

Topic Title: Christianity - Salvation

Year 5 Spring 2



Background for Teachers:

Taken from *Understanding Christianity*:

The death and resurrection of Jesus are key moments in the drama of the Christian Bible. This resource sets out a reading of the Bible that emphasises the idea of a 'big story' – a narrative arc across the Bible – that starts with a good creation by a good God, a catastrophic fall from grace by rebellious and sinful humanity, and efforts by God to reverse the impact of sin, drawing people back to himself through his chosen people, the people of Israel.

Many Christians explain the death of Jesus as a sacrifice. This reflects the language of the Bible (for example, 1 John 2:2: 'we have an advocate with the Father – Jesus Christ, the Righteous One. He is the atoning sacrifice for our sins, and not only for ours but also for the sins of the whole world').

In the Old Testament, people would offer sacrifices of a young goat or a lamb to show that they were sorry for their sins, and to acknowledge that a sin demands a punishment. However, sacrifice only brought a person back to God until their next sinful rebellion against God – which did not usually take long.

One way of seeing Jesus' death is to argue that he willingly gave up his own life in order to take on himself the punishment for *all* sin, for *all* people. Because of sin, people needed to be *saved*, and Jesus brings *salvation*.

Christians might read the Passion narratives of the Gospels to make sense of the 'big story' of God's salvation; some might use it to remind themselves of what they owe Jesus – they should be grateful that he has taken their punishment; others might read it to see what example Jesus set in the face of persecution – they are inspired by his willingness to lay down his life for his friends.

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

Children to work collaboratively to create a 'big story' timeline – what do they already know about the events leading up to the resurrection? How much detail can they include? This could involve using a roll of lining paper, for example.

Enquiry Question:

What did Jesus do to save human beings?

Disciplinary Focus:

Theology

Big Questions:

What are the key events of Holy Week?

What does it mean to be responsible for something? Who was responsible for Jesus' death?

How might a Christian remember Jesus to help them do the right thing?

How might a Christian follow Jesus' example in 2023?

What does it mean to make a sacrifice?

How far is the idea of sacrifice good and necessary for making the world a better place?

How do Christians remember the Salvation brought by Jesus? What similarities and differences are there between different ways of celebrating?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to recap the events of Holy Week and understand the concept of responsibility.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> <i>Making Connections</i></p>	<p>Starter: ‘Previously On’ – children to work collaboratively to create a ‘big story’ timeline – what do they already know about the events leading up to the resurrection? How much detail can they include? How much accurate terminology can they use? This could involve using a roll of lining paper, for example.</p> <p>Input: Recap the key events of Holy Week. Show artworks depicting the last days of Jesus’ life and ask the children to identify the events and sequence them correctly.</p> <ul style="list-style-type: none"> • Palm Sunday • The Last Supper • Garden of Gethsemane • Jesus carries the cross • Jesus is crucified • Jesus in the tomb • Jesus rises again <p>Recap how the death and resurrection of Jesus are key moments in the Bible. Many Christians explain the death of Jesus as a sacrifice. He gave up his own life to save others.</p>	<p>Task: Who was responsible for Jesus’ death? Discuss what responsible means – explore some dictionary definitions as a class.</p> <p>Use the <i>Understanding Christianity</i> ‘responsibility pies’ Resource Sheet 2 – how much responsibility for Jesus’ death lies with each group or individual?</p> <ul style="list-style-type: none"> • Pilate • Judas • The Romans • The Sanhedrin • The crowds • The soldier with the hammer • God • Jesus himself • All people <p>Children to annotate each slice with an explanation to justify their thinking about their level of responsibility for Jesus’ death.</p>	<p>Plenary: Explore the children’s initial thoughts about what Jesus did to save human beings. How have these been shaped by today’s focus on the events of Holy Week?</p>

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Lesson 2	<p>LO: to explore the idea of Jesus' sacrifice.</p> <p>Core concept focus: Making sense of the text Understanding the impact Making Connections</p>	<p>Starter: Show images of Holi festival in action and provide children with a large sheet of paper with the images in the middle. 'Quescussion' – children only allowed to pose questions, not make statements – scribe to record questions around images.</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 poster or double-page spread about the Hindu festival of Holi – or a non-chronological report in English. Key questions to answer within their work: Why is Holi celebrated? What is the significance of the colours? What does Holi mean to Hindus?</p>	<p>Plenary: Plenary: How is Holi similar to Easter? How is it different? Could be represented using a Venn diagram.</p>

