

# KS2 Christianity: Journey of Life and Death



**Should believing in  
the resurrection  
change how  
Christians view life  
and death?**

**The *EMMANUEL* Project 2020:  
Teaching Christianity effectively in Key Stage 2**



THE CHURCH  
OF ENGLAND  
**Diocese of St Edmundsbury  
and Ipswich**

## Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



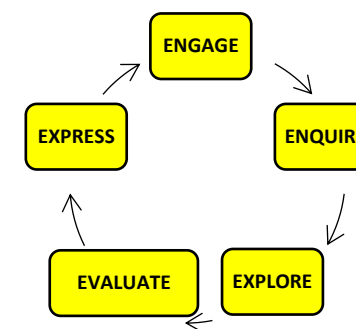
**This unit for Key Stage 2 pupils focuses on the Christian concept of 'salvation'.** It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

**It links with common themes in RE syllabuses** *e.g. in the Suffolk Agreed Syllabus it links with 'The Journey of Life and Death: why some occasions are sacred to believers and what people think about life and death.'*

**It is designed to last 6-8 hours**, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

**Learning is developed through an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

## Christian concept: **RESURRECTION**



It's a bit like ....

- **Going, to come back**
- **An ending and a beginning**
- **Something old finding a new life**
- **A fresh, new start**
- **Coming back to life**
- **Death not being the end**
- **The ultimate victory**
- **Proving a point**
- **A foretaste of the future**
- **Life proving unstoppable**

**Resurrection** means the raising to life of those who have died. It is a key belief of the Christian faith and refers to:

- Those Jesus raised to life e.g. Lazarus (John 11)
- Jesus' resurrection from the dead
- The resurrection of the body on the last day and life everlasting

The last two form part of the Apostles' Creed, which many Christians repeat regularly as a statement of their faith.

### **Jesus raises Lazarus**

The gospels record Jesus raising three people from death, a widow's son, a 12 year old girl, and a family friend, Lazarus. The raising of Lazarus caused a stir and led to the religious authorities plotting to kill Jesus (John 11 v.53).

This event also led to Jesus' famous statement: "I am the Resurrection and the Life. Whoever believes in me will live, even though he dies." (John 11 v.25)

### **Accounts of Jesus' Resurrection**

The stories of the death and resurrection of Jesus are found in the four Gospels in the Bible. The accounts vary but record the clear bodily death and burial of Jesus. On the third day some women went to the tomb and found the stone door rolled away; the body was gone. Angels told them Jesus was risen from the dead. Shock, fear and disbelief mark the first reactions of Jesus' followers. They



seem to have no recollection that Jesus told them three times that he would be arrested, killed and three days later be raised to life e.g. Matthew 20 v.19.

Joy and amazement follow as they talk and eat with Jesus. For 40 days, many people saw him and several appearances are recorded in detail. After Jesus returns to heaven, his followers spread the good news, calling themselves 'witnesses to the

#### **From Luke 24:**

**The women... went in; but they did not find the body of the Lord Jesus. They stood there puzzled... the apostles thought that what the women said was nonsense and didn't believe them....**

resurrection': *"God has raised this Jesus from the dead and we are all witnesses to this fact."* (Acts 2 v.32)

### **The celebration of Easter**

Easter, the most important Christian festival, celebrates the resurrection of Jesus. Christian denominations celebrate in different ways but all celebrate the joy and amazement of the resurrection.

On Easter Sunday, some churches have all-night vigils and use lots of candles and light to announce the resurrection, others get up for dawn services to recall the women going to the tomb.

Easter hymns and songs are sung, flowers decorate many churches and some use drama and, more recently, flash-

mob techniques to celebrate and proclaim the resurrection in song and dance as the most important event in history.



### The significance of the Resurrection

Christians say the resurrection of Jesus shows them:

**Sins are forgiven; they are free.** For Christians, the resurrection of Jesus confirms that they can be forgiven, that Jesus' death and sacrifice has restored the relationship with God that was spoilt by sin. Peace with God is possible.

**Death is not the end; there is hope.** Jesus conquered the grave and promises that people can follow in His footsteps (Philippians 3:21). Because of the resurrection of Christ, death no longer has power over people. No-one need be afraid of death (1 Corinthians 15:55).

**Eternal life starts now.** The resurrection reminds Christians that when united with Christ, they are plugged into the source of life. Earthly bodies die but will live forever

in God's presence. How people live now is important because they will have to give account to God in the afterlife.

### Facing death

Death is always sad but Jesus' victory over death and the hope of an afterlife brings a different perspective.

Christians believe they too will be raised from the dead, complete with a new body. The Anglican funeral service talks of the sure and certain hope of the resurrection. For those 'in Christ', physical death is a gateway into God's presence.

Christian funerals reflect both sorrow and joy; they celebrate the earthly life of the deceased but look forward to re-union with loved ones in eternity. The funeral includes prayers for the bereaved and a reminder for all to live in the light of their own mortality and the certainty of eternal life.

Jesus spoke of resurrection, of judgement, of a separation of the good and the bad, of being united with God in heaven or separated from him in hell. But no-one really knows what it might be like to be resurrected. Shakespeare talks of death as 'an unexplored country'; for Christians, however, Jesus is the one who has been through death and whom they will meet whatever the 'unexplored country' is like.



Jesus told his worried disciples: *Believe in God. Believe also in me. There are many rooms in my Father's house, and I am going to prepare a place for you.* Dying would be like going home.

