



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: The Church Year: *Is Easter a festival of new life or sacrifice?*

Year Group: 3/4



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About this unit:

This unit enables pupils to explore the importance of Easter to members of the Christian faith; it challenges the image of Easter as eggs and rabbits and asks a key question about the focus of Easter within Christianity.

The unit explores the Christian view of the ultimate sacrifice of Jesus in his death and then subsequent resurrection.

The focus is on the idea of love shown through sacrifice and then the victory of new life.

Pupils are encouraged to consider what can be learned from the attitudes and beliefs of Jesus himself and of his disciples, relating these to their own experiences, beliefs and values.

They are asked to think for themselves about questions to do with life after death.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of Easter, focusing on the Christian idea of love shown through sacrifice and the victory of new life. Pupils will relate the concepts to experiences in their own life.

This unit contributes to the continuity and progression of pupils' learning by building on units about special times and celebrations covered in the Foundation Stage and on specific Christian and Jewish celebrations and festivals covered at Key Stage One.

The unit builds on previous learning and develops a greater understanding of Christianity.

The unit anticipates a further study of the significance of Jesus within Christianity at Key Stages Two and Three.

Estimated teaching time for this unit: 8 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

AT 2: Learning from Religion and Belief

- *Questions of Meaning, Purpose and Truth*

The core RE concepts that the unit develops are:

Beliefs (A Christian believes that the celebration of the life of Jesus is an important part of the religion);

Suffering (People can suffer for their beliefs);

Tradition (A cycle of celebration gives structure and purpose to life);

Participation (Taking part in festivals helps people draw meaning from the events celebrated).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;
- **Open mindedness** by engaging in positive discussion and debate;
- **Appreciation and wonder** by developing their capacity to respond to questions of meaning and purpose.

The unit will provide these opportunities for pupils:

- To consider the ideas of sacrifice and commitment;
- From the study of Christianity pupils will be encouraged to consider a range of views about questions of commitment, sacrifice and life after death;
- To think about their own experiences and views in relation to questions of sacrifice and what happens after death;
- To engage in discussion, a variety of writing styles, music, design and art activities;
- To use ICT through exploring websites and organising information;
- To reflect upon their own views and respond creatively.

Background information for the teacher:

In Christian thinking, Easter is the most important annual religious feast in the Christian year. It commemorates the resurrection of Jesus. It falls on the first Sunday following the first full moon that appears on or after the spring equinox (March 21st). This is because it is set in line with the Jewish festival of Pesach (Passover) and Judaism has a lunar calendar.

Pesach is an important eight day festival in the Jewish calendar and is celebrated in remembrance of the Israelites' flight from slavery to freedom.

Jesus, as a Jew, was celebrating the Seder meal of Pesach when he revealed that he knew that Judas Iscariot would betray him.

Easter marks the end of Lent, a season of fasting, prayer and penance.

Traditionally the Easter season last for forty days from Easter Sunday with Ascension Day but now officially lasts for the fifty days until Pentecost.

There are some Christian denominations who do not celebrate Easter.

