



SUBJECT MEDIUM TERM PLANNING – RE

<p>Year Group: Year 2</p>	<p>TERM: Spring 2</p>	<p>Theme: Why does Easter matter to Christians? (Unit 16)</p>
<p>National Curriculum:</p> <ul style="list-style-type: none"> Religious Education SACRE 2024 – 29 		
<p>Context: Children are building on their learning of the Christian Faith by zooming in on why Easter matters to Christians. The children have learnt about the Christian story of Nativity and Christmas. They are building on their previous learning about what God is like and why he's so important to Christians. The children will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will consider what the story of Easter means for Christians today. This will allow them to compare this with stories from a variety of different religions that they have looked at previously.</p>	<p>Concepts: Christianity – Why does Easter matter to Christians?</p>	<p>Vocabulary: Secular, Easter, Worship, Good Friday, Religious, God, Salvation, Saviour, Resurrection, Eternal Life</p>
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Children have learnt about different religious celebrations and explored the interconnectivity between them. They have explored stories from a variety of different religions. Learnt about non religious practise such as Humanism. Pupils have listened to and retold the story of Christmas in the Nativity and learnt about why Christians perform a nativity play. Pupils can recognise why the word God is so important to Christians. Learnt Why Christians put a cross on the Easter Garden. Children will learn what is the good News Christians believe Jesus brings. Children will learn who is a muslim and how do they live? Who is Jewish and how do they live? 	<p>Future Knowledge:</p> <ul style="list-style-type: none"> What makes places special to believers from different religions and non religions? Why is the Bible so important for Christians today? Why is Jesus inspiring to some people? Why do people pray? Why are festivals important? Why do some people think life is a journey? What does it mean to be a Christian? What does it mean to be a Hindu? What can we learn from religions about deciding right and wrong 	

End points /by the end of this unit pupils will...

recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter. Pupils will learn about how the story of Easter means for Christians today and why they put their hope in heaven.

Crucial Knowledge

- Easter week is also known as Holy week.
- Jesus died on the cross on what is now known as Good Friday. Christians believe he is a saviour.
- He came back to life on Easter Sunday and this is known as resurrection.
- An Easter egg, that Christians have today, symbolise new life.
- Christians believe that we go to Heaven after we die.

Lesson 1:

STEP 1: Show pupils some pictures of new life linked to spring e.g., lambs, rabbits, newly hatched chicks etc. What season do these images represent. Talk to pupils about springtime and the new life that happens. Ask: do you know of any festivals that are celebrated in springtime. Explain that this term we are going to be focusing on the Christian celebration of Easter. Ask pupils if any of them know why Christians believe that Easter links to new life. Show pupils images of an empty tomb, a cross and some Easter eggs. What do pupils already know about the Christian celebration of Easter?

STEP 2: Share the story of Easter (from Palm Sunday to Easter Day) with pupils using a high-quality text that links clearly to the events from the Bible (a good example of this can be found in the Beginners Bible). Ask pupils what the main events of Easter are. Explain that this story links to the concept of Salvation because Christians believe that Jesus died on the cross to save people from their sins. Show pupils a video version of the story* Encourage pupils to discuss the similarities and differences between the text and the video.

Give pupils large tables with the headings 'similarities' and 'differences' encourage them to work in small groups to record their thoughts after hearing and watching the versions of the story.

Bring the class back together and discuss pupil's findings. Why is it important for us as researchers of worldviews to go back to the original text?

STEP 3: Show pupils' images of key events from the text.

Ask them to order the images in small groups and write captions to go with them**. When pupils have finished ordering and recording the events, encourage groups to go to other tables and leave feedback on post it notes. What did the groups do well? Were any events left out? Could more detail have been added?

*Two examples of this are <https://request.org.uk/resource/restart/2017/03/14/holy-week-and-easter/> or https://youtu.be/4VtcF_fOoWY . Remember some of these films are written by Christians for Christians so ensure you explain this is a Christian view to pupils.

**This is available as a resource sheet with unit 1.5 of Understanding Christianity. The images in this resource are different to those in the PPT, but the activity is the same.

Lesson 2:

STEP 1: Recap the last lesson with pupils. What were the main events within the Easter story? Show pupils some images of key events within the story. Are they able to order these events?

STEP 2: Reread the text (using the same version as last lesson). Discuss the key events. Ask: how would you retell the story for someone else. Which event do you think would be the most important for Christians? Which event do you think would make Christians feel sad? Which event would make a Christian feel that they would want to celebrate? Share the following key events from the Bible using the Bible Gateway website:

John 12:12-15

Luke 22:47-53

Luke 23:32–39
Luke 23: 44-49
Luke 24:1–12

Ask pupils if the original text gives more or less detail than the story that they read earlier. Why is it important to return to the original text rather than a child's version of the story?

STEP 3: Explain that today, we are going to be thinking about how to retell this story in six steps. Which six main events do pupils think would be the most important for other people to know? Which events might a Christian say were the most important? Give pupils an empty comic strip of six boxes, ask them to map out the story, making sure that they add a sentence to describe each of the key events.

