

Understanding Christianity

Day 1 (b)

Why do we need the *Understanding Christianity* resource?

- *Making a difference?*
- **National Society (2014)**
- Called for:
 - a more intellectually coherent and challenging curriculum with regard to teaching Christianity
 - a programme to raise the level of pupils' religious literacy
 - to develop pupils' 'ability to think theologically and engage in theological enquiry'.

Response – Understanding Christianity

- Reduce content – depth rather than breadth
- Coherent content selection
- Spiral curriculum
- Explore the impact on Christian living today
- Weave in personal reflection and response

Understanding Christianity

- **Key purpose**
- To support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

Aims

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of Christianity, of religion and belief more widely, of themselves, the world and human experience.

Christian concepts

In groups, suggest 4 concepts that you would expect to be a part of 'Understanding Christianity'.

Christian concepts

- Look at the cards
- Can you identify a Christian concept for any (or all) of them?

Look at the 8 key concepts

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

Think about the Big Story

- Nick Park (Wallace and Gromit) talks about a 'universal plot structure' – a setting which is disrupted, the ways that people seek to sort out the problem(s) and then an unexpected solution
- Ask teachers to see if they can think of stories, books and/or films that follow this structure.
- See Handbook p.14-15 for background to Bible 'big story'.

The UC Pedagogy

Share:

- Text
- Impact
- Connections

and how these can be woven together

Core concepts and key questions

Use p18-19 of the Handbook to show how these are used in UC.

Units of work

- 29 units of work provide rich resources for teachers – supporting their subject knowledge as well as offering a wide range of ideas and resources to teach the concepts in a variety of settings.
- Essential information is designed to give teachers some confidence in handling the content.
- Talk through/work with units of work on one concept eg Creation

8. EXPLORING THE RESOURCE MATERIALS

Essential information

- Background for teachers
- Links
- Resources

Digging deeper

Core learning

Outcomes

Building blocks

The image shows several overlapping resource sheets for the topic of 'SALVATION'. The sheets are designed to provide teachers with essential information and resources for their lessons. Key sections include:

- Essential Information:** A top sheet with a purple header and a central text box.
- Digging Deeper:** A sheet with a blue header and a central text box.
- Core Learning:** A sheet with a blue header and a central text box.
- Outcomes:** A sheet with a blue header and a central text box.
- Building Blocks:** A sheet with a blue header and a central text box.
- Understanding the Impact:** A sheet with a blue header and a central text box.
- Making Connections:** A sheet with a blue header and a central text box.

Each sheet also includes various icons, diagrams, and text boxes to support learning. The sheets are arranged in a way that shows their relationship to each other, with arrows pointing from the labels to the corresponding sections.

Resource sheets

Teaching and learning You might like to start with... suggestions