored the questions ‘What does it mean if Christians believe God is holy and loving?’ and ‘Why do Christians believe Jesus was the Messiah?’ this year already.</p> <p>Start by looking at the big questions for the term and the cover page. Discuss vocabulary and fill in ‘what I already know’.</p> <p><b>LO: Suggest meanings of Gospel texts studied</b></p>		

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	<p>Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p><b>Main activity:</b> Examine Jesus’ teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40).</p> <p><b>Deeper learning question:</b> How do these help Christians to decide how to live?</p> <p><b>Future learning links:</b> Explore different teachings asking ‘what would Jesus do?’ as they encounter issues in life.</p>
2 and 3	<p><b>Prior learning reconnection:</b> Remind children of Jesus’ teaching about the two greatest commandments looked at previous week – to love God and love your neighbour (Matthew 22:36–40). How do these help Christians to decide how to live?</p> <p><b>LO: Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</b></p> <p><b>Main activity:</b> This lesson can be taught over two weeks and all the teachings can be looked at by the whole class or small groups can focus on one teaching each and present to the class.</p> <p>Keep the two commands in mind as pupils explore the following teachings. Christians might ask ‘What would Jesus do?’ as they encounter issues in life. So, what would Jesus do?</p> <ul style="list-style-type: none"><li>• Foundations for living: the wise and foolish builders: Matthew 7:24–27. Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus’ listeners? Is it the same message for Christians today?</li><li>• Sermon on the Mount: Matthew 5–7. Note that these help Christians to think about ‘what Jesus would do’. Are there any surprising ideas in the passage? Take extracts from the Sermon and ask pupils to suggest what they think they mean. What does Jesus think people are like if he needs to give this sermon? Is he right? Look for clues as to what people at the time thought was the right way to live. In what way was Jesus’ view different? If this is ‘good news’, who is it good news for?</li><li>• Collect the vivid metaphors/similes Jesus uses. What are the most effective for communicating Jesus’ teaching about loving God and neighbour?</li><li>• A healing miracle: The Centurion’s Servant: Luke 7:1–10. Dramatise this story. For whom does Jesus bring ‘good news’ here? Remember that the Romans were the occupying forces in Israel. Jesus’ ‘good news’ is meant to extend beyond the ‘people of God’.</li></ul> <p><b>Deeper learning question:</b> How can we apply the teachings we have learnt about in our own lives?</p>

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	<p><b>Future learning links:</b> Explore ways in which Christians try to use Jesus’ words as their ‘foundations for living’:</p>
4 and 5	<p><b>Prior learning reconnection:</b> Recap the teachings learnt about in previous lesson - the wise and foolish builders: Matthew 7:24–27, Sermon on the Mount: Matthew 5–7 and A healing miracle: The Centurion’s Servant: Luke 7:1–10.</p> <p><b>LO: Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</b></p> <p><b>Main activity:</b></p> <p>Explore ways in which Christians try to use Jesus’ words as their ‘foundations for living’:</p> <ul style="list-style-type: none"><li>• Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking [see units 1.1 and 1.4]; find some examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount?</li><li>• Justice: there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice <a href="http://www.christianaid.org.uk/whatwedo">www.christianaid.org.uk/whatwedo</a></li><li>• Illness and healing: e.g. explore the work of <a href="http://www.leprosymission.org.uk">www.leprosymission.org.uk</a> and its connection with Jesus’ life and teachings; find out about the role of the Roman Catholic Church – it runs over 5,000 hospitals, 17,000 dispensaries, 577 leprosy clinics and over 15,000 houses for the elderly and chronically ill (see Vatican statistics, <a href="https://bit.ly/33iSpDM">bit.ly/33iSpDM</a>): how do they put Jesus’ teachings into practice?</li><li>• Turning enemies into friends: Jesus talks about turning the other cheek, not using violence: find out about Christian Peacemaker Teams, who stand between warring forces to stop violence (<a href="http://cpt.org/work">cpt.org/work</a>); look at the work of Desmond Tutu and the Truth and Reconciliation Commission, or stories from the Forgiveness Project, or Taizé. Can pupils work out what it is that helps people to forgive?</li></ul> <p><b>Deeper learning question:</b> Is there anything we can learn from these examples?</p> <p><b>Future learning links:</b> How to live: ‘What would Jesus do?’</p>

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6.	<p><b>Reconnection:</b> Recap ways in which Christians try to use Jesus’ words as their ‘foundations for living’ from previous lesson.</p> <p><b>LO: Articulate own responses, recognising different points of view.</b></p> <p><b>Activity:</b> Complete end of unit quiz. Look through class big book reflecting on what children have learnt and reflect on gaps from the unit coming back to the original question: Christians and how to live: ‘What would Jesus do?’</p> <p><b>Deeper learning question:</b> What would Jesus do?</p>
	<p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• Identify features of Gospel texts (for example, teachings, parable, narrative)</li><li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</li></ul> <p>Make connections:</p> <ul style="list-style-type: none"><li>• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</li><li>• Articulate their own responses to the issues studied, recognising different points of view.</li></ul>
	<p><b>Evaluation:</b> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. <b>Plan in time to revisit gaps within units, determined by the quizzes.</b></p> <ul style="list-style-type: none"><li>•</li></ul>