The Easter holiday also has roots in pagan traditions. Historians have traced the origin of the word 'Easter' to the Scandinavian word 'Ostra' – referring to a mythological goddesses of spring and fertility. Festivals held in honour of those goddesses were held near to the vernal equinox. Modern symbols of Easter, such as rabbits and eggs, can also be traced to pagan traditions surrounding these festivals.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity</p> <ul style="list-style-type: none"> • Ascension • Crucifixion • Disciple • Eucharist • Holy Spirit • Lent • Pentecost • Pesach (Passover) • Resurrection • Sacrifice • Temptation <p>The language of shared human experience</p> <ul style="list-style-type: none"> • Beliefs • Celebration • Discipleship • Festival • Forgiveness • Humility • Regret • Remembrance • Service • Symbolism 	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ artefacts connected to the Easter story (Articles of Faith/ TTS – Religion in Evidence); ▪ pictures and posters of the Easter story; ▪ different crosses and crucifixes; ▪ Visit/visitors. <p>Web</p> <ul style="list-style-type: none"> • www.natre.org.uk/spiritedarts contains a great range of pupil art work inspired by the life of Jesus; • www.cleo.net.uk has some good materials; • www.godlyplay.org.uk • www.theresite.org.uk • www.re-xs.ucsm.ac.uk/schools/ • RE Quest: www.request.org.uk has a range of different versions of the Easter Story; • www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching this age group; • Christian artefacts (images): www.reonline.org.uk • http://ngfl.northumberland.gov.uk/christmas/nativity/nativity.html • www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Artefacts/CAfacts.html • RE Jesus: http://rejesus.co.uk • The National Society supports RE with some books and this website on ‘Encountering Christianity’ www.encounterchristianity.co.uk • http://reep.org/resources/easter/ has a variety of materials each year. <p>Books</p> <ul style="list-style-type: none"> • “Picturing Easter” by Lat Blaylock and Victoria Ikwemesi (RE Today Services) • “Picturing Jesus Packs A and B” - Lat Blaylock (RE Today Services) • “RE Ideas: Christianity” (ed. Draycott, RE Today, 2004): Copiable pack of 50+ lessons for KS2 Christianity • “Jesus” - Developing Primary RE series (RE Today Services) • “Faith stories” - Developing Primary RE Series (RE Today Services) • “Teaching about Jesus” - Anthony Ewens & Mary Stone (RMEP) • “Jesus” - J Aylett & R Holden-Storey (Hodder & Stoughton) • “The Life of Jesus” - D Stent (Blackwell) • Lion Story Teller Bible • Bibles and story books depicting the Easter story • Bible stories for Easter: extracts from Luke chapters 22-24 • “The Easter Story Big Book” – Anita Ganeri. <p>Film and video</p> <ul style="list-style-type: none"> • Miracle Maker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is supported by web based teaching ideas from the Bible Society UK www.biblesociety.org.uk • Pathways of Belief videos and teachers notes. BBC • Animated World Faiths Programme 1 Life of Christ; • Festivals 2 DVD Child’s Eye Media

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| | <ul style="list-style-type: none">• Channel 4 Animated Bible Stories• BBC Sherston: Faiths & Celebrations CD Rom• Godly Play activities : Jerome W Berryman, The Complete Guide to Godly Play• BBC Pathways of Belief : Christianity: Easter |
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Contributions to spiritual, moral, social and cultural development of pupils:

- Opportunities for **spiritual development** come from learning about and reflecting on important concepts and beliefs that are at the heart of Christianity, and from thinking about beliefs about life after death;
- Opportunities for **moral development** come from considering the consequences of actions in the stories of Easter;
- Opportunities for **social development** come from considering the relationships and feelings connected to the Easter stories.

EXPECTATIONS: At the end of this unit....			
<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Retell the events of the Easter story. (AT1) • Identify the importance of certain elements of the Easter story to Christians. (AT1) • <i>Respond sensitively to the experiences and feelings of others. (AT2)</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe some examples of sacrifice from the Easter story. (AT1) • Use religious or spiritual vocabulary such as 'sacrifice', 'temptation'. (AT1) • <i>Make links between ideas in the stories and their own experiences. (AT2)</i> 	<p>Pupils working at level 4 will be able to</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand the importance and impact of the Easter story on Christians. (AT1) • Use the vocabulary learned in RE, to show their understanding of sacrifice and new life.(AT1) • <i>Apply ideas from the Easter story to their own experiences. (AT2)</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain the importance and impact of the crucifixion and resurrection on a modern Christian's life. (AT1) • <i>Express thoughtful views about life after death. (AT2)</i> • <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about betrayal, denial, determination. (AT2)</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

Pupils describe the sacrifices Jesus made and suggest reasons why he made them.

They respond to the question: Why is it called 'Good Friday'?

Pupils describe the importance of the second part of the Easter story for Christians today.

Pupils respond to: 'Jesus Christ Superstar' by Andrew Lloyd Webber stops at the death of Jesus, the Crucifixion. Why is this only half the story for Christians?

Pupils make links between the Easter story and their own lives.

I make sacrifices when.....

I make sacrifices because.....

My beliefs about life after death are influenced by.....

Higher attaining pupils: To extend this work, ask pupils to explain the differences between the Christian view of life after death and that of a Jew. How and why do they differ? Why is the Easter story crucial to these differences?

