

Summer 1 -

Lostwithiel Primary School

Year 5

Unit 2.4 - How do Christians decide how to live? What would Jesus do? (Gospels)

RE Knowledge Organiser

Prior Learning:

- Unit 1.4 - What is the 'good news' Christians believe Jesus brings? Unit L2.4 - What kind of world did Jesus want? Unit U2.3 - Why do Christians believe Jesus was the Messiah?

Key RE learning Outcomes for this unit:

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives
- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
- Articulate their own responses to the issues studied, recognising different points of view.

Key RE Vocabulary -

General Terms and Cross Curricular Vocabulary

Commandment	A divine rule, especially one of the Ten Commandments.	Generosity	The quality of being kind and generous.
Sermon	A talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible.	Charity	An organization set up to provide help and raise money for those in need. Love of humankind, typically in a Christian context.
Persecuted	Subject (someone) to hostility and ill-treatment, especially because of their race or political or religious beliefs.		

Areas of Reflection

Cross Curricular Links

- Examine Jesus' teaching about the two greatest commandments - to love God and love your neighbour (Matthew 22:36-40). How do these help Christians to decide how to live? Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what would Jesus do?
- Foundations for living: the wise and foolish builders: **Matthew 7:24-27**. What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today? Sermon on the Mount: **Matthew 5-7**. Are there any surprising ideas in the passage? What does Jesus think people are like if he needs to give this sermon? Is he right? Look for clues as to what people at the time thought was the right way to live. In what way was Jesus' view different?
- Collect the vivid metaphors/similes Jesus uses. What are the most effective for communicating Jesus' teaching about loving God and neighbour? A healing miracle: The Centurion's Servant: **Luke 7:1-10**. Dramatise this story. For whom does Jesus bring 'good news' here? Remember that the Romans were the occupying forces in Israel. Jesus' 'good news' is meant to extend beyond the 'people of God'.
- Explore ways in which Christians try to use Jesus' words as their 'foundations for living': **Prayer**: recall the common components of Christian prayer - praise, confession, asking, thanking. Explore examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount? **Justice**: there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice; **Illness and healing**: e.g. explore the work of www.leprosymission.org.uk and its connection with Jesus' life and teachings; find out about the role of the Roman Catholic Church. How do they put Jesus' teachings into practice?
- Find out about Christian Peacemaker Teams, who stand between warring forces to stop violence. What is it that helps people to forgive?
- Look at ways in which people show generosity to those in need (supporting foodbanks, volunteering for charities). Non-religious and people of other faiths are also committed to serving others; why do they do it? Which of these examples is the most inspiring?

- English - retelling of stories / speaking and listening - dramatizing stories
- 5Ps RRS - rights and responsibilities for ourselves and towards others

Linked documents: *Class Overview*, *RE Whole School Progression document* and *Class Medium Term Planning/ Cornwall Agreed Syllabus*