### Faith in the Resurrection

St Paul wrote in 1 Corinthians 15 v.18 that without the resurrection, Christians have no faith and no hope: they should be pitied. He envisages resurrection as waking from sleep, when our bodies and lives will be as different as a seed is from the full-grown plant. *"When the body is buried, it is mortal; when raised it will be immortal. When buried it is ugly and weak; when raised, it will be beautiful. When buried, it is a physical body; when raised it will be a spiritual body."* (v.42-44)

Because of Easter, Christians believe the final word is not a word of death and defeat – but of victory and life in all its fullness (John 10 v.10). Whether they fully understand it or not, they continue to be 'witnesses to the resurrection' just like the first disciples.







# Should believing in resurrection change how Christians view life and death?

## ENGAGE with the meaning of the word 'resurrection'

### End of year expectations

These Y5/6 'I can's' are to help with assessment. For Y3/4, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

*5f I can ask about moral decisions people might need to make if faced with life and death*

### Is this the end of the road?

Show children a piece of old furniture –small table or chest, or a chair. This is no longer being used but we want to be able to use it again – to give it a new life. I don't want it to be the end of the road for this piece of furniture.

What could we do to resurrect it? Bring it back to life again? Restore it? How can we recycle it? Give it a make-over!

Give children a chance to chat and make suggestions. You can make more definite plans and execute these later.



### What is the word 'resurrection' about?

We sometimes talk about humans being on a journey through life – we are born, we live, we die – but is this the end of the road? Do people come back to life somehow?



Christians believe in 'RESURRECTION'. We used it earlier. Spell it? All 12 letters!

What does 'resurrection' mean? Put an Easter Egg (preferably a REAL Easter egg or a picture of one) on the old piece of furniture. It's a word Christians use at Easter. It describes their belief that Jesus was raised from the death. An egg is a symbol of 'new life' or 'resurrection'. Many people celebrate Easter with chocolate eggs but they do not necessarily know why.

### What questions can you ask about life after death?

All through history people have been interested in what happens after death. Why do you think this is so? Think of anything you have learnt about in history or RE about people's ideas. What would you like to know about this mysterious subject?

Working in pairs, come up with two good questions. Write on post-its. Stick on the furniture.

### What feelings and ideas are expressed in this story of death and resurrection?

*A charity shop may have such a table / chair.*


*An eco-council link maybe?*



*Some children may know the TV series 'Resurrection'.*

*REAL Easter eggs come in next session: <https://meaningfulchocolate.co.uk>*

*Be aware of children who've been bereaved or are facing a family death. Be sensitive but do not avoid all talk of death.*

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| <p><i>issues and how belief in resurrection might affect them</i></p>                          | <p>Preferably with some chocolate egg to eat, listen to, or watch, the story of Aslan's death and resurrection from 'The Lion, the Witch and the Wardrobe'. Aslan sacrifices his life to save Edmund. Susan and Lucy watch in secret and then the most amazing thing happens: the stone table cracks and Aslan is back – alive.</p> <p>The scene when Aslan returns to life is one of great joy. What instructions do you think the actors were given when they filmed this scene to help them interpret the emotions?</p> <p>Ask: What similarities are there with Jesus' death and resurrection?</p>   | <p><b><i>If reading, summarise the end of c.13 re Edmund and read c.14 / 15. The question about the film is still relevant.</i></b></p>   |
| <p><b>ENQUIRE</b><br/>into how believing in the Resurrection changes things for Christians</p> | <p><b>What stories do Christians tell about the importance of Jesus and his death and resurrection? (revision)</b></p> <p>Review the sequence of Bible stories from Palm Sunday to Easter Sunday and discussing what children know of why Jesus is important to Christians:</p> <ul style="list-style-type: none"> <li>• Story of Easter - <a href="https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6">https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</a></li> <li>• Different vides of the Easter story are available online.</li> </ul> <p>You may want to think back over links with 'The Lion, the Witch and the Wardrobe'. The children may also have some questions to add to your piece of furniture.</p> <p><b>How does believing in the Resurrection of Jesus change things for Christians?</b></p> <div data-bbox="521 927 734 1209">  </div> <p>You know quite a lot about the stories of Easter but many people don't. The REAL Easter egg tries to address this. It also tries to show how believing in the resurrection makes a difference in how Christians view the right way to live today and how they should help others to live well.</p> <p>Your job is to investigate what the 'Real Easter Egg' company does and why. What do the Christians who designed and market this egg want to change? Discuss your discoveries as a class. Add any additional questions to the old furniture.</p> <ul style="list-style-type: none"> <li>• <a href="https://meaningfulchocolate.co.uk/pages/real-easter-egg">https://meaningfulchocolate.co.uk/pages/real-easter-egg</a></li> <li>• <a href="https://meaningfulchocolate.co.uk/blogs/news/supermarkets-to-put-jesus-on-trial-this-easter">https://meaningfulchocolate.co.uk/blogs/news/supermarkets-to-put-jesus-on-trial-this-easter</a></li> </ul> | <p><b><i>Background for teachers:</i></b><br/><a href="http://www.christianity.org.uk/index.php/v/understanding-easter.php">http://www.christianity.org.uk/index.php/v/understanding-easter.php</a></p> <p><b><i>Scroll down to find Alan Titchmarsh talking about the start of Real Easter Eggs.</i></b><br/><a href="https://meaningfulchocolate.co.uk/">https://meaningfulchocolate.co.uk/</a></p> <p><b><i>Fairtrade Easter Eggs:</i></b><br/><a href="http://www.fairtrade.org.uk/Media-Centre/Blog/2019/April/8-Ethical-Fairtrade-Easter-Eggs">http://www.fairtrade.org.uk/Media-Centre/Blog/2019/April/8-Ethical-Fairtrade-Easter-Eggs</a></p> |

# EXPLORE

## Christian ideas about the Resurrection in

### (i) Biblical Narrative

**5a** I can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible

**5d** I can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ

**Teacher's note:** The stories of Jesus' death and resurrection are told in Holy Week in many churches and after Easter Day other stories are told of the appearances of Jesus in the 40 days before his Ascension into heaven. The first Christians called themselves 'witnesses of the resurrection' (Acts 2 v.32) and were convinced that the resurrection proved Jesus was God's Son and the King or Messiah sent to redeem the world.

