

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY WHAT WOULD JESUS DO?	TIER 2 (Academic): Generosity, influence, impact, communities, practical, values, explore, examine, inspire. TIER 3 (Subject specific RE words): Commandment, sermon, neighbour, justice and reconciliation.	A visit from a local Christian charity worker (e.g., a local foodbank volunteer or a representative from Christian Aid) to discuss how their faith inspires their commitment to serving others and showing generosity
PRIOR LEARNING	Y1 – Why did Jesus tell stories? Y3 – What kind of world does God want?	

	WEEK 1	WEEK 2
ENQUIRY QUESTION	What are Jesus' two greatest commandments?	How might the two greatest commandments influence how Christians live? How can these commandments impact our community positively? / influence our community?
LENS	Believing	Living and Believing
RELIGIOUS CONCEPT	Gospel / Christianity	Gospel / Christianity
LEARNING OBJECTIVES	To review the Sermon on the Mount (Matthew 5–7) and understand the good news. To know and understand Jesus' two greatest commandments.	To understand how the two greatest commandments help Christians to live well and ask 'what would Jesus do?'. To explore ways in which Christians, people of other faiths, and non-religious people show generosity to those in need.
ACTIVITY	Engage & Enquire: Read Matthew 22:36–40. Discuss the concept of a "commandment". Explore: Review the Sermon on the Mount (Matthew 5–7) to see how these teachings guide Christians on the right way to live. Express: Children create a Venn diagram or visual map categorizing actions that represent "Loving God" versus "Loving your Neighbour," identifying where they overlap.	Explore: Investigate real-world examples of loving one's neighbour. Look at the work of Christian Aid, supporting foodbanks, and volunteering for charities. Highlight that non-religious and people of other faiths are also committed to serving others. Evaluate & Express: In groups, brainstorm practical ways loving one another can inspire their own school community. Create a "WWJD Action Plan" for a local community issue.

ASSESSMENT	Observe pupil discussions to ensure they can accurately recall the two commandments and explain their meanings in the context of the Gospel texts studied.	Evaluate the "WWJD Action Plans" to assess children's ability to link biblical teachings directly to modern community actions and recognize diverse motivations for charity.
EXPECTED OUTCOME	Identify features of Gospel texts and suggest meanings of the Gospel texts studied and compare with their own ideas Make connections between Christian teachings and the issues, problems and opportunities in the world and communities today Articulate their responses to the issues studied, recognising different points of view	
I WONDER QUESTIONS	Why do you think Jesus chose these two commandments as the greatest out of all the laws? Can you truly follow one without the other?	If everyone in the world lived by the principle of "love your neighbour," what specific global issues would be solved? How does asking "What would Jesus do?" change a person's daily decisions?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	How do the values of love impact our own lives? What does it mean to be a good neighbour today? How do Christians decide the right way to live?	
INCLUSION & ADAPTATION	Provide a simplified, modern translation or a storyboard version of Matthew 22:36–40. Use role-play cards so children can act out scenarios of "loving your neighbour" to make the abstract concept concrete.	Provide highly visual case studies (videos/photographs) of foodbanks and Christian Aid work. Provide structured sentence stems (e.g., "Christians help at foodbanks because...") to aid in articulating responses.
GREATER DEPTH	Challenge children to cross-reference the Sermon on the Mount with the two greatest commandments. Ask them to write a short theological reflection on how the Sermon is essentially a detailed guide on how to fulfill the two commandments.	Ask children to write a persuasive letter to their local MP or community leader, using the principles of "Justice and Reconciliation" to argue for a change that would positively impact a specific marginalized group in their community.