

UC Concept-Gospel
What would Jesus do?

By the end of this unit, you will learn that good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.



Jesus	Christian
disciple	discipleship
Holy Spirit	Bible
ethics	vision
forgiveness	peace
prayer	Gospel
sin	parables
community	God
generosity	values

Important information



although Christians believe they need the help of God's Spirit to enable them to do this — as well as God's forgiveness when they mess up!

What would Jesus do (WWJD)? This question is seen by some as a touchstone of Christian ethics and discipleship. A Christian is a disciple or follower of Jesus. 'Disciple' literally means 'learner'. For Christians, discipleship means becoming more like Jesus, through the power of the Holy Spirit, for example by putting Jesus first, reading the Bible, loving God and other people. 'Copying' Jesus' ethics and his vision of life is not too simple a way of setting out the Christian ambition for pupils in this age group,

AT1 Beliefs, teachings and sources (Carlisle Dioceses)

BE-I can use religious words to describe some of the different ways in which people show their beliefs about Jesus.

E- I can express religious beliefs (ideas, feelings etc.) in a range of styles and words used by Christians and suggest what they mean.

AE: I can use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within Christianity and between religions.

AT2 Values and commitments

Meaning, Purpose and Truth.

BE- I can ask important questions and compare my ideas with those of other people.

E- I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups and believers.

AE- Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth

In the context of the 'big story' of the Bible, Jesus' 'good news' shows the kind of world God wants for all people: a world in which love and justice are the hallmarks of life. Note that the Gospel texts offer accounts of Jesus' life, including teachings, parables, narrative accounts of his journeys, and dealings with his disciples, followers and opponents. They emerge from the Christian community, and so are probably best described as religious testimony. This does not mean that they are fiction, but neither are they disinterested, objective historical accounts

Contribution to SMSC

Spiritual- Self-awareness, Curiosity, Reflection, Resilience, Response, Values, Appreciation.

Moral- Valuing others, Moral character development, Moral diversity.

Social- Shared Values, Idealised concepts, Moral sources, Influences, Social Insight, Role Models, Experiential Learning

Culture- Own cultures, Wider Culture.

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	Each lesson uses the following skills	Lesson	What will you learn	Learning Review
<u>Christian Value</u>	<i>Introduction to Christian Value for Spring 1 – Peace</i> I can share my understanding of Peace: Peace in my own life; peace with others; peace in the community and peace in the world.	1	Remind pupils that Jesus said the two greatest Commandments are to love God and to love your neighbour (Matthew 22:36–40), so explore the following in that context. Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27 . If it is not a manual for builders, why did Jesus tell this story?	
Skill 1	I can identify features of Gospel texts (for example, teachings, parable, narrative)			
Skill 2	I can suggest meanings of Gospel texts studied. I can compare my ideas with ways in which Christians interpret biblical texts.	2	For each of the 15 sayings from the Sermon on the Mount, Matthew 5-7 , suggest what you think it means, then summarise each saying with one topic word and a phrase of seven words or fewer.	
Skill 1	I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Link- Where else do people get foundations for life? (Make links to Buddhism and Islam)	3	Read some prayers used by Christians. Discuss the four common components of prayer (praise, confession, asking, Thanksgiving, Can you find these components in the prayers? Why do Christians think prayer is a good thing to do? Ext. Can you write your own reflective prayer to include these components?	
Skill 4	I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights of my own.	4	The Christian story says humanity is a good thing (created by God), spoiled (fallen into sin), and that Jesus was God the Son, who came to Earth to turn things round. Make lists of 'What's wrong with the world?' Match each 'wrong' with something Christians can do to follow Jesus?	
Skill 3	I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	5	Foundations, peace, forgiveness, health and healing, prayer and generosity. WWJD? Summarise what I have learnt from this unit.	

