**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN FIRST HALF TERM**

**YEAR 6**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 6.1 Kingdom of God | **Show knowledge and understanding of what the Kingdom of God is and is not**This expectation links to learning objectives: ‘Reflect on what the kingdom of God is like’ (old PB, p. 4); ‘Know about the Kingdom of God. Reflect on its meaning for us’ (new PB, p. 4).  | The pupils will be able to show that the Kingdom of God is like the UK in a limited number of ways but also different. The kingdom of God is like the UK in the sense that, like the UK, God is a king, like the UK has a monarch too – the queen. Both the UK and God’s kingdom have laws (commandments) or rules and virtues (the Church’s 7 virtues and the UK’s British Values) that people try to live by. However, God’s kingdom is different from the UK. God’s kingdom is not in one place on the map, but is anywhere where God is listened to and people live out God’s message. Jesus’ message about God’s Kingdom is really about accepting that God is the most important influence in our lives so that we live by His Word and make the kingdom more and more present here and now. The UK isn’t for everyone, only people who have a UK passport are considered citizens of the UK. The passport of God’s kingdom is a passport open to all (pupils could make a God’s Kingdom passport)God’s kingdom is also different from the UK because it is something that will finally come in the future. We pray in the Lord’s Prayer ‘Thy Kingdom come’. Finally, the Kingdom of God is also identified with heaven, because this is where God’s will is done ‘Thy Kingdom come, Thy will be done, on earth as it is in heaven.’ So God’s kingdom is both here and now, in the future and in heaven. This is because on earth the kingdom of God grows daily as people enter into a strong relationship with God and allow their lives to be influenced by his Word.  | In what ways is the Kingdom of God like the UK?In what ways is the Kingdom of God different from the UK?Using the Lord’s Prayer how can you make a link with God’s Kingdom being here now, in the future and in heaven?Which parables show that God’s Kingdom is here now?How do they show this?Who belongs to the UK?Who can belong to God’s Kingdom? |
|  | **Show knowledge of a range of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like**This expectation links to learning objectives: ‘Reflect on what the kingdom of God is like’ (old PB, p. 4); ‘Know about the Kingdom of God. Reflect on its meaning for us’ (new PB, p. 4).‘Reflect on the importance of responding to the invitation to the Kingdom’ (old PB, p. 7); ‘Know that everyone is called to enter the Kingdom and reflect on our response;’ ‘Understand that everyone is invited into the Kingdom of God. Consider ways to share this Good News’ (new PB, p. 8);  | Pupils show knowledge of at least the parables of the Yeast, Mustard Seed and Treasure and Pearl, making links of connection between them to show their understanding of what the Kingdom of God is like.  | What is a parable?What is the overriding emotion expressed in the parable of the treasure and pearl?What does this parable tell us about how we should think about the kingdom?  |
|  | **Understand that everyone is invited to the Kingdom of God by using the parables of the Kingdom to show this**This expectation links to learning objectives: ‘Reflect on the importance of responding to the invitation to the Kingdom’ (old PB, p. 7); ‘Know that everyone is called to enter the Kingdom and reflect on our response;’ ‘Understand that everyone is invited into the Kingdom of God. Consider ways to share this Good News’ (new PB, p. 8). | Pupils will have a knowledge of parables and be able to illustrate that everyone is invited into the Kingdom of God explaining how specific passages and whole parables show this. Parables can include: The Parable of the Great Feast (Luke 14:15-24), Parable of the Lost Sheep (Lk 15:4-6), The Parable of the Lost Coin (Lk 15:8-10) and The Parable of the Forgiving Father (Lk 15:11-32)  | Who is invited into the Kingdom of God according to this parable?Are there any conditions at all that Jesus sets for entry?  |
|  | **Show a knowledge and understanding of a range of miracles of Jesus, making links between them to show that they are signs of the Kingdom and the compassion of Jesus.**This expectation links to learning objectives: ’Know that Jesus’ miracles reflected the beginning of the Kingdom and show us what God is like’ (old PB, p. 15); ‘Know that Jesus has compassion on all who suffer. Think of ways in which we can show compassion’ (new PB, p. 18).  | Pupils will have a knowledge of miracles and be able to illustrate that they are signs of the Kingdom of God and the compassion of Jesus/God explaining how specific passages and whole miracles show this. Miracles can include: Cure of the Paralytic, Cure of the blind man, Cure of a leper, Cure of Simon’s Mother-in-law, cure of the man with the withered hand, Miracle of the loaves, Healing of a deaf man, Cure of the Centurion’s Servant. Through Jesus, and in Jesus, God is at work making the Kingdom of God present in the here and now. Restoring to health, restoring balance in nature (as in the Calming of the Storm (Mk. 4:35-41) and restoring people’s friendship with God are all signs of the presence of the Kingdom. | What is a miracle?Miracles are not magic, how are miracles different from magic?How is this miracle a sign of the kingdom?Why does Jesus perform miracles? |
|  | **Show understanding of the most important virtues in the Kingdom of God.**This expectation links to learning objectives: ‘Reflect on words and deeds necessary to show commitment to the kingdom, (old PB, p. 12); ‘Know about the Kingdom of God. Reflect on its meaning for us,’ ‘Understand the words and actions necessary to show our commitment to the Kingdom. Reflect on how we live up to this commitment,’ (new PB, 4, 11) | Pupils will be able to articulate the virtues and fruits of the spirit (Galatians 5:22-23) that characterise our commitment to living in the Kingdom of God. They will be able to show that their actions are informed by these virtues and fruits.  | What do you believe are the most important fruits of the Spirit and virtues? How do you practise these fruits and virtues in your life in school, at home and in the wider world? |
|  | **Compare responses to the Kingdom.** This expectation links to learning objectives: ‘Reflect on the importance of responding to the invitation to the Kingdom,’ (old PB, p. 7); ‘Understand the variety of responses to the Kingdom. Reflect on our response (new PB, p. 14). **Engage with questions like ‘What matters more, ‘life after death in heaven’ or ‘life before death on earth?’**  | Pupils will be able to give an account of the different responses to the Kingdom (old PB, pp. 12-13; new PB pp, 14-17) comparing them and outlining the challenges and good and bad consequences.Pupils will engage with a variety of questions throughout the unit of work. If teachers want to focus on one big question the suggested question comes from the nature of the Kingdom as something to come in the future (‘Thy kingdom come’ from the Lord’s Prayer) but also something present now through the actions and choices of Christians in the world. This question is hinting at the supposed emphasis in Christianity on ‘life after death’ and Christian Aid’s slogan a few years ago ‘because we believe in life before death’ that emphasises the importance of helping those in need now. A Christian response would be to connect the two slogans that our life with God in heaven to come is shown by our love of neighbour on earth. The Parable of the Final Judgement makes this clear see Matthew 25:31-46 | What’s more important life on earth or in heaven?Is there any connection between the two? |
|  | **Show knowledge and understanding of the life and work of St Therese of Lisieux and what she teaches us about the Kingdom**This expectation links to learning objectives: ‘Know about people who helped to spread the Kingdom of God. Reflect on what we can learn from them’ (new PB, p. 21).  | Pupils will research the life of St. Therese and show a clear link between what she believed was the driving force behind the growth of God’s kingdom and the way she lived her life. Pupils will move beyond simply matching a belief to a specific action and be able to draw wider conclusions about how this belief shapes her life in a narrative account. Pupils will be able to narrate what little ways they can practice to contribute to the growth of the Kingdom.  | In what ways was Therese just like you?Therese never left her home – the convent – how was she able to contribute to the growth of God’s Kingdom?What little ways could you practise to contribute to the growth of the Kingdom? |