

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC Concept God	. What does it mean to Christians if God is holy and loving?	5	Summer 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What does it mean to Christians if God is holy and loving?	<p>Coventry Cathedral- Rev Simon accompany class. You will need Bible 1 between 2 for this unit</p> <p>Choosing a suitable celebrity and asking pupils to describe her or him. Where do they get their information from? How well do they know the person? Are there any surprises about this person? Talk about what it would be like actually to know someone. What difference would it make? What kinds of things are added to your relationship if you talk with them, or go through events or activities with them? If they see you when you are up and when you are down?</p> <p>Make the link with the idea that for Christians, knowing God is a personal journey, a relationship not an intellectual exercise.</p> <p>STORIES, POEMS, PRAYERS AND LETTERS FROM PEOPLE 'WHO KNOW GOD PERSONALLY'!</p>	

			<p>This section offers a selection of texts that describe people's experience of and responses to God.</p> <ul style="list-style-type: none"> <li>• Build a god: ask pupils to write down all the words they might use if they were to describe a being who could be 'God' — including this god's power, character, actions.</li> </ul> <p>Resource Sheet 1 offers some words to help — some are more helpful than others! Use these to help pupils learn some key technical words, such as omnipotent, and so on</p> <ul style="list-style-type: none"> <li>• Discuss the features of God pupils have come up with. They are now going to look at the words of three people who claim to know the God of the Bible personally — David (Psalm 103 — a psalm or prayer/ song), Isaiah (Isaiah 6:1–5 — a prophet tells of a religious experience) and John (1 John 4:7–13 — a letter).</li> </ul> <p>Divide these up and give a section to groups of pupils. They are looking for words and phrases from the texts to describe what God is like, what God does and what God does not do; and also to identify how the writer knows this. (Resource Sheets 2, 2A and 2B will help.)</p> <p>Note the different kinds of texts here, and see if they can identify the different types, with explanations. (See background information)</p> <p>Compare pupils' findings with their earlier descriptions of 'God'. What differences are there? Was there anything that surprised or puzzled them? Talk about these</p> <ul style="list-style-type: none"> <li>— get pupils to raise questions, even if you cannot answer them at this stage. Make the link with the starter activity</li> <li>— these texts talk about the experience of people in their relationship with God, as far as Christians are concerned.</li> </ul> <p>Ask pupils to sum up the top five words they would use to describe the writers' idea of God, and explain why they have selected these words.</p>	
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			Ask them to say why Christians might think this God is worth worshipping.	
Lesson 2	1 hour	What does it mean to Christians if God is holy and loving?	<p>Architecture</p> <p>Recap previous visit to Lichfield Cathedral in Year 4</p> <p>What do cathedrals show about what Christians believe about God. How do they show that Christians believe God is worth worshipping? Find out about the parts of a cathedral (or a local church). Take the words from the description of God in the earlier activities using the Bible texts and see if they could be used to label parts of the building.</p> <ul style="list-style-type: none"> <li>• For example: stained glass tells stories; the altar talks of sacrifice; confessionals talk of forgiveness; in larger churches you can see where people used to be separated from the holiest part, the altar, by the rood screen; the size and scale of cathedrals speak of God's power as well as human creativity (in God's image); the cross shape and all crosses/crucifixes talk of God's love through Jesus (see Digging Deeper).</li> </ul> <p>If unable to visit</p> <p>You might like to focus on Coventry Cathedral for this, with its stunning artwork and architecture:</p> <p><a href="http://www.coventrycathedraltour.org.uk/node.php">www.coventrycathedraltour.org.uk/node.php</a></p> <p>(the Digging Deeper section uses Coventry Cathedral too, focusing on the link to forgiveness through the ruins of the old cathedral, destroyed by WW2 bombs).</p>	
Lesson 3	1 hour	What does it mean to Christians if God is holy and loving?	<p>Worship</p> <p>Listen to some Christian songs:</p> <p>'Praise my soul the King of Heaven', for example.</p> <p><a href="#">Praise, my soul the King of heaven - YouTube</a></p> <p>'Holy, holy, holy'</p>	

