

KS2 Christianity: Worship, Pilgrimage & Sacred Places



What is the great significance of the 'Eucharist' to Christians?

**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.



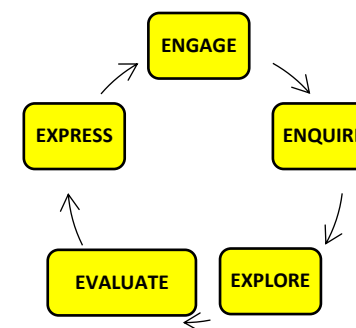
This unit for Key Stage 2 pupils focuses on the Christian concept of 'salvation'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different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

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Worship, pilgrimage and sacred places: where and how people worship, including the importance of some particular religious sites'.*

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: EUCCHARIST



- A meal with friends, sharing what is important with each other
- An opportunity to remember a loved one, a memorial feast
- A celebration of ransom, redemption or being set free, echoing the Jewish Passover festival
- A token of love and service
- Re-enacting Jesus' life-giving sacrifice
- A chance to say sorry and thank-you
- A public witness to Jesus' sacrifice for the world
- Being refuelled to serve God

An unusual word?

The Greek noun εὐχαριστία (*eucharistia*), means "thanksgiving". Eucharist describes a service where Christians share bread and wine in response to a command Jesus gave to his followers at their final meal together (the Last Supper).

It is a term still used by many Catholics, Anglicans, Presbyterians, and Lutherans. Other Christians rarely use this term, and the service may be known as the Mass or Divine Liturgy, Holy Communion, the Lord's Supper, or the Breaking of Bread.



The Last Supper

The earliest recorded account (c.54-55 AD) of the sharing of bread and wine as the 'eucharist', and of Jesus' command, is in a letter written by St Paul, and found in the New Testament of the Bible:

*For I received from the Lord what I also delivered to you, that the Lord Jesus on the night when he was betrayed took bread, and when he had **given thanks**, he broke it, and said, "This is my body which is for you. Do this in remembrance of me".*

In the same way he took the cup also, after supper, saying, "This cup is the new covenant in my blood. Do this, as often as you drink it, in remembrance of me." For whenever you eat this bread and drink this cup, you proclaim the Lord's death until he comes.

(Bible: 1 Corinthians 11:23-24)

In many churches, these words form part of the 'Eucharistic' prayer before the bread and wine are shared.

The sharing of bread and wine at the Last Supper appears in three Gospels: Matthew, Mark, and Luke. John's Gospel records the meal but focuses on other things e.g. Jesus washing his disciples feet.



Sharing bread and wine after asking God to bless it would have been normal Jewish practice for the Sabbath in Jesus' time as it still is today; Jesus gave the ritual a new meaning and his followers a tangible way to recall his death in the future.

The Last Supper was also a Passover meal. The Jewish Passover festival involved sacrificing lambs as a reminder of God freeing the Jews from slavery in Egypt (Bible- Exodus 12). For Christians, Jesus is the 'Lamb of God' who is a sacrifice to free people from the slavery of sin forever and re-unite them with God.

The central act of Worship

For most Christians, sharing bread and wine is the central act of worship. It may be seen as a sacrament, a vehicle of God's grace; with a set liturgy of prayers and readings leading up to taking the bread and wine itself. Others may simply pass bread and wine around a circle of worshippers to obey Christ's command to remember him in bread and wine.

Some Christians believe the bread and wine are transformed into the 'body and blood' of Christ (transubstantiation). Others see the bread and wine as symbolic with no real change in the elements.



death and celebrating a new life.

For all Christians, the Eucharist weaves together ideas of thankfulness with themes of sin, forgiveness, redemption and sacrifice, offering and service, community and belonging, remembering a

Two Christian groups, Salvation Army and Quakers, do not celebrate with bread and wine at all.

Proclaiming the Lord's death until he comes



Christians view the Eucharist as a preview of the Great Feast in heaven at the end of time when all God's people will sit and eat with him. The Eucharist thus looks back but also forward. It connects the pain of Jesus' sacrifice with his promised coming again in glory.

Pilgrimage and sacred places

A Christian pilgrimage to Israel often involves a visit to the **Last Supper Room**, not the original, but one which commemorates the "upper room" in which Jesus shared the Last Supper with the disciples.

It is also common to celebrate the Eucharist at the site commemorating Jesus Feeding the 5000 at Tabgha. Images of this particular miracle are often associated with the Eucharist, as Jesus shared the bread with his followers, and talked about himself as the 'Bread of Life'.



