



Medium Term Plan

Subject: RE		Unit: 2.1 What does it mean for Christians to believe that God is holy and loving?	Term/Duration: Autumn 2	Year Group 5	
Prior Learning:			Key Vocabulary: biblical, divine, holy, loving, traditional, contemporary, cathedral, qualities, attributes, justice, mercy, forgiveness, omnipotent, omniscient		
By the end of this unit...					
<p>Making sense of belief:</p> <ul style="list-style-type: none">• identify some different types of biblical texts, using technical terms accurately• explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none">• make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed• show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none">• weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO:To explore what Christians believe about God using a selection of Bible texts	Starter:‘If God...’ Ask pupils to put together some words to describe a divine being, a god. If the being they imagine existed, what would this God be like? Encourage ideas from previous study of RE and name specific traditions and relate to particular religions if possible. (You may want to use Build a God.. Resource sheet 1 from UKS2 ‘Understanding Christianity’)		Build a God Resource Sheet 1 (Understanding Christianity)	Social: Do we have a ‘common’ view of what God is like? Moral: What values would we expect God to have?

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		<p>Activity: Discuss the features of God pupils have come up with and look at meanings of some 'technical' words (e.g. omniscient, omnipotent). There is a matching activity at the bottom of the first resource sheet to help.</p> <p>Explain that they are now going to look at the words used by three people who claim to know the God of the Bible personally: David, Isaiah and John. Briefly go over who these people are. (David - David the shepherd boy who killed Goliath and became King of Israel - also Jesus' ancestor) (Isaiah - a prophet who lived about 700 years before Jesus was born, he was a prophet - a messenger from God) (John - one of the 4 Gospel writers and a disciple of Jesus, also wrote prophetic works including the Revelation - the last book in the New Testament).</p> <p>Give out texts from Resource Sheet 2 - one example for each pair. Use Resource Sheet 3 to analyse the text saying what God is like, what God does, what God does not do and how the writer knows this..</p> <p>Plenary: Pull answers together and create an ideas/examples resource to be used in the future. This could be done using post-its or on large sheets of paper, or maybe on a saved screen on the smartboard. How do the pupils' ideas compare to the biblical examples?</p>		<p>Resource 2 - examples of biblical texts - possibly enlarged and cut up into individual examples.</p> <p>Resource 3 Analysing the texts</p> <p>Post its/A3 paper</p>	<p>Spiritual: How were the three biblical people affected spiritually by God? Cultural: Does it matter where in the world we are? Do people from different parts of the world have a different view of God?</p>
2	LO: To consider how the Christian idea of God might be loving and Holy	<p>Starter: Use post-its from last lesson. Give one to each pair (it doesn't need to be the one they wrote, in fact it might be better if it were someone else's). Talk with your partner - how and why do the words describe the Christian idea of God?</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. In RE books, write date, draw up 2 columns 'Holy' and 'Loving' Collate ideas from last week and put them into the appropriate column. (e.g. Forgiveness - loving, Rules over Heaven - Holy) 	Teacher checking understanding	<p>Post-its</p> <p>ppt</p> <p>RE books</p>	<p>Social: Why is love important in today's society? Moral: How is holiness linked to morality? Spiritual: Can we pray to God more easily if we think</p>

