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| Text BoxThorpepark Academy  Religion, Belief and Values | | | | | | | | | | | |
| **Year Group:** 2  **Term:** Spring 2 | | | | **Unit 2.2**  **Theme:** Easter  **Concept:** salvation, gospel | | | | | **Religion:** Christianity  **Worldview:** personal view | | |
| **Key Question: Why is Easter important to Christians?** | | | | | | | | | | | |
| **About this unit:**  This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across Key Stage 1. It may be useful to consider Spring festivals from other faiths alongside Easter. | | | | | | | | | | | |
| **Links to British Values** | | | | | | | | | | | |
| **Democracy**  **✓** | | **Rule of Law**  **✓** | | | **Individual Liberty**  **✓** | | | **Mutual Respect**  **✓** | | | **Tolerance of people of different faiths and beliefs**  **✓** |
| **Links to SMSC** | | | | | | | | | | | |
| **S**  **✓** | | | **M**  **✓** | | | | **S**  **✓** | | | **C**  **✓** | |
| Hull and East Riding Agreed Syllabus  Related end of Key Stage 1 expectations pupils should be able to… | | | | | | | | | | | |
| **Exploring** | | | | | | | **Learning outcomes by the end** | | | | |
| Social Sciences-Which festivals are important to faith members? | | | | | | | name some religious festivals and say how faith members celebrate them  describe and explain some traditions linked to religious festivals | | | | |
| Theology-What stories are told at different religious festivals? | | | | | | | suggest reasons why festivals are important  talk about how are stories celebrated at different religious festivals | | | | |
| **Prior Learning** | | | | | | | **Future Learning** | | | | |
| Foundation stage – celebrations  Year 1 – Easter unit: How do Christians prepare to celebrate Easter? | | | | | | | Easter units in Years 3-6. | | | | |
| **Skills** | | | | | | | | | | | |
| **Social sciences**  Observe and recount  Find out about and respond  Find out and begin to express ideas | | | | | | | **Theology**  Ask and respond to questions  Explore questions  Express ideas  Recognise similarities and differences  Respond sensitively | | | | |
| **Sticky knowledge** | | | | | | | **Key vocabulary** | | | | |
| Holy week is the last week of Lent. It includes Palm Sunday, Ash Wednesday, Maundy Thursday, Good Friday and Holy Easter Saturday. Easter Sunday then follows.  Palm Sunday was the day when Jesus travelled to Jerusalem on a donkey. He was welcomed like a king or celebrity.  Christians believe that Jesus died for our salvation. | | | | | | festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day, sin, salvation | | | | | |
| **Resources** | | | | | | | | | | | |
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|  | **LO** | | | **Lesson outline** | | | | | | | |
| **Lesson 1**  Ask questions | **LO:** To know the main events in the Easter story  **Sticky Knowledge:** Holy week is the last week of Lent. It includes Palm Sunday, Ash Wednesday, Maundy Thursday, Good Friday and Holy Easter Saturday. Easter Sunday then follows.  **Skill:** Find out and begin to express ideas | | | ***Mini Question:*** *What is the story of Easter?*  ***Recap:*** *Create a thought shower to find out what the children remember about the story of Easter.*  ***Outline:***  ***Watch this video: The Christian Story of Easter to recap key information.*** [***https://www.youtube.com/watch?app=desktop&v=Wnbo2AmS3OI&feature=youtu.be***](https://www.youtube.com/watch?app=desktop&v=Wnbo2AmS3OI&feature=youtu.be)  Ask the following questions:  What special name is given to the day Jesus died?  What was used to close Jesus’ tomb?  What did the figure in white say to Mary?  Who did Mary see whilst she was crying?  What did Christians like to remember at Easter?  Recap how Christians prepare for Easter using the ppt you can download from here: <https://www.westminster-abbey.org/teaching-resources/holy-week-a-short-guide-for-primary>  You many need to adapt, e.g. last slide ensure children know this is an Easter Sunday Service  ***Activity:***  Focus on the new parts of the story: ensure that pupils know the story of Holy Week and Easter securely, using a range of approaches and activities. For example:  • use interesting storytelling techniques such as drama and godly play to sequence events in the Easter story  • freeze-frame key moments and capture in photographs to use as a class timeline or to display in RBV Class book. | | | | | | | |
| **Lesson 2**  Investigate and dig deeper | **LO:** To understand what happened during Palm Sunday  **Sticky Knowledge:** Palm Sunday was the day when Jesus travelled to Jerusalem on a donkey. He was welcomed like a king or celebrity.  **Skill:** Explore questions | | | **Mini Question:** What happened on Palm Sunday?  **Recap:** What are the key events in the Easter story? How do Christians prepare for Easter during Holy week?  **Lesson Outline:** Listen to the Palm Sunday story at the beginning of Holy Week (Use a Children’s bible or the following websites: <https://www.youtube.com/watch?app=desktop&v=z-39h0xYqdE>  Or  <https://www.youtube.com/watch?app=desktop&v=z-39h0xYqdE> ).  Dive deeper, question further  How do you think Mary, the mother of Jesus, felt when he rode into Jerusalem?  Why were people so happy when Jesus arrived in Jerusalem?  How did they celebrate?  **Activity:**  Design or hold a palm celebration including songs (We Have a King Who Rides a Donkey) and palms.  Create artwork to show what happened on Palm Sunday.  Evidence in children’s books or class RBV book.  **Challenge:** How was Jesus treated when he entered Jerusalem? Why? (Could record some of their responses on post it notes in RBV class books.) | | | | | | | |
| **Lesson 3**  Reflect and respond | **LO:** To know about salvation  **Sticky Knowledge:** Christians believe that Jesus died for our salvation.  **Skill:** Ask and respond to questions | | | **Mini Question:** What does salvation mean?  **Starter:** What happened next? Children listen to the donkey’s story, based on book Dave the Donkey by Andrew McDonough via the following website: <https://www.youtube.com/watch?v=D89VI9R17eY>  Discuss how Dave felt when he learned that Jesus had died? How did he feel when he knew that Jesus had risen again?  **Lesson Outline:**  What does ‘sin’ mean?  What does ‘salvation’ mean?  Find out what the children think these words might mean and how it might link to Jesus’ life and death.  Thinking more deeply about ‘sin’ and ‘salvation’ — can the children find the letters of the word ‘sin’ in the word ‘salvation’? Which letters can they see from ‘save’ in it? (Adapted from Understanding Christianity.)  Watch the video: What is salvation?  <https://www.youtube.com/watch?v=89p_bRo2ZU8>  Salvation means being rescued by God from the consequences of our wrongdoing (sin). ... The concept of salvation – or being saved – is central to the Christian faith.  How does this word link to the Easter story? Link back to Dave the Donkey story - Explain that that is how Christians feel – happy that Jesus rose again for them (to free them from sins/be their salvation).  **Activities:**  Use role-play to explore different perspectives in the Easter story. E.g.:  Judas and Jesus  Pontius Pilate and Jesus  St Peter and Jesus  Think and talk about forgiveness and if they have been able to forgive someone that they know. If so, why? If not, (and if appropriate) why?  Create a letter, prayer or poem about forgiveness (in children’s books or on special paper and select a few for class book.)  ***Challenge:***  Why is the festival of Easter so important to Christians? | | | | | | | |