



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



Subject Area: RE Term: Spring Class: 4

<p><u>Enquiry Question</u></p> <p>What do Christians believe about Jesus?</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> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Bible</td> <td style="width: 33%;">gospels</td> <td style="width: 33%;">Messiah</td> </tr> <tr> <td>disciples</td> <td>miracle</td> <td>parable</td> </tr> <tr> <td>Passover</td> <td>Son of God</td> <td>Jewish</td> </tr> </table> <p>Jesus baptism turning point temptation teachings</p>	Bible	gospels	Messiah	disciples	miracle	parable	Passover	Son of God	Jewish	<p><u>Core Knowledge and Understanding</u></p> <p>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:</p> <ul style="list-style-type: none"> Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians. Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection). Jesus as teacher - teachings of Jesus including selected parables. The power of Jesus to change lives.
Bible	gospels	Messiah								
disciples	miracle	parable								
Passover	Son of God	Jewish								
<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>Evaluation - debating issues of religious significance, with reference to evidence, factual information and argument</p> <p>Reflection and response - thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices</p> <p>Empathy - seeing the world through the eyes of others and issues arising from their point of view</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. teachings</p> <p>Expression of Belief: What beliefs and feelings such as love, devotion, awe, gratitude and salvation can be expressed.</p> <p>Impact: How values, attitudes and actions are affected by beliefs.</p> <p>(Durham Agreed Syllabus – page 14)</p>									



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(Durham Agreed Syllabus – page 16)

Attitudes:

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

Respect - listen to and learn from others, even when views are different from their own

Open-mindedness - consider evidence and argument, disagreeing reasonably and respectfully, about religious, moral and spiritual questions

Appreciation and wonder - develop their capacity to respond to questions of meaning and purpose

(Durham Agreed Syllabus – page 17)

Lesson Objective	Core Knowledge	Key Questions	Activities and Differentiation
Lesson Question			
<p>I can reflect on the Christian belief that Jesus is the Messiah and Son of God</p> <p>Who was Jesus?</p>	<p>Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians.</p>	<p>What do you already know about Jesus?</p> <p>When did Jesus live?</p> <p>Where do we gather our knowledge about Jesus from?</p> <p>How do we know that he was important/special?</p>	<p>Begin with what the pupils know about Jesus; use pictures and objects to remind them of the work they did about Jesus in KS1 eg Christmas, where Jesus lived etc, and the work they have just done before Christmas on Advent. Tell them that Jesus was Jewish and lived 2,000 years ago in a small country which is now called Israel, which at that time, was ruled over by the Romans. Show them a history time-line which places Jesus in an historical context (using what they know from history eg the Romans).</p>



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			<p>Task: MAG: give each group different pictures or statues of Jesus. Ensure the chosen images represent Christianity as a world-wide religion. Ask them to identify what they can see which shows Jesus is important or special. Discuss as class. Remind them that there are no pictures of Jesus from his lifetime, so pictures and statues show what Christians believe about Jesus*.</p> <p>Write 'I wonder' statements based on the images shared for us to return to in future lessons. 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 explain what a Bible story says about Jesus as a child</p> <p>What does the story of Jesus at 12 tell Christians about him?</p>	<p>Jesus as a significant figure shown through key events in his life (birth, childhood).</p>	<p>What does the word 'gospel' mean?</p> <p>Why were the Gospels written?</p> <p>What is this story about?</p> <p>What was the author of the story trying to say about Jesus?</p> <p>Why do they think it is important for Christians today?</p>	<p>Remind the pupils that all of the stories about Jesus are in the New Testament part of the Christian Bible, in four books called the gospels (Matthew, Mark, Luke and John). The word gospel means 'good news' and the authors of the gospels believed that they were spreading the good news about Jesus as God's son, for people who had not known him when he was alive. Two of the gospels have stories about Jesus' birth (Christmas) and all of them have stories about his adult life and teaching, and his death and resurrection (Easter). Jesus was born in Bethlehem, grew up in Nazareth and died in Jerusalem, the capital city (Google images 'first century Palestine'). There is only one story about his childhood and that is in Luke 2:41-52.</p> <p>Tell the story without explanation. Tell it again and ask half the pupils to think of 'what' questions they would like to ask, and the other half to think of 'why' questions they would like to ask. Hear and answer the questions and then get the children to tell</p>



