

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE UC Salvation	What difference does the resurrection make to Christians?	6	Spring 2	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	Why do Christians think Jesus was resurrected?	<p>Lesson 5 arrange a visit to St Leonard's with Rev Simon.</p> <p><i>You will need Bibles one between 2 for this unit.</i></p> <p>SET UP THE PUPILS AS DETECTIVES WHO HAVE BEEN SET THE TASK OF DISCOVERING:</p> <ul style="list-style-type: none"> Why do Christians think Jesus was resurrected? In order to come up with an answer the pupils have to work in role as detectives using some sources of evidence. Share the key piece of evidence, a series of witness statements in Luke's Gospel. These describe the events three days after the death of Jesus by crucifixion. Remind pupils of the Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. Split the class into five groups. Give each group part of the text to work with (vs 1-8, 9-12, 13-27, 28-35, 36-49). <p>Ask them to:</p>	

			<ul style="list-style-type: none"> • Create and perform a written drama of their part of the narrative including characters, key lines in the script and stage directions. • Create a hot-seat activity where one of the characters interviews another character; for example, the women interview the men in gleaming clothes, or one of the disciples interviews the couple on the road to Emmaus • As a class, share what evidence they have discovered to suggest Jesus was resurrected. Mark the points in the text that Christians would use as evidence. <p>Which questions do the passages raise for pupils?</p> <ul style="list-style-type: none"> • To show how some Christians view this, show a short film giving some Christians' views on the evidence for the resurrection (there is a link to three example interviews in Resources). • Ask pupils to write a detective's report encompassing all the evidence found from the witness statements, films and other evidence uncovered. Why do Christians believe in the resurrection? • Share five pieces of art showing the life of Jesus (see Resources). <p>Ask pupils to match them to five core Christian concepts and write a gallery description of the piece of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope.</p> <p>Note that there will not be a simple one-to-one match — good art will have lots of connections</p>	
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			<p>NOTES</p> <p>This detective activity is not about trying to 'prove' whether Jesus was or was not resurrected. Christian people have faith – they <i>believe</i> in the resurrection. The activity is to enable pupils to grasp why Christians believe this.</p>	
Lesson 2	1 hour		<p>Understanding Impact</p> <ul style="list-style-type: none"> • Ask pupils to undertake the 'enquiring into religious practice' strategy (see Resource Sheet 1). • Source two photos that show Christian practices in church on Good Friday, for example: praying at the stations of the cross, a solemn service at 3pm, a church with a plain cross and a crown of thorns and a bowl, and two photos that show Christian practices in church on Easter Sunday, for example: covering the cross with flowers, sunrise services, baptisms, joyous services. In choosing photographs ensure that a range of denominations are represented here, for example, Orthodox, Pentecostal, Roman Catholic. Ask pupils to reflect on the changes in emotions for Christians between Good Friday and Easter Sunday. Would it matter if the resurrection hadn't happened? Can they present ideas and evidence for why Easter Sunday is seen by Christians as a day of hope? <p>BBC Two - My Life, My Religion, Christianity, Easter</p> <ul style="list-style-type: none"> • Look at a hymn or a song that is often sung on Good Friday and compare it to a song or hymn that is sung on Easter Sunday (see Resources) • An example of a Good Friday hymn: 'When I Survey the Wondrous Cross' or 'And Can it Be?' • An example of an Easter Sunday hymn is 'Thine be the Glory' or 'Christ the Lord is Risen Today' 	

