



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC People of God.	How can following God bring freedom and justice?	6	Summer 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	How can following God bring freedom and justice	<p><i>.You will need Bibles for this unit.</i></p> <p>.Imagining life as a slave in ancient Egypt. Look at Exodus 1:8–14 and Exodus 1:22 and find as much evidence as possible about what life must have been like for a Hebrew slave in Egypt. Hot-seat pupils in the role of slaves to find out</p> <ol style="list-style-type: none"> a) what they have to do as slaves; b) what they would like to do but can't due to their status. <p>Help pupils to learn the first four of eight events from Moses' life (see Resources for where to find these stories):</p> <ol style="list-style-type: none"> 1) being put in the basket and found by Pharaoh's daughter, 2) killing of the taskmaster, 3) fleeing Egypt, 4) the burning bush. 	

			<p>Focus on the burning bush. What are Moses' feelings about going back to Egypt? Why do pupils think this is?</p> <p>Pupils think of adjectives to describe Moses' feelings throughout the story of the burning bush and create emotion graphs.</p> <p>Recap their learning about the People of God (see Unit 2a.2).</p> <p>Explain that Moses and the children of Israel were part of the People of God. Exodus 3:6 shows their link to God and Abraham.</p> <ul style="list-style-type: none"> • Continue learning the eight events in Moses' life by looking at event number 5), the ten plagues. <p>Ask pupils to put themselves in the positions of Moses and Pharaoh after the eighth plague (locusts) and create a 'conscience alley' for each of these men.</p> <ul style="list-style-type: none"> • Moses' conscience alley: Pupils on one side give reasons for Moses to continue following God's will and attempting to get the slaves released; the other side state reasons why Moses should give up. • Pharaoh's conscience alley: Pupils on one side give reasons why Pharaoh should keep the Hebrews as slaves, the other side give reasons why Pharaoh should grant their freedom 	
Lesson 2	1 hour	How can following God bring freedom and justice	<p>. Learn the last three of the events from Moses' life:</p> <p>6) leading children of Israel out of Egypt,</p> <p>7) crossing the Red/Reed Sea, 8) the covenant on Mount Sinai</p> <ul style="list-style-type: none"> • Give pupils tasks to consolidate their knowledge of the story; for example, 'quick draw': spending 30 seconds drawing each of the eight events (four minutes in total) or verbally summarising each event in ten seconds. 	

			<ul style="list-style-type: none"> • Help pupils to identify some main themes in the story of Moses' life; for example, freedom, God, suffering, leadership, vulnerability, obedience, evil. <p>Ask groups to make two tableaux representing a theme — one showing it within the story, the other within the world today.</p> <p>Which theme do pupils think is most central to the life of Moses and why?</p> <ul style="list-style-type: none"> • Remind pupils that God rescues his people in the story of Moses by delivering them from Egypt and then making the covenant with them — not demanding that they obey the commands first and only rescuing them if they manage it. <p>What difference does this make?</p> <p>Talk about the key question: from the story of the Exodus: how far does following God bring freedom and justice?</p> <ul style="list-style-type: none"> • Many Christians see the story of the Exodus as looking forward to salvation, being freed from slavery to sin through Jesus. <p>Make use of the Frieze artwork to show making the connection between the liberation of the People of God from slavery, and the Christian belief that Jesus brings salvation from sin (see Units 2b.6 and 2b.7). Talk about the parallels.</p>	
Lesson 3	1 hour	How can following God bring freedom and justice	<p>Look at the Ten Commandments given at Mount Sinai (see Resource Sheet 1) and remind pupils of their learning about in previous units.</p> <p>For each commandment, ask pupils to work out what some people must have been doing, if the People of God had to be given that command. (You don't need rules to make you do something if you are doing it already!)</p>	

			<ul style="list-style-type: none"> • Ask pupils how similar or different the world is now: how many of those things are still going on? <p>From this, ask pupils to give three good reasons why Christians (and Jewish people) argue that the Ten Commandments are still important today; compare this with what an atheist might say about the value of these commands today.</p> <ul style="list-style-type: none"> • Ask pupils to work out which of the Commandments they think would be hardest for a Christian to keep. Is it possible to keep all ten, always? Is it hard not to kill? <p>Is it harder to never be greedy, or to always tell the truth?</p> <p>What happens when humans fail to live up to the standard?</p> <p>Should a person be punished or helped? Why?</p> <p>Ask them to weigh up which Commandments would have most impact on the world, if everyone followed them</p>	
Lesson 4	1 hour	How can following God bring freedom and justice	<p>The Purpose of the Old Testament's Law of Moses in the Bible (bibleproject.com)</p> <ul style="list-style-type: none"> • Introduce the idea that many Christian people see Jesus as bringing a new covenant — a new relationship with God. His teachings and actions showed how to live. <p>Look at the two greatest commandments Jesus reminds listeners of in Matthew 22:37–40.</p> <p>Ask pupils to spot links between these and the Ten Commandments. (For example, Love God = 1-4; Love your neighbour = 5-10.)</p> <ul style="list-style-type: none"> • Give scenarios for pupils to role play with two endings — the first when Jesus' great commandments are followed, the second when they are not. For example, how to respond to: someone who never lets you join in, someone who is in your group for project work but mucks about and 	