### How did the first followers of Jesus react to his death and resurrection?

**Teacher's note:** Jesus' followers were not expecting resurrection any more than Susan and Lucy expected Aslan back. They were devastated. Their friend and leader was dead. The story of the Road to Emmaus is used here to help children understand the confusion and questions that filled the minds of the disciples on the first Easter day and the change that the gospels portray.

Use the drama script in **Appendix 1** – The Road to Emmaus (Luke 24 v.13-35).

Group children in pairs in a large circle. Set the scene and challenge children to decide on suitable 'freeze frames' as you talk them through the story.

When complete, review the story using just the freeze frames. Closing and opening eyes permits children to see the story as a form of stop-animation.

You could also stop at certain frames and bring a group to life so you can ask them questions in role to illuminate the characters' feelings and actions further.

'The Road to Emmaus' is a much loved and much painted Christian story.

Look at Road to Emmaus by the Chinese artist He Qi. <https://www.heqiart.com/3-crucifixion--resurrection.html> Which part of the story is this?

**OR** find pictures by Georges Rouault or James B Janknegt or the French artist, ARCBAS. In some ways the pictures are like your 'freeze frames' as they capture important parts of the story.

This story is the mid-point in Luke 24 in the Bible. Read the chapter aloud / in pairs. Create a simple illustrated timeline of what happened, who Jesus appeared to and the key things he said.

**OR** freeze frame other parts of the story for the rest of the class to guess. *Photographs and captions might be possible - create captions from the words of Bible verses if possible.*



**Revise Freeze framing:**  
<http://www.barnabasinschools.org.uk/freezeframes/>

**Read story in a real Bible, on [www.biblegateway.com](http://www.biblegateway.com) or on their Bible app.**

**Resurrection iwitness (Doug Powell) is great for teacher background. See Resources.**

***Pupils need access to Bible text here. Bible passages are given as: book, chapter, verse e.g. Luke 24 v.13***

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|  | <p><b>What did the disciples witness which changed their sorrow to joy? (plenary)</b></p> <p>Give children large paper 'bunting' triangles to colour brightly. What colours are most appropriate for the feeling of resurrection?</p> <p>Don Francisco is an American gospel singer who tells stories with his songs. Listen online to <a href="#">The Traveler (Joy)</a>.</p> <p>What difference did the resurrection make to the disciples according to the singer? Why is the word 'joy' so strongly emphasized? Have you ever been really joy-full?</p> <p>After the lesson, paint the coloured bunting in black ready for use as Sgraffito – see EXPLORE (ii).</p> <p><b>Three more stories of Jesus' resurrection appearances to investigate if wished:</b> Mary in the Garden – John 20 v.1-18 / Jesus appears to his disciples and to Thomas - John 20 v.19-29 / Breakfast on the Beach – John 21 v.1-14</p>  | <p><i>Try also Sand Bible: Easter animation IV Luke 24, online which includes Road to Emmaus</i></p>   |
| <p><b>EXPLORE</b><br/>Christian ideas about Resurrection in<br/><b>(ii) Church Practice</b></p> <p><i>5b I can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel</i></p> <p><i>6c I can express, in word or image, some of the beliefs, feelings or</i></p> | <p><b>Teacher's note:</b> Hallelujah (Alleluia) is Hebrew for 'Praise the LORD' or 'The Lord's name be praised'. Like 'amen' (so be it), 'hosanna' (save us now) and 'maranatha' (come quickly Lord), it is used in its original language in Christian worship. Although sometimes used pejoratively in wider society, Hallelujah is used extensively in songs, prayers and greetings, especially at Easter.</p> <p><b>Why is 'Hallelujah' an important word in Easter worship?</b></p> <ul style="list-style-type: none"> <li>• Play Hallelujah chorus. Decide how people feel listening to, or joining in, the singing.</li> <li>• OR learn Halle, halle, halle - <a href="http://www.worshipworkshop.org.uk/songs-and-hymns/hymns/halle,-halle,-halle/">http://www.worshipworkshop.org.uk/songs-and-hymns/hymns/halle,-halle,-halle/</a> - a Caribbean song.</li> </ul> <p>Explain what Hallelujah means. Show the spellings.</p> <p>Some churches keep an old custom of 'burying the Hallelujah' in the solemn weeks before Easter called Lent (see notes at side). The word is then brought out and used in songs and shouts on Easter Sunday. <i>Why is it a good Easter word?</i></p> <p>Bring out the black bunting. Easter is a bit like scraping away the sad feelings and revealing the colour. Write 'Alleluia' by scraping away the black. <i>Display the alleluias later!</i></p> <p>As this is happening, ask what happens at church on Easter Sunday. Collect ideas (children may not know much). Help develop their ideas e.g. There are Bible Readings – so what story is read?</p> | <p><b>Useful notes on burying Alleluias</b></p> <p><a href="http://worshipingwithchildren.blogspot.co.uk/2014/01/burying-alleluia-for-lent.html">http://worshipingwithchildren.blogspot.co.uk/2014/01/burying-alleluia-for-lent.html</a></p> <p><b>Do your own flash mob with a hallelujah song!</b></p> |



*ideas a Christian has about resurrection and explain what I am trying to convey*

Watch: <https://www.bbc.co.uk/programmes/p02mww94> = Easter in an Anglican church and <https://www.bbc.co.uk/programmes/p01159fn> which shows a Greek Orthodox family getting ready for an Easter service. How do the services show the different emotions which are part of Easter?

