

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit: U2.6: What do Christians believe Jesus did to 'save' people?	Term/Duration: Spring 2	Year Group 6
Prior Learning: Big Story		Key Vocabulary: incarnation, salvation, sacrifice, 'Big Story', Holy Communion, resurrection	

By the end of this unit...

Make sense of belief:

- outline the big story of the Bible, explaining how incarnation and salvation fit within it
- explain what Christians mean when they say that Jesus' death was a sacrifice

Understand the impact:

- make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper
- show how Christians put their beliefs into practice in different ways

Make connections:

- weigh up the value and impact of ideas of sacrifice in their own lives and in the world today
- articulate their own responses to the idea of sacrifice, recognising different points of view

	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO: To outline the big story of the Bible, explaining how incarnation and salvation fit within it	<p>Starter: Use the Holy Week images sheet for the children to order the events of Holy Week. This could be done in GNB or each child could have a sheet to cut and paste.</p> <p>Answers:</p> <ol style="list-style-type: none"> 7. Jesus' entry into Jerusalem 4. Jesus turns over the tables in the temple <ol style="list-style-type: none"> 1. The Last Supper 3. Jesus is arrested 6. Jesus' trial (Jesus and Barabbas) 5. The crucifixion <ol style="list-style-type: none"> 2. Mary meets Jesus after the resurrection 	<p>Discussion and feedback from children</p> <p>Marking responsibility</p>	<p>Holy Week art</p> <p>(Scissors and glue?)</p> <p>GNB</p> <p>RE Exercise Books</p>	<p>Social: How does art reflect social situations?</p> <p>Moral: Can morals be reflected through art?</p> <p>Spiritual: How does art help us to achieve</p>

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		<p>Activities: Read the text from Mark 14-15. This splits nicely into 11 sections, so you could give one passage to a pair or small group to read and then produce a freeze frame or short drama of what happened. As this is done, ask the children to think carefully about why the events happened and who is to 'blame' for Jesus' death.</p> <p>Show the freeze frames in order - If possible take a photo of each. This could be used as a working wall for display or a sheet could be made with all the photos on for children to stick into their books.</p> <p>Use the Responsibility Pie resource sheet 2 to further develop ideas.</p> <p>Plenary:</p> <p>Share ideas from Responsibility Pies or hotseat the characters for the rest of the class to ask questions about the events and reasons for actions during Holy Week.</p> <p>(A short clip from 'Jesus Christ Superstar' is on the last slide, showing Pilate's Dream)</p>	pie/ hotseating/ freeze frames	Responsibility Pie sheet	spiritual feelings? Cultural:How does art depict Jesus?
2	LO: To explain what Christians mean when they say that Jesus' death was a sacrifice	<p>Starter: Quiz on ppt of vocabulary associated with this topic Incarnation, Salvation, Resurrection, Sacrifice, Communion</p> <p>Multiple choice answers - some have more than one correct answer. You could get children to put up hand or use white boards</p> <p>Activities: Reflect back on last week. Look at responsibility pie sheets and stick in if not already done. Who was to blame? Why did Jesus have to die?</p> <p>In RE books head up with date and 'Why did Jesus have to die?' Write 3 bullet points in discussion with a partner reasons for Jesus' death.</p> <p>Watch the video to give ideas and further thoughts for discussion. https://www.youtube.com/watch?v=CtckV65-9uY</p>	Feedback from any marking	GNB/White boards and pens	Social: How do people make sacrifices for the good? Moral:Is it a moral thing to make sacrifices for others? - Why? Spiritual:Did Jesus'
			Discussion	RE Exercise books	
				Ppt	
				Resource sheets 3 and 4	

