|  |  |  |  |
| --- | --- | --- | --- |
| **Unit: Special: The Beatitudes** | |  | **Phase/Year: UKS2** |
| **What does Jesus want Christians to be like?** | | | |
| **Key Concepts**: Blessings, compassion, courage, contemplation, | | **Learning Objective**: to know that the beatitudes are a key part of Jesus’ teaching; to explore the way that the beatitudes may influence Christian practice and behaviour | |
| **Background Information for teachers**: The Beatitudes, found in Matthew 5:1-10 are the first of Jesus’ teachings that are encountered in the New Testament. There is little historical evidence that these were the first teachings given, and the similar passage in Luke 6: 20-23 occurs slightly later in Jesus ministry. They are however part of the longest section of teaching in the Gospel of Matthew – part of the sermon on the mount. The Beatitudes consist of 8 short sayings, each one starting with the word “Beatus” – the Latin for blessed, sometimes translated as “Happy” or “Fulfilled” or “Complete”. It is important when choosing which version to read, that you consider how the translation affects the understanding. Some of the best translations veer away from the word “happy” as being too simple and easily misunderstood. There has always been much discussion about what the beatitudes mean, whether they are addressed to the crowd, or the disciples. The version in Luke is slightly different. This does not need to be shared with the pupils at this stage, but it points to the fact that different interpretations can be considered. These sayings are forming the basis of the Diocesan vision for being contemplative, compassionate and courageous. They have been divided into three sections: contemplation is identified from the sayings about the poor in spirit, the meek and the pure in heart; compassion links to the sayings about those who mourn and the merciful; courage is found in the sayings about those who hunger and thirst, the peacemakers and those who are persecuted. There are many events in the New Testament where the teaching is put into practice. Much of the Book of Acts explores how the disciples and the early church put all of this into practice. This unit will focus on the story of the Roman centurion, Cornelius, and the disciple, Simon Peter, in Acts 10. It focuses on the way that the prayers of an individual were answered, of love compassion and courage, as Simon Peter breaks all the rules he has grown up with and enters the house of a gentile, even eating with him. | | | |
| **Expected Learning**  Pupils will know the gist of all eight sayings in the Beatitudes and know that these are found in the teachings of Jesus in the New Testament. They will know the key elements of the story of Peter and Cornelius. They will be able to make links between the story and the appropriate Beatitudes. They will be able to identify examples of contemplation, compassion and courage in the story. They will be able to show a range of ways in which Christians today live by the values of the Beatitudes and point to the ways in which these are different to the values of the world. They will make suggestions about how the world would be different if everyone lived by these values. | | | |
| **Developing**  While pupils will be able to identify the Beatitudes as the teachings of Jesus, they will know the gist of only three or four. They will know some elements of the story from Acts 10, but may not have all the details. They will be able to identify some of the values expressed in the beatitudes and the story and compare those to some of the values of the world. | | **Excelling**  Pupils will make extended connections between the texts studied and Christian belief and practice. They will be able to show and evaluate the impact that living by the beatitudes might have on individuals and communities, including the church, the school and the local community. | |
| **Engage**:  Put the word “blessing” in the middle of a large sheet of paper; pupils work in groups to produce a mind map.  Pupils list all the “blessings” that they have received – encourage them to think widely.  Discuss the greatest “blessing” they can imagine for them to receive and/or to give.  What Blessing does the world most need to see today? What would need to happen to bring that about? | | | |
| **Enquire & Explore:**  Read the story of Peter and Cornelius in Acts 10; identify all the blessings in the story. Explore the characters of the main protagonists. What are their key characteristics? Give out versions of the eight saying of the Beatitudes from Matthew 5:1-10; which of them have relevance for this story? Identify elements of contemplation, courage and compassion in the texts. Who is being courageous? Who is compassionate?  Put the text of Matthew 5:1-10 in the middles of a sheet. What must the world have been like for Jesus to say these things? What would it be like if people lived by these sayings? What would they have to do to live out each one? Groups of children could research how each of the beatitudes might be put into practice by Christians today. Church newsletters and websites, charities and Christian foundations might have useful information about how these sayings are being applied by Christians.  Pupils can explore other stories that they know from the New Testament that demonstrate these sayings in practice. | | | |
| **Evaluate:**  Would living by the Beatitudes make the world a better place? Is it only Christians who live out these sayings? What difference does it make to their lives? Would living by these saying make Christians better people? If so, how and in what ways?  What have been the consequences for Christians and non-Christians of the story of Peter and Cornelius? Is it good that the dietary laws of Jews have been relaxed? Which of the characteristics – courage, compassion or contemplativeness – was most important to the way the story of Cornelius turned out? | | | |
| **Reflect & Communicate:**  Which of the beatitudes do you feel most sympathy with? Which one is most controversial? Which one would make the biggest difference to the world? Which of contemplation, compassion or courage does the world most need? How could this best be brought about? Are the Beatitudes still a blueprint for a good character?  What does Jesus want Christians to be like? Pupils can evaluate from church notice boards, charities, interviews with Christians. Are they a guide for being a good human? | | | |
| **Evaluation**:   * What went well? | | * Even better if: | |
| **Some suggested resources:**   * Towards a common vision – Diocese of Oxford materials (www.oxford.anglican.org) * Mathew 5:1-10 and Acts 10 (several versions might be good for comparison) * Tearfund, Christians Aid and other local charities with a Christians foundation e.g. <http://www.ccow.org.uk/> an Oxfordshire based charity working around fair trade and refugee issues. * Local (or further afield) church newsletters, noticeboards or websites; * <http://www.streetpastors.org/> - website for the interdenominational work of street pastors * Interviews with local Christians * <http://request.org.uk/jesus/teaching/the-sermon-on-the-mount-the-beatitudes/> * <http://request.org.uk/jesus/teaching/the-sermon-on-the-mount-introduction/> | | | |

|  |  |  |
| --- | --- | --- |
| **Special: The Beatitudes** | **Phase**/**Year: KS2** | |
| **Some children in Year 6 will have made more progress and be able to:**   * Summarise the key teachings of the Beatitudes making comparisons between some of the 8 sayings * Suggest which of the beatitudes makes most difference to the way that Christians live today giving examples * Make clear links between the Beatitudes and the actions of the disciples in the Book of Acts * Give some wider examples of how Christians live out the teachings of the beatitudes, today or historically * Suggest ways in which the world would be different if people lived more consistently by these teachings | |  |
| **Most children in Year 6 and some in Year 5, who have made more progress, will be able to**:   * Make links between the Beatitudes and the values of compassion and courage * Suggest the role that contemplation plays in the story of Peter and Cornelius * Identify the ways in which other biblical stories show similar teaching * Compare the values promoted by the Beatitudes with some of the values of the world * Suggest which of the beatitudes wold make the biggest difference in the world today if everyone lived by it | |  |
| **Most children in Year 5 will be able to:**   * Pick out the beatitudes from a range of other sayings * Identify the ways in which Christians try to bless others referring to either biblical stories or charity work * Compare three of the beatitudes to the values of the world with examples from the material encountered * Identify some elements in Acts 10 which exemplify the teaching of the beatitudes * Show some of the ways in which the church today lives by the Beatitudes and the difference that this makes to their community. | |  |