

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A RE and World Views – Christianity (God)

Key Question (to be used all year): Where can we find guidance about how to live our lives?

Focus Question (for this investigation): Why is it sometimes difficult to do the right thing?

PoS aims from Lancashire SACRE:

Key features = Sin, Adam and Eve's disobedience, temptation and morality.

- Pupils explore Christian beliefs and teachings about sin and temptation (concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation).
- Analyse and ask questions about the story found in Genesis 3, not simply retell it and explore different Christian interpretations of the text.
- Investigate the importance of forgiveness. Investigate the teachings found in the Lord's Prayer (penance, confession and reconciliation).
- Reflect on things that might be seen as 'temptations' in modern life.
- Consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong.

Prior Learning (what pupils already know and can do)

The story of the Lost Son is learned in KS1.

In LKS2, children should have:

- described why some Christians might view the Bible as an important source of authority and moral guidance;
- explained why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) and described how and why some Christians might devote their lives to serving God

Long-term Learning (what pupils MUST know and remember) End Goals

- To simply retell the story of the Original Sin in Genesis 3
- To simply retell the parable of The Lost Son
- To compare and contrast the portrayal of God in the story of the Original Sin and in the parable of The Lost Son
- To understand that the story from Genesis 3 can be understood metaphorically or literally by Christians
- To understand that Christians believe that sin separates humans from God, but through Jesus' sacrifice, humans can be saved
- To recognise that Christians believe that everyone sins but that God is forgiving. They can seek out God's forgiveness by praying and asking for repentance.
- To analyse and interpret the Lord's Prayer
- To know that the Lord's Prayer was given to Christians by Jesus and Christians often use the Lord's Prayer to feel connected to God. It is used to express adoration, reconciliation, confession and guidance
- To recognise the Ten commandments as a source of guidance for Christians
- To understand that Christians might use stories, the Lord's Prayer and the Ten Commandments to guide them and to help them resist temptation

Disciplinary knowledge (on-going for the year)

Beliefs and values

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity

Living religious traditions

- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions

Shared human experiences

- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities

Search for personal meaning

- Discuss and debate the sources of guidance available to them

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- Consider the value of differing sources of guidance

Key Vocabulary

Reconciliation – seeking repentance from sins committed.

Temptation – the desire to do something that could be wrong or unwise.

Morality – the distinction between right and wrong.

Conscience – a person’s moral sense of right and wrong.

Penance - punishment inflicted on oneself as an outward expression of repentance for wrongdoing

Session 1: Why do we tell stories? Why is it sometimes difficult to do the right thing?

Children will explore the purpose of stories. They will question, discuss and debate the use of stories to convey messages throughout history and throughout their own personal experiences. They will contemplate non-religious stories that are used to convey messages (morals).

Suggested activities

- Discuss and reflect on how stories might contain important truths and messages for people to learn from. Refer to fables and proverbs, and discuss their messages e.g. the Tortoise and the Hare, the Lion and the Mouse, or the boy who cried wolf.
- Reflecting on this guidance (which many children have heard from a young age), pose the question – Why is it sometimes difficult to do the right thing?

Vocabulary = guidance, reflection,

Session 2: Do Christians interpret stories from the Bible in the same way?

Children will learn about how stories can be interpreted by different denominations of Christianity. They will question and discuss why and how different Christians might interpret the story of The Fall differently. While learning the story of the Original Sin, they should discuss Why it is sometimes difficult to do the right thing.

Core knowledge

- To simply retell the story of the ‘Original Sin’ in Genesis 3
- To understand that the story from Genesis 3 can be understood metaphorically or literally by Christians
- To understand that Christians believe that sin separates humans from God, but through Jesus’ sacrifice, humans can be saved
- To recognise that Christians believe that everyone sins but that God is forgiving. They can seek out God’s forgiveness by praying and asking for repentance.

Suggested activities

- Re-cap the Genesis account of creation. Discuss the phrase ‘God saw that it was good’ – what do pupils think a good world would be like?
- It is important for all Christians is that God created the world and gave humans a special role, status and purpose in it
- Read the story of the Fall in Genesis 3 <https://www.biblegateway.com/passage/?search=Genesis+3&version=ICB> where we learn that Adam and Eve disobeyed God and there were consequences to their actions. This was the ‘Original Sin’.
- Discuss the different ways that the story could be understood by Christians – literal and metaphorical. If the story is metaphorical, who/what might each aspect of the story represent? E.g. Some Christians (**literal**) believe that the accounts of the Bible are fully true and accurate and should be taken literally, whereas some Christians (**metaphorical**) believe that Genesis 3 is a ‘poetic’ explanation of how evil came into the world.
- If the story is believed literally, then what might Christians believe about the cause of sin and **temptation** in the world today?

Vocabulary = Literal, metaphorical, ‘The Fall’, ‘The original sin’, temptation, interpretation

Session 3: How is God portrayed in stories from the Bible?

Children explore how God is portrayed in two different stories from the Bible. Children learn about the importance and the message of forgiveness in both stories and discuss what these teach Christians about God.

