

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: R.E – Christianity - God		Year: B – UKS2
Key Question (to be used all year): Is life like a journey?		
Focus Question (for this investigation): How do Christians mark the 'turning points' on the journey of life?		
PoS aims from Lancashire SACRE: <ul style="list-style-type: none">• <i>Key features = Christian rites of passage, denominational differences</i> This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian's life. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they make as they progress through life. Pupils should be able to apply their understanding of the Christian concept of God from previous years. They should be able to make meaningful links with Christian beliefs about God as 'Father,' a God who became incarnate in order to teach and save, a God who is both transcendent and personal.		
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">– In KS1, children explored the concept of God as a father as well as child baptism. In UKS2 Year A (if on AB cycle), children will have considered different denominations of Christianity and they will have learnt about the Holy Trinity.		
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">– To simply retell the story of Jesus' baptism– To know that baptism is a ceremony that symbolises a commitment to living a life as a Christian.– To know that many Christians believe that Jesus was God incarnate (God embodied in human form) so he was without sin and therefore did not need to be baptised.– To know that many Christians believe that Jesus was baptised to set an example for people to follow.– To know that all Christian denominations believe in baptism but that there are differences between these sacraments (adult and infant baptism)– To know that baptism and confirmation are 'sacraments'		
Key Vocabulary Baptism, incarnate, symbolism, sacrament, denominations, confirmation, transcendent		
Curriculum Connections: <ul style="list-style-type: none">– Personal Development – Changing Me		
Career Opportunities: <ul style="list-style-type: none">– Teacher,– Learning Mentor,		
Session 1: What are turning points and what 'turning points' do we already know about in Christianity? Children will question, discuss and explore turning points in life and what turning points people, both religious and non-religious might go through. They will also recap their prior learning on key turning points in Christianity from previous years.		
Core knowledge <ul style="list-style-type: none">• To understand that celebrating landmarks in life can show commitment, change and responsibility		
Suggested activities/Teacher subject knowledge <ul style="list-style-type: none">• Share the question for this unit is - How do Christians mark the 'turning points' on the journey of life? – before considering this in terms of Christianity, explore what 'turning points' in life are and how people in general might mark them. Discuss changes, commitments and responsibilities that might come with 'turning points'.• Recap the concept of infant baptism from KS1 Year A as a key turning point in Christianity –<ul style="list-style-type: none">○ Some Christians welcome babies into God's family (the Church) with baptism ceremonies.○ Revise the main features of baptism – the font, candles, godparents		

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- Some Christians have children baptised so that they can be welcomed into God's family and be supported by the church family as well as their own family.

Vocabulary = Baptism, 'turning points'

Session 2: Why was Jesus baptised?

Children will explore and learn about why and how Jesus was baptised.

Core knowledge

- To simply retell the story of Jesus' baptism
- To know that Jesus was God incarnate (God embodied in human form) so he was without sin and therefore did not need to be baptised.

Suggested activities/Teacher subject knowledge

- Read and discuss the story of the **baptism** of Jesus from the Bible (Matthew 3:11-17)
<https://www.biblegateway.com/passage/?search=Matthew+3%3A11-17&version=ERV>
- Identify important religious features of the story – the role of John the Baptist as a 'voice in the wilderness', the water, the voice of God, the dove.
- You may also want to watch a clip as well as reading the Bible extract
https://www.youtube.com/watch?v=9_dr9njVzKM
- Discuss ideas about why Jesus might have wanted to be **baptised** – if Jesus was God **incarnate** (God embodied in human form) then he must have been without sin and therefore there was no need for him to be baptised. John did try to refuse to baptise Jesus.
- Explain that Christians believe that Jesus was baptised so that he could become like one of his people and set an example for people to follow. This act showed great humility. Jesus' baptism symbolised his authority because God confirmed he was his son.
- Explain that the story of Jesus' baptism also connects the belief that God, who is Transcendent (outside of this world and beyond our full understanding), can also be personal (by being in human form as Jesus).

Vocabulary = Baptism, incarnate, symbolism, humility, transcendent

Session 3: What does the baptism of Christ (Jesus) symbolise?

Through consideration of various depictions, children explore the symbolism of Jesus' baptism and learn how His baptism signified great humility and authority.

Core knowledge

- To know that Christians believe that Jesus was baptised so that he could become like one of his people and set an example for people to follow. *This act of showed great humility. Jesus' baptism symbolised his authority because God confirmed he was his son.*

Suggested activities/Teacher subject knowledge

- Look at a range of art work depicting the **baptism** of Jesus. Including some of the most famous paintings:
 - <https://www.nationalgallery.org.uk/paintings/piero-della-francesca-the-baptism-of-christ> by Piero Della Francesca
 - <https://www.leonardodavinci.net/the-baptism-of-christ.jsp> by Leonardo da Vinci's master
 - <https://www.wikiart.org/en/giotto/the-baptism-of-christ> by Giotto
- Ask pupils to choose their favourite and explain their choice using subject specific vocabulary to demonstrate an understanding of symbolism e.g., the dove symbolising the Holy Spirit, the voice of God the Father and the man of Jesus as God incarnate, the Holy Trinity, the symbolism of the water, humility through a sinless man being baptised etc.

