

Outcomes:

By the end of this unit all pupils should know:

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

By the end of this unit pupils should have developed the following skills:

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which
- Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
- Give examples of what Christians are doing today to live out these beliefs.
- Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?

Progression:

Prior Learning: YEAR 4

- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus — they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
- Identify this as part of 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'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

Building Towards: KS3

- For Christians this is the love which God showed for Mankind (John 3:16)
- The command to love is contained in the two most important commandments: to love God and one's neighbour; (Matthew 22.37-40).
- Understand how many Christians apply the command to love situationally; which involves assessing how love can be best served and applying the principle of the lesser of two evils, in difficult ethical dilemmas.
- Identify and describe the work of Christian charities, churches and individuals to relieve suffering, rehabilitate, support and do good both in the UK and wider world today.
- Why do Christians do charitable work? Relate this work to their Christian beliefs and the teachings of Jesus in the Bible.
- Reflect on their own responses to these actions and beliefs.
- Describe and reflect on the ways that Christians decide on and respond to ethical and environmental issues. What is the role played by the Bible, Christian Church, Holy Spirit and personal conscience?

Vocabulary

Restoration, foundation, parable, denial, Parallels, Sacrament, minister, Ethical dilemma

Assessment Opportunities:

By the end of this unit pupils should have had these opportunities:
Questions
Vocabulary check
AMV/UC Assessment Grid