



Dean Bank Primary School and Nursery Religious Education – Medium Term Plan



Subject Area: RE Term: Autumn Class: 4

<p><u>Enquiry Question</u></p> <p>What do we know about the Bible and why is it important to Christians?</p>	<p><u>Durham Agreed Syllabus</u></p> <p>Christianity – beliefs and practices across the denominations and the impact of these for individuals and communities.</p> <p>(Durham Agreed Syllabus – page 6 and 7)</p>
<p><u>Key Vocabulary</u></p> <p>Sacred, salvation, New Testament, creation, interpretation, authority, incarnation, Old Testament Christian, Christianity, Bible, God, Jesus, Books, Gospels, Miracles, Parables</p>	<p><u>Core Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • The Bible as the sacred book; its importance and impact on Christians today. • Different types of writing – Old and New Testament. • How the Bible is used in private and communal worship and everyday living. • Introduction to literal and non-literal interpretations of the Bible.
<p><u>Skills and Attitudes</u></p> <p>Skills:</p> <p>Investigation and enquiry - knowing how to use different types of sources as a way of gathering information</p> <p>Interpretation - drawing meaning from artefacts, art, poetry and symbolism; suggesting meanings of religious texts</p> <p>Expression – giving an informed opinion and expressing a personal viewpoint</p> <p>Reflection and response - thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices</p> <p>Empathy - considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</p> <p>(Durham Agreed Syllabus – page 16)</p> <p>Attitudes:</p>	<p><u>Key Concepts</u></p> <p>Belief: What people believe e.g. about God</p> <p>Authority: Different sources of authority e.g. holy books, teachings</p> <p>Expression of Belief: Private and public expressions of belief including worship in religious buildings (or other places where people meet to share and express beliefs).</p> <p>Impact: How rituals, ceremonies and symbols (e.g. religious dress) can make a difference to individuals and communities.</p> <p>(Durham Agreed Syllabus – page 14)</p>



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<p>Self-awareness - develop the capacity to consider their own beliefs, values and attitudes, and feel confident to communicate these to others without fear of embarrassment or ridicule</p> <p>Respect - listen to and learn from others, even when views are different from their own</p> <p>Open-mindedness - recognise that people hold a wide range of opinions</p> <p>Appreciation and wonder - develop their capacity to respond to questions of meaning and purpose</p> <p>(Durham Agreed Syllabus – page 17)</p>	
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Learning Objective	Core knowledge	Key Questions	Activities and Differentiation
Lesson question			
<p>I can begin to enquire about the Christian Bible</p> <p>What do we know already about the Bible and what do we want to find out?</p>	<p>The Bible as the sacred book; its importance and impact on Christians today.</p>	<p>What do we know about the Bible and why is it important to Christians?</p> <p>Where does the Bible come from?</p> <p>Who wrote it?</p> <p>Can children ask questions about the Bible?</p>	<p>Introduce our new topic – What do we know about the Bible and why is it important to Christians? and thought shower ideas.</p> <p>Ask the chn where they think the Bible comes from? Who wrote it? Chn to work in mixed ability groups to create initial notes.</p> <p>Introduce the key question for this unit. Chn to work in small groups to discuss this and to create initial notes.</p> <p>Share 6 images with the children, one at a time (each image will be related to an area they are going to be learning about throughout this topic) we will explore these images as a class. This is not going to be an activity where I am going to be sharing any new information with the children, it is important they have this time to enquire. Their statements will inform planning and</p>



