

Topic Title: Christianity - Salvation

Year 3 Spring 2



Background for Teachers:

Taken from *Understanding Christianity*.

The idea of salvation and the events of Holy Week are at the centre of Christian belief. The death and resurrection of Jesus are the surprising part of the 'big story' of the Bible where the relationship between humans and God begins to be restored.

Good Friday and Easter Sunday are two key parts of this big narrative, and most Christians would say the two most important parts of Holy Week. They are marked in most churches at Eastertide as a way of commemorating the important events of Holy Week, but also a time to pray and reflect on Jesus' sacrifice on the cross.

Holy Week begins with the day Christians call Palm Sunday. This remembers Jesus' entry into Jerusalem on a donkey, welcomed by people throwing down their cloaks and palm branches, a traditional way of honouring a worthy person. In churches, palm crosses are often given out and kept by Christians in their homes to show their beliefs.

Christians call the day before Good Friday 'Maundy Thursday', remembering the day of the Last Supper. The disciples met with Jesus in an upper room to celebrate a Passover meal together. There are different theories for why it is called 'Maundy' Thursday. Some say it relates to the money that was given out to poor people before services on this day – related to the word for *beg*. Others say this relates to the word for *commandment*, connecting with Jesus' instruction: 'Love one another as I have loved you' (John 13: 34-35). At services on Maundy Thursday, communion is shared, and in some churches the vicar or priest might wash people's feet.

Good Friday recalls the day on which Jesus was tried by Pontius Pilate and eventually crucified on Golgotha Hill. After his death he was placed in a tomb carved in the rock, and a stone was rolled to block the tomb. The origin of the name 'Good Friday' is in fact that an alternative meaning for good is 'holy'. However, the name has probably stuck because Christians believe this dark day was so necessary to bring about the resurrection – good came from the crucifixion as part of God's offering of himself to restore humanity. Christians remember it as the anniversary of Jesus suffering and dying for their sins. Because of his death, they believe that when they die they can be with God and Jesus in Heaven.

Easter Sunday celebrates the resurrection of Jesus. When the women went to the empty tomb they found that the body of Jesus had disappeared, despite the fact that the tomb had been guarded by Roman soldiers. Later that day Jesus was seen by Mary and the disciples. Over the next 40 days there were many sightings of Jesus. Christians believe this shows that Jesus was resurrected.

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

'Word Association Wall' – children to write down as many words as they can linked to the word 'Easter'.

Enquiry Question:

Why do Christians call the day Jesus died 'Good Friday'?

Disciplinary Focus:

Theology

Big Questions:

What do Christians understand by the word creation?
Incarnation? Gospel? Salvation?
Which Holy Week day do you think is the most interesting?
Puzzling? Important? Upsetting?
If you could ask Mary a question about Holy Week, what would you ask her?
How might Mary have felt during Holy Week?
What might Mary have called Good Friday instead?
How do Christians show their beliefs about Easter in worship?
How is Easter similar to the Hindu festival of Holi? How is it different?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explore what we already know about Jesus and Holy Week.	<p>Starter: ‘Word Association Wall’ – children to write down as many words as they can linked to the word ‘Easter’ – this could be individually, paired or grouped.</p> <p>Input: Start by looking at the ‘big story’ – show the words ‘creation’, ‘incarnation’, ‘gospel’ and ‘salvation’ – what symbol could be drawn to represent each word? Explain what ‘salvation’ means and work collaboratively to create a visual.</p> <p>Recap prior learning about Holy Week. Share the images of the cross from <i>Understanding Christianity</i> Resource 1: a palm cross, a crucifix and a plain cross – palm crosses, Friday crosses and Sunday crosses. Ask the children to sort these – why do they think they have these names?</p> <p>Recap the key events of Holy Week – see PowerPoint.</p>	<p>Task: Children to draw or use a template of a cross and record key words inside that will help them to remember the sequence of Holy Week events.</p>	<p>Plenary: Introduce ‘Big Question’ – why do Christians call the day Jesus died ‘Good Friday’? Record initial ideas.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<p>LO: to explore the key events of Holy Week from Mary's point of view.</p>	<p>Starter: Ask the children to order the key events of Holy Week using images and/or simple sentences. Which day do they think is the most interesting, puzzling, important and upsetting?</p> <p>Input: Explain to the children that today, they are going to imagine that they are Mary, Jesus' mother, for three important days of Holy Week – Palm Sunday, Good Friday and Easter Sunday. Explain that you are going to read some stories from the Bible to help them – from the gospels, which are the life and teachings of Jesus.</p> <p>Matthew 21: 7-11 Luke 23: 13-25, 32-48 Luke 24: 1-12</p> <p>After each extract, stop and imagine what Mary might have thought. How do you think she and the disciples felt? Which cross would match each story? Palm, Friday, Sunday?</p> <p>If you could ask Mary a question about each day, what would you ask her?</p>	<p>Task: Create an emotions graph for each part of the story using <i>Understanding Christianity</i> Resource 2. Record Mary's emotions for each of the three days.</p> <p>Provide key emotive vocabulary – further challenge to use a thesaurus, aiming for precision.</p>	<p>Plenary: What might Mary have called Good Friday instead?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	<p>LO: to understand the importance of Holi for Hindus.</p> <p>Hinduism Encounter</p>	<p>Starter: Show lots of different colours – how do different colours make the children feel? Why?</p> <p>Input: Show the following film about Holi: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx#:~:text=Holi%20is%20also%20known%20as%20power%2C%20purity%20and%20love. Holi celebrates new life – and the victory of good over evil.</p> <p>The story of Prince Prahlad – a pious boy, who insisted on worshipping the God Vishnu instead of his father, the king. Prahlad's aunt Holika tried to kill him on a bonfire, but the flames killed her instead. Hindus mark the festival by building bonfires, which they believe purify the air of anything evil. The children at a Holi bonfire put coconuts on the fire and offerings such as popcorn, coconuts and chickpeas are thrown onto the fire as offerings to God, to say thank you for the spring and the crops. Holi is also known as the festival of colour, when Hindus celebrate the beauty of colour that God has put into the world. The children have a lot of fun throwing coloured paint at each other with their friends. Different colours symbolise different virtues of the soul, such as power, purity and love. On this day, there are no rules and they can throw colours at anyone without being told off.</p> <p>Focus on the rule-breaking aspects of Holi – the paint-throwing, the bonfires and so on. Ask the children to think of festivals in other cultures where normal rules are suspended. For example, on Maundy Thursday, the monarch gives money away.</p>	<p>Task: Children to create a one-day festival of wilderness for the school, where rules are turned upside-down – emphasise that it is meant to be colourful and fun and thoughtful! What rules could be broken to achieve this?</p>	<p>Plenary: How is Holi similar to Easter? How is it different?</p>

