

Topic Title: Christianity - Salvation

Year 6 Spring 2



Enquiry Question:

What difference does the resurrection make to Christians?

Disciplinary Focus:

Theology

Background for Teachers:

Taken from *Understanding Christianity*:

In terms of the archetypal story plot, the resurrection of Jesus is where the hero wins the day, the evil enemy defeated. For Christians the resurrection of Jesus seals the defeat of death and sin, opening up the way for all people to turn to God, repairing the effects of the Fall and bringing Salvation. The life, death and resurrection of Jesus are the keystone in this Christian understanding of the 'big story' of the Bible.

For almost all Christians the resurrection is the crucial part of their faith. As the apostle Paul said, 'if there is no resurrection of the dead, then not even Christ has been raised, our preaching is useless and so is our faith' (1 Corinthians 15: 13-14).

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

For Christians, Jesus' death and resurrection are about more than this, however. Jesus exemplifies what it would be like for all people to have an intimate relationship with God the Father – such as a love for all, perhaps especially for the lost and vulnerable. His resurrection means that they have a sure and certain hope of a life after death. His resurrection appearances give some hints about the nature of life after death – Jesus has a body, for one thing, and is not a disembodied spirit. Whilst there is not agreement about what heaven is like, there is agreement amongst Christians that it will be good! Some see it as being the fulfilment of God's good plan for all creation, including humanity.

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

Revision of the timeline of the 'big story' of Easter/Holy Week – children to order key concepts and key events, including Jesus' death as a sacrifice, using the *Understanding Christianity* artwork frieze.

Big Questions:

What are the key events of Holy Week?

What evidence is there within the Gospels that Jesus was resurrected?

Why do Christians believe in the resurrection?

What changes in emotion are there for Christians between Good Friday and Easter Sunday? Why?

Why is Easter Sunday seen by Christians as a day of hope?

How might faith in a resurrected, living Lord Jesus comfort and inspire Christians?

How might this make a difference to how people live today?

'Death is not such a terrible thing for a Christian' – agree or disagree?

Which are the most significant events within Holy Week for Christians?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to understand why Christians believe that Jesus was resurrected.</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’ – revision of the timeline of the ‘big story’ of Easter/Holy Week – children to order key concepts and key events, including Jesus’ death as a sacrifice, using the <i>Understanding Christianity</i> artwork frieze.</p> <p>Input: Explain to the children that they are going to work in role as detectives using some sources of evidence – and that it is not about trying to ‘prove’ whether Jesus was or was not resurrect, it’s about grasping why Christians believe this.</p> <p>Share the key piece of evidence, a series of witness statements in Luke’s Gospel. These describe the events three days after the death of Jesus by crucifixion. Remind children of the Christian belief that Jesus came to Earth as God ‘in the flesh’ – incarnation – and that his death and resurrection are fundamental to Christian belief.</p> <p>Split the children into five groups and give each group part of the text to work with:</p> <ul style="list-style-type: none"> • vs 1-8 • vs 9-12 • vs 13-27 • vs 28-35 • vs 36-49 <p>Children to work collaboratively to mark the points in the text that Christians would use as evidence – what evidence have they discovered to suggest that Jesus was resurrected? What questions does the text raise for the children? Record these on sticky notes.</p> <p>Build on this by watching a short film giving Christian views on the evidence for the resurrection – see <i>Understanding Christianity</i> resources.</p>	<p>Task: Children to write a detective’s report encompassing all the evidence found from the witness statements, the films and any other evidence uncovered.</p> <p>Further Challenge: The Gospels were written at least 30 years after Jesus’ death. Some commentators suggest that the disciples or the early Church made up the idea that Jesus rose, to convince themselves that Jesus was more than a great leader – that he was God. Children to come up with reasons for and against this idea.</p>	<p>Plenary: GPC – why <i>do</i> Christians believe in the resurrection?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<p>LO: to understand why faith in a resurrected, living Lord Jesus might comfort and inspire Christians.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> <i>Making Connections</i></p>	<p>Starter: Ask children to undertake the ‘enquiring into religious practice’ strategy – see <i>Understanding Christianity</i> Resource Sheet 1.</p> <p>Input: Show two photos that show Christian practices in church on Good Friday; for example, praying at the stations of the cross, a solemn service at 3pm, a church with a plain cross and a crown of thorns and a bowl. Also, show two photos that show Christian practices in church on Easter Sunday; for example, covering the cross with flowers, sunrise services, baptisms, joyous services. Ensure that a range of denominations are represented. What changes in emotion are there for Christians between Good Friday and Easter Sunday? Would it matter if the resurrection hadn’t happened? Why is Easter Sunday seen by Christians as a day of hope?</p>	<p>Task: Children to look at a hymn or a song that is often sung on Good Friday and compare it to a song or a hymn that is sung on Easter Sunday – see <i>Understanding Christianity</i> resources. Children to search for and highlight any evidence that they can find for beliefs about the death and resurrection of Jesus in these songs.</p> <ul style="list-style-type: none"> • What do these songs say about the meaning of Jesus’ death and resurrection? • What links can you make with the idea of Jesus ‘saving’ people by defeating death? • What emotions are associated with these songs? How might these affect Christians? 	<p>Plenary: List some ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	<p>LO: to explore how believing in the resurrection of Jesus might make a difference to how people live today.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> <i>Making Connections</i></p>	<p>Starter: Recap key concepts related to ‘salvation’ – see Year 5 ‘Skills and Knowledge’ overview.</p> <p>Input: Introduce the children to a series of quotes from Gandhi, CS Lewis, Richard Dawkins and Paul in 1 Corinthians 15:17 – see <i>Understanding Christianity</i> resource. Have a silent class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose one problem in the world and ask what difference the belief that Jesus rose again, and offers eternal life, might make to them.</p>	<p>Task: Children to choose from a selection of other problems in the world today:</p> <ul style="list-style-type: none"> • Inequality – wealth and poverty • Illness • Loneliness • Injustice <p>Reflect on what difference the belief that Jesus rose again, and offers eternal life, might make to them.</p>	<p>Plenary: Invite a child who has chosen each problem to share their reflections – what do the rest of the class think?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<p>LO: to understand why many Christians feel that the resurrection of Jesus means that death is not the end.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> <i>Making Connections</i></p>	<p>Starter: Show a film clip of Aslan on the table and at the camp in <i>The Lion, the Witch and the Wardrobe</i>. Why do the children think is happening? How does this tie in with the idea of salvation? Who is being saved?</p> <p>Input: Talk about what kinds of songs or readings might be used at someone's funeral – start with fictional characters, such as Buzz Lightyear. Think of popular songs that would suit these characters and why – and use this as a way into reflecting on what kinds of things need to be said or communicated at a funeral and why.</p> <p>Give the children access to a series of poems or songs that are used at funerals and ask them to work together to choose a poem, song or hymn that would be suitable for an atheist, an agnostic and a Christian. Discuss how the texts reflect the beliefs of the person who has died and what beliefs are held or rejected – belief, afterlife, heaven, faith, salvation, eternal life, Gospel.</p>	<p>Task: Children to take two biblical texts that are read during the Anglican funeral liturgy e.g. John 3:16, John 11: 25-26, Luke 23:43, John 14: 2-3. What comfort or hope might these give a Christian? Why? What beliefs do they show? What similarities and differences are there between the texts?</p> <p>Invite Reverend Katie/Father Simon to talk about how they make sense of these passages? Visit to the church graveyard to look at the gravestones, epitaphs and memorials?</p>	<p>Plenary: Share the Desmond Tutu statement that death is not such a terrible thing for a Christian. Do they agree or disagree?</p>

