

What would Jesus do?

Gospel

What you have already learnt:

- That a 'Gospel' tells the story of the life and teachings of Jesus.
- To make clear links between the disciples and how Christians try to be 'fishers of people'.
- To offer suggestions about what Jesus' actions towards the lepers might mean for Christians.
- Make simple links between Bible texts and the concept of the Gospel being good news.
- To give examples of how Christians show love to all and how people follow Jesus' teaching.
- To make links between Bible stories and the importance of love and life in the world today.
- To express ideas clearly.

Key Knowledge:

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.
- Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (See Salvation and Kingdom of God).
- 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.

Key Skills

- Understand
- Retell
- Ask questions
- Give opinions
- Collect, use and respond to ideas
- Apply
- Analyse
- Describe
- Connect
- Consider
- Question
- Discuss
- Respond thoughtfully.

By the end of this unit you will be able to:

By the end of the Key Stage, you will be able to:

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations
- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
- Talk about what they have learned, how their thinking may have changed and why

 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.

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 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 Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) 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.

Key Concepts:

- Belief
- Worship
- Transcendence
- Tradition
- Morality
- Commitment
- Suffering
- Identity
- Interdependence
- Key Christian Concepts

Opportunities for teaching diversity, equality and expanding cultural capital

- Discussions with people of Christian faith- possible links to local reverend.
- Looking at images of the stories from different cultures- acknowledging that Christianity is not just a 'British' religion.
- Investigating/exploring justice around the world and fundraising for a chosen charity.

Skills and knowledge which I may use from other subjects

PSHE

- Links to work around citizenship and what it means to be a good citizen in our homes, schools and communities.

Geography

- Investigating locations on maps which link to the sites in the stories.
- Looking at places where aid is sent and the countries/areas which are supported.
- Investigating areas as to why they may need support.
- Comparing places to ourselves.

Key Vocabulary

- Faith- belief, trust or confidence in something.
- Trust- belief in a person or thing
- Morality- an inner belief about what is wrong or right
- God- a supreme being that is worshipped by Christians, Jews and Muslims and the maker and ruler of the universe
- Spirit- The non-physical part of a person which is the seat of emotions, character and the soul.
- Purpose- a reason or plan that guides an action
- Scripture- a text or passage (holy scripture is a religious text)
- Symbol- an object or picture that represents something else
- Inspiration- a person or thing that uplifts and motivates you
- Belonging- feeling comfortable and loved with others
- Right- something which is keeping with justice, law or society
- Suffering- the act or state of feeling pain or misfortune
- Vulnerability- being open to attack or danger
- Salvation- protection or deliverance out of harm, trouble or difficulty
- Spirituality- The quality of being concerned with the human spirit or soul.
- Generosity- The quality of being kind and generous.
- Participation- The action of taking part in something.
- Tzedakah- The Hebrew word for philanthropy and charity.
- Van Chhakna- The Sikh religious duty of sharing what someone earns by giving to charity
- Zakat- The third pillar of Islam which encourage selflessness, generosity and humility.

Recall and Remember

1. What do the letters WWJD stand for?

W _____

W _____

J _____

D _____

2. Can you explain what they mean and why Christians use them?

3. Can you name any other religions which teach about generosity and how?

4. How could you fix these problems?

People fight and call each other names.	
People don't look after the planet.	
Some people don't have access to education.	