Vocabulary = Baptism, incarnate, symbolism, Holy Trinity

Session 4: When and why do Christians get baptised?

Children build upon learning about baptism from KS1 and learn about why Christians are baptised either at birth or when they are an adult. They will learn about the sacrament in different denominations.

Core knowledge

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- To know that baptism is a ceremony that symbolises a commitment to living a life as a Christian. *Holy water is put on baptised people by a church leader as a symbol of being cleansed (from sin) and made ready for a new life for God.*
- To understand that all Christian denominations believe in baptism but that there are differences between these rituals. *Some denominations baptise at infancy and some baptise at adulthood.*
- To understand that baptism is a sacraments, which expresses faith and commitment to God.
- To identify symbolism in Christian rituals of baptism i.e., the wearing of white to show purity, the dove to symbolise the Holy Spirit

Suggested activities/Teacher subject knowledge

- Watch an **infant baptism**. Explain what we mean by the word '**promise**'. Discuss why making promises to God and the act of baptism may be important. <https://request.org.uk/resource/restart/2014/04/08/infant-baptism-in-an-anglican-church/>
- Watch a **believer's baptism**, focusing on the symbolism of the water washing away old life. <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd#:~:text=Baptism%20is%20a%20ceremony%20that,a%20new%20life%20for%20God.>
- Discuss and compare the two types of baptism giving reasons why Christians might be baptised in infancy or adulthood.
- Explain that the ritual of Baptism is a sacrament. A sacrament is a ceremony through which Christians believe they are brought closer to God. Many Christians believe that baptism is important because Jesus was baptised, and after his resurrection he told his disciples that they should be baptised too.
- Share John 3:5 says 'No one can enter the kingdom of God unless they are born of water and the Spirit.'
- Explain that baptism is practised by nearly all Christian denominations as it is seen as an instruction from God and a way of following Jesus' example. However, the denominations practise baptism in different ways.
- <https://www.bbc.co.uk/bitesize/guides/zfwg7nb/video> - this video explains what a **sacrament** is and how it relates to baptism across different denominations (only the first 2 minutes are needed here)

Vocabulary = ritual, infant baptism, believers' baptism, denomination, sacrament

Session 5: How does confirmation build on the promises made at infant baptism?

Children learn about the sacrament of confirmation.

Core knowledge

- To know that baptism and confirmation are sacraments, which are expressions of faith and commitment to God.
- To know that not all Christian denominations adopt the ritual of confirmation
- To identify symbolism in Christian rituals of baptism and confirmation i.e., the wearing of white to show purity, the dove to symbolise the Holy Spirit

Suggested activities/Teacher subject knowledge

- Recap the symbolism of baptism – e.g., Give students words and pictures to link together symbolism and ask them to explain the meaning and purpose of the items: Water, white garment, candle, sin, vows etc.
- Watch a confirmation <https://request.org.uk/resource/life/rites-of-passage/confirmation-video/>
- Identify the symbolism in the ritual i.e., laying on of hands to call down the blessing and power of God
- This is a good opportunity to invite children or adults to speak about their own confirmations if they have been confirmed
- Explain that confirmation takes place at a later stage in life and is seen as a personal commitment to the Christian faith. It is believed to strengthen the person's faith and commitment to the Church. Not all Christian denominations follow confirmation as a sacrament. For churches who adopt confirmation, it enables the person to become a full member of the church and to receive Holy Communion.

Vocabulary = confirmation, denominations, symbolism, commitment

Session 6: Self-reflection: How do rituals and rites of passage reflect a commitment?

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Children reflect upon how rituals and rites of passage represent a commitment or a change in the life of an individual. They will debate whether it is important to have sacraments in life (religious and non-religious) and what these sacraments symbolise.

Suggested activities/Teacher subject knowledge

- Recap the learning from the unit and bring it all together in a discussion-based lesson to explore the importance of 'turning points' in the life of a Christian. Discuss - How did the sacraments of baptism and confirmation reflect the commitments of the Christians? Why are these rituals important to Christians? Are sacraments important or necessary in life?
- Reflect upon the children's future 'turning points'. Think about what new challenges, commitments and responsibilities the children may face whilst growing up.

What aspects of their future journey are they particularly looking forward to and why? How do they think they will mark these changes (turning points) in their life? (Refer to long term relationships or marriage and the commitments that they might make and how these commitments might bring them closer. Refer to entering a new career and the commitments they might make then when signing a contract and how that might make them closer to their own success etc.).

Future learning this content supports:

- If on cycle BA, children will consider God as the Trinity (Father, Son and Holy Spirit) in more detail next year in UKS2 Year A. They will also explore the similarities and differences between the Christian denominations further.