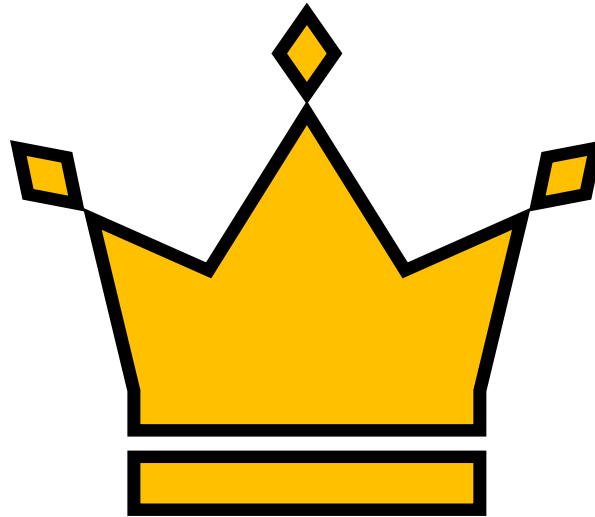


CHRISTIANITY Y6: For Christians, what difference does it make to belong to God's Kingdom?



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| <p>What's the purpose of this unit? It is the intention of this unit to help pupils to understand that most Christians believe they are called to live in a new and distinctive way, enabled by the Holy Spirit. In living this way, they are seeking to work with God in the establishment of the kingdom to which they now belong. Pursuing justice, seeking reconciliation and serving others are all biblical commandments, which serve to shape this distinctive life and lead many Christians to undertake action in the world.</p> | |
| <p>Links across learning</p> <p><i>In order to access the learning in this unit, pupils should have learnt about....</i></p> <ul style="list-style-type: none"> • God as sovereign in 'Y4: What did Jesus say about God's Kingdom and why is it 'good news' • LKS2 thematic units 'Are words more important than actions?' and 'How do people try to make the world a fairer place?' will have introduced ideas about how different worldviews may influence people's actions • 'CHRISTIANITY Y5: What do Christians believe about creation?' explores Christian stewardship of the planet and its implications for humanity • The Y5 CHRISTIANITY unit 'How did the Church begin, and where is it now' introduces the Church as the means by which God works in the world | <p>'Sticky knowledge' By the end of this unit, pupils should know that:</p> <ul style="list-style-type: none"> • most Christians believe that: <ul style="list-style-type: none"> ○ they have a new, eternal life in Jesus, who calls them to live distinctively ○ they have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world ○ the Holy Spirit enables them in this way of living ○ God is at work in the world through his Kingdom (i.e. them!) • many Christians undertake a diverse range of actions in the world in response to new life • these activities may take place at a personal level, a local level, a national level or a global level |
| <p><i>Where will pupils' learning go from here?...</i></p> <p>Ideas from this unit will be picked up in the UKS2 thematic units 'What does it mean to live a good life?', 'What can be done to reduce racism?' and 'Who am I and where do I belong?' In KS3, understanding of God's Kingdom will be developed further</p> | <p>Expected outcomes for this phase: <i>i.e. what will pupils do to show this knowledge?</i></p> <ul style="list-style-type: none"> ① explore, gather, select and organise ideas about God's Kingdom, drawing on biblical texts and lived Christian experience where appropriate ② express their understanding of God's Kingdom in theological terms ② suggest some ways in which different Christians may interpret Micah 6.8 & Amos 5.21-24 ② suggest meanings for actions undertaken by Christians, using accurate vocabulary ③ comment on connections between questions, beliefs, values, practices and ways of life with regard to living distinctively, explaining their importance for different Christians ③ investigate and describe similarities and differences in the diverse ways in which Christians interpret their call to live distinctively ③ describe the impact of beliefs and practices on the actions of individual Christians (now and in the past) and Christian organisations ③ explain how the possibility of a new start might make a difference to themselves and others, recognising that others may think differently ③ suggest what might happen as a result of their own and others' attitudes and actions, drawing on examples from their learning and experience ③ develop insights of their own in exploring questions raised by the study of the Christian way of living, relating to their own experiences in the world today ③ reflect on possible connections between a Christian worldview and the human search for meaning |
| <p>Key questions to shape the learning</p> <ol style="list-style-type: none"> 1. What might it mean to have a new start? What about a new start with God? 2. Why is it important for Christians to 'act justly' as part of God's Kingdom? 3. Why should Christians 'love mercy'? 4. How can Christians 'walk humbly'? 5. What makes the Christian life distinctive – locally and/or globally? 6. What difference should living as part of God's Kingdom make to the world? What do I think about making a difference? | |