Christians celebrate the Eucharist in some unusual places but taking communion on the moon has to be the most unusual.

The Eucharist and the arts

The Last Supper is a late 15th-century mural painting by Leonardo da Vinci in the refectory of the Convent of Santa Maria delle Grazie, Milan. It is one of the world's most famous paintings, and one of the most studied, scrutinized, and satirized.

The Last Supper is the subject of many sculptures e.g.

- *Subirachs' Last Supper, Sagrada Família, Barcelona*
- *Andy Warhol & Jean-Michel Basquiat, Ten Punching Bags*

There is also currently a fascination for sand sculpture 'last suppers' and 'ghost' sculptures.

Much music through the ages has been written for the Eucharist, with many 'masses' and choral works e.g. *Missa Luba, Mass for the Armed Man (Karl Jenkins)*

Modern Christian songwriters e.g. Graham Kendrick, Matt Redman, Stuart Townend have also penned beautiful communion songs which can easily be sampled on the internet.





What is the great significance of the 'Eucharist' to Christians?

ENGAGE

with the idea of thankfulness and thanksgiving

End of year expectations

The Y5/6 'I can's' below 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.

5d I can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians

What do we mean by 'thankfulness'? Why might some people be 'thankful'?

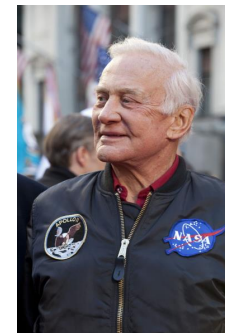
It has been claimed that this man took the first and best 'selfie' ever?

Buzz Aldrin began as an astronaut in 1963 after serving in the US Air Force. He photographed himself with planet earth viewed from space in the background. Find the picture on the internet and 'reveal' it to the class.

Talking about the 1966 photo, the 84-year-old said: 'I didn't realise I was pioneering the selfie.'

Why might 'Buzz' have been feeling 'thankful'?

Distribute pictures of Buzz Aldrin walking on the moon 3 years later in 1969. Who might have seen these pictures in 1969? In groups, fill in post-its around pictures. Why might people have been thankful when they first saw the pictures? Share and record ideas.



See internet articles for 'Buzz Aldrin selfie'. The photograph was sold at auction in 2015.

Pictures of Buzz on the moon are easily found on the internet.

What is 'thanksgiving'? How is it different from being 'thankful'?

Teacher's note: 'Thankful' and 'thanksgiving' differ; the former is a feeling with no obvious action, the latter implies the action of giving thanks to someone.

Buzz Aldrin is a Christian (he's still alive and in his eighties). He was thankful to have landed safely on the moon but he also wanted to 'give thanks.'


Display the word 'thanksgiving' alongside 'thankful' and discuss differences in meaning.

Who might Buzz want to say 'thank you' to? (God needs to come into the answers somewhere but should not be the only one!) What would you expect him to do to say thank you? E.g. pray.

Scientist
I am thankful for Science and space so that Buzz Aldrin can get up there. Furthermore, I am also thankful that I was born in the time where

Buzz
I am thankful for the people who trained me to be an astronaut. I am also thankful for God, and that he made space and that he made me.

Use Thank you songs as background music e.g. 'Songs for Every Happy Healthy School'. See Resources.

<p><i>6e I can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give</i></p>	<p>What are people thankful for? How do they show thankfulness?</p> <p>Once they had landed on the moon, Buzz asks everyone to give thanks in their own way - astronauts, scientists and people watching the moon landing. What sort of things do you think people said or did?</p> <ul style="list-style-type: none"> • <i>Ask pupils to complete speech bubbles for these people: I am thankful that I'd like to thank...</i> • <i>OR ask them to role-play the people.</i> <p>Some of those watching were Christians like Buzz. What did they do? <i>Some pupils could write and display prayer a Christian could have said.</i></p> <p>Compare what different people might have done and think what pupils might have said or done.</p> <p>What do you think Buzz did? (plenary)</p> <p>Collect everyone's ideas for an interactive display which others can add to later. Finally ask pupils how Buzz might have thanked God up there on the moon. Write ideas secretly and drop into a box till next time.</p> 	<p><i>You need a BOX to put the ideas in for next lesson.</i></p>
<p>ENQUIRE into the importance of Eucharist or 'giving thanks' to God for Christians</p>	<p><i>Teacher's note:</i> For Christians, giving thanks to God, in word or deed, is part of worship. Worship can be about telling God how much he is 'worth' to you or a secular 'hero worship'. The 'Eucharist' is a key Christian act of worship meaning 'thanksgiving'. <u>See notes on 'Eucharist'.</u></p> <p>How many ways are there to say thank you? Is it important to thank people?</p> <p>Imagine it is mother's day. How many ways could you say thank you to your mum? Can you say thank you without words? Why is it important to remember? How would mum feel if you forgot?</p> <p>How did Buzz Aldrin give thanks on the moon?</p> <p>Open the box and sample the ideas pupils had last lesson about Buzz Aldrin giving thanks.</p> <p>Buzz Aldrin also had something to open and get out. I wonder what it was. His 'thank you' involved doing something. He gave thanks in a way that is very meaningful to many Christians.</p>	<p><i>Adapt the first exercise if you have concerns for any child / parent situations which would make this difficult.</i></p>

