

Medium Term Plan: Religious Education

Year 5 Jesus

Year 5 Key Question (to be used all year): Where can we find guidance about how to live our lives?

Focus Question (for this investigation):

Concepts: transcendence, belief, morality, commitment, suffering

Key Vocabulary: Christian, fully human, divine, incarnation, miracles, resurrection, pilgrimage, power, prayer, 'signs' of the divinity of Jesus

Prior learning: In LKS2 children will have explored Christianity Jesus and they will have had opportunity to retell the story of Jesus in the wilderness & identify beliefs about Jesus reflected in this story. Children will have suggested why sacrifice might be an important Christian value. Children will have explained what is meant by sacrificial love – agapé & discussed Christians examples and motivations

Core Knowledge: In depth study

Shared human experiences (personal knowledge)

- Brain storm with the children 'what is a miracle?' Do you think you have ever witnessed a miracle? Write a class non-negotiable list to define a miracle.
- Find some real life events that have happened around the world, some that may be perceived as miracles, some not. Using the class list, ask pupils to categorise the events into Miracle/non-miracle.

Beliefs and Values (substantive knowledge)

- Investigate miracles performed by Jesus (eg. feeding thousands of people, casting out evil spirits, healing the blind and sick, turning water to wine, controlling the water, catching a surprisingly large amount of fish, and raising people from the dead). Ask children to work in groups to read and then act out stories.
- Discuss what these stories tell us about what Christians believe about the nature of Jesus?
- What does it mean to be divine? Why do Christians believe that Jesus was divine? For Christians, how might the miracles of Jesus support their belief that he is God incarnate – fully human and fully divine?
- Possible assessment task: imagine you are a journalist, sent back in time to report on one of these events. Write an article/record a news report explaining what happened. Include interviews with eye-witnesses to explain the responses and thoughts that people might have had. Those working at greater depth could add an 'editorial' with their own thoughts and whether or not they think the miracle accounts prove that Jesus is divine.

Living religious traditions (ways of knowing)

- Ask pupils if there are any places they would love to visit and why - e.g. the home place of someone special to them.
- Explain what we mean by pilgrimage and ask why Christians might want to go on a pilgrimage to the Holy Land – the land where Jesus was born and lived. Discuss what Christians might hope to see and do when they were there.
- Show video clips of pilgrimage to the holy land <https://request.org.uk/life/spirituality/pilgrimage> and <https://www.youtube.com/watch?v=yEtR2ouw76c>
- Explain that Christians believe that the ultimate miracle performed by Jesus was the resurrection – that the ability to rise from the dead three days after being crucified is proof that he was divine as only God has power over life and death.
- Discuss why a Christian might particularly want to go to Jerusalem at Easter time – how might a pilgrimage such as this bring to life the stories of the Bible? What impact might it have on a believer?

Search for personal meaning (personal knowledge)

- Put pupils into 3 teams - provide each team with a different view on miracles:
 1. It did happen at the time of the Bible, but miracles don't happen anymore.
 2. It can all be explained away by science, miracles do not happen.
 3. Miracles did happen in Biblical times, and still happen today.
- Ask children to use their knowledge to prepare for a debate on belief in miracles from their given perspective. They should be able to use evidence to support their arguments. Make it clear that they are not arguing from their own point of view – the ability to be an advocate for a view other than your own is an important skill.
- Hold a class debate – 'Miracles are too impossible to believe in'

Key Questions: - What do we mean by a miracle? Do we have to see something to believe it? How should we make decisions about what we believe? Is it OK to disagree? What amazes me?

Wider Influences: worth being familiar with

- Show the video clip from the insurance advert <https://www.youtube.com/watch?v=NZEFpTuK6Ks> Ask pupils if we need to see something in order to believe it.

- Think of an 'unbelievable' scene you could act out at the beginning of the session e.g. eating an edible flower or chocolate buttons from a dog treats packet. At the end of the session explain the 'magic' and ask the children 'Why did you believe me? Can you believe everything you do see? How should we decide who and what to believe?'
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Enduring Understanding:

- To describe Christian beliefs about miracles as 'signs' of the divinity of Jesus
- To retell a selection of miracle stories – and explain what these might reveal about the nature of Jesus
- To describe why some Christians might go on pilgrimage to places associated with miraculous events
- To explain the impact that belief in miracles and the power of prayer might have on a Christian