STEP 4: Bring the class back together again and look back through the comic strips. Is there anything that they would edit so that someone else could understand the story better? Alternatively, you could create an Easter pass the parcel. Under each later place a caption or picture from the story. As each picture/caption is revealed the pupil should retell that part of the story.

Lesson 3:

STEP 1: Recap the Easter story with pupils, can they remember and retell the key events. Explain to pupils that the Easter story is important for Christians because they believe that Jesus came to die on a cross and rise again to save them from their sins. Explain that the Easter story is full of events that would make Christians have different emotions. Which events do pupils think would make Christians feel happy, sad, worried, cross etc?

STEP 2: Show pupils a selection of religious artwork that retell the following events from the story from the bible:

Palm Sunday

The Last Supper

Jesus' arrest

Jesus and Pontius Pilate

Jesus carries the cross

Jesus dies.

Jesus rises again.

As each image is shared with pupils, ask: what can you see? Why do you think the artist chose to share this event from the story. Can pupils share how these different events might make Christians feel? Which events are happy? Which are sad?

STEP 3: Show pupils a table with the headings 'happy events' and 'sad events. Work as a class to add the events from the story to the correct column. Why do pupils think these events are happy or sad for Christians? Do all pupils have the same opinion? If not, why not?

Give pupils two empty crosses on a sheet of paper, encourage them to record the events from the story that are happy in one cross and sad in the other. Encourage pupils to draw and annotate their recordings.

Lesson 4:

STEP 1: Recap the last lesson with pupils. Can pupils talk about which events from the story might be happy or sad for Christians? Explain that today we are going to be focusing on what the story of Easter means for Christians. Share the word 'Salvation' with the children. Can pupils talk about what this word means? Explain that salvation means to be saved. Can pupils make any links to what they have learnt about the story of Easter so far? Who saves Christians in the story?

STEP 2: Show pupils a timeline of the big story of the Bible. Explain that they are going to need to use their knowledge from previous units to talk through the story up until Easter. Talk about creation with pupils, how did God describe his creation? Explain that Christians believe that God called his creation 'good' because there was

nothing sad and nothing bad in the world. Explain that Adam and Eve disobeyed God and had to leave the garden, but that God promised a rescuer who would enable people to walk and talk with God again. Explain that most Christians believe that Jesus was the rescuer, the Messiah, the one that came to save.

Lesson 5:

STEP 1: Recap the last lesson with pupils. Why do Christians call Jesus the saviour? How does Easter link to the concept of Salvation? Explain that for Christians, Easter is a time of celebration and reflection. Which events do they think are celebratory and which are reflective (children could look back to their work from lesson 3)?

STEP 2: Share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter. Introduce pupils to traditions linked with Palm Sunday (palm cross, Palm Sunday processions, for example), Good Friday (for example, special church service at 3 o'clock, eating hot cross buns, visiting the 'stations of the cross') and Easter Sunday (for example, a joyful church service in the morning, giving and eating eggs, decorating a cross in church). Help pupils to remember how each practice links to the story by putting on one classroom wall a picture of Jesus riding into Jerusalem, three crosses on a second wall, and the empty tomb on the third. Give pupils one of the Easter practices they have learnt about — they should run to the picture it links to. Pupils should justify their choices.

STEP 3: Ask pupils how they think Christians respond to the Easter story. How might they live their life if they believe this story is true? Explain that one way of responding to the story is through worship including worship on Palm Sunday, Good Friday, and Easter Sunday. Tell pupils that for Christians, worship is not just what happens in a church, it is the whole way in which they live their lives. Explain that we are going to listen to two songs that might be sung in church during Easter week. Play the following songs:

Man of Sorrows <https://youtu.be/-J2X5Serybw>

Thine be the Glory <https://youtu.be/u-bdH7EZrYA> .

Ask: Which song do you think would be more reflective? Which song might Christians sing in praise for what God has done? Explain that on Good Friday, Christians often have a quieter reflective time, thinking about what Jesus did for them but Easter Day is a celebration of Jesus' resurrection and them being saved from their sins.

STEP 4: Ask pupils if they think Easter is always about the religious celebration. Do some of these celebrations also focus on other things? Introduce the words 'secular' and 'religious,' sharing the meaning of these terms. Show pupils some images linked to Easter, which are secular, and which are religious? Explain that many Christians give each other Easter Eggs on Easter day as these are a symbol of new life. Explain that for Christians, Jesus gives them new life when he dies for their sins. Tell pupils that because of what Jesus did on the cross, Christians believe that when they die, they will be with God forever in heaven.

Give pupils an egg template, encourage them to decorate their egg with symbols and pictures linked to the religious celebration of Easter. Ask them to annotate or explain their symbols/pictures.

Lesson 6:

STEP 1: Recap the last lesson with pupils. How might a Christian celebrate or reflect on the events within holy week? How are religious and secular celebrations of Easter different?

STEP 2: Work back through the sticky knowledge quiz slides and ask pupils to fill in the assessment sheet activity.