

Section 5

Diocese of Chelmsford RE Syllabus - Schemes of Work

for

Foundation stage

Key Stage 1

and

Key Stage 2

(Spring Term)

In the units where assessment tasks have not been recorded in a discrete section, you will find **highlighted tasks** in the 'Activities' section. These offer assessment opportunities for the unit.

Foundation Stage

Our Story Candle: Story Candle Ritual

About this unit: This unit of work is inspired by an approach advocated by Solihull Metropolitan Borough Council's *Handbook for Religious Education in the Foundation Stage*. Lighting a candle is used to create a focus for a calm and reflective time. It is a signal that it's time to 'get ready' to enter a sacred story; a story of faith. Choose a strong sturdy candle and having introduced it use the same candle every time a sacred story is told. Take time when lighting the candle; this ritual will help to slow down the pace, and create an atmosphere in which a special experience will be created. It will help to develop in the children a sense of respect and wonder for religious stories. Use the Story Candle Ritual whenever you are presenting sacred stories from different world religions.

Links with Early Learning Goals	Key vocabulary
Personal social and emotional development Communication, language and literacy Knowledge and understanding of the world Creative development	Story, sacred, religious, special, feeling, silence
Expectations	
Most children will...	<ul style="list-style-type: none">• Talk about how the candle makes them feel.• Know that the Story Candle is different from birthday candles.• Begin to understand that the story candle is lit to create a special atmosphere for a sacred story.
Some children will have progressed further and will... (Level 1)	<ul style="list-style-type: none">• Know that candles are used for specific purposes.• Know that some stories talk about God.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that candles are used for special times. • Begin to understand that the story candle is lit to create a calm, quiet atmosphere to help get ready, and to listen to, a sacred story. • Reflect on how the candle makes them feel. 	<ul style="list-style-type: none"> • Show a picture of a birthday cake, with lighted candles. Talk about the cake and the candles: count the candles, why are they important? Why do we light candles for a birthday? • Introduce the Story Candle “This is a different sort of candle and it’s used in a different way.” • Take time to light the candle – if possible darken the room a little to get the full effect of the flame. Encourage the children to sit and watch rather than discuss; to look carefully at the flame; to be as quiet as they can. • Watch the flame rise, move and change colour. Then ask children to close their eyes. Can they still see the flame? • Remind children, this is the Story Candle, and it brings a time to be still and quiet. It will be lit at special times when they will be listening to sacred stories. Many of the stories will be about God. The Story Candle will help them to listen and think carefully about the stories and the people in them. It will be a special time together. • Carefully blow out the candle to mark the end of the special time. <p>Other activities to help introduce the Story Candle:</p> <ul style="list-style-type: none"> • Discuss how the candle looks, smells, make them feel. Collect the responses and display around a collage or picture of a large candle flame. (Making this picture could stimulate discussion about colours, especially hot colours.) • Talk about times when it’s good to be quiet; quiet places they know at home or at school. • Use movement and dance to think more about the candle flame. <p>From now on, whenever you tell a sacred story, light the Story Candle at the beginning of the story and blow it out at the end. Then you can begin to discuss and respond to</p>	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • know that candles are used for specific purposes. • begin to understand that the Story Candle has a special job: to help everyone feel calm and quiet ready for a story. • be able to ‘get ready’ for a story; be still; be quiet; listen. • begin to reflect on how the candle makes them feel • begin to understand the value of silence 	<p>Birthday cake and candles – or a picture</p> <p>Story Candle</p> <p>Paints/collage materials in hot colours</p>

	the story.		
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Suggested assessment tasks

Use two pictures, one of a birthday cake with candles and one of your story candle. Ask the children to talk about how each picture makes them feel.

Which would bring noisy times and which would bring quiet times? (For example, some children may be able to recognise that birthdays are often noisy times but the Story Candle brings a quiet time.)

Foundation Stage

Bible Stories: New Testament

About this unit: Having heard about the birth of Jesus at Christmas, children are now introduced to Jesus the man, through some of the stories written about his life in the New Testament. Jesus believed God had special work for him to do. Christians know him as a good friend to people and as someone who welcomed children. He taught people about God and healed people who were sick.

Links with Early Learning Goals	Key vocabulary
Communication, language and literacy Knowledge and understanding of the world	Story, Jesus, friend, healer, change, special

Expectations	
Most children will...	<ul style="list-style-type: none"> • Talk about a favourite story • Talk about a Bible story about Jesus
Some children will have progressed further and will... (Level 1)	<ul style="list-style-type: none"> • Recognise Jesus as a special person for Christians • Recall a story about how Jesus helped others

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Become familiar with some of the Bible stories about Jesus meeting people and changing their lives. • Begin to understand the importance of Jesus for some people. • Think about stories, especially their favourite stories. 	<ul style="list-style-type: none"> • Listen to the old Victorian hymn <i>Tell me the Stories of Jesus</i>. (See links below) Grandparents who went to Sunday School probably loved and sang this hymn. They wanted to sing about Jesus and listen to stories about him from the Bible. Discuss the children's favourite stories. Do they know any stories from the Bible about Jesus? • Light the story candle and listen to a Bible story about Jesus. The stories often show how Jesus changed people's lives: (e.g. Zacchaeus - the power of forgiveness and the value of every individual. Bartimaeus – Jesus coming close to people and healing them.) • Listen to the stories and act them out. • Imagine the feelings displayed by the people in the stories and invite the children to relate them to their own lives. • Draw pictures to show what Jesus did to help people in the stories. 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • Recognise some Bible stories about Jesus. • Know that Jesus grew up to be a special person. 	<p>Story Candle (see Our Story Candle)</p> <p>The Victorian hymn, written by William Henry Parker begins: Tell me the stories of Jesus I love to hear; Things I would ask him to tell me if he were here; Scenes by the wayside, tales of the sea, Stories of Jesus, tell them to me.</p> <p>Children's Bible e.g. The Lion Storyteller Bible or the Lion First Bible</p> <p>Bible refs for teacher preparation: Zacchaeus – Luke 19.1-10 Bartimaeus – Mark 10.46 – 52</p> <p>Solihull Metropolitan Borough Council Handbook for RE in the Foundation Stage (Retelling of the stories with questions for discussion: Zacchaeus p 35 – 38)</p>

Link to a recording of the first verse of the hymn *Tell me the stories of Jesus*

<http://music.barnesandnoble.com/search/mediaplayer.asp?ean=628261144228&disc=2&track=7>

For words and piano accompaniment

<http://cyberhymnal.org/html/t/m/tmtsoj.htm>

Suggested assessment tasks

Children look at a picture of a Bible story they have heard. Talk about the story. Recall some details of what happens in the story.

What did Jesus do to help the people in the story?

Foundation Stage: Reception

Title: Changes

About this unit: In this unit pupils learn about the changes that happen in spring, about changes in mood, and about the joy of the first Palm Sunday.

Links to other curriculum areas	Key vocabulary
Knowledge and Understanding of the world Personal, social and emotional development Communication, language and literacy Creative Development	In this unit children will have an opportunity to use words and phrases related to: Church; Christians; Palm Cross; Palm Sunday
Expectations	
Most children will...(Early Learning Goals)	<ul style="list-style-type: none">• Be able to talk about changes that happen in spring• Talk about times when they were happy or sad and describe their feelings• Talk about some elements of the story of Jesus' entry into Jerusalem• Talk about where and when Christians receive a palm cross.
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none">• Be able to recognise changes that happen in spring• Recognise and talk about their different feelings• Recognise that the first Palm Sunday was a happy occasion• Recall the story and recognise that people today have palm crosses

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About changes that occur in their natural environment in the Spring 	<p>Teaching Activities to highlight changes in the environment</p> <ul style="list-style-type: none"> Take a walk in the school grounds to look for signs of Spring. Talk about the signs of new life. If possible repeat the walk two weeks later to reinforce this understanding. Create an Easter Garden, talking about the contents, colours etc of the garden. Show the children a collection of images on Easter cards that depict signs of new life, e.g. eggs, chicks, baby rabbits and spring flowers. Grow some bulbs/seeds – reminding the children that spring is the time of year when we see a lot of plant growth, trees etc ‘coming to life’. Make a display of ‘dead things’ that will come to life. On the walk collect a bare sad branch, but draw attention to small buds. 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Talk about the changes they have observed. 	
<ul style="list-style-type: none"> Think about times when they were happy or sad 	<p>Teaching Activities to identify and describe feelings</p> <ul style="list-style-type: none"> Make happy faces into mobiles, use these to talk to the children about happy times in their life. When the tree ‘comes to life’, happy faces of children could be displayed on it. Make a class big book: ‘What Makes Us Happy?’ By contrast children may wish to 	<ul style="list-style-type: none"> Talk about a time when they were happy or sad 	<p>The Gotcha Smile By R. Mitchel ISBN 1-86039-951-7 (Orchard)</p> <p>So Much By Trish Cooke ISBN 0-7445-4396-7 (Walker)</p>

	<p>talk about times when they were sad. The teacher could highlight contrast of feelings through stories e.g. 'The Gotcha Smile'; 'Henry's Song'; 'So Much'.</p>		
<ul style="list-style-type: none"> About the events of Palm Sunday and how these are remembered in the church today. 	<p>Teaching Activities to explore the story of Palm Sunday</p> <ul style="list-style-type: none"> Hear the story of Palm Sunday. Through drama imagine what it might have been like to be a child in that crowd. Draw some pictures. Create a sound tape of the events of Palm Sunday <p>or</p> <ul style="list-style-type: none"> Create a Joyful dance about the coming of Spring or the Palm Sunday procession. <p>or</p> <ul style="list-style-type: none"> Create or use some 'parade' music. Make Palm leaves and decorate and use for parade. 	<ul style="list-style-type: none"> Talk about what happened on Palm Sunday 	<p>The Lion Storyteller Bible by Bob Hartman ISBN 0-7459-3607-5</p> <p>The Lion First Bible (page 102), by Pat Alexander ISBN 0-7459-3849-3</p>
<p>Pupils should learn:</p> <ul style="list-style-type: none"> How the events of Palm Sunday are remembered in church today. 	<p>Teaching Activities to explore how Palm Sunday is remembered today</p> <ul style="list-style-type: none"> Look at and feel some Palm crosses; Tell the children that the cross is a special sign of Jesus and that people who go to Church on Palm Sunday receive a cross to help them remember 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Talk about why Christians receive a Palm Cross on Palm Sunday 	

	<p>Jesus and the story of Palm Sunday.</p> <ul style="list-style-type: none"> Hear about what happens in the local church on Palm Sunday. Invite the local incumbent or a church member to explain what happens. <p>Suggested Assessment Task: Children talk about a picture that shows the events of Palm Sunday. Children recall and talk about a happy and/or sad time in their own experience</p> <p>Idea for reflection: Gather the children around the Easter garden display. Create a quiet, prayerful/reflective atmosphere. Play some quiet music. Light a candle. Lead the children into reflection and thanksgiving for all the signs of new life and for happy times shared together.</p>		
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Key Stage I – Year I

Who is Jesus?