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		<p>God's holiness is to do with Him being apart from all, bring pure, being without sin. Read explanation on ppt to check on this and perhaps watch short clip (first 2 mins or so). Add any new ideas to the columns.</p> <p>2. Use the ideas to write a haiku or express visually the ideas, using colour, symbols, images, signs. (Pupils could use the GOD outline to draw in or write words in which describe God)</p> <p>Plenary: Share ideas/peer mark with 2 stars and a wish.</p>	<p>g - through discussion/ thumbs up</p> <p>Peer marking</p>		<p>of him as loving or powerful/holy? Cultural: Do you think people's ideas of God have changed over time/throughout history? Why might this be?</p>
3	<p>LO: To make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed</p>	<p>Starter: Last... 4 questions to discuss and then feed back on. Answers may vary.</p> <p>Activities: What would you expect to find in a church or cathedral? List in GNB. Have a look at a virtual cathedral tour and try to spot the things they have listed. (Have a game of 'eye spy' - you could use the bingo card to do this.) https://www.canterbury-cathedral.org/visit/information/tour/ Discuss why a church or cathedral is built the way it is. How does it show that God is worth worshipping? (altar faces east for rising sun, church shaped like a cross, stained glass tells stories, altar is for sacrifice, size and scale of building shows God is powerful and give a sense of awe, congregation separated from priests by rood screen/altar to show Holiness, crosses show God's love through Jesus and His sacrifice) Children to choose 3 elements and explain why they show God's worthiness to be worshipped. Eye spy sheets can be stuck into RE books.</p>		<p>Ppt</p> <p>RE books</p> <p>Eye Spy sheet</p>	<p>Social: How do churches serve a social role in society? Moral: How does having a church so visible in a town help people to be 'good' Spiritual: How does the height of a church encourage the spiritual? Cultural: How are Churches and Cathedrals in the UK part of our culture?</p>

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		Conclusion/Plenary: Are there any words used last week to describe God's love or holiness that can be linked to a church? Additional video: https://www.truetube.co.uk/film/holy-cribs-anglican-church			
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	Learning Objectives	Content	Assessment	Resources	SMSC
4	LO: To understand how Christians put their beliefs into practice in worship	<p>Starter: Create the questions - display words on ppt/sheet. In pairs in GNB write questions for three of the words so that that word is the answer. ask for some questions for the rest of the class to write down/tick off on their sheet.</p> <p>Main: Listen to some Christian worship songs. How do they show that God is holy and loving? 10,000 reasons https://www.youtube.com/watch?v=DXDGE_IRI0E Here I am to worship https://www.youtube.com/watch?v=CBKzCpkXJR4</p> <p>Look at the words from some more traditional hymns - do these still show that God is holy and loving? Stick a verse/verses into RE books, highlight the places that show holiness or love and then write a line or two to explain why you think the words show what God is like. Be thou my vision Amazing Grace And can it be?</p> <p>Plenary: have a look at the bbc Songs of Praise website - a brief history of hymns https://www.bbc.co.uk/programmes/articles/4vMxs6kctQgkwkvqQbJTXDk/a-brief-history-of-hymns</p>		<p>create the questions sheet</p> <p>ppt RE exercise books</p> <p>Lyrics to hymns</p> <p>glue</p> <p>scissors?</p>	<p>Social: HOW is singing a social activity?</p> <p>Moral: What moral values are used in hymns?</p> <p>Spiritual: How does singing help Christians to feel spiritual?</p> <p>Cultural: HOW do the hymn writers feel about God? Does it matter when in time/history they lived?</p>
5	LO: To weigh up how biblical ideas and teachings about God as holy	<p>Starter: Use knowledge organiser to RAG LOs. You could also ask the children to write definitions for the vocabulary.</p>		<p>Knowledge organisers</p> <p>Ppt</p>	<p>Social:</p> <p>Moral:</p> <p>Spiritual:</p> <p>Cultural:</p>

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	<p>and loving might make a difference in the world today, developing insights of their own</p>	<p>Activities: On the back of the knowledge organiser is a picture of the Millennium window in ST Andrew's, Biggleswade. How does it show that the people of Biggleswade who designed it believe that God is loving and holy? How do the ideas of God being holy and loving translate to the wider world? How do these ideas affect Christians all over the world.</p> <p>Can you design a stained glass window to express how Christians feel about God? Think about colour, words, images, symbols. (NB. This links to the activity on the back of the knowledge organiser)</p> <p>Plenary: Share artwork and justify/discuss.</p>		<p>Stained glass window blanks RE exercise books</p>	<p>How does art demonstrate social, moral, spiritual and cultural views about God and the world?</p>
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