			<p>is unhelpful, someone you have never met before but is in a bad situation (hurt/homeless and so on), when you yourself are finding something difficult to master, when you fall too ill to do something really important to you, when your friends are poking fun at religion. Discuss what might happen in the scenarios if the commandments were followed but not fully.</p> <p>For example, God was loved but not with all heart, soul and mind, and neighbours were loved but not as 'yourself'. How do these commands help to bring freedom and justice?</p> <ul style="list-style-type: none"> • Choose a Christian charity that seeks to bring freedom and justice. Unit 2a.4 recommended Christian Aid and TearFund; these would work here too, but you might use a local alternative, or have a look at Toybox. <p>Toybox is a Christian charity supporting and liberating street pupils in South and Central America, India and Africa.</p> <p>Show pupils appropriate pages and video clips from the Toybox website [NB: PLEASE check them out first.]. Imagine pupils are asked to write for the Toybox website to encourage Christians in the UK to support their work</p> <p>. What ideas from their learning so far would they use to persuade supporters?</p> <p>Make links with the story of Moses, the children of Israel, the Ten Commandments and Jesus' two great commandments</p>	
Lesson 5	1 hour	How can following God bring freedom and justice	<ul style="list-style-type: none"> • The story of the Exodus has inspired Jewish and Christian people for centuries. <p>Ask pupils to give at least three reasons why this might be the case.</p> <p>Ask pupils to identify any parts of the story that are inspiring and why.</p>	

			<p>What lessons could there be for all people about resisting injustice and tyranny?</p> <ul style="list-style-type: none"> • Ask pupils to address the key question: How can following God bring freedom and justice? They should answer in the light of their learning about God bringing freedom to the people of God, but also how believers try to bring justice today. • It is not only Christian and Jewish people who want freedom and justice, of course! Reflect on why ideas of freedom and justice are so important in the world today. Find some local people who are involved in working for freedom and justice (or look at some more global examples; for example, Desmond Tutu, Malala, Aung San Suu Kji and Pandurang Shastri Athavale). How inspiring and helpful are these examples? • In groups and then as a class, don't write Ten Commandments, but write Ten Lessons for Living, where pupils show what we can all do to bring more freedom and justice, explaining why these are good Lessons for Living. See if there are three easy steps that pupils can take toward justice themselves. 	
Lesson 6	1 hour	How can following God bring freedom and justice	<p>Talk about all the kinds of agreements we have with people:</p> <p>Look at a bank note — what does it say? 'I promise to pay the bearer on demand the sum of...'</p> <p>Look at some rules from the Highway Code and the Green Cross Code: these are agreements between drivers and pedestrians — not just rules for the sake of it but to keep people safe.</p> <p>Can pupils think of other agreements that try to look after both parties? School rules; home-school agreements; rules of sport, or games...</p> <p>Remind pupils of the agreements made between God and his People (see Unit 2a.2 for background) — e.g. with Abraham (Genesis 12:1–3), and Moses (Exodus 20, see Core Learning in this unit).</p>	

These were two-sided agreements — God promised to be with his People; they were required to live in a way that stood out from their neighbouring tribes and nations.

- Use the Frieze and the Essential Information to tell pupils some more background details about the People of God, from Moses to David. Using ideas from the Frieze, they could do a simple story map outlining some key events.

- Explain that the Old Testament contains many more commandments than those given in the three covenants. Some traditions say there are 613 commandments in all.

Present pupils with 12 cards, each containing a commandment from the 'Law' texts in the Old Testament (see Resource Sheet 2, and Essential Information), all of which are traditionally believed to have been given by God to Moses.

You might like to do this using 'chat stations' set up around the class, to get pupils thinking and talking together. Talk about why the People of God might need to be given these commands.

- After chat stations, talk about the meaning of the commandments. See if pupils can identify which areas of life they are mainly focusing on. # Once pupils have settled on three or four areas of life, classify the commandments under these headings. (Areas might include God, food, religion, the poor, how to treat others, lifestyle, behaviour and so on.)

- With pupils, pick out all the commandments that have implications for how to treat others.

Discuss the word 'justice' and define together.

Set pupils an agenda (see Resource Sheet 2a) for a group meeting/ conference to gather their ideas about how these laws may have brought justice to people in society.

			<p>Debrief, discussing whether all the groups had similar or different ideas.</p> <ul style="list-style-type: none">• Remember that these are part of an agreement or covenant: there are two sides — God's side and the people's. <p>Get pupils to think about why keeping these commands would be good for the people. Try and sum up what kind of society these commands would create.</p> <p>Think of three ways in which this kind of society would be attractive to the neighbouring nations. In what ways might it be attractive today?</p>	
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