

# Edward Peake C of E VC Middle School



## Medium Term Plan

<b>Subject: RE</b>	<b>Unit: 3.7 Why are people good and bad?</b>	<b>Term/Duration: Summer 1</b>	<b>Year Group 7</b>		
<b>Prior Learning:</b>		<b>Key Vocabulary: Fall, glory, wretchedness, relationship, karma, samsara, sin, forgiveness</b>			
<b>By the end of this unit...</b>					
<i><b>most pupils will be able to:</b> explain the idea of 'the Fall' as found in Genesis and how it has affected the treatment of women, particularly in the Christian Church. They will begin to understand why having fallen, Christians strive to seek a holy life and be forgiven and why Jesus' salvation of mankind what so important.</i>					
<i><b>some children will not have made so much progress.</b> They will be able to explain the story of 'the Fall' in the Genesis. They will be able to reflect on how humans/human qualities are seen as 'bad' and 'good'.</i>					
<i><b>some children will have progressed further. They will be able to:</b> give a coherent account of how being 'fallen' influences behaviour and thought. They will be able to give examples of how the Biblical texts have been interpreted differently by Christians</i>					
	<b>Learning Objectives</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>SMSC</b>
1	LO: To reflect on the 'glory and wretchedness' of humanity To understand humans' place in creation and their relationship with God.	Starter: French writer and philosopher, Blaise Pascal described 'the glory and wretchedness' of humanity. What evidence is there that humans are good and bad? Amazing and terrible? What is mankind capable of at its best and 'worst'? Discuss or list ideas in GNB or RE exercise book. (Glorious ideas: art, music, technology, sport Wretchedness: poverty, lying, stealing, civil war, football hooliganism)  Activities: <a href="https://www.youtube.com/watch?v=KOUV7mWDI34">https://www.youtube.com/watch?v=KOUV7mWDI34</a> Watch the overview of Genesis before giving out texts. You could watch just first 3 minutes if you want to stick to Adam and Eve! Split class into 2: Give Genesis 1 to one side and Genesis 2 to the other. Pupils to share a laptop/tablet. Each side needs to use laptops/tablets to choose a piece of music which conveys the tone of the passage and find a piece of artwork that best illustrates their passage. This could be done with each pair adding a slide to a group googledrive slideshow or creating	Discussion	Computers/tablets  Exercise books  Genesis texts	Social: Who decides what is good or bad? Moral: Are morals good or bad? Spiritual: How does God demonstrate wanting the best for mankind? Cultural: What ideas have we grown up with about good and evil? Would they

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		<p>their own single slide and sharing it to be viewed by the class/teacher. Pupils should be able to give justification for their choices and how the image and music relate to the Bible passage.</p> <p>For differentiation, pupils could be given some key words/ideas: Genesis 1: powerful, eternal, transcendent, organised, commanding, calm Genesis 2: hands-on, personal, parental, considerate, involved, present, physical.</p> <p>What clues are there that God is a supreme cosmic being and also someone who connects with individual humans? How and why were humans created? What is the relationship between God and humans?</p> <p>Plenary: Discuss ideas and show a few ppts or the series of slides with short clips from each piece of music. You could look at the Michaelangelo Cistine Chapel image of God creating Adam and look at the details and themes. This could also be used as a starter for lesson 1 or 2.</p>	Peer Assessment of choices		be different in different cultures?
2	LO: To look at evidence and impact on Christians of believing that people are made in the image of God.	<p>Starter: You could look at the Michaelangelo Cistine Chapel image of God creating Adam and look at the details and themes. Alternatively the work from last week could be shared and discussed.</p> <p>Activity: Consider the idea that humans are made in the 'image of God'. What does this mean? Look at Resource Sheet 2. Which is the most persuasive explanation? The start of this video may help to explain - no need to watch all of it! <a href="https://www.youtube.com/watch?v=kjrZj_sZJDg">https://www.youtube.com/watch?v=kjrZj_sZJDg</a></p> <p>If everyone is made in the image of God, then...what? If male and female, Christian and Muslim, atheist and agnostic, tall and short, happy and grumpy - if all people are made in the image of God, how should they be treated? In groups or pairs devise a 10? 5? Commandments that would ensure that people are treated as if each one of them is created in the image of God. What would the world be like if we kept these new commandments?</p>	<p>Cistine Chapel image/ppts or slides from last week</p> <p>Resource Sheet 2</p> <p>Exercise Books</p>		<p>Social: How does being made in God's image help make you feel part of the world community? Moral: How important is equality in the world? Spiritual: How do works of art and music add to the spiritual life of a believer?</p>

