

# Topic Title: Christianity - Salvation

Year 1 Spring 2



## Background for Teachers:

Taken from *Understanding Christianity*:

Most Christians see the Bible as telling a story about the ongoing relationship between God and Creation, with a particular focus on the bond between God and humanity. The good relationship was damaged very early on in the Bible story, with Adam and Eve eating fruit from the tree of knowledge of good and bad. This action illustrates a human tendency to go their own way – or to ‘sin’. Called ‘the Fall’ by many Christians, this act also signals a separation and division between humans and their Creator: the idyllic relationship between God and humans no longer exists. God, however, still loves his creation and seeks to bring all people back into friendship. This is the link with the concept of Salvation – of God ‘saving’ humans (and renewing the whole of creation).

For Christians, Jesus’ life, death and resurrection is the culmination of this. Jesus, as God in the flesh (incarnation), shows people what God is like, in his teachings and example. Jesus’ name means ‘he saves’. His death is seen by Christians as a sacrifice, the supreme example of God’s love for people, and the model for Christian living. One way of looking at this is that Jesus’ death and resurrection heals the damage done by sin – so, if people ask for forgiveness, it is freely given, because Jesus has already paid the punishment.

The death and resurrection should not be seen as a complete end to sin, however: sinning still happens and should be taken seriously, but can be forgiven by God through Jesus. This unit focus on Jesus building a bridge to God through his teachings and his example.

Christians use these stories in different ways. Some will prepare for Easter during Lent, reading passages from the Easter story and meditating on Jesus’ experience, perhaps particularly on his suffering. This might remind a Christian to be grateful for Jesus’ sacrifice, and to recognise that sin is still a serious business. Some Christians read the whole of the Passion narrative in John’s Gospel (Chapters 18-20) in a service; others remember it in the Stations of the Cross, saying prayers recalling different events of Holy Week. This is the most significant Christian festival, remembering and celebrating the salvation offered through Jesus.

## Previously On ... (Links to Prior Learning):

Spring Basket! Can the children guess from the clues what season the basket represents?

## Enquiry Question:

Why does Easter matter to Christians?

## Disciplinary Focus:

Theology

## Big Questions:

What do Christians celebrate during the season of spring?

Why do Christians celebrate Easter?

Why is the Easter Story special to Christians?

How might a Christian feel during Holy Week?

Why are eggs used as symbols at Easter?

