



## Year 8 What Christians believe about God & Christian ways of living 11 Lessons

**Aims:** This unit enables pupils to think for themselves about the challenges of big ideas in the spirituality and morality of the Christian community.

The focus is on the impact of Christian belief in ways of living that seek to be unselfish, loving or good, through personal conduct, developing virtues or taking action against injustice. The aim is to help any pupil to think for themselves about questions to do with making a better world and to be well informed about some of the Christian contributions to global injustice.

Pupils are encouraged to

consider what can be learned from exemplary Christian lives and from examples of the teaching and life of Jesus and his first followers. The work is developed well where there is close reference to pupils' own experiences, beliefs and values.

### Where the unit fits in

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of justice and the impact of belief on life. These focus on the contemporary world but also refer to Biblical text and sources of authority.

### Links to KS4:

- Component 1 (Route A) Christianity – Nature of God, practices, Trinity, Jesus Christ, Afterlife, miracles

Key Skill1	Literacy Links	Numeracy Links
<ul style="list-style-type: none"> <li>• To learn to use ICT and dictionaries for research</li> <li>• To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation)</li> <li>• To develop an understanding of Christian beliefs about God and his nature</li> </ul> <p><b>The core RE concepts that the unit develops are:</b></p> <ul style="list-style-type: none"> <li>• <b>Ministry</b> (Christians believe that they should serve others and share with them the reasons for the service they offer);</li> <li>• <b>Responsibility</b> (People have some degree of personal responsibility for the life they lead);</li> <li>• <b>Love</b> (People can show their love by behaving in particular ways towards other people and the world they live in).</li> </ul>	<p><b>Key Words:</b></p> <p>Trinity, God, deity, Jesus Christ, Holy spirit/ghost, miracle, miraculous, fundamentalist, liberal, literal, non-literal, agape, inspiration, Bible, New Testament, Old Testament, Justice, charity, forgiveness, sermon on the mount, parable of the good Samaritan, preach, beatitudes, saviour, incarnation</p>	<p>Chronology opportunities – researching past events</p>
Assessment	Cross-Curricular Links	
<p><b>15 – mark style question:</b> 'Jesus is the Son of God' Discuss</p>	<ul style="list-style-type: none"> <li>• Chronology: Maths</li> <li>• English Language</li> <li>• Geography – countries of attacks and civil disobedience</li> <li>• Drama – sermon on the mount</li> </ul>	

	<b>SMSC Opportunities and British Values</b> <ul style="list-style-type: none"> <li>• Encourages students to question traditional British belief systems and the variety of beliefs that exist within the Christian faith</li> <li>• Opportunities for <b>spiritual development</b> come from thinking about the challenges of Christian love to both believers and non-believers;</li> <li>• Opportunities for <b>moral development</b> come from expressing one's own views about justice, love and the „better world“ that so many claim to believe in.</li> </ul>
<b>Opportunities for further Learning</b>	
<p><b>Option 1:</b> E Learning: Students research key stories about Jesus' life</p> <p><b>Option 2:</b> E Learning – Research and evaluate the history of 3 <u>very different</u> images of Jesus. There are some very useful websites but do not copy or paste work from the internet.  <a href="http://www.rejesus.co.uk/site/module/faces_of_jesus/">http://www.rejesus.co.uk/site/module/faces_of_jesus/</a></p> <ol style="list-style-type: none"> <li>1. Insert and describe each image and what the painter suggests about who Jesus is; <ol style="list-style-type: none"> <li>a. Describe the image in detail.</li> <li>b. Does the image tell a story about Jesus?</li> <li>c. Does the image suggest beliefs about Jesus?</li> <li>d. What does the artist say about Jesus in the way that they depict him? <ul style="list-style-type: none"> <li>- His features, the background objects, any text or writing, Jesus' expression...etc.</li> </ul> </li> <li>e. Where in the world has this image come from?</li> <li>f. Explain whether the image fits your personal or learned image of Jesus and why.</li> </ol> </li> </ol> <p><b>Option 3:</b> Miracles of Jesus – read through the stories and answer questions.</p> <p><b>Option 4:</b> Students demonstrate learning by creating a graffiti wall of the beatitudes.</p> <p><b>Option 5:</b> Parables of Jesus worksheet categorising different types of parables.</p>	