		<ul style="list-style-type: none"> • A more contemporary song moving from Good Friday to Easter Sunday is 'Man of Sorrows' by Hillsong United. • Ask pupils to search for any evidence they can find for beliefs about the death and resurrection of Jesus in these songs. Ask pupils to list what these songs say about the meaning of Jesus' death and resurrection. They should make links with the idea of Jesus 'saving' people by defeating death. • Some Christians use this idea of a move from darkness to light to comfort them when they are facing problems. Ask groups of pupils to suggest how and why Christians might use the songs in their everyday lives, not just at Easter. Identify the emotions associated with the songs and how these might affect Christians: for example, fear, anxiety, hope, relief, reassurance. List some ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians 	
Lesson 3	1 hour	<p>Additional resources are in the MTP folder</p> <p>NOTE: Care needs to be taken with this topic. It is important to be aware of bereavements within pupils' family and friendship circles, and to handle discussions with sensitivity. Show a clip of Aslan on the table and at the camp in <i>The Lion, the Witch and the Wardrobe</i>. Ask pupils to explain what they think is happening. How does it tie in with the idea of 'salvation'? Who is being saved?</p> <p>Talk about what kinds of songs or readings might be used at someone's funeral — start with fictional characters, such as Buzz Lightyear or Wall-E, or Bart Simpson.</p> <p>Think of popular songs or perhaps scenes from films pupils know that would suit those characters. Decide what kinds of things need to be said or communicated at a funeral, and why.</p> <ul style="list-style-type: none"> • Give pupils access to a series of poems or songs that are used at funerals; for example, try 	

			<p>www.funeralhelper.org</p> <p>www.co-operativefuneralcare.co.uk/funeral-music-chart/2014/</p> <p>for a selection. Ask pupils to work in pairs or groups to choose a poem, song or hymn which will be suitable for an atheist, an agnostic and a Christian. Explain why these are suitable, referring to the beliefs that these different people hold.</p> <ul style="list-style-type: none"> • Choose some of the lines of the poems or songs and compare them: what are the similarities and differences? Interpret the text and show how it reflects the beliefs of the person who has died. Pupils need to use theological language to show what beliefs are held or rejected: for example belief, afterlife, heaven, faith, salvation, eternal life, Gospel. 	
Lesson 4	1 hour		<p>Looking back at the life of Archbishop Desmond Tutu - BBC Africa - YouTube</p> <p>As a way into understanding John 11:25–26, share this story about Desmond Tutu with the pupils:</p> <p>Desmond Tutu received many threats, including death threats, in the 1980s, for his fearless opposition to racism in South Africa. He said that he was not scared to continue to speak out: 'What can they do to me? They could kill me. But death is not such a terrible thing, for a Christian.' Why is it that many Christians feel that the resurrection of Jesus means that death is not the end?</p> <ul style="list-style-type: none"> • Give pupils some of the texts that are read during the Anglican funeral liturgy, for example, John 3:16; John 11:25–26; Luke 23:43; John 14:2–3 (see Resource Sheet 3). 	

			<p>Ask pupils to suggest what comfort or hope these might give a Christian, and why. Look at the context of each of these texts in the Bible to help. Ideally, ask a Christian vicar, priest, pastor or minister how they make sense of these passages, and compare pupils' ideas with these Christian viewpoints.</p> <p>Alternatively, write to a local member of the clergy instead, or make use of RE:ONLINE's 'email a believer' service</p> <p>http://pof.reonline.org.uk/</p> <ul style="list-style-type: none"> • In groups take two of these biblical texts and identify the beliefs that they show, making use of the core concepts studied (Salvation, Incarnation, Gospel, Resurrection). <p>Ask them to list any similarities or differences between the texts and any questions that the texts raise. Add to their list by using this video clip:</p> <p>www.truetube.co.uk/film/christian-funeral.</p> <p>What happens at a Christian Funeral? - YouTube</p> <ul style="list-style-type: none"> • Ask pupils to write a letter or act out a conversation with Desmond Tutu either agreeing or disagreeing with his statement that death is not such a terrible thing, for a Christian. The letter or conversation must show their understanding of the Christian belief, that the resurrection of Jesus means that for Christians, death is not the end. • Revisit the key question: so far, what answers do they have to the question: what difference does the resurrection make to Christians? 	
Lesson 5	1 hour		<p>Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope.</p> <p>'Hope is being able to see there is light despite all the darkness,' said Desmond Tutu.</p>	