Background knowledge for the teacher:

- A key text for this unit is an Old Testament text from the writings of the prophet Micah [Micah 6:8 ICB;NIV - The Lord has told you what is good. He - Bible Gateway](#), which Christians believe that Jesus lived out completely through his life and interaction with others: the call to ‘act justly’ to ‘love mercy’ and to ‘walk humbly’ is one that Christians still try to live by today.
- This unit is as much about Christian action as about Christian theology, so is another good unit to explore in more practical ways. If you have links with your local church community, this would be an ideal way to do this. This unit will feature the work of some different Christian charities, responding to the command to ‘act justly, love mercy and walk humbly’: Christians Against Poverty, Mercy Ships, the Salvation Army and a reconciliation project in Ethiopia, ‘Dukomeze Kunywana’, as well as the life of Corrie ten Boom.
- Teacher background info video about the Salvation Army: <https://www.youtube.com/watch?v=HR-2A6PI6lc&t=145s>


| Golden thread | Questions that will drive the learning in this unit: | Vocabulary / Glossary for this unit: |
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|  God | <p>How might becoming a Christian be a new start? how might life be different when a Christian has been ‘made new’? What priorities might someone have? What changes might someone make? Why? What did a new start mean for Paul? What might that change have been like for him? For the people who knew him? why do you think the Ethiopian chose to take the step of being baptised? Why is it important for Christians to act justly as part of God’s Kingdom? What do you think are the top three things a Christian should do? With no Bible, how might the Early Church have made decisions about how to ‘behave’? Why should Christians love mercy? What might loving mercy mean for the way a Christian behaves? And walking humbly mean for someone’s life? How can Christians walk humbly? From prior learning, what do you think their life would look like? what do you think Jesus meant by washing feet? How do Christians’ beliefs about eternal life affect how they live? what might it mean to have life in all fullness? Does this verse suggest eternal life is for the future...or something else? What might these passages mean for Christians today? How might they affect how they think and act? What might be important to them? How might acting justly, loving mercy and walking humbly be linked to life in all fullness? How is the work of the Dukomeze Kunywana project distinctively Christian? How is the Dukomeze Kunywana project bringing life in all fullness in Burundi?</p> | <ul style="list-style-type: none"> • Justice – making things fair, acting in a way that is morally right • Mercy – acting with compassion and kindness; showing forgiveness when punishment might be expected • Humility – not proud • Reconcile / reconciliation – restoring friendly relations with someone |
|  Community | <p>Reflect on local issues where people endure injustice – how might the Church help? What might have happened if Phillip hadn’t spoken to the Ethiopian? How do the Salvation Army respond differently to local need? Or different groups of people? What makes the Christian life distinctive, locally and globally? What do local Christians think about ‘life in all its fullness?’ How do they ‘act justly, love mercy and walk humbly’? Do they all interpret these words in the same way? Is this the same in other parts of the world?</p> | |




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| | <p>How has Cord's Dukomeze Kunywana ('Let's strengthen reconciliation') project made a difference to people in local communities?</p> <p>What difference should living as part of God's Kingdom make to the world?</p> | |
|  <p>Identity</p> | <p>What might it mean to have a new start? What about a new start with God?</p> <p>When have you had to make a new start?</p> <p>What might being 'made new' mean?</p> <p>Discuss the meaning of 'justice' – what kind of issues might it cover?</p> <p>Read Matthew 18.22 – Do you think there any exceptions to this?</p> <p>What do you think 'walking humbly' means?</p> <p>What do you think happens when someone dies? Do your beliefs make a difference to how you live? How?</p> <p>What do I think about making a difference?</p> <p>What difference might learning in this unit have made to your own views about making a difference in the world?</p> | |




What might this look like in the classroom? Choose a selection from each box to suit your class and help you plan their learning....

