RE Unit Year 6	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
U2.3 How and why do Christians follow the example of Jesus?	**Looking at data** **Looking at stories** **Examining texts** **Interpreting art/images** **Reflect on own position** **Exploring case studies** **Looking at interviews** **Evaluating arguments** **Coming to conclusions**	**EYFS -** F1. UC: Why is God so important to Christians? **Year 1** - 1.1 What do Christians believe God is like? **Year 2** - 1.4 What is like to be brought up in a Christian home in the UK today? **Year 3** - L2.4 Do all Christians believe and behave in the same way? Exploring diversity. **Year 4** - L2.3 For Christians, what kind of world did Jesus want? **Year 5** - U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians?	In this unit we want to explore something of the life and teachings of Jesus, to find out why he has had such a global impact. Connecting with the concept of 'Gospel' – that Jesus brings 'good news' – we will look at some of the record of his actions and words. This means examining the gospels, the source texts in the New Testament, interpreting the texts and noting their context in the 'big story' of the Bible (theology). We can use data to see the extent of the impact (how many Christians are there?). To find out what the impact of Jesus is in the lives of individuals and communities, obviously we will have to talk to and hear from some Christians, ideally from a range of backgrounds and commitments. As we do this, we will reflect on how our own worldviews shape our responses to the texts, and		a: formation/expression b: organise/individual e: power and influence g: ways of knowing h: lived experience j: personal worldviews

			consider how far the ideals of Jesus' teaching connect with our own ideals (e.g. ideas of love, forgiveness, justice, etc.).		

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 Who follows Jesus and why?	Christians make up almost a third of the global population (2.5 billion). Two thirds of global Christians live outside Europe. UK is not typical of worldwide Christianity. Anglicanism is big in England but small globally; Roman Catholicism is small in England but big globally. Note the context of Jesus, a Jewish teacher in a west Asian country 2000 years ago.	**[Looking at data]** Explore data on how many Christians there are in the world, the UK and more locally. Find out how many languages the New Testament is translated into (e.g. Wycliffe translators). Look at the difference between UK, Latin America, Sub-Saharan Africa, China. Note the different denominations. Recall the context of the life of Jesus. Building on prior learning, ask pupils what it is about Jesus that has captivated so many people across the ages.	
Lesson 2 How do Jesus' teachings reach across the globe?	With the New Testament translated into around 2,500 languages, the life, teachings and example of Jesus, as recorded in the gospels, are at the root of this worldwide phenomenon. The concept of Gospel (good news) connects with the 'big story' of the Bible:	**[stories; examining texts]** Revisit the 'big story'. Recall how Jesus fits into this account of God's rescue of humanity. Remind pupils that accounts of Jesus are found in the gospels. (As you go, note features – narrative, teachings, parables etc.). Recall the claims made about Jesus, and find texts that show Jesus as a compassionate teacher, who brings 'good news', performs miracles, is crucified and rises	New Testament Jesus Gospels Lord Saviour

	Christian teaching sees Jesus as Lord and Saviour.	again – seen as Saviour and Lord. Explore Luke 4:18-19 in context and who it suggests Jesus came for. Talk about how this ties in with the 'big story'. Discuss how far this helps explain Jesus' global impact.	
Lesson 3 What is at the heart of Jesus' teaching and example?	At the heart of Jesus' teaching is the command to love God and love your neighbour. The Good Samaritan indicates who your neighbour is. Liberation theology reads Jesus' life and teachings as showing that God is on the side of the poor. Filipino readers of the Good Samaritan might identify with the beaten-up traveller.	**[examining texts; interpreting art/images]** Show some diverse images of Jesus from global Christianity. Use them to recall key stories and concepts. Examine the greatest commandment: Matthew 22:36-40. Recall how Jesus explains 'who is my neighbour?' (The Good Samaritan: Luke 10 – see Unit L2.3). List some implications for followers of Jesus. Recalling past learning, ask pupils to look for evidence of the claims of Liberation Theology, that God is on the side of the marginalised and vulnerable. Consider how global south readings may differ from western readings.	Love God and love your neighbour
Lesson 4 The Sermon on the Mount: inspiring or impossible?	The Sermon on the Mount is a central point of Jesus' teachings, setting out challenging standards of ethical practice. It emphasises humility, forgiveness, care for others, peace and justice, for example. Its commands are demanding: 'Be perfect… Love your enemies… You can't serve God and Money.'	**[texts; reflect on own position]** Introduce the Sermon on the Mount (Matthew 5-7). Examine a selection of texts. Give pupils some themes to match to texts (e.g. justice, honesty, humility, thoughts and deeds, love, generosity, desire, peace, kindness, the Kingdom). Explore the lesson question: who might find these commands impossible or inspiring? Ask why they have influenced so many billions through history. From the teachings encountered, suggest reasons why some might say Christianity is for people facing tough times. Outline the	Sermon on the Mount Ethical practice