UNIT TITLE: The Church Year: *Is Easter a festival of New Life or Sacrifice?*

Key Question: *What is Lent?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Lent is a time when Christians remember the temptations of Jesus.</p> <p>To recognise that Lent is a time of preparation for Easter in the lives of Christians.</p> <p>To reflect on personal temptations and how to be strong.</p>	<p>Has anyone heard the term “Lent” before? Does anyone know how long Lent is and what happens during this time? What sort of things do people give up and why?</p> <p>Show the excerpt from “Miracle Maker” to help establish the events in the desert and tell pupils they are going to role play using props to retell the story.</p> <p>Use the props to retell the story of Jesus in the desert and the temptation by Satan. Follow up with paired and group discussion.</p> <p>How did Jesus feel? What sort of sacrifices was he making in the desert? What do you think made Jesus strong enough to resist? Have you ever been tempted and resisted? What helped you?</p> <p>Look at the temptations of Jesus in more detail:</p> <ul style="list-style-type: none"> a) Use your powers for yourself b) Make people believe in you by doing stunts c) Gain power by bowing down to evil <p>Can the children match up these similar temptations?</p> <ul style="list-style-type: none"> a) Using your talents for yourself and not others b) Doing things to impress, or be popular c) Using the wrong means to get what you want: cheating in tests, lying etc 	<p>I can describe the temptations of Jesus and suggest reasons for why he responded as he did. (AT1 L3)</p> <p><i>I can reflect upon and express my own feelings and ideas about temptation. (AT2 L4)</i></p> <p>I can make links between Lent and the temptations of Jesus. (AT1 L3)</p> <p>I can describe the importance of Lent to Christians. (AT1 L3)</p>	<p><i>NB: These activities may take more than one lesson.</i></p> <p><i>You will need some large round stones and some large rolls of bread; a tall tower (made out of duplo, lego or building bricks) and a magic wand; a map of the world or globe and an imitation sword; an underlay of felt in a desert-like colour.</i></p> <p><u><i>Cross-curricular links</i></u> <i>ICT – pupils take own digital photographs.</i></p>

	<p>In groups, ask children to dramatise a scene depicting one of the above. Perform to the class and guess which one they have done. Take photos - Print out and ask children to put speech bubbles round with what they felt about the situation.</p> <p>Talk about Lent as preparation for Easter. Think about Shrove Tuesday and Ash Wednesday. What do Christians do at this time? Link to the story.</p>		
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Key Question: *What happened on Palm Sunday?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the events of Palm Sunday.</p> <p>To consider the hopes and dreams of the crowd on Palm Sunday.</p> <p>To be aware of the pressures to perform or conform.</p>	<p>Show pictures / video clips of events where people are waiting for someone important to arrive (Royal occasion; the Oscars; Pop Concert; Sporting event etc.) Talk about what is happening and how you can tell that someone important will be arriving. What is the waiting crowd expecting? What are they hoping for? Include a picture of a person of some importance visiting an area of poverty or disease.</p> <p>How did the news spread that the person was coming? What were the preparations? Can you describe the atmosphere? Have you ever been in a situation like this yourself?</p> <p>Show the Palm Crosses and tell the story of Palm Sunday. Emphasise the excitement of the crowds because they believed Jesus to be the Messiah, long awaited. How would they expect him to arrive? (Almost certainly not on a donkey!) Would it matter to them? Why do you think Jesus chose a donkey? Why did he parade through the crowds? Why not hide away?</p> <p>Freeze frame and thought track the crowds. Write a variety on thought bubbles. Reflect and discuss in small groups.</p> <p>How might Jesus have felt? Remember he knew that he faced death very soon.</p> <p>Do a “conscience alley” for Jesus. What can we learn from Jesus’ reaction to people’s expectations of him? Do we make some choices because people expect us to, or because we believe it is the right choice?</p> <p>Groups discuss and report back thoughts.</p>	<p>I can retell the story of Palm Sunday. (AT1 L2)</p> <p>I can describe Jesus’ actions and make links between the story and Christian practices today. (AT1 L3)</p> <p>I can suggest reasons for Jesus’ actions. (AT1 L4)</p> <p><i>I can make links between my commitments and my actions. (AT2 L3)</i></p> <p><i>I can apply ideas to my own life and describe times when choices have been difficult for me because of the expectations or pressures from others. (AT2 L4)</i></p>	<p><i>Link to SEAL resource – “Good to be me”.</i></p> <p><i>“Conscience Alley” involves dividing class into two groups who line up facing each other leaving an ‘alley’ down the middle. One side reflect on the positive thoughts of Jesus, whilst the other takes the negative side. Teacher, in role (or pupil) walks down the alley hearing firstly from one side of his conscience and then from the other.</i></p>