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Lesson 4	LO: to understand how Christians show their beliefs about Easter in worship.	<p>Starter: Return to the plenary from the second lesson in the sequence. What do the children think Mary might have called 'Good Friday'? Why? Brainstorm ideas.</p> <p>Input: Explain that to start today's lesson, you will be writing a diary in role as Mary for the three days of Holy Week that we explored during the second lesson. 'Jigsaw' – children to either be split into three groups or into groups of three, splitting into the three days: Palm Sunday – Jesus arrives in Jerusalem Good Friday – Jesus dies on the cross Easter Sunday – Jesus comes back to life This could be part of a teaching sequence linked to diary writing in English. What happened? How did you feel? What does this day mean? Compile diary entries for each day to create Mary's diary for the week.</p> <p>Watch the following film: https://www.bbc.co.uk/programmes/p02mww94 Ask children to focus on what the children do, what the clergy do, what they remember, what they feel, what people make and what people say. Model note-taking if appropriate for the class.</p>	<p>Task: How do Nathan and Lara show their beliefs about Easter? What does Nathan do? What does Lara do?</p> <p>Children to bullet point how the events of Holy Week are shown in practice/in worship by Christians. Further challenge could be to explain why.</p>	<p>Plenary: 'Hearts and Minds' – how do Nathan and Lara feel about Easter?</p>

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

- Children to create a 'salvation triptych' showing emotions linked to Holy Week, including Good Friday.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 6	LO: to show what we now know about why Christians call the day Jesus died 'Good Friday'.	<p>Starter: 'Synonym Sorter' – share the emotive words 'joy', 'sadness' and 'hope' along with a range of synonyms for each word – children to sort the synonyms.</p> <p>Input: Recap how we have been looking closely at the key Holy Week events of Palm Sunday, Good Friday and Easter Sunday – and at understanding emotions linked to these. Which of the emotive words from the starter would the children link to each of these days? Why?</p>	<p>Task: Children to create a 'salvation triptych' of the emotions of joy, sadness and hope linked to the key Holy Week events of Palm Sunday, Good Friday and Easter Sunday.</p>	<p>Plenary: Invite children to share their artwork and justify their thinking, then ask children to write an explanation underneath their artwork to justify their thinking.</p>

	Skills and Knowledge Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none"> Recall the outline events of the Easter story inc: entry into Jerusalem, the Last Supper, Jesus' arrest and betrayal, he was put on trial, he was crucified, he came back to life and appeared to Mary Magdalene. Know that Jesus forgave all to build a bridge between man and God. By rising from the dead, he gives Christians a hope in new life.
Most children will:	<ul style="list-style-type: none"> Describe how Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection Recognise that most Christians believe that Jesus rose from the dead and so is alive today and that for some Christians standing up for your faith can risk persecution.
Some children will progress further and will:	<ul style="list-style-type: none"> Explain what each event of Holy Week means for Christians today inc: Palm Sunday, washing disciples' feet at the Last Supper, bread and wine at the Last Supper, Judas betrayal, Peter's denial, the Crucifixion, the Resurrection Know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday Give examples of how for some Christians today standing up for your faith can risk ridicule and even persecution.