

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 4 LKS2: L2.4 WHAT KIND OF WORLD DID JESUS WANT? [GOSPEL]

<u>Gloucestershire Agreed Syllabus for RE</u> Make sense of belief <ul style="list-style-type: none">❖ Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.❖ Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.❖ Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian. Understand the impact <ul style="list-style-type: none">❖ Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways. Make connections <ul style="list-style-type: none">❖ Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	<u>Substantive knowledge</u> Pupils will know: <ul style="list-style-type: none">❖ What ‘Gospel’ is, what the first four gospels of the New Testament are called.❖ How the first disciples were chosen and how someone might respond to that same request today.❖ Stories in the Bible which show the example Jesus set for his followers and Christians today.❖ The parable of the Good Samaritan and how this teaching could change the world.❖ What it means to be ‘fishers of men’ and how this links to modern-day vicars. Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.	<u>Vocabulary</u> Jesus: the second person of the Trinity or the Son, God in the flesh. Disciples: the followers of Jesus. Follower: a person who supports and admires a particular person. Clergy: all of the people who are ordained for Christian ministry. Galilee: a lake in Judea around which Jesus did much of his teaching. Vicar: a person in charge of a church. Parable: a story with a meaning. Samaritan: a person from the land of Samaria, a group of people whom the Jewish people disliked. Gospel: the good news about Jesus, a book of the New Testament recounting Jesus’ life. Evangelist: someone who shares the good news about Jesus through preaching and teaching.	
	<u>Christian Values</u> <ul style="list-style-type: none">❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences.❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness.❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs.	<u>British values</u> <ul style="list-style-type: none">❖ Mutual respect and tolerance for those with different faiths.❖ Rule of law – all people are equal before the law.❖ Democracy – everyone has the right to give their own opinion.❖ Individual liberty – We are free to make choices about our own beliefs and values.	Links to the Bible <ul style="list-style-type: none">❖ Matthew 4:18-19❖ Mark 1:40-44❖ Luke 10:25-37

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 4 LKS2: L2.4 WHAT KIND OF WORLD DID JESUS WANT? [GOSPEL]

	<i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i>		
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or or ‘good news’. ❖ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. ❖ Recognise that Jesus gives instructions to people about how to behave. ❖ Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. ❖ Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). ❖ Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What kind of world did Jesus want? ❖ What is ‘Gospel’? ❖ How and why did Jesus call the first disciples? ❖ How did Jesus act? What example did he set? ❖ What are the qualities needed to be a good follower of Jesus? ❖ How did Jesus believe that everyone should be treated? ❖ How do Christians today try to make the world like the one Jesus wanted? ❖ What can believers and non-believers do to make a better world? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Identify features of Gospel texts (for example, teachings, parable, narrative). ❖ Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. ❖ Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. ❖ Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. ❖ Articulate their own responses to the issues studied, recognising different points of view. 	

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 4 LKS2: L2.4 WHAT KIND OF WORLD DID JESUS WANT? [GOSPEL]

SEN Support

- ❖ Key vocabulary given and explained in every lesson (My turn your turn).
- ❖ Help desk for any children requiring adult support.
- ❖ Targeted paired work and groupings which support learning when needed.
- ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE.

Deeper thinking

Children can express their own ideas about some questions of meaning and purpose in life in relation to the stories, and ideas they study.
Children can thoughtfully consider diverse questions and answers about values and how the teachings of Jesus might impact on a person's values, beliefs and behaviours.