

Topic Title: Christianity - Salvation

Year 4 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):

'Chocolate Bar' (Isabella Wallace 'Talk Less Teaching' strategy – what do the children already know about the Easter Story, Holy Week and Good Friday in particular?

Enquiry Question:

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

Disciplinary Focus:

Theology

Big Questions:

What is Passover?

Should Judas betray Jesus or stay loyal? Why?

Why is Jesus' betrayal of Jesus such an important part of Holy Week?

What do Christians learn from Jesus washing his disciples' feet?

How is the Hindu festival of Holi similar to Easter? How is it different?

How does the Last Supper influence Christians today?

What does Holy Communion remind Christians of?

| LEARNING OBJECTIVE | | WHOLE CLASS INTRODUCTION / FOCUS | DIFFERENTIATED ACTIVITIES | PLENARY |
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| Lesson 1 | <p>LO: to understand what happened at the Last Supper and why.</p> | <p>Starter: ‘Previously On’ – ‘Walking Chocolate Bar’ (Isabella Wallace ‘Talk Less Teaching’ strategy. Children to each have a piece of paper divided into eight pieces – their chocolate bar – and record something that they already know about the Easter Story, Holy Week or Good Friday in one of the pieces. Then, move around the classroom, swapping what they already know with other children until they have all eight pieces filled. Further challenge to highlight any of their pieces that link to Jesus.</p> <p>Input: Briefly recap Holy Week before focusing specifically on the Last Supper. Remind the children that Jesus entered Jerusalem on a donkey and everyone cheered. Since then, he has been telling parables and throwing out people selling things in the temple. Things are going well this Passover and the Thursday should be a big celebration!</p> <p>Link to prior learning from last half term – what is Passover?</p> <p>Read the Last Supper from Matthew 26: 17-25: https://biblehub.com/niv/matthew/26.htm Stop before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do?</p> <p>Conscience Alley – why should Judas betray Jesus? Why should he stay loyal? Reflect on what we already know about Judas:</p> <ul style="list-style-type: none"> • Judas was one of the 12 disciples closest to Jesus. • Judas offered to betray Jesus to the religious authorities. • They agreed to pay him thirty pieces of silver for doing so. • Jesus knew that Judas was going to do this, but took no action to stop him. • Judas led soldiers to the Garden of Gethsemane, where Jesus was praying. • Judas kissed Jesus to identify him. | <p>Task: Children to write a thought bubble for Jesus and two of his disciples. What were they thinking? Share some ideas as a whole class and model.</p> <p>Challenge: why is Judas’ betrayal of Jesus such an important part of Holy Week?</p> | <p>Plenary: If the children could speak to Judas and ask him a question, what would they ask him? Record on sticky notes.</p> |

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| Lesson 2 | <p>LO: to understand how the disciples learnt from Jesus in his last days on Earth.</p> | <p>Starter: what can the children remember about the Last Supper?</p> <p>Input: read the final part of the story Matthew 26: 26-30. Show images of a cloth, wine, bread and Jesus. Discuss what this means in relation to the story. Bread – Jesus’ body Wine – Jesus’ blood They remind Christians that Jesus sacrificed his life for his people. The bread and the wine are symbols representing Christ’s broken body and blood.</p> <p>Maundy Thursday – discuss a photo of someone washing someone else’s feet. Would this be something they would like to do? Show an image of Jesus washing his disciples’ feet – who could this be and why is Jesus doing it?</p> <p>This would have been unheard of for a Rabbi in those days. At the time when Jesus was alive, people walked everywhere in hot weather, on dusty, dirty, sandy roads, wearing strappy sandals. Their feet would be very dirty and probably a bit smelly by the end of the day. Washing feet was therefore a job a servant would undertake, not a leader, not the Son of God. In doing this, Jesus was placing himself in a lowly position. That night, he washed the disciples’ feet and the following day, he died the death of a common criminal.</p> | <p>Task: Draw the outline of a foot – or draw around their own feet! On the inside, explain what Jesus washing his disciples’ feet teaches Christians.</p> <p>Further challenge: how could Christians follow Jesus’ example today?</p> | <p>Plenary: What have the children learnt about Jesus from the events of Maundy Thursday and the Last Supper? What words would they use to describe him?</p> |

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| 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 make links between Maundy Thursday and Holy Communion. | <p>Starter: Revisit the ‘Big Question’ – why do Christians call the day Jesus died ‘Good Friday’? What alternatives can the children think of?</p> <p>Input: We have learnt about Maundy Thursday, which has shown the importance of the Last Supper, but how does this influence Christians today?</p> <p>Watch the following film about Holy Communion: https://www.bbc.co.uk/programmes/p02mwwwm9 What objects and actions do the children notice? Which are symbols of Easter, Jesus or Christian beliefs? Revisit the meaning of a symbol if needed.</p> | <p>Task: Provide the children with images of the five symbols featured in the film.</p> <ul style="list-style-type: none"> • A fire burning on Easter morning • Touching the stone where Jesus fell • Hot cross buns • Easter egg • Chick born from the egg <p>What does each image symbolise? Which part of the Easter story does it link to?</p> | <p>Plenary: Visual of a ‘link’, with ‘Maundy Thursday’ shown one side and ‘The Last Supper’ shown the other – annotate with links.</p> |

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| Lesson 6 | LO: to explore the importance of remembering for Christians. | <p>Starter: Play Kim's game with items linked to Easter to introduce the concept of memory.</p> <p>Input: What is a memory? What is the children's favourite memory? Discuss how these can represent a range of emotions. Explain that today, the children are going to plan three memory boxes – what is the purpose of a memory box? These help us to remember things – and a favourite way of remembering the past can be through diaries, memoirs and photographs.</p> <p>Box 1 – a memory of something important in the children's life – what or who do they want to celebrate and remember?</p> <p>Box 2 – a memory box for our school</p> <p>Box 3 – a memory box for a Christian remembering the life of Jesus – what would go into it?</p> | <p>Task: Children to create three memory boxes, as explained during introduction, and either draw or write what would go in each.</p> <p>Further challenge: write a paragraph to explain why they have chosen to put what they have into Box 3, making clear links to the Easter story.</p> | <p>Plenary: Return to the 'Big Question' – why does Easter matter to Christians? What do they now know that they didn't know before this unit?</p> |

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

- Children to create a 'memory box' for a Christian remembering the life of Jesus.

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| | | <u>Skills and Knowledge</u> Add in skills-based from Ruth ... |
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| Some 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. | |
| Most children 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 | |
| Some children will progress further and will: | <ul style="list-style-type: none"> Explain how Christians believing that Jesus died and rose again can be challenging. | |