### **How could we help a local church prepare a joyful Easter service?**

**Teacher's note:** *Many Christmas carols originated as dances and came from France, where a Carole was a song to accompany a round or circle dance. There are some Easter carols. 'Lord of the Dance' works well as an Easter carol and can be danced – not just by Riverdance! Dance has become a popular way of expressing joy in Christian worship.*

**One group** is to prepare a circle dance based on 'Lord of the Dance'. Learn the grapevine step as a potential starter. Find a version on the internet to help you.

**Other children** should investigate /prepare some of the following which might be part of an Easter service or celebration at a local parish church:

- An Easter 'collect' / Easter prayers
- A reading about the Resurrection e.g. from Luke 24 or John 20
- A children's song e.g. He's alive / Jump, Shout / Risen / Woah he is alive (see **Resources**)
- A traditional / favourite Easter hymn e.g. Jesus Christ is risen today
- A modern Easter Song e.g. See what a morning (Stuart Townend)
- An Easter dance or Easter drama
- An Easter 'shout' or acclamation: Christ is Risen! He is Risen indeed! Alleluia!
- Easter flowers / Easter garden / Easter cross (of flowers)

Share all your learning. Explain why your item should go in the service. Decide what order to put items to create a simple and joyful Easter service. Then write a few sentences together to create an Easter message for the worshippers as it is usual for a Christian service to contain a talk or sermon.

**Easter extra!** Two examples of Easter Flash mobs to show that Easter customs change over time but the sense of joy and being a witness to the resurrection stays the same for church members.

- <https://www.godvine.com/Hundreds-of-Children-Praise-Jesus-in-This-Easter-Flash-Mob-3053.html> - Easter flash mob /We will rise up)
- Jesus is risen flash mob, Beirut

***Songs of Praise children's choirs can be heard singing 'Lord of the Dance' and it is also on <https://worshipworkshop.org.uk/>***

***Ask a local Christian or a minister to help you put together the service and/or to create an Easter message.***

## EXPLORE Christian ideas about the Resurrection in

### (iii) Christian Living

**5e** I can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own

**6a** I can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages

**Teacher's note:** A key Christian creed says: We believe in the resurrection of the body and the life everlasting. Belief in resurrection should make a difference to how Christians face death: this life is not the end, a parting, but not forever. Belief in an 'after-life' should make a difference: to how a Christian lives now: they are accountable to God and will be with him forever.

*This whole lesson could take place at a local church so a Christian visitor can be involved more easily and the graveyard visited. Remember to focus on Christian belief in Resurrection.*

#### If life is like a journey, what happens at the end?

People talk about life being a journey which starts when you are born, a journey from cradle to grave. This is Albert's journey. *Read it slowly and invite children to stand up and act it out – they will probably enjoy 'dying' at the end!*

- Albert was born nearly 100 years ago; on his Christening day, his dad rang the church bells.
- He was a tough boy and loved footie (football); he grew sunflowers, and his dad taught him to ring the church bells.
- He fought in the army in WW2 and survived; the church bells rang the day he came home.
- He married a lovely wife and on his wedding day, the church bells rang.
- As his family grew, Albert worked for the railway; he loved his garden and rang the church bells every Sunday.
- When he retired, he ran the gardening club and taught youngsters to ring the church bells.
- Albert grew older and he started to stoop; he still gardened but the bells were too heavy.
- Last week, at the ripe old age of 98 .... Albert xxxxxxxxxxxx.

The news about Albert went round the village in a flash, but no-one used the word 'died'. They said things like: Albert's passed away, Albert's gone to the great garden in the sky, etc.

See how far round the class you can get the message before you run out of euphemisms. (*Children could interview people (check internet) and collect death euphemisms beforehand.*) Discuss why people don't like saying 'died'. Shakespeare said Death that was 'an undiscovered country'. Some people believe death is literally the 'end', some don't – both are **beliefs**.

#### What happened to Albert next? (the funeral)

**Teacher's note:** Funerals raise the practical side of what happens to the body and the more mysterious issue of what happens to the 'real' Albert, the bit that was his 'life and soul'.

**Creed = list of beliefs, recited by a church congregation as an affirmation of what they believe.**

**Nichols Allen's 'Heaven' gives a light-hearted starting point for this section if wished – be aware it can raise some tough discussion.**

**You could pick up on the idea that Albert parodies the 7 ages of man from Shakespeare's 'All the world's a stage' poem and asks 'What might '8' be?'**

