

Thorpepark Academy

Religion, Belief and Values



Year Group: 5 Term: Spring 2 (last 3 weeks)	Unit 6.2 Theme: Easter Concept; salvation, gospel	Religion: Christianity Worldview: personal view
--	--	--

Key Question: What is the message of Easter to the world for today?

About this unit:

This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across upper Key Stage 2. It continues to explore and develop the concepts of salvation and gospel. The focus for Year 6 is the message of Easter for today. The children will consider religious and secular interpretations of Easter and explore aspects of the Easter story from different perspectives.

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 2 expectations pupils should be able to...

Exploring	Learning outcomes by the end
Social Sciences- What is the value of participating in a religious festival or ritual?	Compare the experience of participating in a religious festival or celebration around the world reflect and share how religious celebrations and rituals have an impact on the community
Theology- How do the lives of faith founders influence believers	identify key events in the lives of faith founders and their impact on those around them explain the relevance of different faith founders for their followers today

Skills

Social sciences Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	Theology Identify and explain Investigate and apply ideas Discuss and give examples
--	---

Sticky knowledge	Key vocabulary
Easter is celebrated in various ways across the world which is based on the county's tradition and heritage. Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope. Christians believe that Jesus' resurrection means that death is not the end. They hope that God will grant them eternal life	Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News, eternal life, hope, tradition, heritage

Resources		
	LO	Lesson outline
<p>Lesson 1</p> <p style="color: purple;">Ask Questions</p>	<p>LO: To understand how Easter is celebrated across the world and why</p> <p>Sticky Knowledge: Easter is celebrated in various ways across the world which is based on the country's tradition and heritage.</p> <p>Skill: Explain and understand similarities and differences</p>	<p>Mini Question: How do Christians across the world celebrate Easter and why?</p> <p>Recap: What can you recall about the six-week period of Lent?</p> <p>Lesson Outline:</p> <p>Start with a debate:</p> <p>Is Easter only for Christians?</p> <p>Watch a video which explores how Easter is celebrated in different countries https://thegreenvoyage.com/easter-around-the-world/</p> <p>OR Take part in 'The international Easter traditions quiz'. https://www.bbc.co.uk/bitesize/articles/z4rnjhw</p> <p>Drawing on children's prior knowledge, discuss Easter from a religious and secular perspective. Identify common aspects in the ways in which festivals are celebrated around the world.</p> <p>Activity:</p> <p>Split the class into pairs. Try to have a range of countries across the class.</p> <p>Each pair should create a poster depicting 'Easter across the world'. The page should show similarities and differences in the ways that their given day is marked. Crucially, it should also show similarities and differences in reasons behind the practices.</p> <p>Pages could include photographs, the Venn diagrams, explanations of reasons behind practices, relevant quotes, etc.</p> <p>Challenge: Can you think of another country wherehappens?</p>
<p>Lesson 2</p> <p style="color: purple;">Cause and consequence</p>	<p>LO: To know the significance of Jesus' death to Christians</p> <p>Sticky Knowledge:</p> <p>Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope.</p> <p>Skill: Investigate and apply ideas</p>	<p>Mini Question: What does Jesus' death mean to Christians?</p> <p>Recap: How is Easter celebrated in different countries?</p> <p>Lesson Outline:</p> <p>Start by asking: What does Jesus' death and resurrection mean to Christians?</p> <p>Key information:</p> <p>Activity</p> <p>Christian to share how Jesus' death and resurrection influences the way in which they live their life. Or, if this is not possible, you may wish to share Fern Cotton's journey to Jerusalem as a starting point for discussion:</p> <p>Video 1: Introduction</p> <p>Video 2: Visit to the place where Jesus' trial may have taken place</p> <p>Fern Britton – Video 1: https://www.bbc.co.uk/programmes/p04zw9d7</p> <p>Fern Britton – Video 2: https://www.bbc.co.uk/programmes/p04zwdyb</p>