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		<p>If we are all created in God's image, then this supports the idea of equality. What other reasons are there for treating people equally?                  How might this idea make a Christian/Muslim/Jew feel special and loved?                  Plenary: Give each table an SMSC question.</p>			<p>Cultural: How important is the idea of equality between different cultures/races/countries?</p>
3	<p>LO: To explain how Genesis 3 has affected the treatment of women in society and history</p>	<p>Starter: Read/dramatise Genesis 3. You could read it together and then 'hot seat' the characters.                  How has the relationship changed between God and humanity?                  Draw a diagram/use worksheet to show the 'before' and 'after'.                  (Before: innocence, openness, peace, freedom, trust, love, wholeness                  After: stress, labour, death, deceit, guilt, mistrust, shame, fear)</p> <p>Main: So who thinks it was all Eve's fault? Ask pairs to come up with 3 ways in which some people might argue that Eve was to blame for the first sin. (Resource Sheet 4a and 4b may help.)                  How has male language dominated the language surrounding God? (King, Lord, Father). What impact has this had on the role, place and treatment of women? Think about historical examples (no women priests in Church of England until March 1994, there is still an official ban on Catholic women priests). How far can the idea of 'fallen human nature' explain gender inequality?                  How might the world be different if terms like Queen, Lady, Mother had been used instead?                  Can you list 3 ways in which the world would be different and write them onto your Adam, Eve and Serpent outlines. (Resource Sheet 5 may help.)                  Plenary: Share ideas. Would the world be a better place or just different?</p>		<p>Genesis 3                  Resource Sheets 4a, 4b and 5                  Change sheets                  Outline sheets</p>	<p>Social: What inequalities are there in society?                  Moral: Is blame a Christian right?                  Spiritual: Does gender make a difference to God?                  Cultural: How would the world be different with female dominance/ a female God?</p>
4	<p>LO: To understand the place of forgiveness and confession as part of being a Christian</p>	<p>Starter: What would you find unforgiveable? Why?                  What would God find unforgiveable? Why?</p>			

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		<p>Activities: What is true forgiveness in human terms? (Moving on from a bad experience, giving a fresh chance/new start to those who have done 'wrong'.)</p> <p>Why do Christians think that Jesus' death was so important? How is this linked to forgiveness? (Salvation - mankind being saved by the act of Jesus dying and experiencing the human side of death, so that we might be forgiven).</p> <p>Look at the Roman Catholic practice of confession. (Use resource sheet 6) <a href="https://www.youtube.com/watch?v=Ib8pzvnnL20">https://www.youtube.com/watch?v=Ib8pzvnnL20</a></p> <p>Watch this guide to confession.</p> <p>Look at text for 'Hail Mary'. Who said this originally? (Gabriel, when greeting Mary to say Jesus was going to be born.)</p> <p>How does this Catholic practice help believers? Do you think it helps people to try to behave or not?</p> <p>Plenary: Has this unit made you think differently about sin? women? history?</p> <p>How can 'bad' things spoil a) a family b) relationships between friends c) the world?</p> <p>What positive things can we do to improve 'sinful' or 'bad' situations? (understanding, forgiveness, apologies, 'penance' of some sort?)</p>			
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