What do you know about the Hindu festival of Holi?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<b>LO:</b> to explore what we already know about Easter.	<p><b>Starter:</b> Have the children seen any signs that spring is on the way? Ask them to look out for signs if they go on a walk this week! Explain that spring is the season of the year when Christians celebrate Easter and new life. Go on a spring scavenger hunt and take some photos.</p> <p><b>Input:</b> What do the children know about Easter? And about why Christians celebrate Easter? Explain that we are coming up to Lent now, the forty days before Easter, so we are going to start learning about the Easter story and why it matters to Christians. Create a mind map of initial ideas as a class.</p> <p>Britain in Springtime:  <a href="https://www.youtube.com/watch?v=vLAnt9__5Mg">https://www.youtube.com/watch?v=vLAnt9__5Mg</a></p> <p>Easter is a celebration or festival that happens in spring to remember a very important part of the Bible. Christians remember the birth of Jesus at Christmas – they believe that he is God on earth. The life of Jesus and lots of the things that he said and did can be found in the gospels in the Bible. The Easter story is a bit different because it is both sad and happy.</p>	<p><b>Task:</b> Children to make a springtime collage or picture and record their favourite thing about springtime underneath.</p>	<p><b>Plenary:</b>          Introduce the ‘Big Question’ – what do the children want to find out about the Easter story?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<b>LO:</b> to understand what happens in Holy Week.	<p><b>Starter:</b> What do the children already know about the Easter story? Where would they look to find information about the Easter story for Christians? Show a Bible.</p> <p><b>Input:</b> go through the key events of Holy Week, asking children to reflect on their feelings, emotions and thoughts along the way. Create a feelings chart to represent these as a whole class.</p> <p>Show the days of the week and images/sentences – can the children match them up to sequence the Easter story?</p> <p>Share the following film to consolidate understanding of the key events of Holy Week:  <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</a> </p>	<p><b>Task:</b> ‘Jigsaw’ – children to work in groups, each group to be given a different day of Holy Week. Each group to work collaboratively to draw an emoji or write a word to describe how a Christian might be feeling on their day. As a class, sequence these to represent the Easter story.</p> <p>Children to write a sentence summarising something they have learnt about what Easter means to Christians.</p>	<p><b>Plenary:</b> Work as a class to create some actions to remember the Easter story.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	<p><b>LO:</b> to understand the meaning of the Hindu festival of Holi.</p> <p><b>Hinduism Encounter</b></p>	<p><b>Starter:</b> What is the children's favourite colour? Invite children to share their favourite colour, explaining their choice. Challenge to link their favourite colour choice to how it makes them feel.</p> <p><b>Input:</b> Introduce the children to the Hindu festival of Holi: <a href="https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qgy9q#:~:text=It%20is%20usually%20celebrated%20in,begin%20on%20Friday%2018%20March">https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qgy9q#:~:text=It%20is%20usually%20celebrated%20in,begin%20on%20Friday%2018%20March</a>. Work together as a class to actively retell the story.</p> <p>Explain that Holi is a time for thinking about love, new beginnings and happiness. Invite children to think quietly to themselves about the people they love and the things that make them happy. Sometimes people can be unkind to us, like in the story of Holika and Prahlad, but the festival celebrates love and good triumphing over bad. It shows us that new beginnings are possible.</p>	<p><b>Task:</b> Children to create a colourful picture to represent Holi and the festival of colours. Challenge to write some emotive words around their picture to capture how Hindus feel.</p>	<p><b>Plenary:</b> Children to reflect on a new beginning that they'd like to make – and on how they will make it happen. Write a sentence.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<b>LO:</b> to identify how different parts of the Easter story make Christians feel.	<p><b>Starter:</b> Share clues linked to the Easter story and ask the children to discuss what each of the clues symbolises with their partner. Use these to retell the Easter story.</p> <p><b>Input:</b> Ask the children what they find sad and happy about the Easter story – and what they think Christians would find sad and happy about the Easter story.</p> <p>Look together at a colour chart and decide which they think are ‘sad’ colours and which they think are ‘happy’ colours. Read <i>The Colour Monster</i> to explore the concept of colours representing feelings further.</p> <p>Show the following emotive words:  Angry, excited, surprised, worried, scared, sad, happy  Where would the children put these feelings in the Easter story? Why?</p>	<p><b>Task:</b> Give the children two crosses to colour in – one in a ‘sad’ colour and one in a ‘happy’ colour. Write a sentence underneath each cross about a part of the Easter story that is ‘sad’ and a part of the Easter story that is ‘happy’.</p>	<p><b>Plenary:</b> Ask the children the ‘Big Question’ and reflect with them on their understanding so far – why does Easter matter to Christians?</p>

## Celebration of knowledge and skills gained (opportunities for assessment):

- Children to design their own egg, decorating it with different symbols of Easter and explaining why Christians use eggs as a symbol at Easter – either written as a sentence or explained to an adult and captured.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<b>LO:</b> to show what we now know about why Easter matters to Christians.	<p><b>Starter:</b> Children to retell the Easter story as quickly as they can to their partner – partner to identify any key events that were missing.</p> <p><b>Input:</b> Share some images of decorated eggs. What is a symbol? Why are eggs used as symbols at Easter? Build on the children's ideas to explain that eggs are used to symbolise new life. Recap <u>why</u> new life is significant to Christians at Easter.</p>	<p><b>Task:</b> Children to design their own egg, decorated with different symbols of Easter <u>e.g.</u> a cross, a chick, flowers. Challenge to write a sentence explaining why Christians use eggs as a symbol at Easter.</p> <p>Sentence starter: 'The egg is a symbol of ... because ...'</p>	<p><b>Plenary:</b> Write a prayer linked to Easter as a class.</p>

	Skills and Knowledge Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none"> <li>Know some of the events of the Easter story.</li> <li>Recall some of the ways that the local church celebrates Easter.</li> </ul>
Most children will:	<ul style="list-style-type: none"> <li>Know that Christians believe in life after death.</li> <li>Retell the outline events of the Easter story.</li> <li>Know that Christians believe that Jesus is willing to forgive all people, even those who put him on the cross.</li> </ul>
Some children will progress further and will:	<ul style="list-style-type: none"> <li>Raise relevant questions in response to their enquiry into the Christian concept of Salvation.</li> <li>Explain why it is important to forgive.</li> </ul>