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			<p>the story back to you in its proper order. Who do they empathise with in the story? Weren't his parents bound to be worried?</p> <p>Task: Now ask them the big question – what is this story about? What was the author of the story trying to say about Jesus? Why do they think it is important for Christians today? Encourage debate. Chn summarise their ideas in writing following the debate. HA – encourage chn to reason when summarising their ideas. LA – provide sentence starters for support.</p>
<p>I can reflect on turning points in my own life</p> <p>What do the stories of Jesus' baptism and temptations tell Christians about him? (2 lessons)</p>	<p>Jesus as a significant figure shown through key events in his life (temptations, baptism)</p>	<p>What do the pupils think the story is about? Who was John? What was he doing? What is baptism? Why did people get baptised? (make links with previous work on baptism in church) What did he say about Jesus? Why did Jesus get baptised? What happened? (what did the dove symbolise and what did the voice say – whose voice was it?) What would the crowd have thought? How is this a turning point in Jesus' life? What is a turning point?</p>	<p>Show pupils a painting of Jesus' baptism* and tell the story in your own words. This is the first event of Jesus' adult life that is recorded.</p> <p>What is the author of this story saying about Jesus? Where did Jesus go next and how long did he go for? What happened to him there? Why did he fast? (40 days – link to Lent, leading up to Easter). Explain that this event was a turning point in Jesus' life. Share the story of Willima Booth and the Salvation Army to further explore the concept of turning points. Use props to share the story interactively.</p> <p>Task: What turning points might we face in life? How do you recognise a turning point in life?</p> <p>HA - Answer questions to show their understanding of the key turning points for William Booth and how they impacted his life.</p>



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<p>I can reflect on temptations in my own life</p> <p>What do the stories of Jesus' baptism and temptations tell Christians about him? (2 lessons)</p>	<p>Jesus as a significant figure shown through key events in his life (temptations, baptism)</p>	<p>Why are these clever tests? Why is Jesus tempted to do them? How would it make his life easier? (Jesus was not the Messiah that the people were expecting and some of the religious leaders became his enemies. In the end, this led to his death.) Why did he have to resist them?</p>	<p>The Temptations (three tests) Show part of a film/video which begins with the baptism and then the temptations. Ask the children what they think is happening? Go through the story -tell them Jesus has to pass three tests. Jesus was tempted to do three things to prove he was the Messiah: creating miraculous food, jumping from the most important religious building in Jerusalem (The Temple) to be saved by angels, being a war-like kingly Messiah.</p> <p>Pupils to think about the concept of temptations. Have they ever been tempted to do something they shouldn't? Why did they want to do this thing? Were they able to resist the temptation? Did Jesus pass the tests? Why is this important for Christians? Does the story of Jesus resisting temptation have any value today for people whether or not they are Christians? Debate, asking pupils to give their views and reasons.</p> <p>Task: Chn briefly describe something a temptation and relate this to Jesus resisting temptation. HA – explain how this has value for Christians today.</p>
<p>I can reflect on the meaning of being a disciple</p> <p>Why did Jesus need disciples?</p>	<p>The power of Jesus to change lives.</p>	<p>Why, like the fishermen did he drop everything to follow Jesus? Why did Jesus choose him? What happened next? Who complained and why? What did Jesus' reply mean? (Jesus was interested in helping people to change for the better.) What would it mean to be a disciple in Jesus' day?</p>	<p>Explain that now that Jesus was ready to start his work, telling people the good news (gospel) about God, he needed people to help him. Ask the pupils why they think Jesus needed disciples? Jesus chose 12 disciples (followers), who he trained to carry on his work after he died. Many of them were killed for their beliefs, just like Jesus was. He didn't choose important leaders; remind the children about the story of Jesus choosing 4 fishermen to be his disciples and the story of Zacchaeus, who had led a very bad life.</p>



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		<p>Why did they follow him? What might it mean to be a disciple today? (Christians are the modern-day followers of Jesus and his teaching.) How did Jesus change lives? How might people’s lives be changed today?</p>	<p>Uses the Bible passage and film clips to explore the parable of Matthew the tax collector to illustrate why Jesus chose him to be a disciple. Encourage children to retell the Parable of the Tax Collector and the Pharisee around the table. Say one sentence then pass on to the next person on your left. Remember to end with the meaning.</p> <p>Task: Draw the Pharisee, then the Tax Collector. Think about how you feel drawing them and which one you associate more with. LA – provide question prompts for support. HA - Explain the important role of Jesus’ disciples and how the story of Matthew illustrates their significance in helping Jesus to change people’s lives.</p>
<p>I can explain the meaning / teaching of the parable of the Good Samaritan</p> <p>Why did Jesus teach using parables?</p>	<p>Jesus as teacher - teachings of Jesus including selected parables.</p> <p>The power of Jesus to change lives.</p>	<p>Who should have been the neighbour to the injured man? Who was the neighbour? What did Jesus mean when he told the lawyer who asked the question to go and do the same? Why did Jesus teach the story of the Good Samaritan? What is the key teaching?</p>	<p>Remind the pupils that Jesus was a good teacher and told parables (which are stories with a special meaning) to help people understand about God and how to live a good life. Jesus used parables to hold his audiences’ attention and took examples from everyday life. They would give listeners something to think about as they tried to work out the meanings.</p> <p>Explain that we will explore one of Jesus’ parables in order to: understand their significance for Christians, consider whether their teaching is relevant today for everyone, reflect on our own ideas, experiences and feelings.</p> <p>Explain that the Bible story of The Good Samaritan is one of Jesus’ most important parables. It explores Jesus’ answer to the question ‘Who is my neighbour?’ Jesus tells a story about a Jewish man who is robbed and left for dead, who is finally cared</p>