About this unit: In this unit children are introduced to the person, Jesus, and some key events in his life. They begin to explore the significance of Jesus' life for Christians and the ways in which his words and actions, and his life, death and resurrection, described in the Gospels, pointed to who he was and his purpose for humanity. The important idea for children at this stage is that they recognise that Jesus was once a child, just like them, but he was also, and continues to be extraordinary for the many Christians around the world who revere him as the Son of God.

'He is not just back then, in this place or that place. He is everywhere, and in every time.' Jerome Berryman, *The Complete Guide to Godly Play*, Volume 2, p39.

Links to other curriculum areas	Key vocabulary
Literacy CDT History geography	Ordinary, special, unique, Jewish, Bethlehem, Nazareth, Jerusalem, Bible Son of God
Expectations	
Most children will...(level 1)	<ul style="list-style-type: none"> • Recount outlines of events in Jesus' life (AT1) • Recognise Jesus as an important figure for Christians called the Son of God (AT1) • Talk about feelings of being unique and special (AT2)
Some children will not have made so much progress and will: (ELG)	<ul style="list-style-type: none"> • Talk about something Jesus did (AT1) • Talk about someone special to them (AT2)
Some children will have progressed further and will... (Level 2)	<ul style="list-style-type: none"> • Relate how people changed when they met Jesus.(AT1) • Make comparisons between Jesus' childhood and their own (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that Jesus grew up in a Jewish family. • Understand that Jesus was born a long time ago but is still important for Christians today. • Reflect on people who are special to them. • Reflect on what makes each one of us unique. 	<ul style="list-style-type: none"> • Explore the ideas about Jesus in the Encounter Christianity (Little Book), In Words. This can be used in two ways... Either, as an introduction to the unit, to stimulate imaginative discussion. Or, as the basis for the unit, taking one or two spreads per lesson and following the lesson ideas on the accompanying website. Choose one of these as an assessment activity. <p>Some other ideas...</p> <ul style="list-style-type: none"> • Make model homes, dress dolls and try foods from Jewish life in the time of Jesus. Create a role play area. Record differences between Jesus' childhood and today. • Use a Bible atlas to find Bethlehem, Nazareth and Jerusalem • Light the story candle. Tell the story of the boy Jesus 'lost' in Jerusalem. Luke 2: 41-52. Talk about times when children were lost – especially feelings of being lost and found (use poem on pp 14 – 15 of In Words). Empathise with the feelings of the different people in the story. Explore Jesus' puzzling response to Mary "I 	<p>Most children should be able to:</p> <p>Talk about some of the main events of Jesus life e.g. his birth, how he helped people. (AT1)</p> <p>Recognise that Jesus is a special person for Christians.(AT1)</p> <p>Explore feelings of being unique and special (AT2)</p> <p>Make comparisons between Jesus childhood and the children's own experiences.(AT2)</p> <p>Recall the story from Jesus childhood. (AT1)</p> <p>Explore feelings of being lost and found (AT2)</p>	<p><i>Encounter Christianity</i> Key Stage 1 Little Book <i>In Words</i>, Brown and Seaman, National Society/Church House Publishing. (Lesson plans available for each spread of the book on www.encounterchristianity.co.uk)</p> <p><i>If I had lived in Jesus' Time</i>, Peter Graystone and J Thomas, Scripture Union</p> <p>Bible Atlas</p> <p><i>Children's Illustrated Bible</i>, Dorling Kindersley</p> <p><i>Teaching Christianity at Key Stage 1</i>, Owen and Seaman, NS/CHP</p> <p>For Story Candle Ritual – see Foundation Stage unit.</p> <p>Godly Play Resources (www.godlyplay.com) produce a picture set called The Faces of Easter. Artwork also available on CD from the artist Peter Privett email: (pet.ros@btopenworld.com). This is a useful timeline of key events in the life of</p>

	must do my Father's work"		Jesus. It includes the story of the boy Jesus in Jerusalem. The script can be found in <i>The Complete Guide to Godly Play Volume 4</i> , Jerome Berryman, Living the Good News.
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Key Stage I – Year I

What does it mean to be a Christian? : talking and listening to God

About this unit: People of faith in the world’s many religious communities would identify prayer as an important part of their spiritual life. Even those of no faith will at times find themselves calling for help or giving thanks even though these are not directed in any particular way. One of the qualities identifying Christian prayer is that Christians want to develop a personal relationship with God, addressing God as ‘you’, or ‘thee’, for example, ‘we give you thanks...’ God is spoken to as someone familiar like a loving parent or a good friend. In this unit, children are introduced to some of the ways Christians pray, both with others and alone. As well as speaking to God in praise, offering thanks and asking for help, Christians believe it is very important to listen and to try to understand what it is that God is saying to them.

Links to other curriculum areas	Key vocabulary
Literacy Art	Prayer, pray, Christian, listen
Expectations	
Most children will...(level 1)	<ul style="list-style-type: none"> • Recognise some of the reasons why Christians pray (AT1) • Describe some of the things Christians pray for (AT1) • Talk about some things for which they might show gratitude (AT2)
Some children will not have made so much progress and will: (ELG)	<ul style="list-style-type: none"> • Talk about people who are important to them and things for which they want to say thank you.
Some children will have progressed further and will... (Level 2)	<ul style="list-style-type: none"> • show awareness that prayer is important for people of different religions (AT1) • Recognise a well known Christian prayer (AT1) • identify what is of value to them and respond sensitively to others responses. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that Christians pray to God to get to know God better. • Understand that prayer is about listening to God as well as talking to God • Reflect on times to say please and thank you or times to say sorry. <p>NB Because prayer is an individual response to God, children should not be required to pray. This unit teaches <i>about</i> prayer. In collective worship they have the opportunity to pray both individually and in community if they wish.</p>	<p>Use Albrecht Durer’s painting Praying Hands as a discussion starter. What are the hands doing? Who might they belong to?</p> <p>Discuss why people pray. What are they doing? Who are they talking to? Use the analogy of meeting a new friend – wanting to get to know them better. NB The importance of listening as well as speaking.</p> <p>Explain why Christians pray: To say thank you to God To say sorry To ask for help</p> <p>Think of examples for each of these things that Christians might pray for. Arrange them for a display.</p> <p>Learn the words of a famous Christian prayer. This could be a prayer used in assembly, e.g. the Lord’s Prayer, the Grace or ‘God be in my Head’</p>	<p>Most children should be able to:</p> <p>Recognise that some people believe it is important to pray.</p> <p>Recognise some of the reasons why Christians pray(AT1)</p> <p>Describe some of the things Christians pray for. (AT1)</p> <p>Talk about their own experiences of saying thank you or saying sorry. (AT2)</p> <p>Recognise the words of a well known Christian prayer (AT1)</p>	<p>http://www.globalgallery.com/enlarge/018-21512/</p> <p>Christians pray in many ways. ‘Hands together’ has become popular symbol of the act of prayer.</p> <p><i>Teaching Christianity at Key Stage 1</i>, Owen and Seaman, NS/CHP pp72 – 75 for details of activities.</p> <p>See p74. Let’s Talk in <i>Teaching Christianity at Key Stage 1</i></p> <p>See p 73 A famous prayer in <i>Teaching Christianity at Key Stage 1</i></p> <p>Children may know prayers spoken at home or at church.</p>

Key Stage 1: Year 1

Title: Changing Moods of Easter

About this unit: In this unit children will talk about changes that have occurred in their own experience and how they felt about them.

They learn that the Easter story explores the theme of change for the friends of Jesus; learn that the changing liturgical colours remind Christians of the change from sadness to joy at Easter.

Links to other curriculum areas	Key vocabulary
Literacy PSHE Spiritual development Dance Music	In this unit children will have an opportunity to use words and phrases related to: Lent; Church; Liturgical colours; Christians; Disciples; Resurrection
Expectations	
Most children will...(Level 1)	<ul style="list-style-type: none"> • Talk about a change in their own life (or the life of someone close to them) and how they felt • Recognise the changing emotions of the disciples • Recognise and name the changing colours used in church at Easter
Some children will not have made so much progress and will: (Early Learning Goals)	<ul style="list-style-type: none"> • Talk about a change in their own life • Talk about how the disciples were happy and then sad • Talk about the colours used in church
Some children will have progressed further and will: (Level 2)	<ul style="list-style-type: none"> • Be able to ask, and respond sensitively to, questions about their feelings and those of other people, including the disciples • Identify why the colours in church change at Easter.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the theme of change 	<p>Teaching Activities to highlight changes in a story</p> <ul style="list-style-type: none"> Read the story of 'Tattybogle' and/or other similar stories that explore the theme of Change. Talk about the changes that occur in the story, by using the mouse that appears in nearly all the pictures. What changes does the mouse see happen to Tattybogle? How does the mouse feel? Notice with the children the use of colour in the story to portray the different moods of the story. 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Recognise and talk about the theme of change within a story. 	<p>The story of Tattybogle by Sandra Horn Another classic story on the theme of 'change' is <i>The Very Hungry Caterpillar</i></p>
<ul style="list-style-type: none"> Consider changes that have occurred in their own experience and how they felt about them. 	<p>Teaching Activities to identify personal change.</p> <ul style="list-style-type: none"> Talk about experiences of change within the children's own experience, e.g. moving house, new brother or sister, starting school etc. or experiences of change within the life of someone close to them. Discuss feelings associated with times of change. 	<ul style="list-style-type: none"> Recognise and talk about a change that has occurred in their own life or the lives of someone close to them, and how they felt. 	
<ul style="list-style-type: none"> That the Easter Story explores the theme of change for the friends of Jesus 	<p>Teaching Activities to explore the Easter Story</p> <ul style="list-style-type: none"> Remind the children about the story of Palm Sunday, about feelings of excitement and happiness for the friends of Jesus. Easter time is also about sad times for the friends of Jesus, because it is the time when Christians remember that Jesus died. 	<ul style="list-style-type: none"> Recognise that the Easter Story is about a time of change for the disciples (friends of Jesus). 	