Gather ideas from the film about what he did <https://www.guideposts.org/better-living/life-advice/finding-life-purpose/guideposts-classics-when-buzz-aldrin-took-communion-on-the-moon> There will be a number of unfamiliar words / ideas. 'Thought shower' questions and ideas relating to the video.

Read '**Communion on the Moon**' by Bill Carrell (see **Appendix 1**). Using the text of the story, ask the children to find evidence of what Buzz was giving thanks for and what he was doing.

Which of their questions now have answers? What do they still not know?

Why is the 'Eucharist' or 'communion' so important to Christians?

'**Eucharist**' means 'thanksgiving'; it is a church service when Christians give thanks for bread and wine in memory of Jesus. Another name is 'Holy Communion'. Review what children know about the practice of Communion.

Buzz could just have said a thank-you prayer but he took Holy Communion as his act of thanksgiving. The other astronaut showed respect but didn't join in.

- Why did Buzz believe Holy Communion was so important?
- Why did the other astronaut not join in?



What do we need to find out to answer the key question of this unit?

Review the key question and ask children to think about possible lines of enquiry.

At the end of the unit, we will hot-seat 'Buzz' and see what he says! (See EXPRESS.)

EXPLORE

Christian ideas about the Eucharist in

(i) Biblical Narrative

5c I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why

6c I can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means

Teacher's note: It would help if children are familiar with the Passover story as background to the story of the Last Supper. At Passover, Jews gave thanks for deliverance from slavery in Egypt.

Consider telling the stories of Moses and the Exodus in assembly or find time to watch the 1998 Dreamworks film 'Prince of Egypt' together. If possible, watch 'Deliver us,' the opening sequence; it lasts nearly 8 minutes and is very dramatic. Christians believe Jesus' death and sacrifice delivers them; taking communion is a thanksgiving for freedom and deliverance.



How does the Bible help understand the significance of the Eucharist?

What is the 'Last Supper'? Use a range of artworks of the Last Supper e.g. Da Vinci, Tony Mendoza, Brick Testament, Josep Subirachs. Make sure you use the Da Vinci as one example.

What facts can you establish about what is happening? Look for similarities and differences.

This is the story of the event which underpins the Christian practice of sharing bread and wine.

The earliest account of the Last Supper is found in one of St Paul's letters (c.50-55 AD). He is reminding the Christians at Corinth of the story (1 Corinthians 11:23-25).



Put text on whiteboard – look it up on www.biblegateway.com. Read it together.

Clips of 'Prince of Egypt' are found online but it is better to buy the DVD so pupils can see the film.

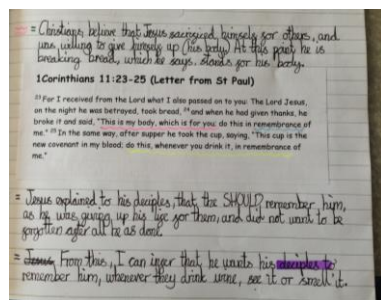
Pupils need access to Bible text, not just story-bibles. Bible passages are referred to like this: Mark 14 v.22 (book, chapter, verse)

Look up Bible references at <https://www.biblegateway.com> / or in a real Bible. The Bible is also on a free app.

The four gospels in the Bible (Matthew, Mark, Luke, John) record stories of Jesus. Parallel accounts of the Last Supper are found in:

Matthew 26: 26-30

This is one of the most famous stories in the world. Why was it called the Last Supper? The text tells you. How does the text tell you the Eucharist is important to Christians?



What do the gospel-writers say about the Last Supper?

Read the Bible Narrative of the Last Supper (Mark 14: 22 – 26). Use real Bibles and/ or Bible Gateway. Some children can compare this account with parallel accounts in Matthew and Luke.