		<p>Class discussion – take photos for evidence in books. Children could add quotes from the videos.</p> <p>Challenge:</p>
<p>Lesson 3</p> <p>Dive deeper, question further</p>	<p>LO: To know how belief in the resurrection impacts on the lives of Christians today</p> <p>Sticky Knowledge:</p> <p>Christians believe that Jesus' resurrection means that death is not the end. They hope that God will grant them eternal life.</p> <p>Skill: Reflect on and find meanings</p>	<p>Mini Question: What difference does the resurrection mean to Christians?</p> <p>Recap: What does Jesus' death mean to Christians?</p> <p>Lesson Outline:</p> <p>Why is it that many Christians feel that the resurrection of Jesus means that death is not the end?</p> <p>Activity</p> <p>Take your pupils to a church graveyard and look at gravestones, epitaphs and memorials (or if a visit is not possible explore the catalogue on the Hull Minster site and search key words, such as hope, resurrection, memory, beloved, etc.</p> <p>Hull Minster: https://hull.christianityandculture.org.uk/catalogue</p> <p>Secular epitaphs: https://stoneletters.com/blog/memorial-quotes-headstone-epitaphs</p> <p>Get pupils to sort the epitaphs, memorials and gravestones — perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example: memory, hope, resurrection, beloved. Say why.</p> <p>Note that the Christian hope is that God grants eternal life through Jesus. Compare language used on Christian epitaphs with secular equivalents</p> <p>Challenge: What is the same/different? How can secular hope be defined?</p>
<p>Lesson 4</p> <p>Dive deeper, question further</p>	<p>LO: To know what salvation means and how the message of salvation impacts the world today</p> <p>Sticky Knowledge: Salvation means being saved.</p> <p>Christians believe that people can be saved by God and that they would live in heaven with no death or suffering</p> <p>Skill: Give a considered response</p>	<p>Mini Question: What is the impact of the message of salvation for the world today?</p> <p>Recap: Why is the resurrection important to Christians?</p> <p>Lesson Outline: Watch this short clip from the Pixar animation Up – click here</p> <p>What was Ellie's legacy?</p> <p>Link feelings of joy, hope, sadness, excitement or disappointment to different points in Ellie and Carl's married life. This shows the pupils that although Ellie was no longer around, she had built something lasting that remained after her death. (Ideas adapted from Understanding Christianity.)</p> <p>Reflect on what you have discussed about the language of memorials (religious and secular) and the biblical texts on resurrection.</p> <p>How would belief in life after death affect Carl's feelings about Ellie dying?</p> <p>Hot seating activity</p> <p>Select two pupils for role play: one character would represent Carl as a believer in life after death and the other character to represent Carl as someone who did not believe in life after death.</p> <ul style="list-style-type: none"> • Is there life after death? • How do you know? • What proof have you got? <p>Ask pupils to consider how and why belief in life after death make a difference to how people live. Ask pupils to consider the difference</p>

		<p>between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain (Revelation 21:4). Ask them to evaluate whether or not, and how, these different views would make a difference to how a person would live. (Ideas adapted from Understanding Christianity.)</p> <p>Using websites or books, create a one-minute presentation to explain what the impact of the message of salvation for the world is today.</p> <p>Ask them to weigh up arguments for and against the statement that 'believing in life after death is a benefit to individuals and to society'.</p> <p>Challenge: Jesus said, "I am the Way, the Truth and the Life." How is this reflected at Easter?</p>
<p>Lesson 5 Reflect and apply</p>	<p>LO: To reflect on learning and apply understanding</p> <p>Sticky knowledge: I can reflect on my learning and respond to questions about the Christian festival of Easter</p> <p>Skill: Reflect on learning</p>	<p>Children to reflect on their learning about Easter.</p> <p>Focus on either of the two following activities as a basis for the lesson:</p> <ol style="list-style-type: none"> 1. During Lent, is it better to give something up, or give something away? <p>Or,</p> <ol style="list-style-type: none"> 2. Create feelings graphs reflecting the hopes/fears, highs/lows of people in the Easter story <p>Challenge: Which festival is the most important to Christians – Christmas or Easter? Explain why with evidence.</p>
<p>Lesson 6 Apply</p>	<p>LO: To show understanding of the Christian festival of Easter</p> <p>Sticky knowledge: I can demonstrate my understanding of the Christian festival Easter and its message of power and hope in the resurrection</p> <p>Skill: Demonstrate new understanding</p>	<p>Children to show through dance (liturgical dance)/drama/art/poetry the Christian message of power and hope in the resurrection -record with photos/videos in RBV books or add artwork to RBV books.</p> <p>Examples: Children could create acrostic poems using the words: power, hope and resurrection. Children could create pictures depicting what the resurrection looks like. Children could create a liturgical dance demonstrating power and hope – using appropriate faith songs/hymns – examples can be found online e.g. https://www.youtube.com/watch?v=5yrKdyXYnU0</p> <p>You may want to use this song: Chris Tomlin - Resurrection Power</p>