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| <p>Engage (10%)</p>  | <p>Session 1: What might it mean to have a new start? What about a new start with God?</p> <p>Engage: When have you had to make a new start? Enquire: How might becoming a Christian be a new start?</p> <p>Explore: Look at 2 Corinthians 5.17 and speculate on what it might mean for someone to be made new, drawing together previous learning about life following Jesus – how might life be different when a Christian has been ‘made new’? What priorities might someone have? What changes might someone make? Why? Reflecting on any previous learning about Pentecost, what part might the Holy Spirit play in this?</p> <p>Look at the experience of Paul (the writer of 2 Cor.5-17) in Acts 9.1-22 - does this help us understand more about what being ‘made new’ might mean? Looking at the contrast from the beginning to the end of this passage – what did a new start mean for Paul? What might that change have been like for him? For the people who knew him? Make notes on flip chart and photo for books alongside image Read story of the Ethiopian in Acts 8.26-39 – why do you think the Ethiopian chose to take the step of being baptised?</p> <p>Evaluate: In 2s and 3s, discuss what changes people might have seen in him when he got home. What might he do/not do now? Do you think he told people about his experience? Watch: https://www.youtube.com/watch?v=K9mqPKyGCpA to learn about the church in Ethiopia which grew out of the experiences of people like this man. What might have happened if Phillip hadn’t spoken to the Ethiopian?</p> <p>Express: Write a letter from the Ethiopian to a friend, telling them about meeting Philip and how it changed his life</p> | <p>Resources:</p> |
| | <p>Session 2: Why is it important for Christians to act justly as part of God’s Kingdom?</p> <p>Engage: What do you think are the top three things a Christian should do?</p> <p>Enquire: Look at Micah 6.8 – what might this verse mean for Christians? Note that the Early Church had only the Hebrew Bible (Old Testament) and that the content of the New Testament wasn’t finalised until almost 400CE. With no Bible, how might they have made decisions about how to ‘behave’?</p> | <p>Resources:</p> |




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| <p>Enquire & Explore (50%)</p>  | <p>Explore: Discuss the meaning of ‘justice’ – what kind of issues might it cover? Look at Jesus’ teaching on justice: https://www.youtube.com/watch?v=KSBhsEoKYvY Discuss Acts 4.32-27 – use drama to explore the implications of this passage for justice in the Early Church</p> <p>Look at work of Christians Against Poverty: https://capuk.org/about-us/our-vision ; watch a case study: https://capuk.org/about-us/our-impact Look at work of Mercy Ships: https://www.mercyships.org.uk/who-we-are/vision/ which also has a video</p> <p>Evaluate: Start a knowledge organiser, explaining how each charity works for justice</p> <p>Express: Reflect on local issues where people endure injustice – how might the Church help?</p> | <p>Resources: Create a knowledge organiser which you will add to in coming sessions</p> |
| | <p>Session 3: Why should Christians love mercy?</p> <p>Engage: What does the word mercy mean to you?</p> <p>Enquire: What might loving mercy mean for the way a Christian behaves? And walking humbly mean for someone’s life?</p> <p>Explore: Look at Matthew 18.21 – how will Jesus reply? Why? Read Matthew 18.22 – Do you think there any exceptions to this?</p> <p>Use: https://request.org.uk/resource/0703783be1626105176c0087ede992/ to tell Corrie ten Boom’s story - you may need to spend some time talking about WWII beforehand if this is a subject unfamiliar to your pupils (note that in her book ‘The Hiding Place’, Corrie describes how she felt unable to lift her hand to shake the guard’s hand and effectively told God that if he wanted her to forgive him, he would have to do it – you can listen to an actor read Corrie’s words on a free audiobook version at: https://www.youtube.com/watch?v=Q0syrzKXGVw from 9h:14m:43s – 9h.17m.00s)</p> <p>Evaluate: Add Corrie ten Boom to knowledge organiser and explain how she showed her love of mercy</p> <p>Express: Reflective discussion/drama on the difference mercy might make in our school community</p> | <p>Resources: Extra visual resources: Corrie ten Boom, https://tinyurl.com/ycioncvm Factfile: Corrie ten Boom - Life, Quotes & The Hiding Place (biography.com)</p> <p>Picture book about Corrie ten Boom: Corrie ten Boom: The Courageous Woman and the Secret Room by Laura Wickham (eden.co.uk)</p> |