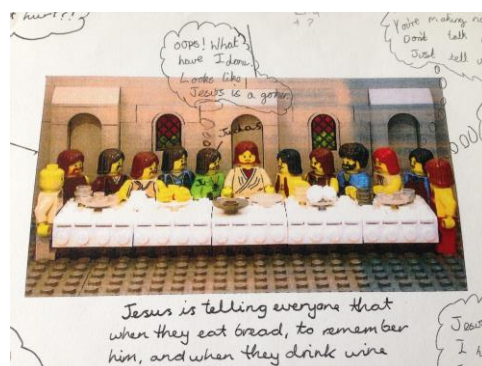
What links are there between the text and the artwork? ...with sharing bread / wine in church?

How do you think it felt to be there at the Last Supper?

How would the disciples feel when Jesus started sharing bread and wine and comparing it to his body and blood?

Using a sheet of 'feelings' faces, select up to 12 different faces to represent how you think the disciples felt, maybe at different points of the meal e.g.

- when they arrive for the Passover festival meal (think family celebration)
- when Jesus talks about the bread and wine as his body and blood (think confusion)
- when Jesus suggests this is his last meal and he is going to die (think farewell)



Place pictures in a line on the table or on paper and keep referring to the Da Vinci. How are his disciples feeling? For interesting suggestions, watch a Khan Foundation video (see [Resources](#)).

Use your 'feelings faces' to create your own 'Last Supper' picture and annotate it with speech and thought bubbles.

Luke 22: 14-20

The 'heads' in the photo are from an 'Easter Emotions' exhibition in Bury St Edmunds cathedral.

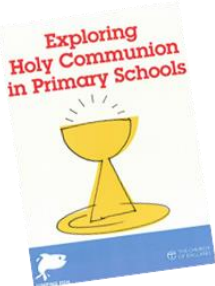
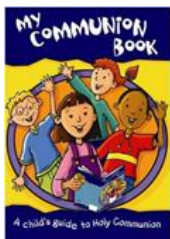
You need a sheet of 'feelings faces' – find on the internet.

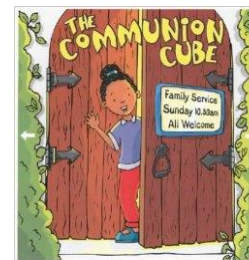
An alternative way to learn about the Last Supper is to use the station 'Remember Me' from 'Experience Easter'. This can be set up in the classroom or a quiet area. See [Resources](#).


Children's work is from Worlingham CEVC Primary and St Peter and

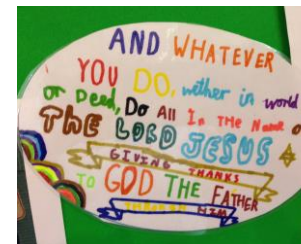
	<p>OR recreate the scene discussing how people should sit etc. Take a photo. Maybe use software to manipulate the photo to change the atmosphere. Maybe use toys to create the scene. Add speech bubbles to the characters using the text /your own ideas for thought bubbles.</p> <p>OR simply annotate a suitable picture of the Last Supper.</p> <p>How does thinking about the Last Supper and Jesus' words make Christians feel today?</p> <p>Watch: 'Remember me', a 'Friends and Heroes' song and video of the Last Supper. Free download from http://www.friendsandheroes.com/uk/music-videos.</p> <p>Think about the words, feelings and images in this song. Consider how Christians might feel today as they 'Remember Jesus'. Would their feelings be different from the disciples? As a class choose some emoticons to express how a Christian might feel when they think about the bread and wine in church. Check with a Christian if you can interview someone later.</p> <p>What have we learnt about why Communion is important to Christians?</p> <p>Possible answers might include: instituted by Jesus, a reminder of his death / sacrifice, a memory of something Jesus did, feelings of love and thankfulness, gratitude.</p>	<p>St Paul Primary, Eye.</p>
<p>EXPLORE</p> <p>Christian ideas about the Eucharist in</p> <p>(ii) Church Practice</p> <p><i>5b I can use the right religious words to</i></p>	<p>Teacher's note: <i>This section looks at a Eucharist or Holy Communion service in an Anglican Church (Church of England). In every Anglican church you will find a table (altar), usually at the front which shows that what happens there is important. The table is the focal point for the key act of worship: communion. It is a reminder of the table at the Last Supper, of Jesus' command to remember him in bread and wine, and a pointer to the great feast in heaven at the end of time.</i></p> <p>What clues to the importance of the Eucharist are there in a Holy Communion service?</p>	<p>Info. on C of E Holy Communion: https://www.churchofengland.org/our-faith/what-we-believe/eucharist</p>




