

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 1**  
**R.E**



Subject: RE	
Key Concept/ Theme: GOD <b>Understanding Christianity</b> What does it mean if Christians believe God is holy and loving?	
Prior Learning links: Reception: Why is the word 'God' so important to Christians? KS1 What do Christians believe God is like? LKS2 What is the 'Trinity' and why is it important for Christians?	
Vocabulary: Biblical, Theological, worship, reverence, Psalm, Prophet, Contemporary, almighty, righteous, attributes, Amen	
1.	<p><b>Reconnection:</b> What do Christians believe God is like? LO: What does it mean to be a God?</p> <p>Look at the key question and discuss answers at the beginning of the unit. Ask pupils to put together some words to describe a divine being, a god. If such a being existed, what would this god be like?</p> <p>Activity: Pupils to create their own version of a divine being. What would be included? <b>Reflection Question: What do you believe God's strength to be?</b></p>
2.	<p><b>Reconnection:</b> What is a divine being? LO: What do Christians believe about God?</p> <p>Using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David); Isaiah 6:1–5 (where a prophet has a religious experience); and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like). Gather all the words and ideas describing what Christians believe about God and compare with pupils' ideas from the first section.</p> <p>Explore which parts of the texts talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms. <b>Reflection Question: What connections are there between the bible and what Christians believe about God?</b></p>

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3	<p><b>Reconnection:</b> What do Christians believe is important about God? <b>LO:</b> How do Christians put beliefs into practice?</p> <p>Listen to some Christian worship songs, both traditional and contemporary. Find some that talk about God and look closely to work out how much they emphasise the idea of God’s holiness and/or love. (Modern songs can be found here: <a href="http://www.praisecharts.com/song-lists/top-100-worshipsongs-of-all-time">www.praisecharts.com/song-lists/top-100-worshipsongs-of-all-time</a> and a list of more traditional hymns from BBC Songs of Praise here: <a href="http://bbc.in/1PSm10Q">bbc.in/1PSm10Q</a>).</p> <p><b>Reflection Question:</b> What is it like to live in a place where forgiveness is offered?</p>
4	<p><b>Reconnection:</b> How do Christians worship God? <b>LO:</b> How do Cathedrals express the idea of God?</p> <p>Medieval Christians built cathedrals ‘to the glory of God’. Talk about what kind of God cathedrals suggest the builders had in mind. Investigate how different parts of cathedrals express ideas about God as holy and loving, connecting with the ideas about God learned earlier in the unit.</p> <p>Activity: ask pupils to express creatively the Christian ideas they have learned about God in this unit. They should use symbols, images, signs and colours to represent the qualities and attributes explored. (Bear in mind the prohibition on depicting God in Judaism and Islam, and teach appropriately for the pupils in your class. Writing poems might be an acceptable alternative for classes with Jewish and Muslim pupils.)</p> <p><b>Reflection Question:</b> How do the teachings of God being loving and holy make a difference today?</p>
5	<p><b>Reconnection:</b> Why are cathedrals important? <b>LO:</b> Why it is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy and loving?</p> <p>Set a short writing task where pupils explain why it is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy and loving.</p> <p>Many people do not believe in God, so what kinds of guidelines for living might they draw up? Compare with Humanist ideas. Consider whether these guidelines reflect more of a ‘holy’ or a ‘loving’ response to humanity: i.e. do they balance justice and mercy, are they more strict or relaxed, stern or forgiving? Discuss how far it is good that there are strict rules and laws in the UK, and how far it is good that people can be forgiven. Compare their own experiences: what are the advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered? What could the world do with more of?</p> <p><b>Reflection Question:</b> What could the world do with more of?</p>
6	<p>End of unit quiz returning to the big overarching question: What does it mean if Christians believe God is holy and loving?</p>

End Points:

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**Making sense of belief:**

- Identify some different types of biblical texts, using technical terms accurately
- Explain connections between biblical texts and Christian ideas of God, using theological terms

**Understanding the impact:**

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.
- Show how Christians put their beliefs into practice in worship

**Make connections:**

- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

**Evaluation:** What have the 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.