

Topic Title: Christianity - Gospel

Year 5 Summer 2



Background for Teachers:

Taken from *Understanding Christianity*:

- What would Jesus do? This question is seen by some as a touchstone of Christian ethics and discipleship. A Christian is a disciple or a follower of Jesus. 'Disciple' literally means 'learner'. For Christians, discipleship means becoming more like Jesus, through the power of the Holy Spirit, for example by putting Jesus first, reading the Bible, loving God and other people. 'Copying' Jesus' ethics and his vision of life is not too simple a way of setting out the Christian ambition for children in this age group, although Christians believe they need the help of God's spirit to enable them to do this – as well as God's forgiveness when they mess up!
- There is a gulf between the time and place where Jesus lived (and the New Testament was written) and the contemporary Christian context, so the question 'What would Jesus do?' may not be simple.
- The Christian churches seek to be communities where discipleship is reinforced and practised collectively. It is not a solitary life to follow Jesus, but a shared experience – there were 12 disciples and many others in Jesus' band of followers.
- Just as Jesus preached, taught and lived his 'good news' (Gospel), so Christian communities seek to be good news to those they serve, in whatever problems of life they may face. This idea of a community that is good news connects to the concept of the Kingdom of God: Christians believe that where God rules, humanity can flourish.
- Any story of Christian activism is likely to have some roots in the life, teaching and example of Jesus, and therefore connect the ancient Gospel with contemporary issues and hopes. Making these links is a kind of theological activity: a theology of hope is any set of ideas that use hope from God to change human life for the better. In the context of the 'big story' of the Bible, Jesus' 'good news' shows the kind of world God wants for all people: a world in which love and justice are the hallmarks of life.

Previously On ... (Links to Prior Learning):

Introduce the story of Peter's denial of Jesus and his restoration by looking at some artwork for these two parts of the Gospel and ask the children what is happening and why – see planning for Lesson 1.

Enquiry Question:

What would Jesus do?

Disciplinary Focus:

Theology

Big Questions:

How might Christians interpret Peter's betrayal of Jesus and Jesus' forgiveness of Peter?

How might Christians interpret the story of Jesus overturning the moneylenders' tables?

Which commandments did Jesus say are the two greatest?

Which of the teachings from the Sermon on the Mount would make the most difference in the world today?

What did Jesus tell the story of the wise and foolish builders?

What do Christians do to build good foundations for living?

What would Jesus do to make a better world?

| LEARNING OBJECTIVE | | WHOLE CLASS INTRODUCTION / FOCUS | DIFFERENTIATED ACTIVITIES | PLENARY |
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| Lesson 1 | <p>LO: to recap the events of Holy Week and understand the concept of responsibility.</p> <p>Core concept focus: Making sense of the text Understanding the impact Making Connections</p> | <p>Starter: ‘Previously On’ – introduce the story of Peter’s denial of Jesus and his restoration by looking at some artwork for these two parts of the Gospel (see Resources for suggestions) and asking the children if they can work out what is going on in the pictures. For example, sit pairs of children on back-to-back chairs and ask one to describe a picture the other cannot see in ways that enable the second child to draw it. What is going on in the picture?</p> <p>Input: Introduce the objective and explain that Jesus responds to people in unexpected ways. In each event in the following texts, what do the children think Jesus would do?</p> <p>Betrayal and Forgiveness: Peter denies Jesus – and is restored. Talk about the artwork from the starter activity – what did the children think is happening and why? Give half the class the betrayal texts in which Peter three times denied that he knew Jesus (John 13: 34-38, 18: 15-18, 25-27) and to the other half the restoration text in which, after the Resurrection, Jesus brought him back to lead the first Christian community. What meanings are the children able to draw out of the two stories? Use Resource Sheet 4 to scaffold.</p> <p>What might make God angry? Show the following clip: www.youtube.com/watch?v=rUKVTdNSCTA What do the children think the meaning of this story is?</p> | <p>Task: Children to use Resource Sheet 5 to explore Christian interpretations of the story of Jesus overturning the money-lenders’ tables. Which three meanings do the children think are most likely? Which do they think are less likely?</p> <p>Further challenge: what links with other Gospel passages they have studied can children make to explain their choices?</p> | <p>Plenary: Explore any differences in the way the children have interpreted the story and link this with the different ways in which Christians interpret biblical texts.</p> |