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			<p>will be revisited at the end of the topic to share what they have learnt.</p> <p>Task: Children will have the six images in their books, they will write as many 'I wonder...' statements relating to these images. HA: Encourage children to link their 'I wonder...' statements to their prior knowledge from previous topics taught on Christianity. LA: Children to discuss their ideas as a group. HK to scaffold their discussion and write their 'I wonder...' statements on an A3 piece of paper to stick in their books.</p>
<p>I can learn about the history of the Bible and some of its features.</p> <p>Where did the Bible come from?</p>	<p>The Bible as the sacred book; its importance and impact on Christians today.</p>	<p>What is the Bible? How is it organised? What language(s) is it written in? How was it written?</p>	<p>Recap prior learning:</p> <p>Read information sheet as shared reading and watch video. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyrj6 https://www.youtube.com/watch?v=2AuDhWiO2D4</p> <p>Children will learn about the history and layout of the Bible. They will learn that the earliest parts of the Bible were passed down through generations orally before looking at examples of some of the oldest written Bible texts. They will know that the Bible is a selection of writings from different periods.</p> <p>Task: Chn to complete research to answer questions about the Bible. HA - Chn to write description in paragraphs into their RE books. LA – Chn to complete sentence completion/ close activity about the Bible.</p>



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<p>I can investigate the contents of the Bible.</p> <p>What types of writing are in the Bible?</p>	<p>Different types of writing – Old and New Testament.</p>	<p>What is a genre?</p> <p>Are there more than one genres found in the Bible?</p> <p>Who can tell me what genre this text is?</p> <p>Can children identify some of the different literary genres in the Bible?</p> <p>Do children know that writers write in different ways for different purposes?</p> <p>Can children explain why they find a section of the Bible interesting?</p>	<p>Recap prior learning:</p> <p>Children will understand that the Bible is comprised of many different books that are divided into the Old and New Testaments. They will explore some of the different genres of the Bible and identify examples of each. They will consider the purpose of different genres within the Bible.</p> <p>Task: Children work in MAG to read extracts taken from the Bible and try to identify the genres of each piece.</p> <p>Address the class with... I think this is a... because...</p> <p>Choose one extract to summarise what they think it's about.</p> <p>LA – Use images to recount.</p> <p>HA – Can chn state why they think the extract is important to Christians/what does it teach them?</p> <p>https://childrensbiblelessons.blogspot.com/2015/10/lesson-first-letter-to-corinthians.html</p> <p>https://douglastalks.com/love-is-patient-sunday-school-lesson-for-kids/</p> <p>https://www.assemblies.org.uk/pri/3646/pause-for-thought-love-is---</p>
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<p>I can identify key aspects of the Bible</p> <p>What is the Bible about (the Big Story of Christianity)?</p>	<p>Different types of writing – Old and New Testament.</p>	<p>What do these stories/verses show us about God and what God is saying to humans?</p>	<p>Recap prior learning:</p> <p>Put the words Creation, Incarnation, Salvation on the board. Remind pupils that they are learning about God as Creator and remind them of the Genesis story.</p> <p>Remind pupils that they have learnt about the birth of Jesus as special and Christian belief in Jesus as Son of God (Incarnation). They are learning how Jesus showed himself as God Incarnate through his ministry on Earth (teachings, miracles) and through his death and Christian belief in his resurrection (Salvation).</p> <p>Look briefly at stories/verses which show God's encounter with humans. Pupils could look in pairs at different stories/verses and feedback to class on Questions e.g.</p> <ul style="list-style-type: none">• Noah• Moses• Prophets (Elijah, Amos, Hosea, Micah [Micah 6 v8])• Story of Jesus• Miracle in Acts of the Apostles• Paul's letters. <p>Task:</p> <p>HA – Look at a variety of verses and discuss in pairs what they mean and write down underneath each one.</p> <p>MA – Look at a select few and discuss in pairs what they mean, writing their understanding. This verse means...</p>
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			<p>LA – To discuss one verse with support and discuss in group and write down own version.</p>
<p>I can explore what the Bible means for Christians today</p> <p>How might the Bible help Christians?</p>	<p>The Bible as the sacred book; its importance and impact on Christians today.</p>	<p>Why might Christians use the Bible?</p> <p>How do you think it helps Christians?</p> <p>Why do they use the Bible for help?</p>	<p>Recap prior learning:</p> <p>Focus on the Bible as a source of comfort and inspiration. Briefly explain that the Bible gives moral guidance eg Ten Commandments but focus more on help/support gained from the Bible eg Psalm 23, Beatitudes.</p> <p>Invite a visitor to talk to the class about what the Bible means to them/plan a visit to the church to focus on this.</p> <p>If unable to arrange this, focus on the following:</p> <p>You could use some verses which Christians refer to in certain situations eg</p> <ul style="list-style-type: none"> • when sad – John 14 • when worried – Matthew 6 v19-34 • when fed up – Psalm 34 • when discouraged – Isaiah 40 • when you need courage – Joshua 1, Matthew 19 v26 • when you are happy – Colossians 3 v12-11 <p>Task:</p> <p>LA – With support to read and discuss how it might help a Christian (feelings)</p> <p>MA – Read through a few and discuss, write down how it could help a Christian. I think that this might help a Christian who is</p> <p>HA – Read through and explain how it might help a Christian.</p>