<p>Consider:</p> <ul style="list-style-type: none"> The feelings connected with loss and sadness 	<p>You might like to use 'Badger's Parting Gift' or a similar story that explores feelings of loss (the children, young as they are, will certainly have their own experiences of loss and bereavement). Talk to the children about how the friends of Jesus felt when he died.</p> <ul style="list-style-type: none"> Make a large grey cloud and ask the children to tell you about things in their lives that make them sad. Write those things simply on the cloud and ask the children to tell you more about them. 	<ul style="list-style-type: none"> Talk about times when they and others experience loss and sadness. 	<p>Badger's Parting Gift By S Varley ISBN 000-6643-175 (Collins)</p>
<ul style="list-style-type: none"> How Mary discovered that the tomb of Jesus was empty and consider why this brought joy to Mary and to Christians today 	<ul style="list-style-type: none"> You could use 'The Lion Storyteller Bible', The Dreadful Day and The Happy Day, or tell the Easter story from Mary's point of view. How did Mary discover Jesus was alive on Easter Morning? How did she feel? How do we know? How do the children think she celebrated the good news? After discussing the feelings of Mary and the disciples, brainstorm emotions and link to their expressions in colour. 	<ul style="list-style-type: none"> Recognise that for Mary, and for Christians since, the empty tomb is a symbol of joy. 	<p>The Lion Storyteller Bible By Bob Hartman ISBN 0-7459-3607-5</p>
	<p>Teaching Activities to identify changes in a story</p> <ul style="list-style-type: none"> Children could create together a collage of colour (use finger painting and different colours to illustrate the feelings of Mary and disciples). 	<ul style="list-style-type: none"> Recognise and recall the feelings of the disciples before and after the resurrection. 	

	<ul style="list-style-type: none"> Tell the children that in Jesus' time dancing was very much part of worship and celebration. Use the song 'You Shall Go Out with Joy' (Junior Praise) to devise a simple Jewish circle dance with the children and perform it. 		<p>Song: 'You Shall Go Out with Joy' (Junior Praise)</p>
<ul style="list-style-type: none"> That the changing liturgical colours remind Christians of the change from sadness to joy in the Easter Story. 	<p>Teaching Activities that explore Easter in the church</p> <ul style="list-style-type: none"> Introduce the idea of liturgical colours used in the church: either by inviting the incumbent to share these with the children or by making a visit to a church to look at the alter frontals, vicar's stoles etc. (Purple before Easter; no colour on Good Friday; white/gold on Easter Day.) <p>Suggested Assessment Task: Children recall events of the first Easter Day. Children use colour/music or dance to express changing moods and feelings of some of the main characters in the Easter story. Children create a picture portraying a significant event in their own lives using colour to signify how they felt. Children talk to their teacher (or another adult in school) about their picture.</p> <p>Idea for reflection: Allow children in groups to create</p>	<ul style="list-style-type: none"> Recognise why the colours used in church change in the period from Lent to Easter Day. 	

	<p>some music to play as they display their collage to reflect the changing moods and themes of the Easter story. They may like to add some words to this.</p> <p>Each group shares with the class in a time of reflection. Alternatively, listen to the poem The Colour of Easter by Coral Rumble.</p>		<p>For more information about Coral Rumble's work go to:</p> <p>http://lion-hudson.com/pages/data.asp?layout=page.htm&id=89</p>
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© Festival Matters

Key Stage 1: Year 2

Title: Symbols of Easter – Change from an Outer Reality to an Inner Reality

About this unit: In this unit pupils will learn that some objects can evoke memories and feelings. They learn that Christians use symbols to recall the events of Easter. They learn that the cross is the central symbol for Christians because of the crucifixion of Jesus.

Links to other curriculum areas	Key vocabulary
Literacy PSHE Spiritual development	In this unit children will have an opportunity to use words and phrases related to: Symbol; Church; Cross; Christians; Paschal candle
Expectations	
Most children will...(Level 2)	<ul style="list-style-type: none"> • Identify an object which is special to them because of the memories it evokes, and listen to others talking about their object • Identify some Easter symbols and suggest why they are significant to Christians • Identify that the cross is an important symbol for Christians
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none"> • Be able to talk about an object which is special to them • Recognise some Easter symbols • Recognise that the cross is important to Christians
Some children will have progressed further and will: (Level 3)	<ul style="list-style-type: none"> • Be able to make links between their feelings about special objects and the significance to Christians of Easter symbols • Describe the significance of the Easter symbols and the cross to Christians and the beliefs underlying them.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> That certain objects can evoke memories and feelings for ourselves and others 	<p>Teaching Activities to highlight changes in a story</p> <ul style="list-style-type: none"> Read the story of Wilfred Gordon Mcdonald Partridge by M Fox Pupils bring in a special object and place on a white cloth, in the centre of the circle at circle time. Talk to a partner/the whole class about the memory that this object evokes. Write an explanation to fold underneath the object. This could then be taken out and read to the whole class. Alternatively the teacher could take photographs, and attach the child's writing. 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Identify an object is special to them because of the memories it evokes. 	<p>Wilfred Gordon Mcdonald Partridge By M Fox ISBN 0-1405-0586-5</p>
<ul style="list-style-type: none"> That the cross is the central symbol for Christians used to recall the events of Easter 	<p>Teaching Activities for Easter symbols</p> <ul style="list-style-type: none"> Place all the Easter symbols on the cloth – what are their uses? e.g. Paschal Candle, flower, hot X bun, crosses, crucifix and Latin American cross, Easter cards, butterfly, Easter bonnet, chick, Easter egg. Which of these things are important to Christians? What memories do they hold? 	<ul style="list-style-type: none"> Identify some Easter symbols and recall their meaning for Christians Suggest why the cross is an important symbol for Christians. 	<p>Easter artefacts/symbols</p>
<ul style="list-style-type: none"> The symbols used in the Church to remember the story of Easter. 	<ul style="list-style-type: none"> Visit the local church and look for Christian symbols. Have an outline of a cross, and draw within the outline some 	<ul style="list-style-type: none"> Identify Christian symbols associated with Easter. 	

	<p>Christian and some Easter symbols that you have seen.</p> <p>Suggested Assessment Task: Identify a number of Easter symbols from a collection, and suggest why they are significant for Christians. Make some cards to stand by Easter symbols identifying what they are and why they are important to Christians.</p> <p>Idea for reflection Use the white cloth and 'special objects', and give thanks for the memories that are special to us.</p>		
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Key Stage 2 – Year 3

Jesus the Healer

About this unit: In the Key Stage 1 units about Jesus, children were introduced to Jesus the man and some of the things he did. Some of the most dramatic stories about Jesus are those that describe him performing miracles. This unit explores one of the events in Jesus' life that pointed to him being more than a story teller or a teacher. Thanks to the determination of his friends, a disabled man is brought to Jesus to be healed. Contemporary belief amongst Jews was that sickness was linked with sin; illness was a punishment and recovery came only after forgiveness from God. Jesus shocks the Authorities, who were closely observing him, by forgiving the man's sins and healing him. In their eyes only God could do this; Jesus' actions were blasphemous. His behaviour was challenging the norms of the day. He was asking, in effect, "If I do this, then who am I?" In this event, as in other accounts of healing miracles, the most important element is that Jesus was forgiving sins. By doing this he was signalling that he and God were as one.

The Gospels use different phrases to describe miracles: mighty works, wonders, signs. Let the children 'wonder' about the story and what it might be saying. A miracle might be something that can't be explained in ordinary everyday terms, but most significantly for Christians, it is an important display of God's power.

(For concise information about miracles and their significance for Christians go to <http://re-xs.ucsm.ac.uk/gcsere/coursework/gobbets/gobbet28.html>)

Links to other curriculum areas	Key vocabulary
English, Drama	Healing, sin, forgive/forgiveness, blasphemy, miracle
Expectations	
Most children will...(level 2)	<ul style="list-style-type: none"> Recognise that Christians believe Jesus forgives sins.(AT1) Recognise that Jesus performed miracles to show who he was. (AT1) Retell a story about Jesus making someone better.(AT1) Recognise that some events are difficult to explain (AT2)
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none"> Recall stories about being ill and getting better (AT1) Talk about what it's like to get better (AT2)
Some children will have progressed further and will... (Level 3)	<ul style="list-style-type: none"> Make links between Jesus forgiving sins and healing (AT1) Use a developing religious vocabulary (AT1) Ask important questions about Jesus' healing miracles.(AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that Christians believe Jesus forgives sins. • Know that Christians believe Jesus could perform healing miracles. • Understand that miracles are events that can't be explained. They are puzzling. • Reflect on what it means to be made well or made better. 	<p>Explore healing: How are people made better? Was there a time when you needed help? Do the children know of times when Jesus made people feel better?</p> <p>Light the story candle. Familiarise yourself with the story of the healing of the paralysed man and retell it in your own words or use a retelling from a children's Bible. Tell the story again but this time stop from time to time to ask questions of the characters; explore their feelings at different points in the story.</p> <p>Work in groups to dramatise the event, or use models or puppets, to encourage children to express their own ideas about the story and begin to express meanings (AT1). Keep revisiting the question: What is Jesus saying about himself by healing the man?</p> <p>Write a news report or a poem about this puzzling event (AT1) – or children can write about their own experiences of being made well. Encourage them to respond sensitively to their own and others feelings and experiences of being ill and getting better. (AT2)</p> <p>Listen to and discuss some of Jesus other healing miracles. Mark 5.24-34</p>	<p>Most children should be able to:</p> <p>Retell a story about Jesus healing/making someone better. (AT1)</p> <p>Recognise that Jesus was showing he was God by performing miracles.(AT1)</p> <p>Begin to use religious terms like forgiveness, miracle. (AT1)</p> <p>Recognise that some things are puzzling and difficult to explain.(AT2)</p> <p>Ask and respond sensitively to questions about their own and others experiences of illness/ getting better. (AT2)</p>	<p>Bible reference Mark 2 1-12</p> <p>For Story Candle Ritual – see Foundation Stage unit.</p> <p><i>Children's Illustrated Bible</i>, Dorling Kindersley</p> <p>The Lion Children's Bible</p> <p><i>Encounter Christianity Little Books In Words</i>, (see p 12-13) and <i>In Words About Jesus</i> (see p12-13) Brown and Seaman, National Society/Church House Publishing. (Lesson plans available for each spread of the book on www.encounterchristianity.co.uk)</p>