Key Question: *Why was the Last Supper so important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the significance of the Last Supper.</p> <p>Do I know why the Last Supper is important?</p> <p>To know that Christians believe Jesus came as a Servant King not as a ruler.</p> <p>To describe some links between the Last Supper and Holy Communion.</p>	<p>Look at a range of reproductions of traditional and modern paintings from different cultures about the Last Supper. In trios, complete a “Five things we noticed and Five questions we have” sheet.</p> <p>Trios join and share ideas with each other about their painting.</p> <p>Discuss findings/questions.</p> <p>Tell the story of the Last Supper from John 13:1–17.</p> <p>Discuss which paintings do the children think best represents the story? Why?</p> <p>Use sticky notes for jotting thoughts.</p> <p>Discuss the story again, drawing out children’s own experiences of sharing special meals together, e.g. birthdays, weddings, school parties. Discuss feelings.</p> <p>Explain that Jesus knew he was going to die, and he showed the disciples a way of understanding what he was doing. Discuss thoughts/questions.</p> <p>Pupils return to paintings and choose the one painting they feel best represents the full meaning of the story and write about their reasons for their choice.</p> <p>Tell the story of Jesus washing the disciples’ feet. How would you show your friends that you wanted to serve them, not rule over them? (Humility).</p> <p>A drama activity could be linked to this.</p> <p>Explain that this story is in John’s Gospel instead of the story of the bread and wine.</p> <p>What did Jesus want his disciples to do after he was dead?</p>	<p>I can describe the events of the Last Supper. (AT1 L3)</p> <p>I can suggest meanings behind artistic representations of a religious story. (AT1 L4)</p> <p><i>I can make links between the story and Holy Communion today. (AT2 L3)</i></p> <p><i>I can apply ideas about humility to my own life. I can describe what inspires or influences me. (AT2 L4)</i></p>	<p><i>Pupils’ explanations of which painting they would choose could provide an assessment opportunity.</i></p> <p>See www.request.org.uk for video clips</p>

	<p>Watch a video of a Eucharist/Holy Communion. How does this link with the Last Supper meal? Describe the links.</p> <p>Talk about the Last Supper and explain what Jesus was telling his disciples. Talk about the fact that Jesus came to be a servant, and that Christians believe they should follow his example. The story is in Mark 14:12–26.</p> <p>Who inspires pupils to follow them? Why?</p>		
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Key Question: *Why was Jesus disappointed in the disciples?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know about the events which led up to the arrest of Jesus.</p>	<p>Tell the story of the events in the Garden of Gethsemane. This could be done as a guided visualisation.</p> <p>Discuss times when the pupils have felt let down. How did it make them feel?</p> <p>Why was Jesus disappointed in the disciples? Why do you think he needed the disciples to stay awake? How do you think the disciples felt? Use sculpting and thought tapping to explore their feelings. How did Jesus react to the failings of his friends?</p> <p>Explore how the disciples felt. Discuss Judas' and Peter's roles in the events. What made them betray/deny Jesus? When did they realise what they had done? How do you think they felt? Have you ever had the experience of discovering something about yourself, a side to your character that you don't really like? Ask pupils to write a mirror poem for either Judas or Peter – how would they feel looking in the mirror after doing this terrible thing?</p> <p>Paintings could be used to help support the pupils' exploration of these characters' feelings.</p>	<p><i>I can describe times when I have felt let down and make links with Jesus' feelings. (AT2 L3)</i></p> <p>I can retell the story of The Garden of Gethsemane. (AT1 L2)</p> <p><i>I can make links between values and behaviour, my own and others' responses. (AT2 L3)</i></p>	<p><i>'Faith Stories' by Joyce Mackley (RE Today Services) has a good example of a visualisation script for this.</i></p> <p><i>Link with literacy and art as appropriate.</i></p> <p><i>Mirror Poems: Imagine the character looking in a mirror, but not an ordinary mirror, a magic mirror. This mirror not only reflects a person's outside but also their feelings and thoughts inside. Pupils make notes on what they think the character would see and then work these into a poem. A simple structure could be given: When Peter looked in the mirror He saw...</i></p> <p><i>Picturing Easter and Picturing Jesus are useful resources for this. (RE Today Services).</i></p>