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| Lesson 2 | <p>LO: to explore how Jesus communicated his message through The Sermon on the Mount.</p> <p>Core concept focus: Making sense of the text Understanding the impact Making Connections</p> | <p>Starter: Which of the Commandments do the children think is the most important? ‘Think, Pair, Share’ – children to record on a slip of paper or a sticky note. Show the following quote from Matthew (22: 36 – 40) on the board: <i>‘Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself.’</i></p> <p>Recap how Jesus said that the two greatest Commandments are to love God and to love your neighbour.</p> <p>Input: Introduce the objective and explain that the Sermon on the Mount is a collection of sayings spoken by Jesus, found in the Gospel of Matthew, that emphasises his moral teachings. Reinforce the connection between Gospel texts and how Christians live in the Christian community and in their individual lives.</p> <p>Resource Sheet 1 gives 15 quotations from Jesus’ teaching – connect to the idea of Christians wanting to follow Jesus and apply his teachings to all of their lives. The quotations, as well as other Gospel texts, help Christians to ask, ‘What would Jesus do?’ in different tricky situations.</p> <p>For each of the 15 sayings, ask children to work in pairs to suggest what they think it means and then summarise each saying with either one theme word or a phrase of seven words or fewer. Invite children to share their theme word or phrases – can others match their summary to the saying?</p> | <p>Task: Which three of these sayings do the children think it is hardest to follow? Why? Which would make the most difference in the world today? Why?</p> | <p>Plenary: What does Jesus think people are like if he needs to give this sermon? To what extent do you agree? Children could respond to this as a GPC.</p> |

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| Lesson 3 | <p>LO: to explore what Christians do to build good foundations for living.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> <i>Making Connections</i></p> | <p>Starter: Read the parable of <i>The Wise and the Foolish Builders</i> (Matthew 22: 36-40). What did the wise and the foolish builders learn?</p> <p>Input: If the story of <i>The Wise and the Foolish Builders</i> isn't a manual for builders, why did Jesus tell this story? Explain how Jesus is clear that his words give the foundations for living – and that without them, people will get swept away.</p> <p>Explore the concept of a 'strong foundations in life' – what do the children think makes for strong foundations in life? What do the children think Christians do to build good foundations for living? How do these compare?</p> | <p>Task: Use Resource Sheet 3 to consider what Christians do to build good foundations for living – choose from the ideas to complete the Venn diagram, adding any of their own.</p> <p>Further Challenge: Where else do people get foundations for life? Children could research the Five Pillars in Islam. How do these compare to Christian foundations?</p> | <p>Plenary: What activities of our local Christian community might help Christians to secure the foundations of their lives?</p> |

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| Lesson 3 | <p>LO: to make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community.</p> <p>Core concept focus: <i>Making sense of the text</i> Understanding the impact <i>Making Connections</i></p> | <p>Starter: What would Jesus do to make a better world? Recap how the Christian story says humanity is a good thing (created by God), spoiled (fallen into sin) and that Jesus was God the Son, who came to Earth to turn things round. Christians who follow Jesus always want to make the world a better place. Work collaboratively to make a list of 'What's wrong with the world?' and match each 'wrong' with something Christians can do to follow Jesus.</p> <p>Input: Explain that we are going to work collaboratively to investigate examples of the impact of Jesus' teaching and life. Introduce the following examples:</p> <ul style="list-style-type: none"> • The Sacrament of Reconciliation (used to be called Confession) in the Catholic Church and Church of England. • A project in which Christian Aid have made a difference to some of the poorest people on Earth. A good example comes from the Christian Aid Week video resources for children from 2015: 'Meet Nigele and Bikoya' from Ethiopia. • The work of Prison Chaplains, who do not condemn people who have done crimes, but try to bring 'good news' to help and support people to live better lives in future. | <p>Task: Children to work collaboratively to investigate one of the examples that was introduced during the whole-class introduction.</p> <ul style="list-style-type: none"> • How does the Sacrament of Reconciliation ritual show what Christians do to follow Jesus with regard to forgiveness and restoration? • How do Christian Aid projects connect to the stories of Jesus studied? • How do prison chaplains try to put forgiveness and restoration into practice? <p>Children to work in groups to create presentations investigating the key question linked to their chosen example.</p> <p>Further Challenge: Challenge children to say clearly how their discoveries relate to stories and teachings of Jesus using this prompt: <i>This is connected to something Jesus said/did ... because ...</i></p> | <p>Plenary: Invite at least one group for each example to present, challenging them to say clearly how their example relates to the stories and teachings of Jesus.</p> |