

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC Gospel	What would Jesus do?	6	Autumn 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What would Jesus do?	<p>. <i>You will need Bibles one between 2 for this unit.</i></p> <p>Give pupils some scenarios where a choice must be made: truth or lies, kindness or mocking, generosity or greed.</p> <p>Ask: What would Bart Simpson do in each case? Taylor Swift?</p> <p>Show the class some artefacts from the 'What would Jesus do?' gift shop: online searches will give you plenty of options including wristbands, bumper stickers, mugs, badges and shirts, asking this question. Show these to pupils, and consider why they have become popular. Christians want to follow Jesus and apply his teachings to all of their lives. The pupils are going to try to work out what Jesus would do in lots of different tricky situations. It's not guesswork: it will all be based on what he actually said and did.</p> <p>WHAT WOULD JESUS DO?</p>	.

			<p>Remind pupils that Jesus said the two greatest Commandments are to love God and to love your neighbour (Matthew 22:36–40), so explore the following in that context.</p> <p>You might choose two out of these three sections, noting the features of Gospel texts as you go</p> <p>Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27.</p> <ul style="list-style-type: none"> • Start with a fun design challenge: can the pupils in groups of three use 12 kebab sticks and some masking tape to create the tallest possible Bible stand? <p>Give half the class sand trays from Reception, the other half modelling clay for the base. Which is easier?</p> <p>Pupils read the parable: imagine the scene from inside the story.</p> <p>Bible story "The Rock and the Sand" Primary Year B Quarter 1 Episode 9 Gracelink - YouTube watch without subtitles.</p> <p>Ask pupils what they think the story is about and why. What did the wise and foolish builders learn?</p> <p>If it is not a manual for builders, why did Jesus tell this story?</p> <p>Jesus is clear that his words give foundations for living — and without them, people will get swept away.</p> <p>This unit explores the kinds of things that form these foundations for living.</p>	
Lesson 2	1 hour	What would Jesus do?	<p>The Sermon on the Mount, Matthew 5–7.</p> <p>Pupils read the text in the Bible- and discuss what they think it means.</p> <p>How would a Christian person interpret this?</p>	

			<ul style="list-style-type: none"> • Resource Sheet 1 gives 15 quotations from Jesus' teaching, to be referred to every time pupils consider 'What would Jesus do?' Get the class used to thinking about how to apply these quotes. • You could use a guided story narrative or stilling and experiential reflection techniques to open up pupils' thinking about the meaning of these texts and to get inside the Sermon and its meaning 	
Lesson 3	1 hour	What would Jesus do?	<p>Using quotations from last week</p> <p>15 sentences that changed the world point out that Christians and some non-Christians try to live by Jesus' teachings: over 2 billion global Christians include 59% of the UK's population too.</p> <p>For each of the 15 sayings from the Sermon on the Mount, ask pairs of pupils to suggest what they think it means, then summarise each saying with one topic word and a phrase of seven words or fewer.</p> <p>See if they can match another pair's summaries with the texts.</p> <p>What does Jesus think people are like if he needs to give this sermon? Is he right?!</p> <ul style="list-style-type: none"> • Collect the vivid metaphors/similes Jesus uses: how do these communicate his message? <p>Ask pupils which three of the sentences they think are hardest to follow?</p> <p>Which would make most difference in the world today? Why?</p>	
Lesson 4	1 hour	What would Jesus do?	<p>A Healing miracle: The Centurion's Servant, Luke 7:1-10.</p> <p>Pupils read text from a Bible and discuss what they think it means.</p> <ul style="list-style-type: none"> • Ask groups of pupils to dramatise this story. Note that Jesus brings 'good news' — for whom, in this story? (Recall the 'big story' of the Bible — this account illustrates how the good news extends beyond the 'People of God' even to the Roman occupiers.) 	

			<p>Talk about how Christians respond to the stories of Jesus' healing miracles (see Resource Sheet 2, for example), by imagining a conversation between two Christians about how to interpret and apply what they learn from the story.</p> <p>Sensitivity and care are needed, of course (see Essential Information)</p>	
Lesson 5	1 hour	What would Jesus do?	<p>Introduce the story of Peter's denial of Jesus and his restoration by looking at some artwork for these two parts of the Gospel (see Resources for suggestions; some pupils may have encountered this in the Digging Deeper section of Unit 2a.5), and asking pupils if they can work out what is going on in the pictures.</p> <p>For example, sit pairs of pupils on back-to-back seating, and have one describe a picture the other cannot see in ways that enable the second pupil to draw it. This focuses speaking and listening skills onto a narrative artwork in a memorable way</p> <p>Betrayal and Forgiveness</p> <ul style="list-style-type: none"> • Peter denies Jesus — and is restored. Talk about the artwork from the starter activity. What do pupils think is happening and why? <p>Give half of the class the betrayal texts in which Peter three times denied that he knew Jesus (John 13:34–38, 18:15–18, 25–27), and to the other half the restoration text in which, after the Resurrection, Jesus brought him back to lead the first Christian community (John 21:1–19).</p> <p>From the artworks, draw out the meanings of the two stories. How well do artists convey these meanings? How would pupils express them?</p> <ul style="list-style-type: none"> • Use Resource Sheet 4 to explore pupils' interpretations and understanding <p>Note the parallels between the two stories — the fire/ brazier; three denials, three restorations, and so on</p>	

Lesson 6	1 hour	What would Jesus do?	<p>Jesus gets Angry: The Moneylenders in the Temple, Mark 11:15–19.</p> <p>Pupils read text in Bible</p> <ul style="list-style-type: none"> • Consider with pupils what might make God angry. Explain some background, then show a clip (for example, www.youtube.com/watch?v=rUJVTdNSCTA). <p>Use Resource Sheet 5 to support discussion about the meaning of this passage.</p> <p>For example: Would it make God angry if people cared about money but not about prayer?</p> <p>If people excluded other races from worship?</p> <p>If the market mattered more than worship?</p> <p>Is this story of Jesus getting angry about the importance of prayer, or the value of holy buildings?</p> <p>Does it teach that Gentiles have the right to pray as well as Jewish people, or that market traders had better watch out?</p> <p>Make links to the 'big story' of the Bible. The people of God were always supposed to attract other nations (i.e. Gentiles, non-Jewish people) to God. Here they appear to be making it difficult. Jesus emphasises that the 'good news' is for all. He also points to the idea that he is somehow taking the place of the Temple — his sacrifice will replace the sacrifice of goats and lambs; he will be the way to God from now on.</p> <p>Woman in Trouble: John 8:1–11.</p> <ul style="list-style-type: none"> • Look at Essential Information as you decide whether or not to use this story. Read the story, but perhaps make the woman's sin non-specific, in order to avoid the focus on adultery. <p>Stop at the point where Jesus writes on the ground.</p>	
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