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		<p>Use the 'Setting the Scene' ideas on Resource sheets 3 and 4 to further explore the idea that Jesus' death was a sacrifice. Start with sheet 3 - this could be done through whole class talk or drama or you could put the scenarios on big sheets of paper round the room for the children to add post-it notes. Groups could then take each sheet to report back.</p> <p>After discussion, ask which scenario is most similar to Jesus' sacrifice. In what way has Joshua sacrificed himself? Joshua means 'he saves'. How did Joshua 'save' people?</p> <p>Sheet 4 has a variety of perspectives and response ideas (art, drama, freeze frame, storyboard). This list could be a carousel or group work or you may want to choose one or two for the class to do.</p> <p>Plenary: Look at the three ideas children came up with earlier in their RE books. Can they add any more ideas now? Choose one (or more) idea(s) and explain in sentences why they think Jesus had to die. Share ideas if time.</p>		(Salvation from Understanding Christianity)	sacrifice inspire others spiritually Cultural: Are sacrifices more expected/acceptable in different cultures?
3	LO: To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper	<p>Starter: Significant objects in Christianity and Judaism. Give out one object per pair. (If you have the real food and artefacts, that would be more exciting. Artefacts in RE resource drawers).</p> <p>2 minutes to say what they are and why they are significant. Then tell another pair. (One sheet has labels for scaffolding if needed).</p> <p>Bitter herbs (Judaism - bitterness of slavery, Passover/Pesach)</p> <p>Unleavened bread (Judaism - no time to rise on escape from Egypt, Christianity - communion bread)</p> <p>Lamb bone/lamb (Judaism - lamb's blood on doorpost so angel of death would pass over Israelite households and only kill first born Egyptian sons, lamb is eaten at Passover, Christianity - Jesus is the lamb of God - sacrificed for us)</p> <p>Egg (Judaism - placed on seder plate as a symbol of mourning, Christianity - new life (Easter egg?))</p>	Discussion and feedback from children	Significant objects sheet and/or food and artefacts	Social: Why is sharing a meal good for developing relationships? Moral: How do you feel about animal sacrifice for religious purposes?
			Peer mark or teacher mark	ppt Genesis/Leviticus Bible readings Cup and bread outline sheet	

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		<p>Wine jars/chalice (Judaism - wine is part of passover meal, Christianity - wine for Holy Communion/Eucharist)</p> <p>Activities: The items we have looked at are all linked to the Jewish Passover, the Christian Eucharist (last supper) or both, but why? Give out Bible reading sheets and read excerpts from Genesis 12 and Leviticus. Can the children see any connections to the items they looked at?</p> <p>Read through ppt giving backstory to Passover and the Last Supper. Try to draw connections along the way. Enforce the fact that Jesus was Jewish, so he was fulfilling the prophecies and expectations of the Jews at that time. If all Jews had believed that Jesus was the Messiah, there would be no Christianity, because it would still be Judaism.</p> <p>Watch 'What is communion' video. Think about the significance of the bread and wine and why Jesus used them to show the sacrifice he was about to make.</p> <p>Use the cup and bread outlines for children to write on, in or around why they are significant and why Christians use them as part of their worship to remember Jesus' sacrifice.</p> <p>Plenary: Share good examples of work.</p> <p>Exit ticket: think of one similarity and one difference between Passover and Holy Communion</p>	cup and bread sheets		<p>Spiritual: Does forgiveness feel good?</p> <p>Cultural: Are Christian and Jewish religions that different?</p>
4	LO: To explore how Christians put their beliefs into practice in different ways	<p>Starter: Use Silent Debate sheets. Remind pupils of expectations. It would be a good idea if working in pairs, that the pupils had a couple of minutes looking at one quote and then switched papers with another pair so they all got to see at least two quotes with different perspectives. Ask for some feedback on each quote at the end.</p> <ul style="list-style-type: none"> • Look at the quote on the paper in front of you. • In your group/pair, each use a different coloured pen • Add any questions, comments or evidence you know to the space around the quote. 	<p>Comments</p> <p>Pupil feedback</p>	<p>Sheets with quotes</p> <p>Computers</p> <p>Share Modern Martyrs sheet/ put on google classroom</p> <p>Ppt</p>	<p>Social: Why do some people work for the good of others?</p> <p>Moral: Is it important to think of</p>