**The Church of England offers funerals and burials to people in the parish regardless of background.**

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| <p><b>6b</b> I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians</p> <p><b>6d</b> I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas</p> <p><b>6e</b> I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers</p> <p><b>6f</b> I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have</p> | <p><i>At a Christian funeral, family and friends gather to express their grief, give thanks to God for one whose journey through this life has ended, and commend their soul into God's keeping. There is sadness but also a sense of triumphal departure for their true home with God in heaven.</i></p> <ul style="list-style-type: none"> <li>• Yesterday was Albert's funeral. The flowers on the coffin came from his garden and the church bells were rung.</li> <li>• Today Albert's body rests in peace, but the real Albert is 'risen in glory' and his friends remember him in the sound of the church bells!</li> </ul> <p>What do you know about funerals? Albert discussed ideas for his funeral with the vicar before he died. What do you think of his choices? How do they show his Christian faith? Do you think his faith made a difference to how he faced dying?</p> <ul style="list-style-type: none"> <li>• Albert chose his favourite hymns: <i>The Lord's my Shepherd / Morning has broken / Father I place into your hands / Great is thy faithfulness</i></li> <li>• He chose a Bible reading: John 14 v.1-6</li> <li>• He wanted the vicar to read John 11 v.25 at the start of the service.</li> <li>• He asked the vicar to give out seeds to take home and to talk on 1 Corinthians 15 v. 36-38.</li> <li>• He asked people to wear bright colours not black; he wanted it to be a celebration.</li> </ul> <p><b>With a Christian visitor:</b> Interview a Christian minister about funerals. What happens? Are funerals important? Ask them to go through a service roughly and give examples of prayers, Bible verses and songs. How does believing in Resurrection affect the service?</p> <p>If appropriate, look with them at the simple <a href="https://churchofenglandfunerals.org/stepbystep/">outline</a> for an Anglican funeral service.</p> <p><b>What Christian words shall we put on Albert's gravestone?</b></p> <p>Finish in the graveyard, if at church. Look quietly at inscriptions on gravestones. Do any words suggest <u>Resurrection</u> e.g. I am the resurrection / In my father's house are many rooms?</p> <p>At the end of the visit, give each child a flower (these must be real). Quietly place it on a grave. Stand still for a moment like Remembrance Day. Reflect: Who was this? Where are they now?</p> <p>What words would you put on Albert's gravestone? Think about this during the week. You could have words from the Bible or the funeral service or even write a simple Epitaph.</p> | <p><b>Basic info re funerals:</b></p> <p><a href="https://www.churchofengland.org/weddings-baptisms-funerals/funerals/the-funeral-service.aspx">https://www.churchofengland.org/weddings-baptisms-funerals/funerals/the-funeral-service.aspx</a></p> <p><b>Vicar explains about funerals and Christian ideas re beliefs about death:</b></p> <p><a href="http://request.org.uk/life/rites-of-passage/christian-funeral-videos/">http://request.org.uk/life/rites-of-passage/christian-funeral-videos/</a></p> <p><b>NB children may have relatives buried in the graveyard. Be sensitive but they may also be proud to show off a grave.</b></p> |
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| <p><b>EVALUATE</b><br/>what pupils have learnt about Christian belief in Resurrection</p> <p><i>5c I can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.</i></p> | <p><b>Teacher's note:</b> Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p16.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Encourage discussion to construct an answer together.</li> <li>• Ask children to self-assess e.g. using traffic light colours, and explain their progress</li> <li>• Use the KS2 SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.17 <b>OR</b> an Assessment framework in use in your school.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul> <div data-bbox="510 818 777 986" data-label="Image"> </div> <p><b>Using the symbols:</b> Look at the 'empty tomb' picture on the front of the unit. Is this a good symbol for Christian beliefs about resurrection – how could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Christian belief we have been learning about?</p> | <p><b>See 'Assessing RE in your school' below for decisions on how /what to assess.</b></p> <p><b>NB Different schools, different requirements! Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for use.</b></p> <p><b>A4 symbols on flash drive. Children can use symbols from each unit recall key beliefs in each religion.</b></p> |
| <p><b>EXPRESS</b><br/>your RE learning about resurrection so it can be shared with others</p>   | <p><b>Teacher's note:</b> You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</p> <p><b>Here are some more ways you might share your learning with others:</b></p> <p><b>Present a case for buying and selling the Real Easter Egg</b> in school. You will need to be able to explain what the Real Easter Egg is and how it is different, and report on the Christian reason for promoting the Eggs.</p> <p><b>Set up Experience Easter</b> for Y3/4 pupils, with a local church or Open the Book team. Act as stewards or storytellers. Ensure you convey the difference resurrection makes to Christians.</p> <div data-bbox="1653 1137 1776 1305" data-label="Image"> </div>   | <p><b>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</b></p>   |

**Design a programme for an Easter Musical or Easter service**, ensuring it conveys something about Christian belief in resurrection. Take special responsibility to choreograph a Resurrection song/ dance so it shows how Jesus' resurrection made a difference to his followers.

**Design your own Resurrection picture** to go with 'The morning when death was killed' (see **Resources**) or a modern Resurrection song (e.g. See what a morning – Townend / Living Hope- Chris Wickham /Resurrection day – Rend Collective). Work in 2s, and then 4s, to discuss how the poem /song could be illustrated. How will you convey 'resurrection'? Draw rough designs and check with peers to see if they convey the idea before creating your final design.

**Finish restoring the furniture in ENGAGE** and show it off to visitors with an explanation of its symbolism. Share questions and ideas which were stuck to the chair as well as learning now.

**Examine an Orthodox Christians burial shroud. See Appendix 2.** What words and symbols can you see on this burial shroud? What can you find out about how it is used? Explain how it shows what Christians believe about resurrection and how it might comfort or encourage mourners.

**Imagine a church wanted an image of Resurrection** to show that resurrection makes a real difference to people who believe in it. Look at these pictures and consider which fulfils the brief best and why you think so. Would the picture help people in church feel differently about life? About death? Would they affect visitors to the church?