<p><i>describe what Anglicans do at a Eucharist / Holy Communion and what they might value most</i></p> <p>6a <i>I can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas</i></p> <p>6b <i>I can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated</i></p>	<p>Use a range of resources to find out what happens at an Anglican Eucharist and to pull together any clues as to the service's importance, for example:</p> <ul style="list-style-type: none"> • Use 'The Communion Cube' to consider the basic outline of a Eucharist. See Resources. • Watch the video from REquest explaining, and showing, an Anglican Eucharist and follow it with the video of a Catholic mass. http://request.org.uk/restart/2014/04/08/communion-or-mass/ • Look at the Church of England Holy Communion service e.g. by downloading the words of the Eucharist service in 'Exploring the Holy Communion in Primary Schools'. See Resources. • Borrow some children's service books for Communion to see the structure and content of the service more easily. Find words of thanksgiving. What are Christians thanking God for? • Find out about Communion in other churches e.g. Roman Catholic Mass: http://request.org.uk/life/spirituality/roman-catholic-mass/ • For contrast, find video clips of e.g. a Mass in Tanzania <p>As an alternative, find out about Eucharist on a CHURCH or CATHEDRAL visit:</p> <ul style="list-style-type: none"> • Meet members of a local congregation who can explain what happens in a Eucharist service. Ask them to walk you through the main parts of the Eucharist service and show you some robes, a chalice and paten, service sheets or books, especially those for children if they are available. You may also be allowed to see the wine / wafers (bread). • Ask how church members <u>feel</u> at Communion and why it is so important to them. If possible, arrange for some children to be present at a real service and ask questions afterwards. 	 <p>Gather pictures from internet / books of people from all over the world taking communion and / or for different parts of the service.</p> 
<p>EXPLORE Christian ideas</p>	<p>Teacher's Note: <i>For Christians, the Eucharist is a reminder of Jesus' sacrifice on their behalf but also of things which should make them glad: of God's amazing love and forgiveness, Jesus' resurrection, and the promise of his return. The Bible teaches that a Christian's life should be one of 'thanksgiving', not just of thankfulness but of active 'giving thanks' to God for all he is and does.</i></p>	



<p>about the Eucharist in</p> <p>(iii) Christian Living</p> <p><i>5a I can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching</i></p> <p><i>5e I can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest my own, and a Christian, answer</i></p> <p><i>5f I can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'</i></p> <p><i>6d I can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs</i></p>	<p>Why do Christians believe it is important 'give thanks'?</p> <p>You could start the lesson with 'Wabele' from the Watoto Children's Choir. What are they thanking God for?</p> <p>Do you think it is important to be thankful? Is it easy to live a thankful life?</p> <p>What is a 'pollyanna'? It was a term coined nearly 100 years ago after a famous children's story was published. Explore the definition and its meaning.</p> <p>'Pollyanna' is also a book /film. The orphaned heroine plays the 'Glad Game' - trying to find something good in everything as taught by her missionary father (see c.5 of the book).</p> <p>There are lots of clips online.</p> <p>Play the 'Glad game' as a class. 'Glad' is similar to being thankful and thanksgiving all in one.</p> <p>Later in the book/film Pollyanna was faced with the prospect of never walking again. Consider some challenging life situations and think of ways of still playing the 'Glad Game'. It's not easy.</p> <p>Who do Christians give thanks to and why? What about me?</p> <p>Give pupils the following Bible references about being thankful e.g.</p> <p>Philippians 4 v.6 Colossians 3 v.17 Ephesians 5 v.20 1 Thessalonians 5 v.18</p> <p>You can tell these verses are important to Christians as they appear on posters, calendars, fridge magnets, and screensavers. Type one of the verse references into the internet and press 'images' to see this.</p> <p>Make your own fridge magnet, including one of the verses, and try to explain why Christians might buy a magnet with these words.</p> <p>How does the Eucharist remind Christians to give thanks in their daily lives?</p> <p>Giving thanks is a Christian duty. You can hear about this in one of the responsive prayers leading up to the consecration of the bread and wine in a Church of England Communion service:</p>	 <p><i>Pollyanna, heroine of the US novel (1913) by Eleanor Porter</i></p> <p><i>First known use of a 'pollyanna' in 1921 - meaning: someone who is characterized by irrepressible optimism and a tendency to find good in everything.</i></p> <p><i>Ideas of being thankful in difficult circumstances can raise deep philosophical questions. A P4C session, debate, or Big Writing session could</i></p>
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<p><i>6f I can discuss some of the benefits and problems associated with always being thankful, including a Biblical view</i></p>	<p>Vicar: The Lord is here. All: <i>His Spirit is with us</i> Vicar: Lift up your hearts. All: <i>We lift them to the Lord</i> Vicar: Let us give thanks to the Lord our God. All: <i>It is right to give thanks and praise.</i> Vicar: It is indeed right, it is our duty and our joy, at all times and in all places to give you thanks and praise, holy Father, heavenly King, almighty and eternal God, through Jesus Christ your Son our Lord.</p>  <p>Which words might have encouraged Buzz Aldrin to take communion / give thanks on the moon? What else in a Communion service would remind Christians to 'give thanks'? Talk about this with a Christian from a local parish church if possible.</p> <p>OR check out the order of service for a Church of England Holy Communion. Look for the word 'thank' and its derivatives e.g. after Bible readings the congregation might say 'Thanks be to God' or there may be a thanksgiving prayer when the offering / collection is taken.</p>	<p><i>provide opportunity for higher level RE thinking</i></p>
<p>EVALUATE what pupils have learnt about Christian belief and practice in relation to Eucharist and the key question</p>	<p>Teacher's note: 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>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p.16. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Encourage discussion to construct an answer together. • Ask children to self-assess e.g. using traffic light colours, and explain their progress • Use the KS2 SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p>	<p>See 'Assessing RE in your school' below for decisions on how and what to assess.</p> <p>NB Different schools have different requirements. Check with your RE Subject Leader.</p> <p>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash</p>

