



Standards for Primary Religious Education 9-11 Year 6

Meeting the requirements in
WTL Books 6
Examples from **Module 1**

Knowledge & Understanding

*Show knowledge and understanding of **a range scripture** passages that correspond to the scripture source used.*

WTL Module 6.1

Parable of the Good Samaritan (Lk 10:29-37) page 11

Parable: Rich Man and Lazarus

(Lk 16:19-31) – page 15 *(See also: Pause to discuss – page 15)*

Parable: Invitation to a Banquet (Lk 14:16-20)

Page 16

6.1 Engagement & Response

Meaning & Purpose

Compare their own and other people's responses in relation to questions of meaning and purpose in an area you have studied.

Module 6.1 page 15

Parable **'The rich man & Lazarus'** (Lk 16:19-31)

- Who is likely to draw comfort from this parable?
- Who may want to reject it?
- What might be the risks for those who reject it?
- What are the rewards for those who listen and act on it?

6.1 Knowledge & Understanding

Make links & Connections

*Make links and connections between **beliefs** and **life**.*

WTL Module 6.1

What about young people today?

- Read Matt 5:14-16
- Answer the questions in the **'Pause to discuss'** on page **17**

6.1 Engagement & Response

*Show an understanding of how your own and others decisions are informed by **beliefs** and **moral values**.*

WTL Module 6.1

Summative Task 2 Teacher's Book, page 90 with reference to the content of Module 'The Kingdom of God' 6.1.

(Refer also to the beliefs and moral values of your friends or family).

6.1 Knowledge & Understanding

Make links & Connections

*Make links and connections between **beliefs** and **sources**.*

WTL Module 6.1

- Read the **Parables of the Kingdom** – see pages 6 – 9.
- Do activity 2a, page 20

6.1 Analysis and Evaluation

Construct Arguments

*Express a point of view and **give reasons** for it.*

WTL Module 6.1

Is the Kingdom of God in heaven?

If not, where can I find it? Pages 6-7

What are the pros and cons of accepting the invitation to belong to the Kingdom of God?

Pages 12-13