- ❖ **Resurrection** - Engelbert Mveng, Nairobi, Kenya - a golden Jesus  
<http://www.artway.eu/content.php?id=1142&action=show&lang=en>
- ❖ **Resurrection** - Neil McBride ~ abstract painting by British Visual Artist  
<http://www.neilmcbrideart.co.uk/products/resurrection-original-abstract-painting-by-british-visual-artist-neil-mcbride>
- ❖ **Behold the Joy of Jesus** ~ Lindena Robb - a risen Jesus dances for joy  
<http://www.miat.org.au/jesus-laughing-exhibition.php> (scroll down)
- ❖ **Dance of Grace** ~ Mark Keathley ~ Jesus dances with children  
<http://markkeathley.com/sites/markkeathley.com/files/images/Dance%20of%20Grace.jpg>
- ❖ **Resurrection** - Arcabas - St Paul de Meythet church  
<https://restorationproject340.wordpress.com/2010/03/29/holy-week-rp-style/>

**Create a short film** of interviews with people about life after death. Watch 'Faces of Faith' to start you off (see sidebar for weblink).

*In English, you could use Bob Hartman's 'The Easter Angels'. What kind of writing could children do as a result of reading the story?*

*Interviews with children in Newham:  
<http://www.fait-hinschools.co.uk/faces-of-faith>*

*Q6 - Where do Christians believe they go when they die? KS2*

*Q3 - What do Christians remember at Easter? KS2*

*NB Weblinks may break over time but the title and artist should take you to the relevant pictures.*



## APPENDIX 1 - The Road to Emmaus (The Bible: Luke 24 v.13-35)

**Close your eyes and imagine:**

**Two thousand years back in the land of Palestine. Two friends on a road to Emmaus. Seven dusty miles to walk. Returning from the huge Passover celebrations in the big city. Should have been a good day but it was terrible. Someone had died, someone close ....**

***How would they look walking?*** Take a minute to decide. Count down 3,2,1 and freeze (frame 1- ***Two people are walking to Emmaus.***)

They were talking, quietly, slowly as they walk. Working out what had gone wrong. Their friend had not just died. Executed by the Roman forces. Killed in the most awful way, nailed to a cross. On trumped-up charges. Worse. They had believed he was the leader sent from God to rescue Israel ....

They talked on and on. Suddenly a stranger caught them up.

***What was the moment of joining like?*** Take a minute to decide. 3,2,1 and freeze (frame 2 - ***A stranger joins them.***)

They had no idea who he was. Not that they looked closely, their minds were back in Jerusalem. The stranger asked: What were you talking about? How could he not know?! The crucifixion! Their Jesus. He'd come from God. How could it have gone so wrong? And now, those foolish rumours, about Jesus being alive again.

***How did they react to this question?*** Take a minute to decide. 3,2,1 and freeze (frame 3 - ***The stranger asks what's wrong.***.)

And then a surprise. The stranger explained that things were not how they seemed. He quoted from the Jewish scriptures. Jesus had to die, he said. The walkers listened. Intently. And what he said made sense somehow. Somehow Jesus' death was God's plan.

***How would their listening look?*** Take a minute to decide. 3,2,1

and freeze (frame 4 - ***The two listen as the stranger explains.***)

They walked and he talked. They asked questions and he gave answers. And then they arrived on the outskirts of Emmaus. The stranger looked like he would walk on, even though night was falling. They must ask him to stay, eat with them. They wanted him to go on explaining. This stranger had warmed their hearts though they could not say how ... Stay with us.

***How did the two friends ask the stranger to stay?*** Take a minute to decide. 3,2,1 and freeze (frame 5 - ***Please stay with us.***)

And so all three went into the house, maybe an inn, and food was ordered. Then it happened. They asked the stranger to say the blessing. He raised the bread and spoke. And it happened! Their eyes nearly popped, their hearts nearly stopped. Same words, same gestures. It was him. Jesus.

***How would that amazing moment look?*** Take a minute to decide. 3,2,1 and freeze (frame 6 - ***It was Jesus blessing bread.***)

As soon as they recognised him, the moment was over. The stranger - Jesus - was gone. But the rumours were true. They had seen him with their own eyes. 'We must go back. Tell the others. They ran all the way! They burst in - We've seen Jesus. Alive!