	<p>Mark 7.31-37 Luke 17.11-19 Luke 18.35-43 Explore some big questions together! How are we healed today/who heals today? In this story, is healing just about getting better? Are there things that can't be explained?</p> <p>Create a role play area with a pretend bed. Talk about what happens when you are ill or hurt. Is there anything special that is always said or done? Who comes to see you? Make cards to send to someone who is ill. Write a prayer a Christian might use to ask for God's healing.</p>		<p>www.rejesus.co.uk/the-story</p> <p>www.request.org.uk/main/bible/miracles</p> <p>Watch miracle clips from the <i>Miracle Maker</i> video/DVD.</p>
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Key Stage 2: Year 3

Faith in Action: Fruit of the Spirit

About this unit: The Apostle Paul, after his famous experience on the road to Damascus, dedicated his life to following the teachings of Jesus and inspiring others to do the same. He wrote many letters of support to young Christian communities where new Christians were trying to put their faith into action. It wasn't easy and there were often arguments and frustrations! One example was a controversy in the Church in Galatia where people were struggling with the place of the Jewish roots of their new faith. Paul condemned the Galatians for their rigid dependence on the Jewish Law and their discrimination against Gentiles. In his letter to them (see Galatians 5.22–26) he stresses that it didn't matter if a person was a Jew or a Gentile; true Christian behaviour comes through faith in Jesus and through the Holy Spirit. Paul teaches that the Fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control) is the harvest of a Christian life. These are the only qualifications needed to live a Christian life.

The qualities that St Paul talks about are, of course, not exclusive to Christians. This unit offers children an opportunity to think about their own good qualities, and those of others, in the light of the teaching of St Paul.

Links to other curriculum areas	Key vocabulary
Spiritual and moral development PSHE history	Faith, Christian, qualities, Fruit of the Spirit, love, joy, peace, patience, kindness, goodness, faithfulness, humility, self-control
Expectations	
Most children will...(level 2)	<ul style="list-style-type: none"> Respond sensitively to personal qualities in others (AT2) Identify some qualities important for Christians (AT1) Begin to show awareness of the impact of faith on a person's life (AT1)
Some children will not have made so much progress and will: Level 1)	<ul style="list-style-type: none"> Talk about some personal qualities (AT2) Talk about the work of a famous Christian (AT1)
Some children will have progressed further and will... (Level 3)	<ul style="list-style-type: none"> Identify the impact of faith in a person's character and how they live their life Raise questions about the importance of personal qualities Make links between personal qualities and the way a person's life can 'bear fruit'.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>To give children opportunities to:</p> <ul style="list-style-type: none"> • Know that religion can influence a person's character • Know that People's lives can 'bear fruit' • Understand that they can value themselves • Understand that they can give to others • Reflect on the qualities identified by St Paul in the light of their own qualities and those of other people. 	<p>Introduce a list of qualities. Talk about them as personal qualities: what would a person be like if they showed these qualities? Do they know people who demonstrate these qualities? When do they show these qualities? What quality would they most like to possess?</p> <p>Use the tree outline to introduce St Paul's teaching: he was trying to help a group of early Christians who were squabbling about who could be a Christian and who couldn't. He said the only qualifications that were necessary were...the fruits of the spirit. Use the tree outlines and fruits as you reintroduce the words. Just like a tree bears fruit, Paul said Christians should show who they were by their qualities and the way they lived their lives.</p> <p>Brainstorm a list of things that would not happen if everyone in the world possessed these qualities.</p> <p>Encourage the children to think about and value the qualities they possess. Collect examples of their ideas to add to St Paul's list. Fold a piece of paper in half. On one side, the children can draw a tree showing the names of the Christian 'Fruits of the Spirit'. On the other, a tree showing their 'fruits'.</p> <p>Explore the lives of those who tried to demonstrate their faith in action.</p>	<p>Most children should be able to: Recognise personal qualities and identify examples in others and in themselves</p> <p>Retell some of the qualities St Paul called 'Fruit of the Spirit'</p> <p>Begin to show their awareness of the importance of these for Christians.</p> <p>Recognise that people, including themselves, are of value, can make a difference in the world.</p>	<p>List of St Paul's Fruits of the Spirit</p> <p>Draw a large outline of a tree and cut out nine large fruit shapes – e.g. apples. On each of the fruits write the names one of the fruits of the spirit. For background – see introductory notes 'About this unit'.</p>

	<p>William Booth and Elizabeth Fry are examples from Victorian times. A more contemporary and well known example would be Mother Teresa. Which of the 'fruits' did they demonstrate in their lives? How did their Christian faith inspire them to change the lives of others?</p> <p>Make a picture board to show how one of these Christians demonstrated their 'fruits' and put their faith into action. (AT1)</p> <p>How can the children make a difference? How can they help others in practical ways? How can I give to help others? What could my 'fruits' be?(AT2)</p>	<p>Begin to show awareness of the way Christian faith can affect how a person lives their life</p>	<p>For William Booth see: <i>God's Special Army</i> (Faith in Action Series) RMEP <i>Faith in History</i>, Margaret Cooling, ISBN 0 86347106 4</p> <p>Teacher's Salvation Army pack from 101 Queen Victoria Street, London, EC4P 4EP www.salvationarmy.org.uk</p> <p>For Elizabeth Fry see: www.quaker.org.uk <i>Friends of prisoners</i>, Faith in Action series RMEP</p> <p>For Mother Teresa: <i>In the streets of Calcutta</i>, Faith in Action Series RMEP, ISBN: 9781851751754</p> <p><i>Encounter Christianity Big Book To Change the World</i> (pp20-21) Brown and Seaman, National Society/Church House Publishing. (Lesson plans available for each spread of the book on www.encounterchristianity.co.uk)</p> <p>info@christian-aid.org www.globalgang.org.uk www.worldvision.org.uk</p>
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Key Stage 2: Year 3

Title: Changing Roles – The Servant King

About this unit: In this unit pupils will learn about the Christian value of service to others. They will identify some ways in which they might help others. They will learn about what happened at the Last Supper. They will know that what happened at the Last Supper is re-enacted by Christians on Maundy Thursday. They will consider ways in which artists have expressed their understanding of Jesus.

Links to other curriculum areas	Key vocabulary
Spiritual development Literacy Drama Art Music	In this unit children will have an opportunity to use words and phrases related to: Last Supper; Maundy Thursday; Holy Communion; Vicar; Rector; Curate; Priest; Hymn
Expectations	
Most children will...(Level 2)	<ul style="list-style-type: none"> • Identify the Christian belief that Jesus showed himself to be the servant of others • Respond sensitively to their own and others experience of caring for people • Retell what happened at the Last Supper and how Christians remember this • Respond sensitively to ways in which an artist has expressed their understanding of Jesus.
Some children will not have made so much progress and will: (Level 1)	<ul style="list-style-type: none"> • Be able to re-call a story that shows an example of Jesus helping others • Recognise ways in which they care for others and other people care for them • Recognise and name some features of the representation of Jesus in a painting • Talk about the way in which Jesus is portrayed in a painting
Some children will have progressed further and will: (Level 3)	<ul style="list-style-type: none"> • Using a developing religious vocabulary describe some of the key features of the Christian view of servanthood and begin to describe how this belief has an impact on believers lives.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the Christian value of service to others in the example of Jesus. 	<p>Teaching Activities using Paintings</p> <ul style="list-style-type: none"> Look at a selection of paintings depicting Jesus in different roles (king and servant). What is the artist trying to express about Jesus? What has the artist tried to say about the feelings of others in the painting? Imagine yourself to be a character in the painting. What do you feel? What do you want to ask Jesus? Taking a character in the picture, tell the story from their point of view. What will you tell your family when you get home? 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> Identify how the life of Jesus represents the ideal of service to others, and how this might make an impact on the lives of Christians today. Identify how an artist has expressed his/her understanding of the role of Jesus. 	<p>Art Packs</p> <p>Picturing Jesus By Lat Blaylock</p> <p>Pack A ISBN 1-85100-142-5</p> <p>Pack B ISBN 1-90402-444-0</p> <p>Jesus Through Art By Margaret Cooling ISBN 1-85175-119-X (RMEP)</p> <p>The Christ We Share (CMS)</p>

<ul style="list-style-type: none"> About what happened at the Last Supper, and about how this is celebrated in Holy Communion. 	<p>Teaching Activities that explore the Last Supper</p> <ul style="list-style-type: none"> Hear the account of the Last Supper in John 13. Look at a painting of the Last Supper. What happened before they got there? Do you think the painting tells the story well? Act out the Last Supper, and at different points in the story, take photographs. Write captions and display 	<ul style="list-style-type: none"> Retell what happened at the Last Supper and how Christians remember this today in the service of Holy Communion and on Maundy Thursday. 	
<ul style="list-style-type: none"> About the importance of the concept of servanthood in Christianity. 	<ul style="list-style-type: none"> Explore the word 'Servant'. Who/what is a servant? How did Jesus show he was a servant in this story? Who serves you? Whom do you serve? How is a leader a servant too? Think of an example of a real person, e.g. the Prime Minister, the Headteacher. Complete the sentence 'Jesus served others by.....' Children make suggestions, for display around their own pictures of the Last Supper 	<ul style="list-style-type: none"> Respond sensitively to questions about the ways in which they can and may serve others in their families and communities. 	
<ul style="list-style-type: none"> About the foot washing ceremony that takes place in churches on Maundy Thursday 	<p>Teaching Activities that explore the value of service</p> <ul style="list-style-type: none"> Introduce them to the Hymn 'Brother, Sister, Let Me Serve You'. Discuss why Christians sing this hymn. Hear stories about Christians who have served others. Find out what happens in church 	<ul style="list-style-type: none"> Identify the Christian symbolism of the Maundy Thursday foot washing ceremony. 	<p><i>Brother, Sister, Let Me Serve You.</i> (Sometimes called The Servant Song)</p>

