

KS4 RE Believing: What would Jesus Do? Can we live by the values of Jesus in the twenty-first Century?

Spring 2 2024

<p>Subject curriculum intent:</p>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>		
<p>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>	
<p>Students should understand the three main faiths - Christianity, Islam and Judaism and the key beliefs within. They should understand sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.</p>	<p>Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives.</p> <p>Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.</p>	<p>Students will understand the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will investigate big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society.</p> <p>Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual.</p> <p>Students will be able to discuss how they feel about religion and should show an unbiased understanding of both religious and non-religious beliefs.</p>	
<p>Intent for this topic:</p>	<p>Pupils will study the life of Jesus as well as a few of the moral principles he upheld. Students will concentrate on two values: love (Matthew 5:43-48) and generosity (Mark 12:41-44). Students will explore if contemporary society might implement these ideals. Students will examine how religion can impact a person's life and how this can impact their actions and choices in order to achieve this. Students will consider whether these ideals are still relevant in contemporary Britain and investigate the ways in which communities and individuals might adapt their religious practices to enable them to function in a modern society. Students will have the chance to consider how these principles, such as showing kindness to those who wrong you or helping those in need, affect their own life.</p>		
<p>Core vocabulary needed for this subject/topic:</p>	<p>Christianity, Church, Bible, Parable, God, Jesus, values, morals, charity, respect, love, generosity and fairness.</p>		

Vocabulary pupils will have accessed in other topics or subject areas:	Community, respect, prayer, adapt, compromise, morals, worship, belief, community, individual, faith			
Key vocabulary taught within this topic:	Sacred, respect, belief, faith, moral, reflect(ion)			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	RE	Who is a Christian and what do they believe?	Year 1/ Autumn 1	Students will have knowledge of basic beliefs of Christians, students should be able to name holy book, place of worship and some key festivals.
KS4	RE	Living: What does it mean to be a Christian, Muslim, Hindu in Britain today?	Year 1/ Autumn 1	Students will have knowledge of basic beliefs of Christianity, Islam and Hinduism and how they influence Christians, Muslims and Hindus in Modern Britain.
Links to other subjects: PSHE				

Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

RRS - UNCRC Relating Articles (Use within your teaching and planning)

- **Article 8 (protection and preservation of identity)** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14 (freedom of thought, belief and religion)** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Key elements	To know the values of love and generosity in Jesus' teaching and relate this to their own lives.			
	B2 Pstep 4-6	B2 Pstep 7-8	B2 Step 1	B2 Step 2
Subject specific knowledge	<p>To know a story about Jesus (The widows offering).</p> <p>To know biblical stories are found in the Bible.</p> <p>To know that love and generosity are important to Christians</p>	<p>To know a parable about Jesus (e.g. Love thy enemies and the widows offering).</p> <p>To know Christian follow Jesus' value in their life.</p> <p>To know there is a link between Jesus' teaching and the way Christians live their lives today.</p> <p>To know one interpretation of a parable about Jesus that encourages Christians to live a certain way.</p>	<p>To know parables about Jesus (Love thy enemies and the widows offering) and understand they teach Christian values.</p> <p>To know some values Christians follow.</p> <p>To know there is a link between Jesus' teaching and the way Christians live their lives in modern society by giving examples (e.g. giving charity).</p> <p>To know there are different interpretations of parables about Jesus .</p>	<p>To know two parables about Jesus (Love thy enemies and the widows offering) and be able to identify the Christian values they teach about.</p> <p>To know some Christian values and understand ways they influence Christians' lives .</p> <p>To know there is a link between Jesus' teaching and explain how Christians implement this in their day to day lives in modern society (e.g. charity work or being kind), while reflecting on how they might show some of these value in their own lives.</p> <p>To know different interpretations about parables on Jesus' life and explain how they encourages Christians to live in certain way, while reflecting how this can inspire them to live there lives positively.</p> <p>To know the relevance of Jesus's teachings today and identifies a few challenges.</p>
Subject specific skills	<p>Is able to express likes and dislikes.</p> <p>Is able to engage in moments of reflection in group times.</p>	<p>Is able to respond to, familiar religious stories, poems and music.</p> <p>Is able to act out simple stories.</p>	<p>Is able to describe who and what is special to them.</p> <p>Is able to describe an action of a character.</p>	<p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p>

	<p>Is able to match pictures to pictures about the story.</p> <p>Is able to look at religious pictures related to the parables.</p>	<p>Is able to listen to and follow religious stories; they communicate simple facts about religions and important people in religions.</p> <p>Is able to say what they believe is happening in the parable.</p> <p>Is able to make connections between some of Jesus' teachings and the way Christians live their life today.</p>	<p>Is able to retell elements of simple stories, outlining Jesus' teachings on how his followers should live.</p> <p>Is able to recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern to themselves.</p> <p>Is able to recognise how people can live a religious life.</p> <p>Is able to know that we all make decisions about how we live.</p> <p>Is able to give ideas about the life of Jesus.</p>	<p>Is able to recognise their own values and those of others.</p> <p>Is able to describe some of the key aspects of Jesus' teaching</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to describe the main practices associated with worship in Christianity.</p> <p>Is able to make links between what religions teach and what followers believe and do.</p> <p>Is able to reflect on the values taught by Jesus and relate this to their own lives.</p> <p>Is able to discuss real life situations related to Christian values.</p>
<p>Suggested teaching activities</p>	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Reenact celebrations • Listen to sermons • Explore artefacts • Explore picture stories • Role play • Dress up • Listen to music • Match artefacts to pictures 	<p>Explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefit modern society (within the school community, local and national communities and out to the global community).</p> <p>Focus on two values love and generosity by exploring the parables Love Thy Enemies in Matthew 5:43-48 and The Widow's Offering in Mark 12:41-44.</p> <p>Devise some moral dilemmas and ask pupils to say 'What would Jesus Do? From their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world?</p>		

Suggest that some say Jesus' demands are impossible (like being generous all the time or being kind to people who have wronged you). Ask pupils if this is true or not.

Online resources

<http://rightchoice.wiltshire.gov.uk/Page/10622>

www.retoday.org.uk/syllabus-resources Password: ASyllabusRET!

<https://www.reonline.org.uk/teaching-resources/>

Resources in school

- Pottery statue of Mary (FRAGILE!)
- Pottery Chalice + Saucer (FRAGILE!)
- Crucifix necklace
- Doll
- Battery Powered Candles
- Photos
- Bell
- Ornaments (x8)
- Large, Wooden Crucifix
- Mary Statue
- Candle x3 (Satchel)
- Crucifix x3 Satchel
- Books:
 - New Testament and Psalms
 - Good News Bible
 - Holy Scriptures
 - A man with a vision
 - Children's Illustrated Bible
 - The Birth of Jesus
 - Creation
 - Messiah

