

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY PEOPLE OF GOD HOW HAS THE CHRISTIAN MESSAGE SURVIVED?	TIER 2 (Academic): Message, spread, ingredients, overcome, separate, survive, inhibit, relevance, impact. TIER 3 (Subject specific RE words): Persecution, Confirmation and The Trinity.	Examine classical artworks depicting the Trinity (e.g., Rublev's Icon of the Trinity) in the classroom. Visit our Church to look at Confirmation registers or speak with the local vicar about the Confirmation process.
PRIOR LEARNING	Y5 - How did the church begin? Should every Christian go on a pilgrimage?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What ingredients does a message need to spread? Why and how would you spread a message now?	What is 'The Trinity' and how would you explain it?	Are God the Father, Son and Holy Spirit equal? When Jesus was on earth why did he pray to His father? If they are both one why would Jesus to pray to himself?	How is it possible for three separate living things to all be one?	How does the Trinity give meaning purpose and truth in Christians lives? How does confirmation contribute to the spread of the Christian message?	Can the strength of belief overcome persecution?
LENS	Living	Believing	Believing & Thinking	Thinking	Believing & Living	Thinking
RELIGIOUS CONCEPT	People of God	People of God	People of God	People of God	People of God	People of God
LEARNING OBJECTIVES	To understand the historical and modern mechanisms required to spread a powerful message.	To define the Christian concept of the Trinity and explore ways to articulate it.	To critically examine the relationship between the Father, Son, and Holy Spirit and question their equality.	To philosophically explore the paradox of the Trinity using analogies and critical thinking.	To understand Confirmation as a commitment to the Christian message	To evaluate the impact of persecution on faith and determine if strong beliefs can outlast oppression.
ACTIVITY	Design a modern campaign to spread a positive message, comparing their methods (social media, influencers) to historical methods (letters, word of mouth, travel).	Create a mind map or diagram attempting to explain the Trinity.	Discuss the paradox of Jesus praying to God the Father in the Garden of Gethsemane. Pupils write a reflective response.	Evaluate various analogies used for the Trinity (e.g., an apple, water, a shamrock), identifying where each analogy succeeds and where it falls short theologically.	Pupils research the vows taken during a Confirmation service and write a diary entry from the perspective of a young person preparing for Confirmation.	Research a historical or modern figure who faced persecution for their beliefs (e.g., Corrie ten Boom, modern martyrs) and write a journalistic report on their resilience.

ASSESSMENT	Formative: Group presentations on their message campaigns and comparison to historical spreading of the Christian message.	Formative: Review of the Trinity diagrams for theological accuracy and clarity of understanding.	Summative: The written reflective response on why Jesus prayed to the Father, looking for depth of theological reasoning.	Formative: Peer-assessment of the analogies evaluation—can pupils articulate why a concept is difficult to define?	Formative: Diary entries assessed for empathetic understanding of the personal choice and meaning of Confirmation.	Summative: Journalistic reports assessed for understanding of persecution and the sustaining power of belief.
EXPECTED OUTCOMES	Describe the impact of beliefs and practices for different people and how this effects their daily life Understand and be able to explain The Trinity Explore and organise ideas about The Trinity drawing on key texts and concepts to express their understanding Investigate and describe similarities and differences in lived experience within and between religions and beliefs Describe the impact of beliefs and practices for different people and different interpretations of the Holy spirit Investigate and describe similarities and differences in lived experience within and between religions and beliefs					
HIGHER ORDER or I WONDER QUESTIONS	If a message is entirely true, will it always spread successfully?	Is it possible to fully understand the Trinity, or is it meant to remain a mystery?	If Jesus was fully God, did he actually need to pray, or was it just an example for humanity?	How does the limitation of human language impact our ability to explain the divine?	How might living with a belief in the Holy Spirit change a person's everyday decision-making?	Does persecution actually strengthen a religion rather than destroy it?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	How has the Christian message survived? Are God the Father, Son and Holy Spirit equal? Can the strength of belief overcome persecution?					
INCLUSION & ADAPTATION	Provide a template for the message campaign. Use concrete examples of messages (like an anti-bullying campaign).	Use simple, tactile sorting cards to match attributes to the Father, Son, and Holy Spirit.	Provide sentence starters for the reflective writing (e.g., "I think Jesus prayed because...").	Focus on just one concrete analogy (like an apple: skin, flesh, core) with visual props.	Use video clips of a Confirmation service to provide visual context rather than relying purely on text-based vows.	Use a graphic novel or simplified story of a persecuted Christian figure to make the abstract concept of persecution concrete.
GREATER DEPTH	Ask pupils to evaluate the risks of spreading a message in the 1st century compared to the 21st century.	Challenge pupils to invent their own original analogy for the Trinity and defend it against theological critique.	Ask pupils to write a theological dialogue between two people arguing opposite sides of the equality of the Trinity.	Have pupils research the term "heresy" and identify why certain analogies of the Trinity are historically considered heretical (e.g., Modalism).	Challenge pupils to explain how the "fruit of the spirit" specifically equips a Christian to live a purposeful life.	Ask pupils to compare Christian persecution with the persecution of another group in history, drawing high-level thematic parallels.