	<p>on Maundy Thursday, e.g. the giving of the Maundy money by the Queen – a symbolic gesture that makes the monarch the servant of the people – and the washing of parishioners' feet by the vicar.</p>		
	<p>Teaching Activities using Paintings</p> <ul style="list-style-type: none"> • Make a display of hands and or feet with suggestions of how we might serve one another. Display with the prayer 'Christ has no hands, but ours' by St. Theresa of Avila. • Talk about the Eucharist as a regular and frequent reminder of the Last Supper (briefly) <p>Suggested Assessment Task: Listen to the modern hymn The Servant King (From Heaven you came helpless babe). Write a review of this hymn and say if you think it is suitable to be included in the hymn book for the local church.</p> <p>Idea for Reflection: While listening to a recording of the hymn 'Brother, Sister, Let Me Serve You', show some overheads of individuals/organisations showing the love of God through service, or learn some signing to the hymn</p>	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • Recognise ways in which they might serve one another. 	<p>Prayer by St. Teresa of Avila</p> <p>'Christ has no body now on Earth but yours....' (page 82)</p> <p>Pocket Prayers compiled by Christopher Herbert ISBN 0-7151-4825-7 (NSICHP)</p>

Key Stage 2: Year 4

Parables of Jesus: turning the world upside down

About this unit: Parables appear on the surface to be simple stories about everyday life. But, they often have a kick in their tail! They are a style of metaphorical literature; apparently simple narratives are told but they reveal deep, profound truths. Jesus often told parables to show what God is like and to describe the Kingdom of Heaven. It is important to note that parables are about raising questions, thinking and learning. Jesus did not offer clear-cut, neat explanations. He encouraged his followers to find meaning for themselves.

This unit is an opportunity for children to explore the ways Jesus confronts and challenges his contemporaries through the powerful medium of these stories. His teachings often seemed to turn the world upside down and inspired people to see things differently and do things differently. This unit tries to aspire to this model. Children are encouraged to look for meanings and respond to the parables using their own experience by looking, in depth, at one well known parable.

Links to other curriculum areas	Key vocabulary
English, drama, art	Parable, God, neighbour, ways of living
Expectations	
Most children will...(level 3)	<ul style="list-style-type: none"> Describe what a believer might learn from the parable of the Good Samaritan. (AT1) Describe why parables are important for Christians. (AT1) Compare their ideas about their life with those of others. (AT2) Link things that are important to the way they think about others and the way they behave towards them. (AT2)
Some children will not have made so much progress and will: ... (Level 2)	<ul style="list-style-type: none"> Retell the parable of the Good Samaritan (AT1) Suggest meanings for the parable (AT1) Talk about some things in the parable that make people ask questions (AT2) Respond sensitively to the experiences of others (AT2)
Some children will have progressed further and will... (Level 4)	<ul style="list-style-type: none"> Give explanations about why Jesus used parables.(AT1) Describe meanings for the parable of the Good Samaritan (AT1) Suggest answers to questions raised by the parable. (AT1) Say how people's beliefs affect what they do, applying this to themselves and to others. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know that Jesus taught his followers by using parables</p> <p>Know that Jesus' parables are about God and about different ways of living.</p> <p>Understand that Jesus' parables are still important for Christians today</p> <p>Reflect on the power of stories to hold deep meaning and to help learn more about life.</p> <p>Empathise with those who need help, with those who are afraid to help, with those who <i>do</i> help others.</p>	<p>Introduce the unit by reading a fable e.g. one of Aesop's Fables. Discuss the way some stories have meanings; they try to communicate a message. Look at how this is done in the story you have read.</p> <p>Introduce the word 'parable': Jesus told stories called parables to help his followers learn more about God.</p> <p>The Parable of the Good Samaritan (Jesus was responding to a provocative question, 'Who is my neighbour?'. The story shocks his contemporaries because the Samaritans were hated by the Jews and yet it is a Samaritan who is the 'good neighbour'.)</p> <p>Retell the story in your own words or watch a clip from <i>The Miracle Maker</i>.</p> <p>Explore the feelings of the characters – how would you feel if..?</p> <p>Who would you expect to help and why? Explore the idea of 'a good neighbour'. Who is <i>your</i> neighbour? What is the story saying about God's ways of living</p> <p>In groups, dramatise the story. Then, challenge each group to create a present day Good Samaritan story.</p>	<p>Most children should be able to:</p> <p>Reflect on the way stories can hold meaning.</p> <p>Describe how Jesus used parables.</p> <p>Explain why Jesus used parables to teach his followers.</p> <p>Suggest meanings for a parable</p> <p>Begin to make links between the parables and their own</p>	<p>Aesop's Fables</p> <p>www.request.org.uk/main/bible/jesus</p> <p>The Jesus Encyclopedia, Lion Hudson (www.lionhudson.com)</p> <p>Luke 10.25-37</p> <p>DVD: <i>The Miracle Maker</i> http://www.biblesociety.org.uk/l3.php?id=229</p> <p><i>Solihull Metropolitan Borough Handbook for RE in KS2</i> pp 102 (A retelling of the story and suggested activities) [Available from Keith Hughes, Design and print, Manor House, 40 Moat Lane, Digbeth, Birmingham, B5 5BD. Tel: 0121 303 0001 £30.50]</p>

	<p>Compare the paintings by Jacapo Bassano and Rodolfo Arellano (in <i>Jesus Through Art</i> – offers activities and discussion starters)</p> <p>Create story boards ending with suggested meanings for the parable e.g.</p> <ul style="list-style-type: none"> • This parable has made me think about... • I think Jesus is teaching that God wants people to <p>(AT1 and AT2)</p> <p>This unit is a good opportunity to use Godly Play to explore the story and wonder about its meaning.</p> <p>Find out about Christians who have been inspired by this parable to care for others e.g. Jean Vanier and the L’Arche Community; The Hospice Movement, Christian charities – see resources</p> <p>Explore other parables if you have time.</p>	<p>experiences.</p> <p>Identify religious beliefs contained in religious art.</p>	<p>Jesus Through Art, Margaret Cooling, RMEP, ISBN: 1 85175 119 X</p> <p><i>A Complete Guide to Godly Play Volume 3</i>, p87 Jerome Berryman, Living the Good News</p> <p>www.larche.org.uk www.helpthehospices.org.uk www.christian-aid.org.uk www.cafod.org.uk</p>
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Key Stage 2: Year 4

Title: Changing Relationships – Betrayal and Forgiveness

About this unit: In this unit pupils will learn about the betrayal of Jesus by Peter, and about Jesus' forgiveness. They will understand that forgiveness and restoration are key concepts in the Christian faith and are expressed in Christian worship today. They will recognise that we all do things that need forgiveness, and that we need to forgive others.

Links to other curriculum areas	Key vocabulary
Drama Dance Literacy Spiritual development	In this unit children will have an opportunity to use words and phrases related to: Worship; Forgiveness; Confession; Absolution
Expectations	
Most children will...(Level 3)	<ul style="list-style-type: none"> • Describe the examples of betrayal and forgiveness in the Easter story • Make links with their own experience of feeling betrayed, forgiving and being forgiven. • Identify why and how Christians still seek forgiveness
Some children will not have made so much progress and will: (Level 2)	<ul style="list-style-type: none"> • Be able to retell the story of Judas and Peter's betrayals of Jesus • Identify times when they were forgiven • Identify that Christians believe that when they say they are sorry they are forgiven by God
Some children will have progressed further and will: (Level 4)	<ul style="list-style-type: none"> • Be able to raise and suggest answers to questions about the feelings and motivations of Judas, Peter and Jesus • Describe and show understanding of how in Christian worship opportunities are given for saying sorry and receiving forgiveness e.g. confession and absolution

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the betrayal of Jesus by Judas 	<p>Teaching Activities that explore the story</p> <ul style="list-style-type: none"> Read the accounts of Gethsemane, the arrest etc. in the Gospels. Create a drama and music around the events of the Garden and the courtyard. Give the children four story cards: the Last Supper (Mark 14:29); Gethsemane (Matthew 26:40); Peter denies knowing Jesus (Mark 14:66); Jesus talks to Peter after the Resurrection (John 21:15). Organise the children into groups and give them a card. Ask the children to think about the character of Peter in each story. What thoughts are going through his mind? Why does he react the way that he does? What do the other disciples think of him? What does Jesus think of him? Ask the children to construct a snapshot photo of what they think is the most important point in the scene. Each group's snapshot should form the basis of a discussion of what Peter was feeling and what others thought of him. Freeze frame at appropriate moments for characters to explain their feelings and motivations. Write a newspaper interview with Peter. 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> Describe the events of the arrest and trial of Jesus Describe the examples of betrayal and forgiveness in the Easter story. Identify their own experiences of feeling betrayed, being forgiven and forgiving others. 	<p>Mark 14:29 Matthew 26:40 Mark 14:66 John 21:15</p>

<ul style="list-style-type: none"> • That forgiveness and restoration are key concepts of the Christian faith and are expressed every week in Christian worship (confession and absolution). <p>Consider – the idea that we all do things that require forgiveness</p> <p>Consider – if we need to forgive others.</p>	<ul style="list-style-type: none"> • Make a large line drawing of Peter, write inside and around the line drawing words that describe the character/emotions. Do this as a whole class activity. • Take a word e.g. 'betrayal', 'forgiveness', or a character e.g. Peter, and ask the children to create a mind map around the character or chosen word. • Look at the Prayer of Confession and Absolution in Common Worship. Explain that Christians believe that, no matter how hard they try, there will be times when they say or do things that are hurtful to others, but that there is always the chance to start again. Write a simple (general) prayer to say 'sorry'. • Teacher's discretion: Circle time discussion: 'Times when we have failed/forgiven others'. Look again at the Gethsemane story. Which words in the story tell us how Jesus felt when his friends went to sleep? Have the pupils ever asked someone for help and been let down? How did that make them feel? • Write some confidential memories to put in a 'Sorry' box or an 'It's OK' box. Discuss what to do with the boxes. 	<ul style="list-style-type: none"> • Identify why Christians seek forgiveness. • Identify the impact of religion on believer's lives and how this is expressed during worship. 	<p>http://www.cofe.anglican.org/worship/liturgy/commonworship/</p>
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	<ul style="list-style-type: none"> • Discuss ways of saying 'sorry', and class/individual targets for saying 'sorry' and forgiving others. Develop some ideas for the class to display in the classroom. • Look at some examples from real life when people have found themselves able to forgive. 	<ul style="list-style-type: none"> • Ask questions about the concept of forgiveness making links between their own and others' responses. 	
	<p>Suggested Assessment Task: Design a book cover for an autobiography of Peter. Write the blurb for the back cover that includes a description of how Peter acted as a betrayer of Jesus, how he became reconciled and about the emotions he experienced. Or Write a diary for Peter describing the events of Holy Week. Dramatise and freeze frame significant events using a camera to record these and write a commentary by Peter about the events. Dramatise with a friend 'a time when I have had to ask for forgiveness'. Create thought bubbles to accompany the actions.</p> <p>Idea for Reflection: The reflection is necessarily private – e.g. writing own memories for 'Sorry' box – but children could use some of their 'sorry' prayers for reflections in</p>		

	connection with this, with the whole class gathered together.		
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Key Stage 2: Year 5

The Miracles of Jesus

About this unit: It is important to note that miracles, by their very nature, cannot be easily understood. For Christians, they are approached by faith as well as the need for study and reflection.