	<ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.17 OR an Assessment framework in use in your school. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. <div data-bbox="580 274 763 472" data-label="Image"> </div> <p>Using the symbols: Look at the 'bread and wine' picture on the front of the unit. Is this a good symbol for Christian beliefs about the Eucharist? 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><i>drive, along with ideas for use.</i></p> <p><i>A4 symbols on flash drive. Children can use symbols from each unit to recall key beliefs in each religion.</i></p>
<p>EXPRESS your RE learning so it can be shared with others</p>	<p><i>Teacher's note:</i> 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>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Put together a LUNAR Eucharist interactive display with pictures of the moon and Buzz Aldrin. Add your 'thank you' ideas and provide pens and paper for other classes to add their own responses. • Hot-seat Buzz Aldrin with good questions about why he took communion on the moon and give answers that we think would fit his beliefs. Show our learning in this unit by framing really good questions. • Create a giant Da Vinci 'Last Supper' with your own notes and commentary to guide people as they look at the picture. <div data-bbox="1435 782 1809 1038" data-label="Image"> </div>	<p><i>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.</i></p>

- **Make a display of 'Eucharist' guides.** Show these to another class, another teacher or to some local church members, maybe your 'Open the Book' team if you have a team who come to take assemblies.
- **Create your own giant 'Communion cube'** with pictures of what happens at a Eucharist service. Use it to explain to others what you know.
- **In a church school, lead a project to celebrate a school Eucharist,** working with different classes and the local parish church to create a whole school learning experience. See Resources. Make sure you use your learning to make the service one of real 'thankfulness'. Other schools might like to link with a church school and join in as observers.
- **Take own thankfulness 'selfie'** standing in front of things in school for which you are thankful! Write explanations of what you have photographed and why.
- **Listen to the Depth of a Mystery (communion song)** <http://www.familyworship.org.uk/songs/> or another modern Christian song which is for use at communion. What does the song tell us about the importance of Communion / Eucharist to a Christian? Write or talk about this with a partner. Make sure your ideas are recorded. Local Christians may be able to give you other ideas of songs used at the Eucharist and there is a list of some newer songs in **Resources**.
- **Conduct an interview with a Christian vicar** and maybe a range of other Christians about celebrating the Eucharist. Use the information you have already learned to construct good questions and to check out your ideas about why the Eucharist is of such great significance to Christians. You may need to use a range of names for this service as not all Christians will use the term 'Eucharist'.



Appendix 1: Communion on the Moon

Neil Armstrong and Buzz Aldrin were the first men to walk on the moon in the Apollo 11 space mission. Michael Collins, the third member of the group, was in charge of the command module, essential for their return to earth, which circled the moon while Armstrong and Aldrin landed. The moon lander touched down at 3:17 Eastern Standard Time, Sunday July 20th, 1969.