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| | <p>Session 4: How can Christians walk humbly?</p> <p>Engage: What do you think 'walking humbly' means?</p> <p>Enquire: How might a Christian walk humbly with God? – from prior learning, what do you think their life would look like?</p> <p>Explore: Look at John 13.4-17 – what do you think Jesus meant by washing feet? Draw out idea of serving others with humility Look at work of the Salvation Army serving people across the UK: https://www.salvationarmy.org.uk/about-us/uk-and-republic-ireland and https://www.salvationarmy.org.uk/our-mission-vision-and-values , https://www.salvationarmy.org.uk/homelessness How do the Salvation Army respond differently to local need? Or different groups of people? (see right)</p> <p>Evaluate: Add Salvation Army to knowledge organiser and explain how they 'walk humbly' with God.</p> <p>Express: Reflecting on last three weeks' learning, which of the 3 actions identified in Micah 6.8 (you could use the words 'justice, mercy and service') might you recommend to your head teacher as a value for our school? How could it be enacted?</p> | <p>Resources: There are some really good videos of the Salvation Army's work across the world: Feeding Hope The Salvation Army You could read the words above the videos and ask pupils to predict how the Salvation Army might help.</p> |
| <p>Evaluate (20%)</p>  | <p>Session 5: What makes the Christian life distinctive, locally and globally?</p> <p>Engage: What do you think happens when someone dies? Do your beliefs make a difference to how you live? How?</p> <p>Enquire: How do Christians' beliefs about eternal life affect how they live?</p> <p>Explore: Look at John 3.16-17 – what can Christians look forward to? Revisit teaching on Jesus dying to save Christians from sin from Y5 Look at John 10.10 – what might it mean to have life in all fullness? Look at 1 John 5.11-12 – does this verse suggest eternal life is for the future...or something else? Thinking about all three passages, discuss in groups: What might these passages mean for Christians today? How might they affect how they think and act? What might be important to them? How might acting justly, loving mercy and walking humbly be linked to life in all fullness? What do local Christians think about 'life in all its fullness?' How do they 'act justly, love mercy and walk humbly'? Do they all interpret these words in the same way? Talk to Christians from your local church about how they interpret these words</p> | <p>Resources:</p> |



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| | <p>Is this the same in other parts of the world?</p> <p>Watch: https://cord.org.uk/claver/ to learn about Pastor Claver’s life in Burundi and reflect on how his life has changed. In what ways did Pastor Claver, and many others in Burundi, lack life in all fullness? How has Cord’s Dukomeze Kunywana (‘Let’s strengthen reconciliation’) project made a difference to people in local communities?</p> <p>Evaluate: Discuss: How is the work of the Dukomeze Kunywana project distinctively Christian?</p> <p>Express: In books: How is the Dukomeze Kunywana project bringing life in all fullness in Burundi? List three pieces of evidence</p> | |
| <p>Express (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p> | <p>Session 6: What difference should living as part of God’s Kingdom make to the world? What do I think about making a difference?</p> <p>Create a guide for new Christians with some suggestions for making a difference as part of God’s Kingdom. Find out about (get involved in?) a local church project e.g. food bank, CAP debt centre, Acts 435</p> <p>What difference might learning in this unit have made to your own views about making a difference in the world?</p> | <p>Resources:</p> |