Children, like adults, want to have answers to questions that puzzle them but here the miracles of Jesus form a challenge for everyone – believers and non believers alike. Teachers (in church and school) are often seduced into providing ‘neat’ explanations, trying to explain miracles in ‘this world’ terms. But, if we are to take the miracles seriously, we need to dig deeper for meaning. Miracles need to be seen in the light of scriptural background, the literary conventions that shaped them, and their religious, historical and social context. This is not easy stuff! So, how can we introduce children to the miracles of Jesus and pave the way for what could be a lifelong process of grappling with their meaning and inspiration?

When studying this unit, children are encouraged to use their imagination and emotions. They are challenged to ask, “What do miracles demonstrate to Christians about God’s power?” and “What do they say about who Jesus might be?” The Year 3 unit, Jesus the Healer, focused on examples of Jesus’ healing miracles. This unit explores two very different miracles, one taking place at a marriage ceremony in Cana and the other when Jesus calms a storm at sea.

‘A miracle is not like a picture, something merely to look at and admire, and to be left at that. It is more like a piece of writing which we must learn to read and understand.’ St Augustine

Links to other curriculum areas	Key vocabulary
English, drama, music	Miracle, meaning, faith, power, change
Expectations	
Most children will...(level 4)	<ul style="list-style-type: none"> • Begin to make links between miracle stories and Christian beliefs about God and Jesus. (AT1) • Suggest reasons why miracle stories are important for people of faith. (AT1) • Describe what inspires their trust comparing their ideas with other peoples.(AT2)
Some children will not have made so much progress and will: (level 3)	<ul style="list-style-type: none"> • Describe how miracle stories can help people of faith. (AT1) • Ask questions about miracle stories and compare their ideas with other peoples.(AT2)
Some children will have progressed further and will... (Level 5)	<ul style="list-style-type: none"> • Use increasingly wide religious vocabulary to explain why miracles are important stories for Christians. (AT1) • Ask and provide thoughtful and considered answers to questions provoked by miracle stories. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know that the Bible contains stories of miracles in the Old and New Testament.</p> <p>Know that Christians believe Jesus performed miracles.</p> <p>Understand that miracles are saying something to Christians about Jesus and who he is.</p> <p>Recognise that there is more to life than can be understood.</p> <p>Reflect on the importance of miracles for Christians in helping them to know more about God and to be inspired in their faith.</p>	<p>The Bible contains many accounts of miracles; sometimes people are healed, sometimes power is displayed over natural elements. There are many famous miracles performed by Jesus but the Old Testament also has examples <i>and these stories would have been well known amongst Jesus' contemporaries</i>. They would have been familiar with the language of these miracles and believed them to be examples of God's power in the world.</p> <p>Work in groups. Chose one of the following. Look up the story in a Bible then reflect on the questions. Report back to the whole class.</p> <ul style="list-style-type: none"> • Exodus 4.1-9 (Moses) • 1 Kings 17. 10-16 (Elijah) • 2Kings 4. 1-7 (Elisha) <p>What is the main outline/context of the miracle story? Who was in need? How was their need met? How was God's power demonstrated by the miracle? How to they demonstrate the Jewish and Christian belief that God gets involved for the good of ordinary people?</p> <p>The Wedding at Cana Christians believe Jesus performed miracles. The account of what is said to be his first miracle is in St John's Gospel <i>The Wedding at Cana</i>.</p>	<p>Most children should be able to:</p> <p>Explain that the Bible contains stories called miracles.</p> <p>Describe what a believer might learn from a miracle story. (AT1)</p> <p>Recall that Christians believe that Jesus performed miracles. (AT1)</p>	<p>For the teacher: <i>The Meaning in the Miracles</i>, Jeffrey John, Canterbury Press is a very accessible read if you want to see how Christians get 'inside' miracles to find their deeper meaning.</p> <p>www.request.org.uk/main/bible/miracles</p> <p>Bibles Dictionary (look up the meaning of the word 'miracle')</p> <p>John 2.1-11</p> <p>The Lion Children's Bible</p>

	<p>Retell the story in your own words or use a retelling in a children's Bible to introduce this miracle. Wonder about the story...</p> <p>What did you like best?</p> <p>What did you think was most important?</p> <p>What do you think happened in the story? What is mysterious or puzzling?</p> <p>Why do you think he helped in the end?</p> <p>Mary knew Jesus would help. How does it feel to be so sure of someone? In whom do you trust?</p> <p>Why do you think Christians love this story? (The miracle demonstrates God's generosity and power to change ordinary, everyday things into something wonderful)</p> <p>Dramatise the story.</p> <p>Explore the work of different artists who have illustrated the event. Reinforce the idea that in stories like these, Jesus' actions are often symbolic. They help Christians to learn more about what God is like. They are mysterious and not easily explained.</p> <p>Jesus calms the storm In the second example of a miracle, Jesus demonstrates God's power over creation.</p> <p>Discuss the children's experiences of stormy weather. Some may have experience of sailing on rough seas. Then, tell the story in your own words</p>	<p>Describe some meanings of miracle stories for Christians. (AT1)</p> <p>Raise and suggest answers to puzzling questions (AT1&2)</p> <p>Ask questions about life and suggest answers with reference to some Christian ideas. (AT2)</p>	<p>Search 'Wedding at Cana' in Google images for a whole range of paintings of this story.</p> <p>Matthew 8.23 – 27 Collect images of calm seas and stormy seas e.g. Google images</p>
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	<p>or use a simple retelling. Use the image by Alfred Thomas to discuss the events of the story. (see Encounter Christianity) How does the artist illustrate Jesus' ability to calm the storm? Imagine how the people in the boat felt at different points in the story. Brainstorm words that express these feelings. Write poems or word pictures to capture the mood at different stages in the story. Create a piece of music to accompany this.</p> <p>Why does Jesus say to the disciples 'you of little faith'? What do you think it means to have faith? What are times and situations when Christians might need their faith? How could this miracle help Christians to have faith in God?</p>	<p>Describe the characteristics of a miracle story. (ATI)</p> <p>Suggest reasons why miracle stories are important for people of faith. (ATI)</p>	<p>Encounter Christianity: In the making (little book), Brown and Seaman, NS /CHP. See pages 18-19 Painting by Alfred Thomas. Teacher's notes on p30 The full image can be found in <i>The Christ We Share</i> (photo pack), available from Chelmsford Diocesan Bookshop 01245 294404/6</p>
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Key Stage 2: Year 5

The Journey of Life

About this unit: In the Y5 Christmas unit, *Journeying*, children explore journeys connected with the Christmas story. In this unit they consider their own life journey and are encouraged to make connections with the Christian view of life as a journey. It is a common characteristic of human cultures throughout history and in all parts of the globe to develop rituals to mark the various stages in life. The Christian community marks events from birth to death in a person's life and sees this as a preparation for their continued life with God in heaven. Alan Brown writes, "Every classroom must have enjoyed the story of 'The Very Hungry Caterpillar' on its journey through the chrysalis stage to become a butterfly. The caterpillar's journey means that if it is to reach its potential, it has to 'die' to be born again. Christians understand something of the experience – they believe that they too have to 'die' to be born again. Like the caterpillar, they have to break free of this life in order to reach their full potential – to be in the presence of God. Each stage of the caterpillar's journey to become a butterfly is important and the butterfly doesn't live long. So, in the Christian scheme of things, one's human life is very short compared to an everlasting life with God." *Encounter Christianity - In Journeys*, page 31 (see resource list)

Links to other curriculum areas	Key vocabulary
Science – life cycles Note links with the Y5 Christmas unit: Journeying	Life, freedom, baptism, confirmation, marriage, death, funeral, heaven
Expectations	
Most children will...(level 4)	Suggest meanings for a Christian rite of passage (AT1) Describe the importance of a rite of passage on a Christian's life (AT1) Describe what inspires and influences themselves and others (AT2)
Some children will not have made so much progress and will: (Level 3)	Identify and describe some key events in their life (AT1) Identify and describe a Christian rite of passage (AT1) Make basic links between their own experience and the experience of others. (AT2)
Some children will have progressed further and will... (Level 5)	Explain a Christian rite of passage using an increasingly wide religious vocabulary. (AT1) Recognise the main beliefs about a rite of passage and how these make a difference to the life of a believer. (AT1) Raise thoughtful questions about Christian rites of passage and provide considered answers.(AT1) Compare their own ideas about life with those of others. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to: Know life is often viewed as a journey that is marked by key events.</p> <p>Know Christians view this life as a journey that will continue after death.</p> <p>Understand why Christians try to follow Jesus in the way they live their lives.</p> <p>Reflect on their own life journey and key events in that journey.</p> <p>Reflect on ideas about freedom.</p> <p>Reflect on Christian ideas about heaven and make links with their own ideas.</p>	<p>Make a time line showing key events in a person's life. (If willing this could be based on the teacher's life – the children always like to see a photo of their teacher as a baby! If it feels more comfortable choose someone else. If possible, use photographs to help you tell the person's story.</p> <p>Discuss the idea of life being like a journey. You could make links with science work on life cycles, and with stories like The Very Hungry Caterpillar.</p> <p>Invite children to use creative ways to draw/write about/dramatise their own life e.g. as a timeline, comic strip, collage. Design symbols to represent each of the events. How can the symbols help to tell the stories behind the life story? (AT2)</p> <p>Read Judith Nicholl's poem, Dream of Freedom (see resources) Explore the language she uses – how do the children respond to the words and phrases and to the ideas about freedom. What is freedom like? What do they need to be free? How could they 'fly'?</p> <p>Christians believe their present life is only part of a longer journey to become closer to God in heaven. Look at the different ways Christians mark this journey. Focus on:</p>	<p>Most children should be able to: Give simple explanations about why life is often viewed as a journey.</p> <p>Give similarities and differences between their life journey and another's.</p> <p>Raise questions about freedom and the way freedom, or lack of it, can affect a person's life.</p> <p>Give simple explanations of a Christian rite of passage.</p>	<p>Dream of Freedom, pps 22-23 in <i>Encounter Christianity - In Journeys</i>, Brown and Seaman, The National Society/Church House Publishing ISBN 0 7151 4959 8 www.encounterchristianity.co.uk</p> <p><i>Teaching Christianity at Key Stage 2</i>, pp58 – 72, Weatherley and Reader, The National Society/Church House Publishing. ISBN 0 7151 4943 1</p>