Aldrin had brought with him a tiny communion kit, given to him by his church, which had a silver chalice and wine vial about the size of the tip of his finger. During the morning he radioed, "Houston, this is Eagle. This is the LM pilot speaking. I would like to request a few moments of silence. I would like to invite each person listening in, whoever or wherever he may be, to contemplate for a moment the events of the last few hours, and to give thanks in his own individual way."

"In the radio blackout," he wrote later, "I opened the little plastic packages which contained the bread and the wine. I poured the wine into the chalice our church had given me. In the one-sixth gravity of the moon, the wine slowly curled and gracefully came up the side of the cup. Then I read the Scripture, 'I am the vine, you are the branches. Whoever abides in me will bring forth much fruit.'"

"I had intended to read my communion passage back to earth, but at the last minute Deke Slayton had requested that I not do this. NASA was already embroiled in a legal battle with Madelyn Murray O'Hare, the celebrated opponent of religion, over the Apollo 8 crew reading from Genesis while orbiting the moon at Christmas. I agreed reluctantly..."

"Eagle's metal body creaked. I ate the tiny Host (wafer of bread) and swallowed the wine. I gave thanks for the intelligence and spirit that had brought two young pilots to the Sea of Tranquillity. It was interesting for me to think: the very first liquid ever poured on the moon, and the very first food eaten there, were the communion elements."

Author: Bill Carrell



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.
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- 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.*



Beginning: Discusses concept in own life	Q1 What is the difference between 'thankful' and 'thanksgiving'?
Developing: Draws on the lesson material	Q2 What happened in the Bible story on which the Eucharist is based?
Expected: Applies concept / answers key question	Q3 What is the great significance of the Eucharist for Christians?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 How significant is the Eucharist for different Christian denominations?

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.

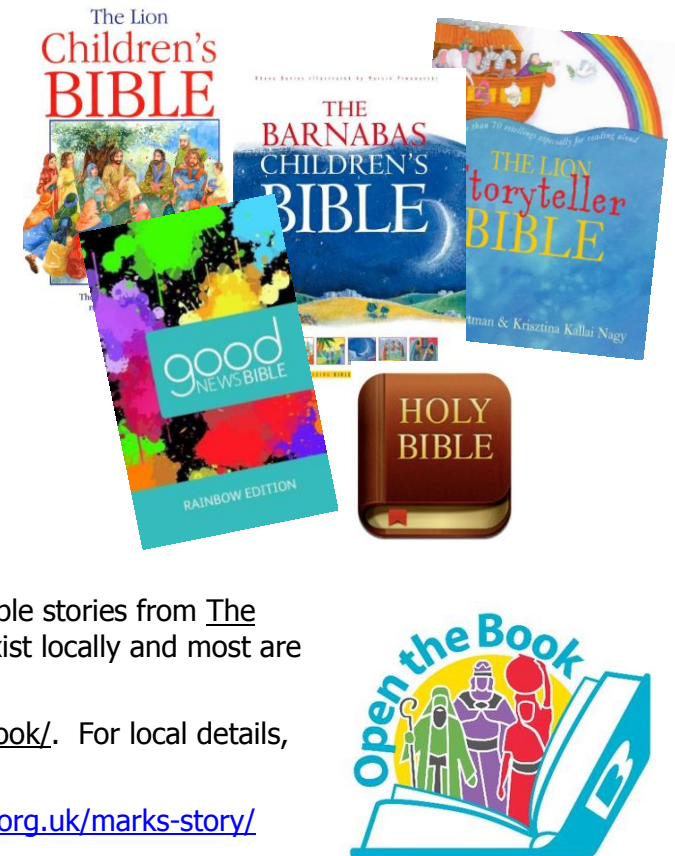
	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a believer might learn from the Last Supper story	3b I can describe how many Christians all over the world remember Jesus with bread / wine	3c I can use Christian terms to describe their beliefs about bread / wine at the Eucharist	3d I can recognise what influences me and how a Christian's beliefs make them feel at the Eucharist	3e I can ask good questions about life when looking at Da Vinci's 'Last Supper'	3f I can link my ideas about who I should thank, and for what, with how I actually act
Y4	4a I can describe what Christians might learn from the Last Supper about why they should remember Jesus' death	4b I can describe some things Christians do to show their thanks to God that are the same / different	4c I can describe some different ways that Christians might give thanks to God in words e.g. prayer, song	4d I can compare some things that influence me with the way the Bible and Jesus influence the lives of Christians	4e I can ask important questions about being thankful and compare my ideas with others, including Christians	4f I can link what I, and others, really value with whether or not we choose to be grateful and how we show it
Y5	5a I can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching	5b I can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most	5c I can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why	5d I can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians	5e I can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest my own, and a Christian, answer	5f I can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'
Y6	6a I can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas	6b I can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated	6c I can create, in a style used by a believer, an image of the Last Supper which expresses Christian beliefs / feelings and explain what it means	6d I can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs	6e I can compare my own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give	6f I can discuss some of the benefits and problems associated with always being thankful, including a Biblical view

