

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year A RE and World Views – Christianity Jesus

Key Question (to be used all year): **Who should we follow?**

Focus Question (for this investigation): **What does it mean to be a disciple of Jesus?**

PoS aims from Lancashire SACRE:

Key features = Discipleship, following the example of Jesus, helping others

This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to previous learning about Jesus – i.e. That Jesus is special to Christians and is described as a ‘light to the world’, someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower?

Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a ‘charisma’ that attracts followers.

Prior Learning (what pupils already know and can do)

- From KS1, children understand how and why light might be an important symbol and what Christians might mean when they refer to Jesus as ‘the Light of the world’ · Children can talk about the different titles that might be given to Jesus – **Christ/Messiah/Saviour/Son of God** · They can identify ways in which Christians might use light as part of their Christmas celebrations.

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

- To know that the word disciple means follower or learner
- To know that Jesus had 12 disciples
- To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus
- To understand that Jesus asked his disciples to be ‘fishers of men’ and to follow him, so Christians believe they should follow Jesus’ examples, and go out and work for God through missions and volunteer work (e.g. spreading the word of the bible and setting an example to others)

Disciplinary knowledge (on-going for the year)

Beliefs and values

- Show awareness of similarities in religions
- Identify beliefs and values contained within a story/teaching
- Identify the impact religion has on a believer

Living religious traditions

- Identify how religion is expressed in different ways
- Use religious terms to describe how people might express their beliefs

Shared human experiences

- Describe how some people, events and sources of wisdom have influenced and inspired others

Search for personal meaning

- In relation to matters of right and wrong, recognise their own and others’ values
- Discuss own questions and responses related to the question ‘who should we follow – and why?’

Key Vocabulary

- disciples, discipleship, Jesus, mission, Holy Spirit, presence, symbolism

Session 1: Why might someone choose to follow another person?

Children to discuss and explore why people, both religious and non-religious, might wish to follow another person. They should consider qualities that make someone a good leader.

Suggested activity

- Talk about what it means to have the ‘X factor’ – what does it mean to have charisma?
- Diamond nine activity – what are the most important qualities of a good leader? (friendly, good speaker, kind, good listener, honest, brave, confident, organised, intelligent). Discuss and compare groups.

Vocabulary = charisma, leadership,

Session 2: Who were Jesus’ disciples and why did they follow him?

Children will learn the meaning of a disciple and who Christians believe Jesus’s disciples were.

Core knowledge

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- To know that the word disciple means follower or learner
- To know that Jesus had 12 disciples

Suggested activities

- Explain the meaning of 'disciple'
- Read/watch the story of Jesus choosing his first disciples (Luke 5:1-11; Matthew 9:9-13). Discuss why these two men thought that Jesus was 'the one'. What leadership qualities might Jesus have demonstrated to them? (refer back to ideas from the diamond 9 from session 1)
<https://www.youtube.com/watch?v=iypUNd5yTn0> (Jesus calls his disciples, Simon Peter – 5 mins)
<https://www.youtube.com/watch?v=OZyMPI9kTfw> (Matthew the tax collector – 3 mins)

Vocabulary = charisma, leadership, disciples,

Session 3: Why did the disciples leave everything behind to follow Jesus?

Children explore the stories of how Matthew and Peter became disciples in more depth: through this, children develop an understanding of why the disciples left their lives to follow Jesus and why Jesus might have picked them to follow him.

Core knowledge

- To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus
- To understand that Jesus asked his disciples to be 'fishers of men' and to follow him, so Christians believe they should follow Jesus' examples, and go out and work for God through missions and volunteer work (e.g. spreading the word of the bible and setting an example to others)

Suggested activities

- Recap the stories of Simon Peter and Matthew from the previous session
- Focus on the character of Simon Peter. Talk about the fact that he was a fisherman and probably worked long unsociable hours. He would have been a simple, uneducated but hardworking man – why might Jesus value the qualities of this man as a follower?
- Discuss what qualities about Jesus might have made Simon Peter and Matthew want to follow him and leave everything behind.
- Hot-seat activity: ask a child to imagine that they are Simon Peter and they need to tell their family and friends that they are leaving home to become a disciple of Jesus (a man he has just met). The other children in the class could take on the role of family and friends and ask questions – or this could be done by the teacher.

Vocabulary = charisma, leadership, disciples,

Session 4: How do disciples act as they follow Jesus?

Children investigate what it meant when Jesus asked his disciples to be 'fishers of me' and how that still impacts upon Christian's beliefs and behaviours today. Children learn that Christians still try to follow Jesus's examples today by helping the needy.

Core knowledge

- To understand that Jesus asked his disciples to be 'fishers of men' and to follow him, so Christians believe they should follow Jesus' examples, and go out and work for God through missions and volunteer work (e.g. spreading the word of the bible and setting an example to others)

Suggested activities

- Pupils should look at the teaching of Jesus to 'leave your nets and follow me... I will make you fishers of men' and consider what Jesus might have meant by this (symbolism - 'fishers of men')
- Talk about the idea that Jesus was a friend to those in need and how/why Christians might try to follow this example in the world today.
- Match a selection of images of Christians helping those in need to statements/captions/quotes from the bible. This webpage contains quotes from the bible but they will need to be sorted and presented on a word doc or PPT before using <https://www.womansday.com/life/inspirational-stories/g30539201/bible-verses-helping-others/> Children should then annotate the images and quotes with the impact and meaning behind the actions.
- Write a 'job advert' for a modern day disciple of Jesus.

Vocabulary = 'fishers of men', symbolism, Bible,

Session 5: Why do people 'volunteer'?

Children take the opportunity to explore the act of volunteering in more detail. Here they can ask questions, ponder, discuss and see real life examples of what volunteering is, why people volunteer and the impact that volunteering

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has.

Core knowledge

- To understand that Jesus asked his disciples to be 'fishers of men' and to follow him, so Christians believe they should follow Jesus' examples, and go out and work for God through missions and volunteer work (e.g. spreading the word of the bible and setting an example to others)

Suggested activities

- P4C activity – using a picture of people helping others as a prompt. Ask pupils to raise questions about why people might want to volunteer to help those in need. *Vote for the best questions to discuss as a class.*

Vocabulary = volunteer

Session 6: What does it mean to be a disciple?

Children reflect on what it means to be a disciple and explore why people (religious and non-religious) might leave something behind to follow something or someone in order to learn from them

Suggested activities

- Re-ask the question - What does it mean to be a disciple of Jesus? (Refer to why Christians want to follow Jesus, how they follow Jesus and the outcomes of their actions as they follow Jesus).
- Look back at the list of qualities that they think are needed by good leaders. Which of the qualities does Jesus have through the stories told in the Bible? Which of these qualities do they think they have? Which could they develop and how?

Future learning this content supports:

Children will continue to consider symbolism throughout KS2.

In UKS2, children will continue to learn about Jesus' life and the people around him. The disciples will appear in our learning again as we consider the miracles that Jesus performed throughout his time on Earth according to the Bible. Children will also learn about the time leading up to Jesus' death and resurrection, where his disciples take an important role.

In UKS2, children will also continue to look at 'missions' across different religions e.g. missions/pilgrimages within Christianity and Islam.

The idea of discipleship and why/how people follow their leader within a religion will continue to be discussed throughout this year.