

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject:** UKS2 Year A RE and World Views – Christianity (Church)

**Key Question** (to be used all year): Where can we find guidance about how to live our lives?

**Focus Question** (for this investigation): How do people decide what to believe?

#### **PoS aims from Lancashire SACRE:**

- *Key features = The Trinity, use of symbols and metaphors, The Worldwide Church*

Explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church.

Recognise the idea of one God in Trinity and be able to explain the role of each person of the Trinity.

Explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices.

Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference.

Explore the question of how people can live together well in modern Britain – and the value of being united in diversity.

#### **Prior Learning (what pupils already know and can do)**

- In LKS2 children should have been able to retell some of the main parables of Jesus, explain how and why these might be an important source of guidance for Christians; they should have described and explained (with examples) Christian attitudes about how to treat others including the importance of love for all (agape). Also, they will have identified how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
- Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this

#### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To understand that many Christians believe that God is one, but that God can be experienced in three different persons. This is called 'The Trinity'
- To recognise the 'Trinity' as God the Father (the creator and sustainer of all things), God the Son (the incarnation of God as a human being) and God the Holy Spirit (the power of God which is active in the world, drawing people towards God)
- To recognise a range of symbols that can be used to represent the Trinity
- To understand that the Apostles' Creed, which is often recited in worship, expresses the most important Christian beliefs.
- To understand that there is one worldwide Christian church with many branches, called denominations.
- To know that many Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life.

#### **Disciplinary knowledge (on-going for the year)**

##### *Beliefs and values*

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity

##### *Living religious traditions*

- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions

##### *Shared human experiences*

- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities

##### *Search for personal meaning*

- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

#### **Key Vocabulary**

- The Trinity – The three parts of God in Christianity (Father, Son and Holy Spirit)
- Denominations – The different branches of Christianity.
- Ecumenical – Bringing together the different branches of Christianity (uniting)

#### **Session 1: How do people decide what to believe? What are 'sources of authority'?**

Children learn what sources of authority are and are able to provide examples of sources of authority for religious and non-religious groups. Children will ask questions, debate and discuss what sources of authority are present in different situations and how they are used.

#### **Suggested activities/Teacher subject knowledge**

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- Ask chn to work together to write a poem to express the shared ideas and values of the school community. Discuss similarities and differences between the poems. Are there any key ideas that all groups agree on? Were there any surprising ideas? Does it matter if people within a community have different ideas and opinions? What are the advantages and disadvantages of having different beliefs and values in a community?
- Explain that religious communities often have sources of authority which guide them in their beliefs and values – Consider what might be classed as ‘sources of authority’ for non-religious communities and how these might guide individuals within the community.
- Based on all this exploration, ask the question – How do people decide what to believe?

**Vocabulary = belief, community, sources of authority**

### Session 2: What is the Apostles Creed?

Through investigation, children will learn about the Apostle’s Creed; what it is, who says it and what it means to Christians.

#### Core knowledge

- To understand that the Apostles’ Creed expresses and makes clear the most important Christian beliefs, including the nature of God.
- To know that the congregation often recites the Creed during acts of worship, usually standing. The Apostles’ Creed is accepted by Catholics and Protestants.

#### Suggested activities/ Teacher subject knowledge

- Investigate the Apostle’s Creed. Identify the Christian beliefs and values contained within this declaration and discuss how these might have an impact on a believer.
- Children should understand that the Apostles’ Creed ‘expresses and makes clear the most important Christian beliefs, including the nature of God’. The congregation often recites them during acts of worship, usually standing. The Apostles’ Creed is accepted by Catholics and Protestants.

**Vocabulary = Apostles Creed, Congregation, protestant and catholic**

### Session 3: How can the Holy Trinity be explained?

Children will explore and learn about the Holy Trinity in greater depth. They will learn about the three parts to the trinity and how they are one.

#### Core knowledge

- To understand that Christians believe that God is one, but can be experienced in three different Persons. This is called ‘The Trinity’
- To recognise the Trinity as God the Father (the creator and sustainer of all things), God the Son (the incarnation of God as a human being) and God the Holy Spirit (the power of God which is active in the world, drawing people towards God)
- To recognise a range of symbols that can be used to represent the Trinity