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) - 'real' Bible with books, chapters and verses, and in various editions with different covers / costs / bulk offers
- 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
- **Story of the Last Supper** told from Mark's perspective <http://www.barnabasinchurches.org.uk/marks-story/>



Music and Song Resources

- **Songs for Every Happy Healthy School** - Many schools have these song books / CDs / downloads already. Do check. <http://www.outoftheark.co.uk/> (*You can never be too grateful / Thank you God*)
- **Songs for Everybody** (*Remember to be grateful*)
- **Songs for Every Singing School** (*Thank you Lord*)
- **'Remember me' song/ video from Friends and Heroes series –**
- **Some modern Christian songs about Eucharist** (mostly available to download or online)
 - Matt Redman – Remembrance (Communion Song)
 - Here is bread – Graham Kendrick
 - In Remembrance of me – Cheri Keaggy
 - Let us break bread together on our knees
 - This is the body of Christ, broken that we might be whole – John Bell
 - Behold the Lamb (Communion song) - Stuart Townend
 - Come to the Table - Michael Card
 - On the night before he died – Dave Godfrey (<https://www.elevationkids.com/song/on-the-night-before-he-died>)



Sculptures/ art / pictures

- **Photos of the Last Supper scene from 'Life of Christ'** as performed annually at Wintershall near Guildford. Free registration gives access to gallery of photos. <https://www.wintershall-education.com/life-christ-production/>
- **Khan Academy – an** excellent 'tour' of Leonardo Da Vinci's Last Supper. Some classes would really enjoy it. <https://www.khanacademy.org/test-prep/ap-art-history/early-europe-and-colonial-americas/renaissance-art-Europe-AP/v/leonardo-da-vinci-last-supper-1495-98Tony>
- **A modern representation** which pupils might enjoy emulating: <https://benwesemann.wordpress.com/sculpture/interpretation-of-leonardo-da-vincis-last-supper-2007-acrylic-and-wood/>
- **For additional images** of the Last Supper on the internet, try: *Daily Bread window from Durham Cathedral; Jesus Mafa; Marie Jonsson Harrison; Stanley Spencer*. There are many many more.



Church of England Eucharist / Communion service

- The Communion Service Liturgy from the Church of England website (complete service) <https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/holy-communion#mm7c2>
- **My Communion Book** - A Child's Guide To Holy Communion -Diana Murrie; Kathleen Crawford (Church House pubs) <https://www.chpublishing.co.uk/books/9780715142257/my-communion-book>
- The Communion Cube (Church House pubs) - <https://www.chpublishing.co.uk/books/9780715143216/the-communion-cube>

An alternative way of delivering this unit is to take the lead in a whole school or KS2 project around the Eucharist. *This would be particularly appropriate in a Church of England school.*

- **Exploring Holy Communion in Primary Schools** - A downloadable pack for schools and churches exploring Holy Communion. It includes a 2 page communion service outline usable with children. http://www.going4growth.com/downloads/Exploring_HC_in_Primary_Schools_-_Gloucester_Diocese.pdf
- **Take a Look at Our School Eucharist** is a photo pack providing RE material for R to Y6 and leads to a school celebration of Eucharist involving a local church, if wished. Great photos of children's work and information on how to set up a school celebration. Contact education@cofesuffolk.org . £15 plus p and p.



Other resources:

Experience Easter <https://www.gloucester.anglican.org/schools/jumping-fish-publications/> An excellent set of 6 reflective stations on key Easter stories, including 'Remember Me', a highly effective approach to the Last Supper story. This could be set up as an individual station for this unit.

Eucharist Journey (Jumping Fish) Six stations each with a focus on a key Christian symbol to help children understand the meaning of the Eucharist. Large colour photos, together with the comprehensive resource list, make the stations easy to create. A complete script with directions (written in italics) is provided for leaders.

The initial ideas for this unit were worked on by Lindsay Blankley (St Luke's, Beccles) and Anne Cooper (St Mary's CE Academy) at the Emmanuel days at Belsey Bridge and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!