Key Question: Why did Jesus have to die?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect upon the feelings of those associated with the crucifixion.</p> <p>To consider the reasons why Jesus was crucified.</p>	<p>Use the “Miracle Maker” DVD or another similarly suitable film to recap the events of the crucifixion. Perhaps begin by washing hands in a bowl of water and describing the term, “I wash my hands of you”.</p> <p>Have large pictures of crucifixion for children to view. Look at the groups of people at the scene (e.g. Pilate, Barabbus, the disciples, Jesus’ family, the Romans). How they are reacting? Why? Do we know how they feel? Split children into groups to role play these people. Freeze frame and thought tap characters. How does each group view the death of Jesus? Record characters’ thoughts on sticky notes. If you were there, which group would you belong to? Write about your thoughts and reasons.</p> <p>What would the headline be in the local newspaper of the time? Create newspaper articles to describe the events of the day.</p> <p>When Jesus was crucified, Barabbus went free. Did Jesus sacrifice himself for Barabbus? Use the story of Aslan in ‘The Lion, The Witch and The Wardrobe’ to help pupils understand the sacrifice Jesus was making. Explain that Christians believe that Jesus was making this sacrifice of his life so that they could be reconciled to God, forgiven, rescued. What might the headline of the newspaper look like if a Christian had written it?</p> <p>Reconsider newspaper articles in light of what has been learned.</p>	<p>I can describe the events of the crucifixion. (AT1 L3)</p> <p><i>I can identify what influences people and make links between my own and others’ experiences. (AT2 L3)</i></p> <p>I can use a developing religious vocabulary to describe and show understanding of some of the Christian beliefs about the death of Jesus as a sacrifice. (AT1 L4)</p>	<p><i>Think about the music that has been used in the film in this section. How does it add to the scenes?</i></p>

Key Question: *What difference does the story of the Resurrection make for Christians?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know why Christians believe in life after death.</p> <p>To reflect on what happens after death.</p>	<p>Look at a variety of crosses, crucifixes and images of the Crucifixion and Resurrection. Look at the contrast in mood and feelings between them. Why is this?</p> <p>Tell the story of the Easter morning. The first to find the tomb empty were Jesus' women friends; they found it scaring but came to believe that he was back from the dead. Discuss their feelings. Pupils could write a senses poem for Mary Magdalene as she discovers the empty tomb and then again when she sees Jesus. Show the contrast.</p> <p>Talk about the Christian belief that Jesus' sacrifice made the way to heaven after death open. The Resurrection was a victory over death. Christians believe they too can now go to heaven when they die because of what Jesus did. Discuss how that makes Christians feel about Jesus.</p> <p>Pupils create a collage, montage, image, dance or piece of music to represent the Resurrection. They should pay particular attention to colours used or movements needed or instruments, pitch, volume etc of music.</p> <p>Big Questions work "What happens when I die?" This is also a valuable opportunity to sensitively discuss with pupils their own views/beliefs about life after death. Pose the big question: "What happens when I die?" What have they heard? What questions do they have? Why do they hold certain beliefs? What do Christians believe?</p>	<p>I can describe the events of the story of the Resurrection and describe the contrasting emotions involved in the Easter story. (AT1 L3)</p> <p>I can suggest reasons why Christians believe in life after death. (AT1 L3)</p> <p><i>I can express my own beliefs about life after death and begin to explain why I think this. (AT2 L4)</i></p>	<p><i>Picturing Easter and Jesus Photopacks are useful (RE Today Services).</i></p> <p><i>A senses poem explores one of the five senses in each line and then the feelings of the character in the final line.</i></p> <p><i>Stabat Mater music could be used.</i></p>

Key Question: *What happened when Jesus left them again?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>Can I explain what the Ascension means to some Christians?</p>	<p>Begin by exploring with the children times when they have had to say goodbye to someone they may not see for a long time. How did it feel? What helps them to remember this person? Discuss. Compile list.</p> <p>Retell the story of the Ascension, explaining that it marked the time when Jesus finally left the disciples. How might they have felt? What questions might they have asked? What might they have wanted to say to Jesus?</p> <p>What did Jesus say to the disciples and what did he mean? Use traffic light symbols to help explore this: Red: Stay in Jerusalem; Amber: Wait for the Holy Spirit; Green: Go into the world and be my witnesses.</p> <p>What did the disciples do to remember Jesus? Write a letter or e-mail to Jesus from one of the disciples, expressing their feelings.</p> <p>Christians believe that although Jesus left, he didn't leave Christians on their own; he sent the Holy Spirit to help them, like an invisible friend. Pose the question: "What do Christians mean by the Holy Spirit?"</p>	<p>I can describe the events of the Ascension. (AT1 L3)</p> <p>I can describe the important message Jesus left with the disciples. (AT1 L3)</p> <p><i>I can make links between my own experiences and those of others. (AT2 L3)</i></p>	