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		<ul style="list-style-type: none"> Respond to any comments your partner/group puts without talking - writing only! Do not worry about spelling - but make it legible (so people can read what you have written). <p>Activities: Discuss some follow up questions such as: Was it surprising that a Hindu should have such a 'favourable' view of Jesus? Do you think these quotes do justice to Jesus' sacrifice? Why do people make sacrifices for others? Can you think of any real life situations where people have sacrificed something for others? Then look at a quote from Bishop Desmond Tutu. There is a short video explaining who he is and his view on forgiveness. Desmond Tutu received many threats, including death threats, in the 1980's 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 does he say this? Remind the children that because Christ has paved the way, death is not such a frightening thing and Christians believe in life after death with God. Fortunately, Bishop Tutu was never required to give up his life, but many Christians have. What do we call those who have died for their faith? Martyrs. Martyrs really are putting into practice what they know Jesus did - giving up their lives for someone or something else. At Westminster Abbey there is a frieze of twentieth century martyrs. Have a look at the website: https://www.westminster-abbey.org/about-the-abbey/history/modern-martyrs TASK: Find out about one of the martyrs in the frieze. What 'good' did they do and why did they die for their faith?</p>			others before yourself? Spiritual: Do you think it helps a person do things on earth if they have a spiritual 'aim' too? Cultural: Which part of the world are people the most kind?
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		<p>Make sure you have shared the modern martyrs sheet with the children so they can fill in the images and information on computers. They could work in pairs or by themselves. Either designate a person to each pair or let them choose themselves. Suggested people to look at are: St Oscar Romero, Dietrich Bonhoeffer, Wang Zhiming , Manche Masemola, Esther John, St Maximilian Kolbe, but you can choose others if you like. Afterwards, the work can be printed out to stick in books. Perhaps ask for some justification - either written or in books.</p> <p>Why do you think your person was chosen to be part of this wall of martyrs? Do you think they would have still helped if they hadn't been religious?</p> <p>Plenary: Oscar Romero and Maximilian Kolbe have been made saints (canonised). Why do you think this is?</p>			
5/6	<p>LO: To weigh up the value and impact of ideas of sacrifice in their own lives and in the world today and to articulate their own responses to the idea of sacrifice, recognising different points of view</p>	<p>Starter: Start with 'last lesson, this topic, last topic, last year' questions. This can be done in pairs or as individuals. Answers are on slide 3.</p> <p>Activities: Talk about sacrifice in the world today. Have the pupils sacrificed anything for their good or for somebody else? Have their parents sacrificed anything for them? Look at 2 Corinthians 4 verses 16-18. If possible give pupils a copy of the text and get them to annotate as to what it means. They could stick the passage into their books and then write around it/next to it. Paul says that any suffering is worth it because of heaven - the suffering is temporary, but heaven is eternal. What difference does this make to explaining Christian sacrifice? Look at the four quotes on resource sheet 6 (2B.6). Allocate pairs to look at each one and discuss briefly. Feed back ideas to the class.</p>	<p>discussion/ contributions</p> <p>peer marking</p> <p>written assessment by teacher</p>	<p>ppt</p> <p>Exercise books</p> <p>Excerpt from 2Corinthians</p> <p>Resource sheet 2B.6</p>	<p>Social: How does helping others build society/community? Moral: Why is thinking of others rather than yourself a good thing? Spiritual: How does sacrifice help people spiritually? Cultural: Is sacrifice</p>

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	<p>Look at the sentence starters together and maybe ask pupils to put a star by any they feel they could use to help them in a short writing task.</p> <p>The sheet says use at least 4 sentence starters - you may want to differentiate this for pupils.</p> <p>Give them about 20mins to see if they can explain 'What difference does Jesus' sacrifice make to Christians'. Encourage use of examples (- the quotes on the page and any other personal examples or research they have done this topic. Remind them that any direct quotes need ` ` and try to say who said it!)</p> <p>Plenary: Peer mark - 2 stars and a wish or ask pupils to read a paragraph of their work to the class and class to say what is good about it.</p> <p>Mark this work and feed back when possible</p>			<p>something that is specific to one country/type of people or can it be found everywhere in the world?</p>
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