	<p>Baptism (see Y2 unit) Confirmation Marriage Death/funeral</p> <p>This could be done through a visit to your local church. Invite the Vicar or member of the parish to show you how the community mark these key events. What do these events say about a Christian's beliefs about their life journey? How might these events help Christians come closer to God?</p> <p>Discover symbols associated with these rites of passage. What do the symbols express about the meaning of these events for Christians? What do they show about what Christians believe? Make a book or display of the work. (work could be done in pairs or small groups followed by presentation of findings) (AT1)</p> <p>Christians try to follow the example of Jesus; it's like following in his footsteps. Explore the idea of footprints. Can they recognise their own footprints? Have they ever followed another's footprints e.g. on a beach? Why do Christians want to follow Jesus' footprints? How can the rites of passage help them to come closer to God?</p> <p>Christians pray "Our Father, in heaven". When they die they believe they will be with God in Heaven. No one knows what heaven is like but</p>	<p>Say why a rite of passage is important for a Christian.</p> <p>Make links between a Christian rite of passage and a Christian's belief about their life.</p> <p>Begin to describe the meanings of some Christian symbols associated with rites of passage.</p> <p>Give a simple explanation of a Christian belief about a rite of passage.</p> <p>Give a simple explanation about why Christians try to follow Jesus' example.</p>	<p>This gives detailed background and suggests appropriate activities.</p> <p>See Teaching Christianity at Key Stage 2 - above</p> <p>As a discussion starter, use the image on pp20-21 of <i>Encounter Christianity - In Journeys About Jesus</i>, Brown and Seaman, National Society/Church House Publishing ISBN 0 7151 4981 4</p>
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	<p>many artists and writers have imagined what it might be like. Be inspired by other children's artwork and poetry from the Spirited Arts Project. Encourage the children to use any of the creative arts to express what they think or believe about heaven or describe what they think a Christian's view of heaven is.</p> <p>Extension opportunities: <i>Encounter Christianity – In Journeys about Jesus</i> explores the theme of journeying in several well known Bible stories and links these with human experience. Extension activities could focus on these e.g. from the Old Testament: The Exodus, David bringing the ark to Jerusalem and from the New Testament: the journey to Bethlehem, Jesus in the wilderness, Jesus' journey to Jerusalem.</p>	<p>Explore, imaginatively, Christian ideas about heaven.</p> <p>Make links between their own ideas and the ideas of others.</p> <p>Raise and suggest answers to questions about what heaven might be like including Christian views and ideas about heaven.</p> <p>Begin to make links between journeys made in biblical stories and their own experience of journeys.</p>	<p>www.natre.org.uk/spiritedarts</p> <p>See reference above</p> <p>Ideas for activities to accompany each two-page spread can be found on www.encounterchristianity.co.uk</p>
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Key Stage 2: Year 5

Title: Changing Moods and Situations

About this unit: In this unit pupils will learn about Jesus driving the moneychangers out of the Temple. They make links between this story and the Christian belief that Christians are required to seek justice and fairness. They identify and give their views on situations in today's world that are unjust.. They identify situations in the school community that they think are unjust, and suggest solutions.

Links to other curriculum areas	Key vocabulary
Art Literacy Spiritual, social and Moral development	In this unit children will have an opportunity to use words and phrases related to: Cleansing the Temple; Justice
Expectations	
Most children will...(Level 4)	<ul style="list-style-type: none"> • Be able to describe and show understanding of the events connected to Jesus' entry into Jerusalem and the cleansing of the Temple • Describe the impact of these events on the lives of believers • Make links between the actions and work of a Christian who has worked for justice and the events of holy week • Suggest reasons why certain situations in school and in the wider world are unjust • Describe what inspires and influences them and others to take action.
Some children will not have made so much progress and will: (Level 3)	<ul style="list-style-type: none"> • Be able to describe the story of Jesus' entry into Jerusalem and the cleansing of the Temple making links with the Christian imperative for justice to the poor. • Identify the impact of religious belief on Christian lifestyle, making links to the values and commitments of a Christian who has worked for justice • Describe topical situations which are unjust • Generate ideas for improving an unjust situation at school by making links between their values and behaviour
Some children will have progressed further and will: (Level 5)	<ul style="list-style-type: none"> • Be able to explain the impact of the story of Jesus' entry into Jerusalem on the lives of believers • Explain what influences the work of a Christian who has worked for justice • Ask, and suggest answers, to questions about justice relating this to their own

and others' lives

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the driving out of the moneychangers from the Temple courtyard. That Jesus sought justice for many of the oppressed people in his society and that Christians are required to seek justice for all. 	<p>Learning Activities for the story</p> <ul style="list-style-type: none"> Show the picture of the 'Angry Christ' from the pack The Christ We Share. Discuss the emotions of Jesus. How has the artist managed to portray the anger of Jesus? (Staring eyes, looking straight at the viewer, pointing finger, angular features, choice of hard cold colours). Use the El Greco painting to tell the story (see Jesus Through Art by Margaret Cooling). Give some explanation of Temple courtyard, activities and worship. Tell the story of the Cleansing of the Temple. Write/Act out a radio/TV report including interviews with, e.g. a trader, moneychanger, a Roman, a Jewish pilgrim, a Gentile, a Jewish leader, Jesus. <p>Teaching activities that explore the Christian response to Jesus teaching.</p> <ul style="list-style-type: none"> Discuss why Christians might work for justice. 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> Describe showing understanding the story of Jesus' entry into Jerusalem and the Cleansing of the Temple, making links with the Christian belief that God requires Christians to act for justice. 	<p>The Christ We Share pack (CMS)</p> <p>Jesus Through Art By Margaret Cooling ISBN 1-851-75119-X (RMEP)</p> <p>The Book of Books By Trevor Dennis ISBN 0-745-93625-3 (Lion)</p>

<ul style="list-style-type: none"> • About a modern Christian who has worked or stood up for justice. • To consider and make personal judgements about situations in today's world that are unjust • To consider their own views on how to deal with an unjust situation in their own school or community. 	<ul style="list-style-type: none"> • Search using encyclopaedias, the Internet etc., the life of Christians who have sought justice for others (e.g. Martin Luther King, Archbishop Romero). Present a two-minute talk or a written report. • Take weekly newspapers and cut out pictures and extracts to reflect situations of injustice. Make into acetates, and create a reflective activity that asks the children to consider the plight of the victims of injustice. Use in collective worship. • Identify things/issues that make us angry in the world today. Create a self-portrait or the portrait of a friend showing anger, and display with newspaper cuttings. • Write a prayer to hang on an Easter Tree. • Identify with the school council/local councillor/vicar an issue of injustice. How can this be resolved? <p>Suggested Assessment Task: Write a newspaper, radio or T.V. report about the cleansing of the</p>	<ul style="list-style-type: none"> • Describe and show understanding of the life and work of a Christian who has fought for justice. • Raise questions/suggest answers to questions about topical situations which are unjust and give their views on them. • Apply ideas on how to improve an unjust situation, and their own and others values and commitments and their own attitudes and behaviour. 	<p>e.g. Archbishop Desmond Tutu, Martin Luther King, Rosa Parks, Archbishop Oscar Romero</p>
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	<p>Temple. Following research about someone who has sought justice for others in response to their Christian faith: - use words, pictures, music to make a PowerPoint presentation about their life.</p> <p>Idea for reflection Use appropriate music and acetates (see above) for a period of reflection.</p>		
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Key Stage 2: Year 6

The Eucharist

About this unit: We have all experienced the pleasure of sharing a meal with friends. It is a social event that brings people together and it is something with universal appeal that reinforces our communal life. Food does not only sustain life; there are times when meals have special significance, e.g. a birthday party, a wedding breakfast. Important times in religious calendars are often marked with special meals. For Christians, the sharing of bread and wine is of great significance. In most Christian churches the principal act of worship is the one where this takes place: The Eucharist (this means thanksgiving), Holy Communion, Mass or the Lord's Supper. It recalls the events of the Last Supper which Jesus shared with his disciples the night before he died. It is both a remembrance of the death of Jesus and a celebration of the belief that Jesus is still present in the lives of Christians today. The ritual of the Eucharist follows the instruction given by Jesus to his disciples at the Last Supper, when he told them to share bread and wine together, whenever they met, to remember him. This coming together has been faithfully carried out by Christians throughout the ages. It is a mystery that touches the lives of Christians around the whole world and brings them together in the belief that despite all the world's problems, God is at work and God's strength can overcome human frailty.

In this unit, the work will focus on the Eucharist in the Anglican tradition but it is appropriate to make comparisons with other Christian communities and to draw on experience of children and staff to enrich the learning experience.

