

Overview of Units

Year 5

2b.1

GOD: What does it mean if God is holy and loving?

Christians use the Bible to help them understand what God is like. The focus of this unit is contrasting the awesome, terrifying aspect of God's character - his holiness - and the intimate, personal aspect - God as loving. Use a range of Biblical texts to create a description of the Christian God: Psalm 103, Isaiah 6, 1 John 4:7-13, Proverbs 6: 16-19 and Luke 23:33-34. Suggested visit to Cathedral (Gloucester Cathedral developing trail to fit with this unit). Find out about a Christian individual who showed they took God's love and holiness seriously, eg Desmond Tutu, Martin Luther King. Find out about peace and reconciliation at Coventry Cathedral.

2b.4

INCARNATION: Was Jesus the Messiah?

The idea of a 'messiah' or 'saviour' was important in Jewish culture and was central to Jewish belief in the years Jesus lived and taught. Jews expected a warrior King. The early Christians found their Messiah in Jesus who was a man of peace, whose life, word and deeds led Christians to believe that he was God in the flesh and the culmination of God's plan for salvation. This unit looks at prophecies about the Messiah and how they are handled in the gospel of Matthew. Includes section of work on Christmas. 'Digging Deeper' - examines the texts around the entry into Jerusalem (Matthew 21:1-9) and The Transfiguration (Matthew 17:1-13 and Luke 9:28-36) Find modern day examples of Christians who show peace, eg Amos Trust Home in Palestine, the life of Owen Thomas. Discover how the Orthodox church celebrates the Transfiguration. Present written or verbal testimonies of how Christians have had their lives transformed by their faith in Jesus. Find out how World Vision transforms children's lives around the world.

2b.5	<u>GOSPEL: How do Christians decide how to live? What would Jesus do?</u> 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. Churches are places where discipleship is reinforced and practised collectively. This unit explores this with the following biblical texts: The Sermon on the Mount (Matthew 5-7), The Wise and Foolish builders (Matthew 7: 24-27), Healing the Centurion's Servant (Luke 7:1-10), Peter denies Jesus (John 13:18-21), Jesus gets angry (Mark 11:15-19), A Woman in Trouble (John 8:1-11) Unit includes: WWJD (what would Jesus do) say about foundations for living, WWJD about prayer - including finding out about prayer spaces, WWJD about ill health, eg find out about the Leprosy mission and number of hospitals run by the Catholic church, WWJD about enemies becoming friends - find out about Desmond Tutu's South African Truth and Reconciliation Commission. 'Digging Deeper' suggests finding out about prison chaplains, the sacrament of reconciliation in the Anglican and Catholic churches and design a new church and plan its activities and using its budget etc to reflect WWJD ideas.
U2.8	<u>Glos Syllabus - What does it mean to be a Muslim in Britain today?</u> This unit explores the 5 Pillars and introduces Hajj, exploring how these pillars affect the lives of Muslims on a daily basis. Students learn about the festival of Eid-ul-Adha at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail. It considers the significance of the Holy Qur'an and why people memorise it. The unit considers how Muslims put the words of the Qur'an and the actions of the Prophet Muhammad (PBUH) into practice. The unit culminates with the design and purpose of a mosque.

U2.9	<u>Glos Syllabus - Why is the Torah so important to Jewish people?</u> This unit identifies and explains Jewish beliefs about God. It gives examples of how Jewish people interpret what some texts say about God. The Torah is explored in depth looking at the different stories within it. The unit explores Kosher food laws and how they affect the everyday lives of Jewish people. Orthodox and Progressive Judaism is studied exploring the differences between them.
U2.10 or U2.11	<u>Glos Syllabus - What matters most to Humanists and Christians</u> This unit looks at the Christian and Humanist approach to people doing good and bad things. It looks at a 'code for living' and considers similarities and differences between Christian and Humanist values. <u>OR</u> <u>Glos Syllabus - Why do some people believe in God and some people not?</u> This unit explores the reasons why people believe in God and looks at the words 'theist' 'agnostic' and 'atheist'. It looks at how a belief in God affects the daily life of the believer. The unit also explores the reasons why some people do not believe in God and reflects upon the possible benefits and challenges of believing or not believing in Britain today.