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			<p>for by a Samaritan - that is, someone expected to be an enemy of Jews.</p> <p>Watch the online adaptation which gives the story a modern-day setting. A man in a hospital bed recounts to a police officer how he was attacked in the street and left semi-conscious on the ground. He describes how he appealed to two sets of passers-by for help, only to be mocked and jeered. Help finally comes when he least expects it.</p> <p>https://www.bbc.co.uk/teach/school-radio/assemblies-the-good-samaritan-modern-setting-ks2/zjsx2v4</p> <p>If time allows, compare this to the Bible story. Why did the lawyer ask Jesus who his neighbour was? (for Jews it would be their fellow Jews). Tell them that the road from Jerusalem to Jericho was perilous and famous for bandits, that no-one would normally travel it alone. Ask them why they think the two holy men, who were also Jews, did not stop to help (Temple duties in Jerusalem would require them to be ritually clean and contact with a dead body – the man was left for dead – so they would have been unable to do their work; + the road was dangerous). Ask them what the Samaritan did to help the wounded man. Tell them that Jews and Samaritans were deadly enemies. Who should have been the neighbour to the injured man? Who was the neighbour? What did Jesus mean when he told the lawyer who asked the question to go and do the same?</p> <p>Ask the pupils what the word ‘neighbour’ means. Ask pupils why Jesus taught the story of the Good Samaritan. What is the key teaching?</p> <p>Task:</p>
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			<p>Chn annotate a picture of the Good Samaritan to explain the key teaching of the Parable. Reflect on the message of the parable in the context of their own lives and experiences. HA – Consider why the injured man was surprised when the last person helps him to deepen children’s understanding of prejudice. (He has decided - based largely on prejudice - that this figure wearing a hoodie is not going to help)</p>
<p>I can understand how miracle stories lead Christians to believe in Jesus as God’s son</p> <p>What do the miracle stories teach Christians about Jesus?</p>	<p>Jesus as Son of God</p> <p>The power of Jesus to change lives.</p>	<p>What does this story teach Christians about Jesus? Does this story raise any questions? Do you think miracles can happen?</p>	<p>Remind the pupils that the Bible contains stories about Jesus being able to use God’s power to do miracles (an event that goes beyond nature, what normally happens) to help people, not to make life easier for himself. Ask if they can remember any of these stories from when they were in the infants (e.g. Calming the Storm, Healing the Paralysed man).</p> <p>Use the interactive ‘storm in a bottle’ activity to illustrate the story of Jesus calming the storm. Discuss the main points: what is the context, what is said, what is done, what does the audience at the time believe?</p> <p>What do this story teach Christians about Jesus? Ask pupils if the story raises any questions? Some people say miracles cannot possibly happen. Pupils to debate what they think, giving reasons to back up their views.</p> <p>Task: Chn use the prompts to summarise how the story emphasises faith and the power of Jesus.</p> <p>1. Why do you think the disciples were so afraid during the storm? How did Jesus respond to their fear?</p>



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			<p>2. Jesus calmed the storm when the disciples were scared. Can you remember when you were scared or worried and how you could ask Jesus for help?</p> <p>HA The main idea is that Jesus, the Way Maker, has power over nature and can bring peace in the midst of our storms. What does that mean to you?</p>
<p>I can summarise what I have learnt about Christian beliefs about Jesus</p> <p>So, what do Christians believe about Jesus? (at least 2 lessons)</p>	<p>Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians.</p> <p>Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection).</p> <p>Jesus as teacher - teachings of Jesus including selected parables.</p> <p>The power of Jesus to change lives.</p>	<p>Do they recall any stained glass windows they have seen? (Durham Cathedral/St Luke’s)</p> <p>How are they designed?</p> <p>What are they showing?</p> <p>Why do many Christians have stained-glass in their churches?</p>	<p>Show examples of stained-glass*</p> <p>Do they recall any they have seen? Discuss how they are designed; what are they showing? Why do many Christians have stained-glass in their churches?</p> <p>Recap on the main unit question: What do Christians believe about Jesus? Revisit the idea that Jesus is important because of what he did (miracles, helping people) and what he said (teaching about his father God and how to live).</p> <p>Explain that they are going to design a window to include what they have been learning - it must not just be about the stories but must show what Christians believe about Jesus as God’s Son and the promised Messiah as well as the teaching of Jesus.</p> <p>Task:</p> <p>Allow time for pupils to design their window (will it just be one panel? Will they have different panels for the different beliefs about Jesus and his teachings?) Plan how the pupils will make their panel? – colouring, painting, collage, photos?</p> <p>LA – focus on one image only and provide notes as prompts to stimulate ideas for their design.</p> <p>HA – encourage chn to have different panels for the different beliefs about Jesus and his teachings.</p> <p>At the end of the activity, display the ‘stained-glass windows’ and ask pupils to evaluate them. Draw together what they have learned about Jesus.</p>



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