#### Suggested activities/ Teacher subject knowledge

- Read the story of John the Baptist from the Bible (an example can be found here [https://dltk-kids.com/bible/cv/jesus\\_is\\_baptized-cv.htm](https://dltk-kids.com/bible/cv/jesus_is_baptized-cv.htm) ) and discuss the appearance of the trinity during the baptism.
- Look at a selection of images representing Christian beliefs about the Trinity. Ask pupils to explain how symbolism is used to express beliefs about the nature/role of each person of the Trinity, but also how the three are ultimately one. Encourage pupils to make links between the images and their prior learning about the Apostle’s Creed.
- Pupils could design their own piece of art work to show understanding of the Trinity. This could be used as an assessment task, along with a written explanation.
- Children need to know that God in Trinity is the belief that God is three separate persons but is still a single God. And that the trinity is:
  - God the Father - the creator and sustainer of all things
  - God the Son - the incarnation of God as a human being, Jesus Christ, on Earth
  - God the Holy Spirit - the power of God which is active in the world, drawing people towards God
- The Trinity is represented through a range of symbols which can explain and describe it.
- These symbols unite Christians from different denominations.

**Vocabulary = trinity, sustainer, denominations, incarnate, symbols**

### Session 4: What are the similarities and differences between Christian denominations?

In this session, children will learn about the differences and similarities between different denominations of Christians; concentrating on how they worship the Holy Spirit.

#### Core knowledge

- To understand that Christians believe that God is one, but can be experienced in three different Persons. This is called ‘The

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Trinity'

- To know that the congregation often recites the Creed during acts of worship, usually standing. The Apostles' Creed is accepted by Catholics and Protestants.
- To understand that there is one worldwide Christian church with many branches, called denominations.
- To know that all Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life.

### **Suggested activities/ Teacher subject knowledge**

- Explain that there is one worldwide Christian church with many branches – denominations. All Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how the different churches understand some of the teachings and how they should live a Christian life. Some of these differences are evident in worship – some focus more on a particular aspect of the Trinity.
- Denominations of Christianity – Christianity is the largest of the world religions, with approximately 2.4 billion followers (one third of the world's population). There are various branches within Christianity, referred to as denominations. The main three are Catholic, Orthodox and Protestant. There are also Anglican, Quaker and Pentecostal, among others. All Christian religions believe in the Trinity.
- Compare different forms of Christian worship – eg. Anglican/Catholic/Salvation Army/Quaker/Pentecostal. Discuss similarities and differences and suggest reasons.  
[https://www.youtube.com/watch?v=E5-aKSrLXM4&list=PLcvEcrsF\\_9zJxDHG9JtcCmiAgwVFRW3uK&index=26](https://www.youtube.com/watch?v=E5-aKSrLXM4&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=26) - Children will have investigated this in LKS2 Year A (church) so this will act as a recap of different forms of worship and will deepen understanding
- Discuss how people of the same religion can interpret and respond to sources of authority in different ways

**Vocabulary =denomination, worship, sources of authority**

### **Session 5: How can the global Christian community be united?**

Children will continue to connect their learning about the Holy Spirit and the denominations. They will learn about how Christian denominations can be united; learning about the concept of ecumenicalism and about pilgrimages to places such as Taize.

#### **Core knowledge**

- To understand that there is one worldwide Christian church with many branches, called denominations.
- To know that all Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life.
- To understand that ecumenical is the movement to bring together the different denominations of the Christian community to focus on their shared values and bring unity to the Church.
- To know that Christians from different denominations undertake pilgrimages to places like Taizé (an ecumenical community)

### **Suggested activities/ Teacher subject knowledge**

- Explain the meaning of **ecumenical** – the movement to bring together the different denominations to focus on their shared values and bring unity to the Church. Look at Taizé as an example of a Christian community united in diversity.
- Information to support teacher subject knowledge can be found at  
<https://www.bbc.co.uk/bitesize/guides/z7fhsrd/revision/7>

**Vocabulary = ecumenical, Taize, community, denominations, united**

### **Session 6: How do people decide what to believe? Reflection**

Children reflect on how people (religious and non-religious) decide what to believe in; exploring how some beliefs might differ even in the same communities and religions.

#### **Core knowledge**

- To know that all Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life.
- To understand that ecumenical is the movement to bring together the different denominations of the Christian community to focus on their shared values and bring unity to the Church.

### **Suggested activities/ Teacher subject knowledge**

- Re-ask the question – How do people decide what to believe?
- Discuss the difference between fact and belief. Give pupils a list of questions containing some questions which can be answered factually and others that ask about personal beliefs and values. Sorting activity of fact and belief statements.

**Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

- Pupils could write their own 'creed' containing their personal beliefs and values.
- *Lead a discussion about the importance of people with very different beliefs and values being able to live together in peace and harmony. Consider the importance of being respectful towards people with beliefs and values that may be different to their own.*

**Future learning this content supports:**

Throughout this year and the following years, children will be widening their understanding of interpretation and also about denominations, exploring how people from the same religious communities might practise different ways of living through how they interpret the sources of guidance from their religion.