Links to other curriculum areas	Key vocabulary
	Eucharist, Holy Communion, Mass, remembrance/remembering, Last Supper, chalice, paten, wafer
Expectations	
Most children will...(level 4)	<ul style="list-style-type: none"> • Give simple explanations of the Eucharist (AT1). • Describe meanings of the Eucharist for believers. (AT1) • Suggest appropriate meanings for symbols of the Eucharist (AT1) • Raise and suggest answers to questions about the Eucharist(AT2) • Apply their ideas to their own and others lives (AT2)
Some children will not have made so much progress and will: (level 3)	<ul style="list-style-type: none"> • Describe some key features of the Eucharist. (AT1) • Begin to identify the impact of the Eucharist for believers. (AT1) • Identify what influences them and make links between their own experience and that of others. (AT2)
Some children will have progressed further and will... (Level 5)	<ul style="list-style-type: none"> • Use an increasing wide religious vocabulary to describe why Christians celebrate the Eucharist (AT1) • Explain what inspires them and influences them and make links between their own views and the views of others. (AT2)

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Give children opportunities to:</p> <p>Know that Christians believe Jesus is to be remembered.</p> <p>Know some ways Christians celebrate the Eucharist and some artefacts used.</p> <p>Understand that Christians believe Jesus is present with them through the Eucharist.</p> <p>Understand that the Eucharist is an important celebration that brings Christians together.</p> <p>Reflect on the meaning of the symbols of bread and wine for Christians</p> <p>Reflect on the importance of remembering and being remembered.</p>	<p>Children may have personal experience of the Eucharist in school/church which you can draw upon in this unit.</p> <p>Watch a video clip showing the Eucharist in an Anglican church. Ask: What words come into your mind as you watch? What are the people doing? How do you think the people are feeling? Is this like anything you have seen before? What artefacts are used in this act of worship?</p> <p>Introduce some of the names used to describe this service: Eucharist, Holy Communion etc. Some Christians celebrate this every day, some once a week, some less frequently, but it's an important ritual because Christians are following what Jesus instructed them to do, 'Do this in remembrance of me'</p> <p>Retell the account of Jesus' last supper. Then, focus on Matthew 26.26-29. Working in pairs or small groups, read the passage carefully and explore together: How was Jesus asking to be remembered? Why do you think Jesus wanted to be remembered in this way? The word 'Eucharist' means 'thanksgiving' and the word 'communion' means 'joining together'.</p>	<p>Most children should be able to:</p> <p>Give descriptions of a Christian Eucharist and simple explanations of what is taking place. (AT1)</p> <p>[Some (depending on home/school experience) will be able to make comparisons between their own experience and what they see in the video clip.]</p> <p>Use a developing religious vocabulary. (AT1)</p> <p>Recognise the importance of the Eucharist for Christians. (AT1)</p> <p>Make links between scripture and the importance of Eucharist for Christian's lives today. (AT1)</p> <p>Describe the impact of Eucharist on</p>	<p>www.educhurch.org.uk views from different Christian denominations, including Anglican.</p> <p>http://pow.reonline.org.uk/ video clips of the Eucharist in a Cornish Anglican Church</p> <p>For children: <i>Christian Church</i> (Keystones Series) Brown and Seaman, A&C Black ISBN 0 7136 5497 X</p> <p>For teachers: If you want to read up on some basic Anglican church teaching a straightforward introduction is: <i>This is our faith</i> Ed Jeffrey John, Redemptorist Publications ISBN 0 85231 149 4 See p62 for background to the Eucharist.</p> <p>Lion Children's Bible</p> <p>Full Bible reference is: Matthew 26.17-58 see especially verses 26-29 http://bible.oremus.org/</p> <p><i>A Complete Guide to Godly Play Volume 4</i>, Jerome Berryman, Living the Good News. See p57. The Last Supper is put into the context of Holy Week.</p>

	<p>Why might Christians use these words to describe the special meal they share? For what are they saying thank you? Why is it important to join together with others? What is important in your life? What inspires and influences you? After working on these questions invite the groups to share their ideas.</p> <p>Interview a local priest or member of the church. Find out why the Eucharist is important for them. Look at the chalice and paten used for bread and wine. Find out about what happens at the Eucharist. (gathering, saying sorry, listening to and thinking about the Bible, sharing bread and wine, being sent out to serve others) Discover how the Eucharist helps Christians to feel closer to Jesus. (e.g. bringing them together, listening to the scriptures, following Jesus command to share bread and wine, believing Jesus is present in the bread and wine, helping them to share in the life of Jesus)</p> <p>Research Christian symbols associated with the Eucharist. Find out about the pattern of services in your local church. Design a leaflet to advertise the services using appropriate Christian symbols to illustrate it.</p> <p>Make a booklet /display gathering together information and ideas about the Eucharist and explaining why it is important for Christians.</p>	<p>the lives of Christians.(AT1)</p> <p>Say what is important /influences their life. (AT2)</p> <p>Suggest meanings for some of the ceremonies and symbols used in different parts of Eucharistic worship. (AT1)</p> <p>Say how people's ideas and beliefs affect their lives (AT2)</p> <p>Say what symbols of the Eucharist mean for Christians. (AT1)</p>	
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	<p>(AT1) Share the work with other children in the school.</p> <p>Think about someone who is/was special to you. How will you/do you remember them? How would you like your friends to remember you? (AT2)</p>	<p>Raise, and suggest answers to, questions of identity and belonging (AT2)</p>	<p>A simple way to make a display is to take a chair, cover with a piece of cloth, then...</p> <ul style="list-style-type: none"> • Use something visual • Some words that relate to the theme • A question to give viewers something to think about • Give the display a title
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Key Stage 2: Year 6

Title: Change from Death to Life

About this unit: In this unit pupils learn about the different accounts and representations of the death and resurrection of Jesus. They learn that Christians believe that Jesus died and rose again so that good can triumph over evil, life can triumph over death. They learn to express their own questions about the Christian understanding of life after death.

Links to other curriculum areas	Key vocabulary
Literacy Art Design and Technology Spiritual Development Cultural Development	In this unit children will have an opportunity to use words and phrases related to: Worship; Symbol; Cross; Crucifixion; Resurrection; Gospel
Expectations	
Most children will...(Level 4)	<ul style="list-style-type: none"> • Describe differences and similarities in the Gospel accounts • Describe and show understanding of the Christian belief in the resurrection of Jesus and how it makes an impact on the lives of people today • Raise, and suggest answers to, questions about their own beliefs and how this affects the way they live • Raise questions and suggest answers to their own views of life after death.
Some children will not have made so much progress and will: (Level 3)	<ul style="list-style-type: none"> • Describe some of the key features of the story of the crucifixion and resurrection • Describe the Christian beliefs about the resurrection • Ask important questions particularly about life after death
Some children will have progressed further and will: (Level 5)	<ul style="list-style-type: none"> • Explain some of the differences in the Gospel accounts • Explain how the Christian belief in the resurrection of Jesus is reflected in the lives and worship of Christians today • Ask, and suggest answers to, questions about their own views of life after death and relate to their own and others' lives.

Learning objectives	Activities	Learning Outcomes	Notes/resources
<p>Pupils should learn:</p> <ul style="list-style-type: none"> About the events of Easter Day and about the different accounts of the death and resurrection of Jesus in the Gospels. 	<p>Teaching activities that explore the events of Easter Day.</p> <ul style="list-style-type: none"> Select from the Gospels passages that identify differences and similarities in the Gospel accounts of Jesus' death and resurrection. Groups could work on different Gospels and present their information to the class. The children could do this as a police-style investigation: who said what, etc. Make a defence for Jesus, or appear as a witness at his trial before Pilate. <p>Teaching activities that explore the symbolism of the Cross</p> <p>Look at a range of crosses. (The pack A-Cross the World (CMS) would be a useful resource to use here).</p> <ul style="list-style-type: none"> Discuss the Christian understanding of the overcoming of sin and death by the death and resurrection of Jesus. Match up crosses with words which express their symbolism and explain these choices. Choose one cross to draw and write about its meaning and/or design: e.g. an Armenian cross showing 	<p>Most pupils should be able to:</p> <ul style="list-style-type: none"> Describe and show understanding of differences and similarities in the Gospel accounts. Describe and show understanding of how the Christian belief in the resurrection of Jesus affects the lives of Christians today. 	<p>Accessible set of Bibles</p> <p>CD Rom of the Bible to be able to print off sections of the Bible.</p> <p>http://bible.oremus.org/</p> <p>A-Cross the world (CMS)</p>

	<p>the story of the death and resurrection of Jesus.</p> <ul style="list-style-type: none"> • Use a selection of pictures of Jesus, such as those from The Christ We Share or the A-Cross the World pack. (Include some of the human Jesus, the crucifixion, the resurrected and risen Christ.) Discuss in your groups the intentions of the artists in depicting Jesus in such ways. • Discuss with the pupils why the cross is such a central symbol for Christians, and what Christians believe Jesus accomplished by his death. Use two cross shapes to display pictures and/or write a poem to illustrate the evil in the world today and hope for the world tomorrow. • Make a Celtic cross. Draw attention to the patterns on the cross: spirals that form a continuous path, which leads through a complex maze to the point where heaven and earth are joined. The circle that encompasses the arms and upright of the cross symbolises the earth. Write the words of a poem, or words that evoke the experience and pain of the cross and the hope of resurrection, in appropriate colours on the cross in a spiral pattern. 		<p>The Christ We Share (CMS)</p>
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<ul style="list-style-type: none"> • That Christians believe that because Jesus conquered death there is eternal life for all. • To consider their own questions about the Christian understanding of life after death. • About the symbolism of the cross for Christians. 	<p>Teaching activities that explore the Christian belief in life after death.</p> <ul style="list-style-type: none"> • Visit a graveyard and collect inscriptions from tombstones that express the Christian belief in life after death. • Debate: What questions have you got about this? What do you think happens after death and why? Ask the children to write down questions they have about the Christian belief in life after death. <p>Suggested Assessment Task: Create a chart showing the differences and similarities in the Gospel accounts of Easter. Create a mind map around the word Easter that illustrates Christian beliefs.</p> <p>Idea for reflection Reflect on one of the images of change and transformation in Encounter Christianity Key Stage Big Book.</p>	<ul style="list-style-type: none"> • Suggest answers to questions about their own beliefs and how these affect the way they live. 	<p>Encounter Christianity Key Stage I Big Book, <i>In Creation</i> Seaman and Brown Church House Publishing See page 24/25 for Stanley Spencer's The Resurrection at Cookham. Teacher's notes page 31</p>
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