***What was it like to make that announcement?*** Take a minute to decide. 3,2,1 and freeze (frame 7- ***He's alive!***)

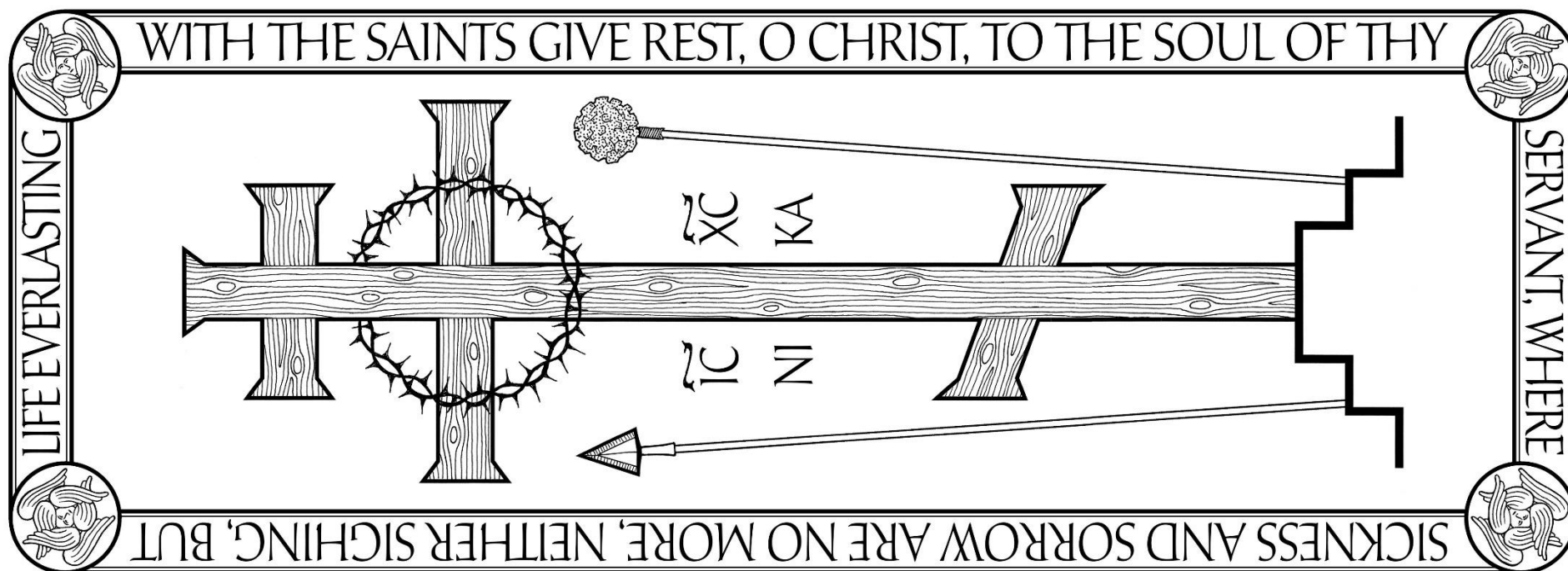
*Review the story, reading the names of the frames for children to take up positions. Now split into 2 sides. Side A pose as the frames are read again. Side B close their eyes and then open for each frame and close again for a stop animation effect. Swap sides. The teacher can stop at individual frames and do Q and A with children in role about feelings, actions and reasons. The positions can be photographed and used as a storyboard.*

## APPENDIX 2: Orthodox Burial Shroud

*Designed by artisans at New World Byzantine Studios, a burial shroud would be an unusual artefact but really useful as a real mystery!*

[http://www.nwbstudios.com/about\\_us.html](http://www.nwbstudios.com/about_us.html)

*Photo used with permission of Andrew Gould whose work this is.*



*N.B. IC XC = Jesus Christ / NIKA – Victorious / he conquers*

# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

**If you want to check progress in this unit, you could:**

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

|  |   |  |   |
|--|---|--|---|
| I know a little about the words but I can't answer the question yet. | I know what the question is asking. I can give a possible answer. | I can answer the question with several examples. | I could coach someone to answer the question, making links with other learning. |
|--|---|--|---|

- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



|   |   |
|---|---|
| <b>Beginning:</b> Discusses concept in own life                                   | Q1 What does 'resurrection' mean? Give an everyday use of the word.   |
| <b>Developing:</b> Draws on the lesson material                                   | Q2 How were some of Jesus' followers shocked and changed in the resurrection stories told in the Bible?                 |
| <b>Expected:</b> Applies concept / answers key question                           | <b>Q3 Should believing in the resurrection change how Christians view life and death?</b>                               |
| <b>Greater Depth:</b> Offers wider links to this or other faiths / personal views | Q4 How different is the Christian belief about life after death from ones you know about in history or other religions? |

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. *LOOK* down the left column of the lessons for the best place to do the assessment. *SET your task* adapting the lesson as necessary. *RECORD* how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

|           | Attainment Target 1 - Learning about religion and belief  |  |   | Attainment Target 2 - Learning from religion and belief  |  |  |
|-----------|---|--|---|--|--|--|
|           | Strand a) beliefs, teachings and sources  | Strand b) practices and ways of life   | Strand c) forms of expression   | Strand d) identity and belonging   | Strand e) meaning, purpose and truth   | Strand f) values and commitments   |
| <b>Y3</b> | <b>3a</b> I can describe what a Christian might learn from the story of Jesus' resurrection   | <b>3b</b> I can describe how Christians all over the world want to celebrate Jesus' resurrection   | <b>3c</b> I can use the word 'Alleluia' to describe how Christians show joy that Jesus is alive   | <b>3d</b> I can recognise some things which influence me e.g. how and whether I celebrate Easter   | <b>3e</b> I can ask good questions about life and share answers after hearing about Emmaus   | <b>3f</b> I can link people who are important to me with the way I think and behave  |
| <b>Y4</b> | <b>4a</b> I can describe what Christians might learn about Jesus from the resurrection story or stories where Jesus raised the dead.  | <b>4b</b> I can describe some things Christians do as part of their celebration of Jesus' resurrection that are the same and some that are different         | <b>4c</b> I can describe some different ways that Christians show their belief in resurrection e.g. through art, dance or songs                             | <b>4d</b> I can compare what influences me, and others, when we discuss death, with how belief in resurrection affects what Christians might say                           | <b>4e</b> I can ask important questions about the end of life and what might follow and compare my ideas with others, including Christians                     | <b>4f</b> I can link what I, and others value, with how we choose to think and behave, including a reference to Fair Trade and REAL Easter eggs                          |
| <b>Y5</b> | <b>5a</b> I can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible   | <b>5b</b> I can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel | <b>5c</b> I can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.                | <b>5d</b> I can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ | <b>5e</b> I can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own | <b>5f</b> I can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them                 |
| <b>Y6</b> | <b>6a</b> I can explain some Christian teaching about resurrection, saying why resurrection makes a difference to their lives and linking their ideas to different Bible passages | <b>6b</b> I can use a wide religious vocabulary to produce a guide to Christian funerals that also compares practices of different Christians                | <b>6c</b> I can express, in word or image, some of the beliefs, feelings or ideas a Christian has about resurrection and explain what I am trying to convey | <b>6d</b> I can ask about the challenges of holding a particular religious view on death and resurrection in a diverse society, where people have many different ideas     | <b>6e</b> I can compare my own ideas about the nature of an after-life, or whether such a thing exists, with those of others including religious believers     | <b>6f</b> I can discuss some of the benefits and problems of believing everyone has the right to live and die well and suggest different ideas I think people would have |