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Lesson 3	<p>LO: to research Christians who have made sacrifices like Jesus.</p> <p>Core concept focus: <i>Making sense of the text</i> Understanding the impact <i>Making Connections</i></p>	<p>Starter: work collaboratively to define ‘sacrifice’.</p> <p>Input: How could people make a sacrifice? It’s not just about sacrificing a life but about other things, too – time, money, lifestyle, happiness. Have any of the children ever made a sacrifice? Has anybody ever made a sacrifice for them?</p>	<p>Task: Children to work in pairs to research someone who has made a sacrifice: Mother Theresa, Martin Luther King, Jackie Pullinger, Corrie Ten Boom, Gladys Aylward, Desmond Tutu.</p> <p>Questions to scaffold research:</p> <ol style="list-style-type: none"> 1. Who they are/were. 2. What he/she did that spread Jesus’ message. 3. Difficulties that they faced. 4. The extent to which they admire this person. <p>This could be presented as a double-page spread, a fact file/profile ...</p>	<p>Plenary: Create a ‘sacrifice wall’ by jigsaw-ing together the children’s findings about each person. What do they all have in common?</p>

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Lesson 4	<p>LO: to understand why Christians make sacrifices for their faith.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> Making Connections</p>	<p>Starter: Reflect on how the people the children researched last week have been influenced by Jesus' teachings – what is the common influence? To what extent have they made a sacrifice? This could be represented as a scale – is the extent to which someone has made a sacrifice something that can be measured?</p> <p>Input: People who are not Christians might say that Jesus demonstrated love, friendship, wisdom, humility, courage and self-sacrifice. Even if they do not believe that Jesus was a God or a saviour, people might argue that these qualities are still important in the world today.</p>	<p>Task: Children to write a letter or a message to either the person that they researched or the person that they found most inspirational after hearing other children share their findings. Their letter or message must include a reason why they admire them and one important question that they would like to ask them about the sacrifice that they made.</p>	<p>Plenary: Ask children to think about something they believe in or love a huge amount. Ask them to sit down if ... they would give up 10p for this? £10? All their Christmas presents? Lose friends over? Suffer physical pain? Die? What is the tipping point for them and why?</p>

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

- Children to devise a brand-new way for Christians to remember the Salvation brought by Jesus.

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Lesson 6	LO: to understand differences in practice in how Christians remember Jesus' sacrifice.	<p>Starter: Recap how some Christians remember Jesus' death and resurrection throughout the year through the celebration of Holy Communion. What do the bread and wine represent? How do Christians share the bread and wine? What does this ceremony mean for them today?</p> <p>Input: Watch two or three different short films about other ways of celebrating this symbolic meal – in <i>Understanding Christianity</i> resources – including the following film clip of Roman Catholic mass in Liverpool: www.bbc.co.uk/education/clips/zwcd2hv</p> <p>What similarities and differences are there between the ways of celebrating? What might the congregation be thinking about during the Eucharist – and why is this a celebration and a serious moment?</p>	<p>Task: Children to devise a brand-new way for Christians to remember the Salvation brought by Jesus – this may well take the form of a religious ceremony. They should explain the actions, words, music, activities and symbolism that they have chosen to include.</p> <p>Further Challenge: Children to consider how this can be a celebration and a serious moment.</p>	<p>Plenary: Display the following quote by Martin Luther King: <i>If a man has not discovered something that he will die for, he isn't fit to live.</i> How far do children agree with this? How far is the idea of sacrifice good and necessary for making the world a better place?</p>

		Skills and Knowledge Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none"> Describe how Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. That as a result they have been 'saved' or rescued by God. Know some of the outline of events of the crucifixion (Passion narrative) from John 19. Describe how Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/ The Eucharist/ the Mass. 	
Most children will:	<ul style="list-style-type: none"> Explain the events of the crucifixion (Passion narrative from John 19. That is: The soldiers mock Jesus; Trial before Pilate; Jesus carries his cross; Soldiers crucify Jesus; Jesus, Mary and John; Jesus dies; Jesus side is pierced; Jesus is buried in Joseph's tomb Recognise and talk thoughtfully about the Isaiah 53 passage and make connections to John 19 using the idea of the suffering servant. They use term like Messiah, Passion, Salvation and Sacrifice in theological context. Explain denominational difference in practice of how Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/ The Eucharist/the Mass. 	
Some children will progress further and will:	<ul style="list-style-type: none"> Give a selection of response to the Christian belief that Jesus died on the cross to cancel out mankind's sin giving diverse Christian views as well as atheist and agnostic responses and expressing their own ideas and opinions. 	