


RE MTP Spring Term 1

Value for Life:

GOSPELUKS2 U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Week	Learning Objectives	Activity: Year 3/4	Year 5/6	Assessment
		<p>Look at ‘what would Jesus do?’ as working wall title. Add to this key statements from each lesson; Eg: don’t judge people at face value etc.</p>  <p>Show the bands/ merchandise some people wear.</p>		
1	<p>To know that...</p> <p>Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this,</p>	<p>Resources - RE:quest (request.org.uk) – background to the Sermon on the Mount.</p> <p>Read Matthew 5 -7 from The Lion Bible in pairs/ threes and highlight what they think are the most important points.</p> <p>Using Resource sheet 1 (UC) enlarged sections from sermon the mount and in small groups choose and annotate what it means for</p>		<ul style="list-style-type: none"> • <u>Developing Y56</u> I am aware of a number of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders • <u>Expected Y56</u> I know a range of Jesus teachings: The wise and

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	<p>where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p>	<p>real life today.</p> <p>Give all the quotations and ask them to be sorted into common themes eg: wealth, judgement etc.</p>	<p>foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).</p> <ul style="list-style-type: none"> Exceeding Y56 I can relate gospel teachings to issues and problems that affect their own lives and communities offering their own insights and ideas. I can evaluate the way in which some examples of Christian practice reflect the gospel teachings of Jesus.: Is this what Jesus would do?
2.	<p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different</p>	<p>The Wise and Foolish Builders, Matthew 7:24–27.</p> <ul style="list-style-type: none"> Start with a fun design challenge: can the pupils in groups of three use 12 kebab sticks and some masking tape to create the tallest possible Bible stand? Give half the class sand trays from Reception, the other half modelling clay for the base. Which is easier? <p>Watch the parable: imagine the scene from inside the story. Ask</p>	<p><i>As last lesson.</i></p>

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	<p>interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p>	<p>pupils what they think the story is about and why. What did the wise and foolish builders learn? If it is not a manual for builders, <i>why did Jesus tell this story?</i> Jesus is clear that his words give foundations for living — and without them, people will get swept away. This unit explores the kinds of things that form these <u>foundations for living</u>.</p> <p>Resource sheet 3(UC) –using 2 hula hoops- sort in groups the statements into venn diagram of 'foundations for anyone' and 'foundations for Christian living' <u>Year 56</u> – to add post it notes to the highlighted statements and explain them in more detail - like 'money'.</p>	
3	<p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian</p>	<p>Jesus gets Angry: The Moneylenders in the Temple, Mark 11:15–19. • Consider with pupils what might make God angry. Explain some background, then show a clip (Jesus Cleanses the Temple (from "The Greatest Story Ever Told") (youtube.com)). Use Resource Sheet 5 to support discussion about the meaning of this passage.) 1.Use Diamond 9 in 1 group to order the 9 statements in order of importance for them. 2.Rest of class to reflect on why Jesus got angry and whether this was justified? Reflect on their own angry.</p> <p>Share with the other groups what they have concluded.</p> <p>Ask them if they still feel Jesus was justified in his anger?</p>	<p><i>As lesson 3.</i></p>

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	community and in their individual lives		
4	Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	<p><u>Why be generous? WWJD?</u> • Invite pupils to consider the value and importance of being generous with time and money and giving to/ working for a charity: they could learn from two examples of Christian practice; for example Sponsor a Child Child Sponsorship Compassion UK How does reflecting on ‘What would Jesus do?’ guide Christian people and communities today? What value is there in thinking about Jesus’ example?</p> <p><i>Ask if non-religious people might be generous too, for example, by running food banks. What are the similarities and differences between different groups’ reasons for generosity?</i></p> <p>Look at school’s chosen charities: Macmillan, Air Ambulance. Ask a volunteer to talk about the charity and why it is important.</p> <p>Link to School Council and decide what actions you could as a school to support the charity.</p>	
5	Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret	<p>Can you be friends with an enemy? Forgiveness. The denial of St Peter.</p> <p>One half of class read ‘Sentenced to death’ p 227 – Lion Bible where Peter denies Jesus. One half of class read ‘ Breakfast by the Lake’ p 237 where Jesus forgives him.</p>	

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	<p>biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p>	<p>Tell each other their part of the story.</p> <p>Look at the image The Denial of Peter - BYU Museum of Art Store – what can they see within the picture.</p> <p>Resource sheet 4 from q 2- discuss the questions about forgiveness.</p>	
6	<p>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p>	<p><u>Assessment session:</u></p> <p>As a recap from the whole unit, create a poster depicting 'what does Jesus do?' incorporating their most important themes that answer the question.</p> <p>They could do a collage, piece of art , model.</p>	