			<p><a href="#">Holy Holy Holy - Hillsong United (lyrics) - YouTube</a></p> <p>and so on.</p> <p>Ask pupils to make links with the texts studied earlier. These might be sung in community (by a congregation, even with a choir) but they are also the kinds of songs Christians sing to themselves too.</p> <p>Ask pupils to consider what the impact might be on people who sing these songs, repeating these words regularly in their daily lives.</p> <p>What would they learn from this?</p> <p>How might it help them to get to know God better?</p> <ul style="list-style-type: none"> <li>• Ask pupils to write a short advert from a Christian music company/band, such as 'Hillsong United' or 'Worship Central', persuading Christians of the spiritual benefits of listening to their songs: reminding them of God's presence, helping them to know God better, part of their praise and worship, helping to comfort and encourage them, and so on.</li> </ul>	
Lesson 4	1 hour	What does it mean to Christians if God is holy and loving?	<p>A quick class poll of some things that your pupils love about the world today, and some things that they really don't like. These could be matters of taste (one pop star or football team vs another) or matters of justice (freedom in UK vs poverty here and around the world). Which are the best things and the worst things on the list, and why?</p> <p>WHAT DOES GOD HATE? (PROVERBS 6:16–19)</p> <ul style="list-style-type: none"> <li>• Ask the class if they think God hates anything. If so, get pupils to list some ideas of what God might hate, perhaps using their ideas of things they hate too. See if pupils can make links with the idea of God's holiness in the Core Learning section.</li> <li>• Read Proverbs 6:16–19. Tell pupils what type of text it is and its characteristics (see Essential information). Work out what each of the seven things listed really means. In groups list them and come up with</li> </ul>	

			<p>an example of each one in action (they might suggest some scenes from Disney films to illustrate these meanings). Compare these with pupils' lists from the above activity. Are there any surprising or puzzling ideas here — or any things left out?</p> <ul style="list-style-type: none"> <li>• Discuss: Is it true that in the Bible, God hates evil actions, but loves people, even when they do wrong? That's what Christians believe</li> </ul> <p>. In small groups, create or dramatise seven scenarios in which the seven things God hates occur. What happens next? Describe the effect of these kinds of behaviours.</p> <p>Identify the seven opposites of the things God hates; create scenarios showing these, showing what steps someone could take to bring these positive situations about.</p> <ul style="list-style-type: none"> <li>• Given the above list from Proverbs, talk about what pupils think this says about what God is like. Look at their list of five words from Core Learning section 2.</li> </ul> <p>Ask pupils to add some short sentences to explain what this text says about God.</p>	
Lesson 5	1 hour	What does it mean to Christians if God is holy and loving?	<p>WHAT DID JESUS SAY ABOUT THE PEOPLE WHO NAILED HIM TO A CROSS? (LUKE 23:33–34)</p> <ul style="list-style-type: none"> <li>• Most people find forgiving people who have done something wrong really hard. Note that this is a Gospel text. Focus on the words Jesus said from the cross in Luke's Gospel: 'Father forgive ...'</li> </ul> <p>' Ask pupils to make links between this event and Christian belief in holiness and the love of God (see Essential Information).</p> <ul style="list-style-type: none"> <li>• Read the passage about the crucifixion. In groups talk about why it is hard to forgive people and why people say it is worth doing, even if it is hard.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Consider the implications of this for Christians. Jesus once said that his followers should forgive others 'seventy times seven' times — not a literal figure but an indication that they should keep on forgiving (Matthew 18:22).</li> </ul> <p>Ask pupils to come up with three reasons why this would be a good thing, and three reasons why it would be difficult.</p> <ul style="list-style-type: none"> <li>• See how far pupils can make clear connections from these texts to the Christian belief that God is holy and loving</li> </ul>	
Lesson 6	1 hour	What does it mean to Christians if God is holy and loving?	<p>Ask pupils to think about examples of when more love, holiness or forgiveness might be good in the world today — starting locally in your school and moving out to global issues.</p> <p>Discuss how far love, holiness or forgiveness are appropriate and valuable in these examples. Is holiness only for religious believers?</p> <ul style="list-style-type: none"> <li>• Remind pupils of the works of art and architecture they have studied from Coventry Cathedral or Lichfield Cathedral.</li> </ul> <p>Ask pupils to design (and make?) a new work of art for the Cathedral which shows how forgiveness is needed in the world this year. How could they use the concepts of love, holiness and forgiveness in their work?</p> <p>Think about the things in the world they love and hate and about what they have learned about Christian beliefs. They should reflect on how important these ideas are in a community where there are people of different faiths and of no faith.</p> <ul style="list-style-type: none"> <li>• A triptych, with three panels, might be a good way to do this: perhaps one panel to show each idea of love, holiness and forgiveness, or one panel each for the pupil herself/himself, your local community and the world.</li> <li>• Ask them to write 100-200 words to explain their artwork.</li> </ul>	

