

Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

Key Vocabulary

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| • Salvation | • Palm Sunday |
| • Jerusalem | • Disciples |
| • Resurrection | • Sin |
| • Forgiveness | • Easter |
| • Crucifixion | • Calvary |



Lesson 1: What can you remember about Holy Week?

STEP 1: Introduce the big question for the unit to pupils. Ask them what they already know about Good Friday and the events of holy week and what else might they want to find out about. Show pupils the word 'Salvation'. Ask: What does this word mean? What does it mean to be saved or to find salvation? If pupils need a reminder, you could show them some slides that they used in Year 2, from the Year 2 unit entitled 'Why does Easter matter to Christians?'. Explain that within this unit, we are going to be finding out about salvation and what it means for Christians today.

STEP 2: Show pupils the timeline for the big story of the Bible. Can they identify and mark out the key concepts from the Bible? Can they identify where Salvation fits in? With pupils, recap the Easter story. This could be through reading a high quality version of the story, looking at the artworks depicting the story that were used in Year 2, or show pupils a video recap version of the story of Easter.* As a class, list out the main events from the story.

Give pupils copies of the following texts (these can be easily downloaded from the Bible Gateway website):

- Matthew 21:7-11
- Luke 23:13-25
- Luke 23:32-48
- Luke 24:13-26

Read through these texts as a class and encourage pupils to annotate and highlight with new information and the meanings of unfamiliar vocabulary.

STEP 3: Show pupils a selection of religious artwork (both traditional and modern) that represents the key events found within the text. Encourage pupils to order the pictures, using their knowledge of the texts that they have been studying.

STEP 4: Give pupils sheets of A3 paper that have been cut in half (landscape) explain that today we are going to be using our knowledge of the key events from the texts that we have studied to make our own timeline of events linked to the Easter Story. Tell pupils that they must include their own explanation of each event, a Bible reference and a simple picture.

*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.

Lesson 2: How did people feel on Good Friday?

STEP 1: Use the sticky knowledge quiz slides to recap what pupils learnt in the last lesson. Ask: What were the main events within the story? Where are these found in the Bible? Explain that this time, we are going to be focusing more on the emotions of people who were present at the time of Jesus' death and resurrection.

STEP 2: Show pupils an artist's interpretation picture of Mary (mother of Jesus). As pupils what they already know about her. Show pupils some pictures that share events (before Easter) in Jesus' life. Ask: How might Mary have been feeling during these times? Explain that Christians believe that there is evidence in the Bible that Mary was there when Jesus was put on the cross, died and rose again. Show pupils paintings of Palm Sunday, Jesus on Trial and Jesus on the cross. Discuss how pupils think Mary would have felt during these events. Encourage pupils to explain why they think Mary would have been feeling these emotions.

STEP 3: Give pupils a copy of 2A.5 Salvation Resource Sheet 2 from *Understanding Christianity*. Encourage pupils to plot Mary's emotions throughout Holy Week. When they have finished, encourage them to go back to

each point they have plotted/bar they have drawn and explain why they think Mary would have been feeling this way during that particular event.

STEP 4: Ask pupils if they could ask Mary anything about the events of Holy Week, then what would it be. Encourage pupils to come up with six questions for Mary. Hold a hot seating activity where members of the class become Mary. Encourage the rest of the class to ask Mary their questions and record her responses under each question in a different colour.

Lesson 3: Why did Jesus have to die and rise again?

STEP 1: Recap with pupils what they have learnt so far about the Easter Story. Discuss why they think that this story is so important for Christians. Talk through last week's hot seating activity and discuss some of the answers that pupils got to their questions.

STEP 2: Show pupils the timeline for the 'Big Story' of the Bible. Talk through the 'Big Story', starting with Creation and Fall. Explain that Christians believe, at the time of the Incarnation, God's people were waiting for a messiah, a saviour who would come to bring the people back to God. Tell pupils that Christians believe that this messiah and saviour was Jesus who was fully God and fully human (make clear links to the concept of salvation). Explain that Christians believe that Jesus had to die and rise again to bring the people back to God and stop sin from separating them.

Do pupils think that knowing this would change the way that people at the time felt about what was happening on the cross?

Look back at last week's emotion graphs. Ask pupils to think, pair, share answers to: Imagine you were starting your emotion graph again. This time, imagine you are filling it in for a Christian today who believes Jesus had to die so that humans and God could have the most wonderful relationship, and not be separated by sin. Would you complete it in exactly the same way as you did for Mary in the last lesson?

STEP 3: Explain that we are going to look more at the events of Good Friday. Re-read Luke 23:32-48. Discuss the key events and meaning of the text.

