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| **Unit: Special: The Beatitudes** | |  | **Phase/Year: KS3/Y8** |
| **How important is it for Christians to live by the teaching of the Beatitudes?** | | | |
| **Key Concepts**: Blessings, compassion, courage, contemplation, | | **Learning Objective**: to evaluate the beatitudes as a key part of Jesus’ teaching; to explore how the beatitudes influence Christian practice and behaviour and the extent they form the backbone of the teaching of the church | |
| **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 and for this age group a comparison between the versions will lead to deeper understanding and evaluation. These sayings form the basis of the Diocesan vision for being contemplative, compassionate and courageous. They have been divided into three sections: contemplation is linked to 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 and many of the early church fathers and mothers taught about contemplation, courage and compassion. This unit will look at wider teaching in the New Testament and how Christians have reacted to it through history and today. | | | |
| **Expected Learning**  Pupils will know that many Christians consider that the Beatitudes are central to an understanding of Christianity; they reveal something of the character of Jesus, the character of the church and what it means to be a human. Pupils will know that there are two versions of the beatitudes in the Bible (Matthew 5:1-10 and Luke 6: 20-26) and be able to analyse the impact of the variations on believers. They will be able to show how the teaching helps believers to make moral choices. They will refer to Christians in the Bible and more recent history to support their points of view. They will be able to evaluate how the beatitudes link to the practice of contemplation, compassion and courage. | | | |
| **Developing**  Pupils will recognise the key teachings from the Beatitudes and know that Christians have used them to inspire their moral choices. They will know that many of the stories in the New Testament exemplify the teachings. They will recognise some links to the practice of contemplation, compassion and courage. | | **Excelling**  Pupils will be able to link the beatitudes to some of the key concepts of Christianity and show how Christians have applied this teaching through the ages. They will know that different denominations and groups apply this teaching differently. They will be able to evaluate the impact of the teaching on the church, the community and the wider world, including other faiths. | |
| **Engage**:  Put the words Contemplation, Compassion and Courage in the middle of three large pieces of paper and ask pupils to work in groups to turn them into mind maps – adding any thoughts, stories, questions.  Organise a debate about the value of the three concepts; which is a greater impetus to “good works” or “good life”? This could have a focus on Christianity, other faiths or secular world-views depending on the experience of the pupils.  Pupils could find out about people who have lived by one or more of these values and assess their impact on the world and themselves. | | | |
| **Enquire & Explore:**  Explore a range of verses from the Bible and link them to the three concepts; using prior knowledge find stories and events in the Bible that exemplify these as well.  Read the beatitudes in both versions (Matthew & Luke) and compare them. What do the differences reveal about the way that the writers understood what Jesus was saying? Which version makes more sense to the pupils? Which set of sayings is easier/harder to follow? Set the Beatitudes in the context of the Sermon on the Mount and discuss whether the context changes the interpretation.  Link the teaching of the Beatitudes to the three C’s; Which of the 8 sayings do they see as linking to each of the concepts? Are there other Christian concepts that are being taught through the beatitudes?  Explore a range of charities/Christian organisations/Christians to see whether the Beatitudes and the attitudes of contemplation, compassion and courage are evident. Interview a vicar/local Christian to see what they feel about the Beatitudes.  How have members of other faiths and none reacted to these sayings? | | | |
| **Evaluate:**  To what extent does it appear that the Beatitudes are foundational for Christians? Are they more evident in the early or the modern church? Is it only Christians who live by these sayings or are they applicable to followers of other faiths and world-views? (E.g. Gandhi)  If these ideas are not evident in the lives of Christians, what does it appear that they are living by? | | | |
| **Reflect & Communicate:**  Do the Beatitudes make a difference in society? Are there things that are applicable to everyone? Are any of these sayings applicable to themselves? Which of them would you choose as your blueprint for a good life? What alternatives would you add? Pupils could write their own 8 sayings to guide life, or re-write the Beatitudes into modern language, or re-phrase them for the modern world. | | | |
| **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 Luke 6:20-26 (several versions for comparison) * Suggested Bible verses on contemplation: Mark 1:35; Luke 5:16; John 15:4-6; Acts 10:9 * Suggested Bible verses on compassion: Matthew 25:34ff; Mark 1:41; John 11:33-35; Romans 12:14-16; Matthew 9:36 & 14:14; Colossians 3:12-15; Luke 4:18-19 * Suggested Bible verses on courage: Luke 9:51; Mark 8:34-35; Matthew 16: 24-25; Mathew 5:13-16; Matthew 4:17; Mark 1:14; Romans 12:1 * Selected writings from Thomas Merton, Teresa of Avila, Rowan Williams * <https://www.christianquotes.info/quotes-by-topic/quotes-about-meditation/#axzz56QDiGMzU> for a range of quotations on meditation and contemplation | | | |

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| **Special: The Beatitudes** | **Phase**/**Year: KS3** | |
| **Some children in Year 8 will have made more progress and be able to:**   * Summarise the Beatitudes, adapting them for a modern audience * Evaluate how well the Beatitudes link to other concepts in Christian teaching, using a wide range of supporting evidence. * Show how the Beatitudes have been applied by a wide range of Christians, and other people through history. * Suggest ways that different groups of people apply the Beatitudes today * Explain the potential impact that living by the Beatitudes and the rest of the Sermon on the Mount could have on society today. | |  |
| **Most children in Year 8 and some in Year 7, who have made more progress, will be able to**:   * Make links between the Beatitudes and a range of Christian concepts, including contemplation, compassion and courage. * Compare the two versions of the Beatitudes, highlighting the differences and the similarities * Identify the ways that the Beatitudes are lived out in the life of Jesus and the disciples and apostles. * Explain the ways in which one charity or organisation today put the teaching into practice * Show how the Beatitudes help people make moral choices | |  |
| **Most children in Year 7 will be able to:**   * Pick out the Beatitudes from a range of other sayings * Identify some of the ways that Christians have put this teaching into practice, referring either to Biblical or historical people * Explain the links between the Beatitudes and the ideas of contemplation, courage and compassion * Show how contemplation, courage and compassion could make a difference in the world, suggesting which would make the greatest difference. | |  |