		kind of world the Jesus of the gospels is looking for – thinking globally: for whom is it 'good news'?	
Lesson 5 Case studies: how do Christians put Jesus' teaching and example into practice today?	Many Christians try to follow the example of Jesus in their own lives, e.g. through prayer and worship, taking part in charity work in their local community or further afield, or working to bring about social justice. Sometimes this includes evangelism or 'spreading the good news'.	**[case studies; interviews; examining texts; reflecting on own position]** Explore a selection of case studies of how people put Jesus' teaching into action. Talk with some Christians to find out how and why Jesus inspires them. Start local and then further afield, looking at national and international charities/organisations. Draw on case studies, focusing on prayer, forgiveness, serving those in need, healing, spreading the Gospel. Note the story of Christian mission and colonisation by Western nations is problematic but does contribute to this story. Most mission is now carried out by people from the global South.	Prayer Worship Charity Justice Evangelism
Lesson 6 How and why do Christians follow the example of Jesus?	Understanding keywords and concepts, as above. Weighing up the value of the methods used: how helpful are data, texts, case studies and interviews in addressing the unit question? Reflecting on pupils' own position and how their personal worldviews shape their understanding and responses	**[evaluating arguments; coming to conclusions]** Revisit the data from lesson 1. Gather any evidence pupils have found that might explain the global reach of Christianity – from the character and teachings of Jesus, the theological claims of him being God incarnate and Saviour, the idea that Jesus is on the side of the poor, through to the practical activity of Christians in places of need, and perhaps work of missionaries. Evaluate the sources, texts and case studies used. Reflect on pupils' own worldview positions in relation to matters of love, forgiveness, justice, service etc.	

Learning Outcomes (what pupils know)	Resources
Understanding how worldviews influence people's lives: Pupils will know that: • Jesus is the central figure in Christianity. We know of him through the New Testament, particularly the gospels, which set out his life and teachings. • Christian tradition claims that Jesus is God incarnate. The 'big story' illustrates the belief that Jesus is Saviour, not only as a teacher but rescuing people from sin through his death and resurrection. • Liberation theologians argue that Jesus favoured serving the vulnerable and marginalised. • The stories, teachings and actions of Jesus shape the lives of millions of Christians, many of whom learn them from an early age, and many of whom are influenced and inspired to follow him • Many Christians emphasise their mission as following Jesus' example in caring for those most in need. • Some Christians focus more on belief, practice and sharing the Gospel Engaging with religious worldviews: Pupils will: • Read and interpret biblical texts appropriately (e.g. context, wider connections with teachings, recognising 'behind the text, within the text and in front of the text' questions) • Talk to Christians about the range of ways in which Jesus inspires them. • Recognise the difference between knowledge from survey data, interviews, and theological readings of biblical texts. **Understanding themselves: Pupils will** • Comment on how their own worldviews shape their responses to the life and teachings of Jesus • Comment on how far the ideas of Jesus connect with their own personal worldviews, e.g. in regard to love, forgiveness, justice, caring, belief in God etc.	