Show pupils Christ on the Cross with Mary and St John by Rogier Van Der Weyden. Mary is the figure in blue, with St John (in red) comforting her. Discuss what this picture tells pupils about the emotions at the time. Ask: What must Mary have been thinking and feeling at the time? Why? Discuss the possibility that Mary knew exactly why Jesus had to die in relation to the 'Big Story' and Salvation, including restoring people's relationship with God – talk about whether pupils think this would have affected Mary's feelings.

STEP 4: Give pupils their own copy of the picture and attach a thought bubble. Encourage pupils to record (in role as Mary) what they think Mary might have been feeling at the time. Encourage pupils to assume Mary knew why Jesus had to die from the perspective of the 'Big Story' of the Bible and make links in their writing to the 'Big Story' and Salvation. Stick the thought bubbles around the large image.

STEP 5: Bring the class back together. Discuss that these are the events that Christians remember on Good Friday. Ask why they think that Christians call this day Good Friday when their saviour died. Discuss that Good Friday, for Christians, is the start of their salvation and forgiveness of sins.

Lesson 4: Why is the Easter story important?

STEP 1: Recap with pupils the key parts of the unit so far using the sticky knowledge quiz slides. Discuss with pupils why many Christians feel that the Easter story is one of the most important stories in the Bible. Using their knowledge from last week, can pupils explain why they think that Easter is life changing for a Christian?

STEP 2: Encourage pupils to look back at their timelines of the Easter Story from earlier in the unit.

Ask:

- What were the main events?
- Why are they important for Christians today?

Explain that today we are going to be thinking about what Christians today learn from the Easter Story, why it is so important to them and how they might respond to it. Introduce *The Garden, The Curtain and The Cross* by Carl Laferton and Catalina Echeverri to pupils*. Explain that this text is written for Christian children to share the history, story and meaning of the Easter story for Christians. Explain that we are going to share the book to think more about why Easter is so important for Christians today. Read the text with pupils.

STEP 3: Share some responses to the Easter story from Christians today (see PowerPoint for quotes). Look back at the text that was read earlier in the lesson and ask pupils what a Christian might say in response to the Easter Story. Ask pupils to work in pairs to come up with the answers to the following questions:

- What might a Christian want to tell others about the Easter Story?
- What might a Christian's emotions be in relation to the Easter Story?

- What might a Christian think was the most important part of the story?

Give pupils speech bubbles and encourage them to write something that a Christian might say to explain why the Easter story is so important to them.

STEP 4: Bring the class back together. Read some of the speech bubbles that the children have created and talk with pupils about why they thought a Christian might respond in that way. Talk as a class about whether all pupils thought that Christians would say the same thing or not and why this might be.

Discuss how other people might respond to the Easter story. What might a person from another worldview say?

*The illustrator reads the book www.youtube.com/watch?v=IHwr70bJIZ8 When using this book remind the pupils that the illustrator and author are Christians which is why they refer to us. Stop the film at the end of reading of the book.

Lesson 5: For Christians, why is Good Friday so important?

STEP 1: Recap the unit so far with pupils using the Sticky knowledge quiz slides. Discuss the different emotions that Christians might feel during Holy Week. Show pupils pictures to represent the following days within Holy week:

- Jesus' arrest and trial
- Jesus carrying the cross
- Jesus on the cross
- Jesus being placed in the tomb.
- The empty tomb
- Jesus on the road to Emmaus.

Talk with pupils about the different emotions that Christians might feel today when they remember these events. Which event do pupils think might be the most significant for a Christian? How might they respond to these events?

STEP 2: Show pupils some photographs of the inside of different churches on Good Friday and play them a Christian worship song such as 'I cast my mind to Calvary' or 'There is a green hill far away'. Look at the lack of decorations in the church and consider the lyrics to these songs. What do they tell pupils about what Christians might be focusing on?

STEP 3: Explain to pupils that Good Friday is arguably the most important day for Christians in the celebration of Easter. Show pupils a video clip of the curtain in the temple ripping (The Miracle Maker could be a good film to use here). Ask: What does it mean when Jesus says, 'It is finished'? Why is the curtain ripping in the temple so significant?

STEP 4: Give pupils A5 pieces of card, explain that you want them to create a simple image to share the moment that they think is the most important in the story of Easter. When pupils have finished creating their pictures, encourage them to write a paragraph to describe what they have drawn and why.

Lesson 6: Why do Christians call the day Jesus dies 'Good Friday'?

STEP 1: Recap what pupils have learnt within this unit using the sticky knowledge quiz slides. Encourage pupils to complete the assessment sheet for this unit.

STEP 2: Hold a class gallery where pupils visit each other's artwork from last week (if necessary, give pupils some time to finish their images and paragraphs first). Give each pupil a post it notes and encourage them to choose a friend to give feedback to via the post it notes. Remind pupils to share why they think the image and writing shows their peer's clear learning within the unit.

Learning Outcomes

- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week
- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways
- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.