Core knowledge

- To simply retell the story of the Original Sin in Genesis 3
- To simply retell the parable of The Lost Son
- To compare and contrast the portrayal of God in the story of the Original Sin and in the parable of The Lost Son
- To recognise that Christians believe that everyone sins but that God is forgiving. They can seek out God’s

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forgiveness by praying and asking for repentance.

Suggested activities

- Christians use stories (parables and myths) to understand key concepts such as forgiveness and temptations. This is taught through the stories of 'The Fall' and the parable of the Lost Son.
- Read the Parable of the Lost Son. Compare the God portrayed in Genesis 3 with the forgiving father in this parable. This could be completed as a Venn diagram.
- Discuss Christian beliefs about the importance of forgiveness (the Lost Son is sorry and returns home to seek forgiveness, there is no suggestion in Genesis 3 that Adam and Eve are sorry). Discuss how Christians share important messages through stories. How do these stories teach us, today, about Christian ideas of forgiveness?

Vocabulary = portrayal, forgiveness, interpretations

Session 4: What is the Lord's Prayer and why is it so important to Christians?

Children learn about The Lord's Prayer and why it is important to Christians. They explore the guidance that can be taken from the prayer.

Core knowledge

- To analyse and interpret the Lord's Prayer
- To know that the Lord's Prayer was given to Christians by Jesus and Christians often use the Lord's Prayer to feel connected to God. It is used to express adoration, reconciliation, confession and guidance
- To recognise the Ten commandments as a source of guidance for Christians
- To understand that Christians might use stories, the Lord's Prayer and the Ten Commandments to guide them and to help them resist temptation

Suggested activities

- Look at the Lord's Prayer, in particular the lines "forgive us our sins, as we forgive them those who sin against us. And lead us not into temptation, but deliver us from evil." How do these words reflect Christian beliefs about sin, **temptation** and forgiveness? The Lord's Prayer is found in the Gospel of Matthew in the New Testament. It is the prayer that Jesus told his followers to use.
- Christians often use the Lord's Prayer to feel connected to God. It is used to express adoration, reconciliation, confession and guidance.
- Come up with a list of things that Christians might describe as **temptations** in the modern world – how and why might a Christian try to avoid these aspects of life? Refer to **morality** and **conscience**. – This links to the next session on how sources of guidance can be helpful for Christians trying to overcome temptation.

Vocabulary = temptation, morality, reconciliation, conscience, confession

Session 5: How are the ten commandments used as a source of guidance to Christians today?

Children will learn the ten commandments and learn about the guidance that Christians receive from the ten commandments.

Core knowledge

- To recognise the Ten commandments as a source of guidance for Christians
- To understand that Christians might use stories, the Lord's Prayer and the Ten Commandments to guide them and to help them resist temptation

Suggested activities

- Christians do face temptation in the modern world but try to resist them by following the guidance within the 10 commandments, Lord's Prayer and the Bible.
- The 10 commandments are important rules, given by God, which tell Christians how to live. Children consider them and reflect upon them – are they all as important in our day and age?
- Look at sources of guidance such as the Ten Commandments and consider if these rules are still helpful for Christians today when trying to avoid evil and **temptation**.
- Compare the ideas and practices of Catholic and Protestant Churches in regards to confession and prayers of **penance** and **reconciliation**.

Vocabulary = reconciliation, penance, temptation, commandments

Session 6: Why is it sometimes difficult to do the right thing? Reflection

Children reflect upon their learning from this unit and discuss or debate why it might be difficult to do the right thing. They should refer to how guidance and people can be interpreted differently within stories and about how this can affect the choices that people make in life.

Suggested activities

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- Reflect on the question – Why is it sometimes difficult to do the right thing? (refer to Adam and Eve and the Lost son – Temptation!)
- Share their own ideas about moral guidance – how do they know the difference between right and wrong? How easy or difficult is it to always do the right thing? Who or what might be a good source of wisdom and guidance when they are tempted or when it is difficult to know what the right choice is.
- Discuss why some things might be seen as moral absolutes (e.g. murder), whereas others might sometimes be less clear (e.g. a parent stealing to feed a starving child). Are there some moral values or truths that always hold, no matter the situation? Why might different people sometimes have different views about right and wrong?

Vocabulary = moral, right and wrong, values, guidance

Future learning this content supports:

Christianity (Church) later this year:

- To identify the beliefs contained within the Apostle’s Creed & explain why the Christian community might want/need an agreed statement of belief – reflect upon like they have with the Lord’s Prayer during this unit
- To identify and explore similarities and differences in denominations of Christianity – Refer to penance from this unit.
- To describe the role of places like Taizé where Christians from different backgrounds might come together to worship – Refer to denominations as begun in this unit when looking at Catholic and Protestant practices.

This unit will also support future learning by allowing children to reflect on how guidance can be interpreted in different ways within other religions, just as it is within Christianity. Children will explore The Fall in Year B (church) when salvation is considered.