Key Question: *Why is Pentecost so important to Christians?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of the first Pentecost.</p> <p>To reflect on feelings of courage, determination and power.</p>	<p>In groups, pupils produce mind-maps for fire and wind. Encourage wide vocabulary use, making use of thesauruses to improve descriptive phrases.</p> <p>Using a framework such as cinquain, pupils produce their own poem or creative writing to express the symbolism of fire and wind. Alternatively, artwork, music or dance could be used.</p> <p>Refer back to the question of the Holy Spirit. Tell a simple version of the story of the first Pentecost. Why do you think the writers (storytellers) used fire and wind to help describe the events? Link to words the pupils used in their mind-maps.</p> <p>Follow up by asking the pupils where they get their courage, energy, determination from. Ask them to think about:</p> <ul style="list-style-type: none"> • Something or someone who makes them feel strong and confident; • What gives them energy and strength? • What gives them courage? • What makes them feel anxious? • What makes them feel fired up? <p>Give them time to reflect after each question, and record their ideas.</p> <p>Explain the importance of Pentecost to Christians. What might Christians feel they need help with from the Holy Spirit? Look at how different churches celebrate Pentecost. How do Christians show their beliefs in different ways? How do their beliefs affect what they do?</p>	<p>I can retell the events of Pentecost. (AT1 L2)</p> <p><i>I can describe where I get my courage, determination and energy from, what influences me. (AT2 L3)</i></p> <p>I can describe and show understanding of the importance of Pentecost to Christians. (AT1 L4)</p> <p>I can describe some of the ways Christians celebrate Pentecost. (AT1 L3)</p> <p>I can suggest meanings for a range of forms of religious expression. (AT1 L4)</p> <p>I can describe the impact of religion on peoples' lives. (AT1 L4)</p>	<p><i>Cinquain – a five line poem:</i></p> <p><i>Line 1 – 1 word (main subject)</i></p> <p><i>Line 2 – 2 adjectives (to describe the main subject)</i></p> <p><i>Line 3 – 3 verbs (telling what it does)</i></p> <p><i>Line 4 – 4 words (describing feelings)</i></p> <p><i>Line 5 – 1 word (main subject again)</i></p>

Key Question: *Is Easter a festival of new life or sacrifice?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To show understanding of why the Resurrection matters to Christians.</p> <p>To compare my responses with those of my friends.</p> <p>To reflect on what I have learned about Easter.</p> <p>To show my understanding about Easter.</p>	<p>Give out sticky notes. Pupils write something they have learnt about Easter and add to class board.</p> <p>- Can we group any of them together?</p> <p>Create a class board of what we have learned about Easter.</p> <p>Raise the key question – Is Easter a festival of new life or sacrifice?</p> <p>Put up labels “new life” and “sacrifice” on different sides of classroom. Pupils move to stand by the label that shows their opinion – have a reason for choice ready (OK to stand in middle.)</p> <p>Discuss reasons for choices. Does anybody want to move? Where might a Christian stand?</p> <p>Provide a variety of resources e.g. paper, pens, paint, instruments & space, and ask pupils to produce an outcome that reflects their view.</p> <p>Can work with a similar minded partner if they wish.</p> <p>To assess what has been learned, ask the pupils to describe the sacrifices Jesus made and suggest reasons why he made them.</p> <p>They respond to the question: Why is it called ‘Good Friday’?</p> <p>Pupils describe the importance of the second part of the Easter story for Christians today.</p> <p>Pupils respond to: ‘Jesus Christ Superstar’ by Andrew Lloyd Webber. Stops at the death of Jesus, the Crucifixion. Why is this only half the story for Christians?</p>	<p>I can describe what I have learned about Easter. (AT1 L3)</p> <p><i>I can make comparisons with what I believe and what my friends believe. (AT2 L3)</i></p> <p>I can describe examples of sacrifice in the Easter Story and my own life. (AT1/2 L3)</p> <p><i>I can make links between the ideas in the stories and my own experiences. (AT2 L3)</i></p> <p>I can use a developing religious vocabulary to show my understanding of sacrifice and new life. (AT1L4)</p> <p><i>I can apply ideas from the Easter story to my own experiences. (AT2 L4)</i></p>	<p><i>Higher attaining pupils: To extend this work, ask pupils to explain the differences between the Christian view of life after death and that of a Jew. How and why do</i></p>

	<p>Pupils make links between the Easter story and their own lives. I make sacrifices when..... I make sacrifices because..... My beliefs about life after death are influenced by.....</p>		<p><i>they differ? Why is the Easter story crucial to these differences?</i></p>
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