<http://nyti.ms/ILJQGx>

- Take your pupils to a church graveyard and look at gravestones, epitaphs and memorials (or if a visit is not possible show them photographs). [Note: there will obviously be more religious epitaphs in a church graveyard than in a civic cemetery. You might compare the two.]
- Get pupils to sort the epitaphs, memorials and gravestones — perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example: memory, hope, resurrection, beloved. Say why. (See Resource Sheet 4 for epitaph examples.)
- Look at examples of some epitaphs that use specific religious vocabulary (angels, Jesus, resurrection, heaven, soul) and quote biblical text. Some epitaphs use this language and some don't. Who and what are these epitaphs or messages for? Note that the Christian hope is that God grants eternal life through Jesus. Use the examples of religious and secular epitaphs to clarify this distinction between general hopes that many people have and the specific Christian hope (many Christians would say 'confidence') in resurrection through Jesus.
- Watch a clip on funeral services, for example,

[http:// request.org.uk/life/rites-of-passage/christianfuneral-videos./](http://request.org.uk/life/rites-of-passage/christianfuneral-videos/)

Get groups of pupils to draft a large 'thought cloud', noting their ideas about funeral services, reflecting upon questions such as the following: What colours do pupils think should be worn at a funeral, and why?

Do they think a funeral is a memorial, a celebration, a time of sadness?

Is it for the person who has died or the bereaved?

How might the colours worn and the words said, including prayers and songs, reflect the beliefs of the family?

		<p>What is the best way for a funeral to balance sadness at the loss, and joy at the celebration, of a person's life?</p> <p>What does Christian hope of heaven add to this? Which emotions might a Christian feel at a funeral and why?</p> <ul style="list-style-type: none"> • Ask pupils to give at least three connections between funeral practices and the practice of Holy Communion in the Year 5 Salvation unit. That is a memorial and celebration of Jesus' death and resurrection. 	
Lesson 6	1 hour	<ul style="list-style-type: none"> • Watch the first ten minutes of the Pixar animation Up. <p>Create a series of screenshots of the characters' life together for pupils to order and categorise, matching with coloured blocks: joy, hope, sadness or disappointment, excitement.</p> <p>This shows the pupils that although Ellie was no longer around, she had built something lasting that remained after her death</p> <ul style="list-style-type: none"> • Reflect on what you have discussed about the language of memorials (religious and secular) and the biblical texts on resurrection. How would belief in life after death affect Carl's feelings about Ellie dying? <p>Create two sets of thought bubbles for Carl: one set for his thoughts if he believed in life after death, and another if he didn't believe in life after death.</p> <p>Ask pupils to consider how and why belief in life after death make a difference to how people live.</p> <p>Ask pupils to consider the difference between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain (Revelation 21:4).</p> <p>Ask them to evaluate whether or not, and how, these different views would make a difference to how a person would live.</p>	

			<ul style="list-style-type: none">• Ellie gives her husband her scrapbook for him to continue. Imagine that the disciples had got together to create a scrapbook of their time with Jesus. What would they include? Get the class to decide what should go in the scrapbook, and what notes would the disciples write. Use online art images or pupil sketches, and labels to explain the importance of the events included <p>. Which events/teachings would be most important and get most space? Compare this to the disciples' actual 'scrapbooks' — the Gospels.</p> <p>Note the major focus on Jesus' death and resurrection — his last week takes up a major proportion of the Gospels.</p> <p>Talk about how this shows the significance of death and resurrection for Christian belief in life after death.</p> <ul style="list-style-type: none">• Ask pupils to give a one-minute presentation, using words and images, to explain what difference believing in life after death makes to Christians, using evidence and examples and referring to John 11:25–26. <p>Ask them to weigh up arguments for and against the statement that 'believing in life after death is a benefit to individuals and to society', drawing on their learning in this unit.</p> <p>.</p>	
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