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

- Children to create a scrapbook double-page spread to capture the disciples' time with Jesus.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<p>LO: to understand the difference that believing in life after death makes to Christians.</p> <p>Core concept focus: <i>Making sense of the text</i> <i>Understanding the impact</i> <i>Making Connections</i></p>	<p>Starter: Show the first ten minutes of the Pixar animation <i>Up</i>. Create a series of screenshots of the characters' life together for children to order and categorise, matching with coloured blocks: joy, hope, sadness or disappointment, excitement. Discuss how although Ellie was no longer around, she had built something lasting that remained after her death.</p> <p>Input: Reflecting on what we have discussing during previous lessons about the language of memorials and the biblical texts on resurrection, discuss how the belief in life after death would affect Carl's feelings about Ellie dying. Work collaboratively to create two sets of thought bubbles for Carl – one set for his thoughts if he believed in life after death and another if he didn't believe in life after death. How and why might the belief in life after death make a difference to how people live?</p>	<p>Task: Ellie gives her husband a scrapbook for him to continue. Children to imagine that the disciples had got together to create a scrapbook of their time with Jesus. What would they include? What should go in the scrapbook? What notes would the disciples write? Which events/ teachings would be most important and get most space. Children to create a scrapbook double-page spread.</p> <p>Compare this to the disciples' actual 'scrapbooks' – the Gospels. Note the major focus on Jesus' death and resurrection – his last week takes up a major proportion of the Gospels. This shows the significance of death and resurrection for Christian belief in life after death.</p>	<p>Plenary: Children to weigh up arguments for and against the statement that believing in life after death is a benefit to individuals and to society.</p>

		Skills and Knowledge Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none"> Give examples of some of the resurrection appearances recorded in the book of Luke (Luke 24). Describe some Good Friday and Easter Sunday celebrations across a range of denominational settings. Describe what might happen at a Christian funeral. 	
Most children will:	<ul style="list-style-type: none"> Describe the resurrection appearances recorded in the book of Luke (Luke 24), appearances to the women at the Tomb, the road to Emmaus and to the disciples on the beach. Explain how Christian worship in both modern and traditional songs reflect the belief that Jesus' resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. Explain why certain things might happen at a Christian funeral. 	
Some children will progress further and will:	<ul style="list-style-type: none"> Discuss the extent to which the resurrection makes a difference to Christian's and how this can be reflected in current celebrations in funerals. Give a selection of responses to Jesus' appearances after the resurrection, giving diverse Christian views as well as atheist and agnostic responses and expressing their own ideas and opinions. 	