

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** LKS2 Year A RE and World Views – Christianity (God)

**Key Question** (to be used all year): **Who should we follow?**

**Focus Question** (for this investigation): **How (and why) have some people served God?**

**PoS aims from Lancashire SACRE:**

*Key features = prophets, service to God, inspirational people.*

This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God's word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army.

Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them.

### **Prior Learning (what pupils already know and can do)**

- Children have explored Christian beliefs about God as creator and sustainer and consider how these beliefs might influence Christian attitudes towards our planet. One way that God is believed to sustain the world is through revealing his messages to the Prophets.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To understand that the Abrahamic faiths believe in prophets (and that many of these are shared)
- To simply retell the story of the prophet Jonah (and the whale) and Moses (and the burning bush), and identify Christian beliefs and values contained within these stories
- To know who Desmond Tutu is and describe why and how he devoted his life to serving God
- To identify the Salvation Army as a Christian church and a worldwide charitable organisation with the mission to preach the Bible and meet human needs without discrimination
- To recognise what a vocation is and how the prophets of the Bible, Desmond Tutu and the Salvation Army have dedicated their lives to serving God

### **Disciplinary knowledge (on-going for the year)**

#### *Beliefs and values*

- Show awareness of similarities in religions
- Identify beliefs and values contained within a story/teaching
- Identify the impact religion has on a believer

#### *Living religious traditions*

- Identify how religion is expressed in different ways
- Use religious terms to describe how people might express their beliefs

#### *Shared human experiences*

- Describe how some people, events and sources of wisdom have influenced and inspired others

#### *Search for personal meaning*

- In relation to matters of right and wrong, recognise their own and others' values
- Discuss own questions and responses related to the question 'who should we follow – and why?'

### **Key Vocabulary**

- Abrahamic faith, God, prophets, Noah, Abraham, Moses, Jonah, devote, role model, vocation,

### **Session 1: Who should we 'serve'**

Children ask questions, discuss and reflect upon the idea of 'service'; thinking about who people might serve, how they might serve and why they might serve them.

#### **Suggested activities/ Teacher subject knowledge**

- Look at examples of famous people – discuss which ones set a good example for others to follow and why. What might fans of this person do if they saw them in the street? How might they react and want to treat that person who is an example to them?
- Discuss what it means to 'serve' and why humans might want to 'serve' someone.

**Vocabulary = serve, follow, lead,**

### **Session 2: Who are the prophets, how did they devote their lives to God and what can they teach Christians today?**

Children recap and learn that Christianity is an Abrahamic religion and that Abrahamic faiths believe in prophets. Children then learn about the stories of two prophets in the Bible – Moses and Noah

#### **Core knowledge**

- To understand that the Abrahamic faiths believe in prophets (and that many of these are shared)
- To simply retell the story of the prophet Jonah (and the whale) and Moses (and the burning bush)

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- To identify Christian beliefs and values contained within these stories of the prophets Jonah and Moses

### Suggested activities/ Teacher subject knowledge

- Explain what a prophet is (a person regarded as an inspired teacher or proclaimer of the will of God) and that Abrahamic religions are faiths that believe in prophets (make links to Judaism and Islam, showing that many of these prophets are shared)
- Share two stories from the Bible of the Prophets from the Old Testament (**Jonah and 'the whale'** and **Moses** and the burning bush) to cover and investigate in-depth. – you will need one session for each story at least.
  - Consider the 'service' to God in these stories
  - Suggest what Christians might learn about God from these stories – e.g. the belief that God cares about his created world and continues to act through people in order to intervene in human history.
  - Discuss why God might choose to reveal himself in the way that he does in these stories. I.e. why might God speak through the burning bush in the story of Moses?
  - Talk about how these people must have felt when they heard God – how did they respond initially, and why did they eventually decide to follow God's word?

**Vocabulary = Abrahamic, prophet, service**

### Session 3: How have Christians devoted their lives to God like the prophets did in the Bible?

Children research and learn about Desmond Tutu and his servitude to God, as well as the role and work of the Salvation Army charity.

#### Core knowledge

- To know who Desmond Tutu is and describe why and how he devoted his life to serving God
- To identify the Salvation Army is a Christian church and a worldwide charitable organisation with the mission to preach the Bible and meet human needs without discrimination

#### Suggested activities/ Teacher subject knowledge

- Look at Desmond Tutu as an examples of a Christian who has served God and devoted their lives to following him. Discuss what inspired him to live a life of service. To what extent is he a good role model (is he a good role model for everyone, or just for Christians)?
- Children should explore the work of the Salvation Army, whose mission statement includes 'to serve suffering humanity'. KS2 resources for teaching about the Salvation Army can be found on their website [https://www.salvationarmy.org.uk/religious-education#Primary\\_Resources](https://www.salvationarmy.org.uk/religious-education#Primary_Resources). This booklet may be helpful [What Is The Salvation Army Booklet.pdf \(salvationist.org.uk\)](#)

#### Our Mission:

To *share* the good news

To *serve* others without discrimination

To *nurture* disciples of Jesus

To *care* for creation

To *seek* justice and reconciliation

- Vocabulary = Salvation Army, devotion, mission, service**

### Session 5: What is a vocation? How do local leaders serve the community, church and God?

Children explore the concept of a vocation and reflect upon how the prophets, Desmond Tutu and the Salvation Army dedicated their lives to serving God and people through their vocations.

#### Core knowledge

- To recognise what a vocation is and how the prophets of the Bible, Desmond Tutu and the Salvation Army have dedicated their lives to serving God

#### Suggested activities/ Teacher subject knowledge

- Invite the leader of a local church to talk to the children about the Christian concept of having a vocation. Investigate how a church leader might serve the local church and community – make links with the idea of serving God.

**Vocabulary = vocation**

### Session 6: What does it mean to 'serve'?

Children reflect upon what it means to serve and why people might dedicate their lives to serve someone or something they believe in (both religious and non-religious)

#### Suggested activities/ Teacher subject knowledge

- Recall learning from this topic by asking - **How (and why) have some people served God?** Collect ideas in the class book or in their learning journeys to capture their learning.

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- P4C lesson on the concept of serving others – raise and discuss questions about the idea of being a servant: e.g. Why is the term often seen in a negative way? Does serving others involve personal sacrifice? Why might some people want to live a life of service? Does it matter who or what we choose to serve? *Link to non-religion e.g. do people need to follow a religion to serve others? Because humanists do not believe in any kind of god or supernatural force that will solve their problems, they believe that human beings must take sole responsibility for solving the world's environmental problems. Only humans are capable of finding the solutions that can lead to a sustainable existence – they still take on a duty to help/'serve' the world they live in but don't serve a God.*

#### **Future learning this content supports:**

In UKS2, children will continue to learn about people who have served their God/religion over the years: how their example impacts on and guides people/followers of religion today.

The concept of 'service' and 'vocation' will be discussed throughout all religions and non-religions covered as children consider how followers dedicate their lives to their beliefs and values.