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<p>I can show how Christians use the Bible.</p> <p>How do Christians use a Bible?</p>	<p>How the Bible is used in private and communal worship and everyday living.</p>	<p>How might the Bible be used?</p> <p>Why would it need to be used in a Church?</p> <p>Can children explain why the Bible is still relevant to Christians today?</p> <p>Are children able to evaluate and discuss Bible verses and what they mean?</p>	<p>Recap prior learning:</p> <p>Use images which show a variety of ways in which the Bible is used:</p> <ul style="list-style-type: none"> • in church worship • at weddings/funerals • for private reflection • to study with other Christians • in court of law. <p>Discuss the images above and go through examples of how the Bible would be used and clearly explain to children the reasoning.</p> <p>Task:</p> <p>LA – Use the images and link the statements to them.</p> <p>MA – To use images to write a clear understanding with support.</p> <p>HA – To use images to write the use of the Bible using examples where possible.</p>
<p>I can understand the difference between literal and symbolic truth and to reflect on personal emotions.</p> <p>Is the Bible Creation story true?</p>	<p>Introduction to literal and non-literal interpretations of the Bible.</p>	<p>What is a truth?</p> <p>What do you think happened? Why? Why not?</p> <p>Do children understand the difference between literacy and figurative truth?</p>	<p>Recap prior learning:</p> <p>Introduce the key question for the lesson and take a vote from the children, yes/no, ask some children to explain their thinking. Look at different types of writing which contain ‘truths’ eg stories for younger children which have a moral eg ‘The lion who wanted to love’. You could also look at some poems. You could look at films/books that are based on events even if they are fiction eg ‘War Horse’. This gives the idea that some events</p>



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		<p>Can children recognise the emotions experienced by other people and the reasons for those emotions?</p> <p>Can children reflect on their own emotions in relation to a story?</p>	<p>may not be historically 'true' but they do contain 'truths'. Many Christians understand the Creation story like this; it didn't exactly happen like this but it does contain the 'truth' that God made the created world and humans in some way and they are precious. Other Christians think the Creation happened exactly like that.</p> <p>Task:</p> <p>Consider why Christians disagree as to whether the story is literally or figuratively true, offering their own opinions as to what they believe.</p> <p>HA: Children to use their prior knowledge of Christianity and the Bible to justify their thinking LA: Children to write their own response but will circle examples of evidence from a list to support their answer.</p>
<p>I can explain what the Bible is and why it is important to Christians.</p> <p>So, what is the Bible and why is it important to Christians?</p>	<p>The Bible as the sacred book; its importance and impact on Christians today.</p>	<p>What is the Bible?</p> <p>What does it include?</p> <p>How is it used?</p> <p>What difference does it make?</p>	<p>Recap prior learning: Children to be given time to reflect upon the knowledge they have learnt so far this topic, using the work they have created and their knowledge mats.</p> <p>Task</p> <p>Working as a class, children will create a shared plan in response to the key enquiry question. Children will use this plan to support them with writing their own reflections in response to the key question. Children to be given differentiated templates with additional support with key terminology.</p>