## Resources for this enquiry:

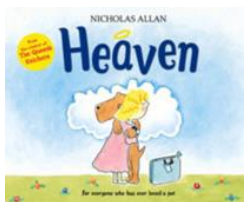
Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

### Recommended Bible resources:

- Lion Children's Bible – Pat Alexander (Lion Hudson)
- Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- Barnabas Children's Bible - Davies and Piwowarski  
<https://www.brfonline.org.uk/products/the-barnabas-childrens-bible> )
- Good News Bible ([www.biblesociety.org.uk](http://www.biblesociety.org.uk)) - 'real' Bible with books, chapters and verses, and in various editions with different covers / costs / bulk offers
- [www.biblegateway.com](http://www.biblegateway.com) – Here you can look up any Bible passage by entering the name of the Bible book, chapter and verses. We recommend you select the Good News Translation (GNT) but there are other versions and a variety of languages – useful if you have many languages in school and to illustrate the global nature of the Christian faith.
- **Bible App** - Teachers may also find it useful to have a Bible app on their phone! Free download.
- **Open the Book** – a national organization that encourages local churches to tell simple Bible stories from The Lion Storyteller Bible in school Collective Worship, using a standard script. Many teams exist locally and most are excellent, acting out stories with costumes and props and involving the children too.  
Their website is: <http://www.biblesociety.org.uk/about-bible-society/our-work/open-the-book/>. For local details, contact the Diocesan Schools' Adviser- [education@cofesuffolk.org](mailto:education@cofesuffolk.org)
- **Story of the Last Supper** told from Mark's perspective <http://www.barnabasinchurches.org.uk/marks-story/>

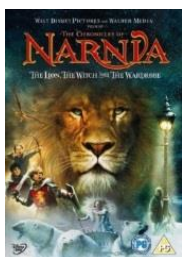






### Heaven – Nicholas Allan

What is your idea of heaven? For Dill, the dog, it's lampposts and meaty bones. For Lily, heaven is an island of chocolate and ice-cream clouds. But Dill's been invited and he must say goodbye to his friend forever...



### The Lion, the Witch and the Wardrobe – CS LEWIS

There are several film adaptations of this famous book / Christian allegory available on DVD. Sections can also be found on the internet.

### Easter Pause Day

<http://www.cofequildford.org.uk/education/our-school-services/re/pause-days/easter-pause-day>

Download free. Look for the UKS2 version: Participants' Perspectives.



### The LIFE exhibition

A travelling exhibition for Upper KS2 pupils with an interactive exploration of Jesus' life, including a dramatic video presentation of Jesus' death and resurrection. Book it for your area!

<http://www.countiesuk.org/schools-work/life-exhibition/schools> and <http://vimeo.com/141877492>



### The Easter Angels – Bob Hartman (Lion Hudson)

The sadness and joy of the first Easter as witnessed by two angels present at the Crucifixion and Resurrection. Moving text which will challenge pupils to think deeply and wonderfully evocative pictures.



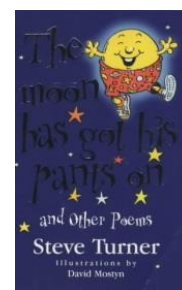
### The Miracle Maker

A full-length feature delivering stunning state-of-the-art stop motion animated film of the stories of Jesus' life. A star-studded cast of voice talents including Ralph Fiennes. Sections available on the internet as well.

### Experience Easter

An excellent set of 6 reflective stations on key Easter stories, including 'Resurrection' as the final one.

<http://www.gloucester.anglican.org/jumping-fish>



### The Moon has got his pants on - Steve Turner

Great poetry collection for children including:- The Morning that Death was Killed – poem also found here:

<http://www.poemhunter.com/poem/the-morning-that-death-was-killed/>

## Music and Song Resources

Children's /School Easter songs:

- *Easter Jubilation / Risen! / He's alive* / - Songs for Every Easter - [www.outoftheark.co.uk/](http://www.outoftheark.co.uk/)
- He's alive - by Maynard's Groovy Bible Tunes
- *Woah he is alive* – from 'Something Fischy' - <https://www.fischy.com/shop/something-fischy-cd/>

Traditional / older Easter songs and hymns

- Lord of the Dance -
- Now the green blade riseth – a traditional folk song
- Low in the grave he lay (gospel)
- Thine be the glory
- Christ the Lord is risen today

Modern Christian songs about Resurrection (mostly downloadable)

- See what a morning – Stuart Townend / Keith Getty
- <http://www.familyworship.org.uk/easter.htm> - a selection of good Easter songs e.g. Come and sing
- He is Risen – Graham Kendrick and Paul Baloche
- In the tomb so cold – Graham Kendrick
- Resurrection Song – Rend Collective

## Information book

- **Resurrection i-witness (Doug Powell)** - an interactive book looking at historical evidence of resurrection. Get a feel for the book on internet images. Download on Kindle as well as hard copy.



**The initial ideas for this unit were worked on by teachers at the Emmanuel Project days at Belsey Bridge Conference Centre and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you all for your hard work!**