



KS2 Religious Education Year 6 Spring 2 – 7.5 hours

Theme/Unit: The empty cross

Key concept: Resurrection

Enquiry: *Why is resurrection important to Christians?*



Unit Summary:

In this unit, children focus on the concept of resurrection by discovering what it means in different contexts e.g. in familiar stories and people opinions. They think about the stories in the Bible that detail the resurrection of Jesus.

Prior Knowledge:

Children will know the Easter story and be able to recall where resurrection happened. They may be able to associate this with previous learning as Jesus as God incarnate.

Year 5/6 Objectives:

- Communicate** Children and young people can explain their own responses to the human experience of the concepts explored.
- Apply** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- Enquire** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied.
- Contextualise** They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Talking with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues raised.

Key Vocabulary:

Resurrection	A first-century Jewish preacher and religious leader. He is the central figure of Christianity. Most Christians believe he is the incarnation of God the Son and the awaited Messiah prophesied in the Old Testament.
The cross	The Christian cross, seen as a representation of the instrument of the crucifixion of Jesus, is the best-known symbol of Christianity.
The empty cross	The empty cross, like the empty tomb, is the sign of victory, Christ has departed in glory.

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

- Dictionaries.
- Bibles.
- Empty cross.
- DVD: *The lion, witch and the wardrobe*

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5-Step Enquiry: <i>Why is resurrection important to Christians?</i>		Assessment
Step 1	<p>Enquire: What is resurrection? What does it mean? Discuss as a class or in small groups. Use dictionaries and encyclopaedias to come up with a class definition. Keep a record of this definition for use throughout the unit, in a class RE glossary if appropriate. What could symbolise the resurrection of Aslan? – Show DVD or read extract from The lion, the witch and the wardrobe, where Aslan comes alive again. If the people of Narnia wanted a symbol to represent the resurrection of Aslan, what might it be? In small groups, or individually, design a Narnia symbol which would remind people in Narnia about Aslan overcoming death.</p>	<p>Basic:</p> <ul style="list-style-type: none"> • Use images to explain what resurrection is • Use a word bank to formulate an opinion on whether death is the end <p>Learned:</p> <ul style="list-style-type: none"> • Formulate an opinion on whether death is the end • Discuss where this might not be true e.g animals and plants • Create a continuum of feelings towards this <p>Deeper:</p> <ul style="list-style-type: none"> • Jesus defeated death – was this right? Should he have had this privilege? Why/why not
Step 2	<p>Contextualise: What do we think the cross means? Show the children a model of an empty cross and encourage speculation. Ask the following questions – What is it? Why is it empty? What does it symbolise? Where would you find it? Who uses it? What is it used for? Why do people wear crosses? In what rituals is it used? What significance and meaning does it have for those who use it? Note pupils’ speculations. (NB: the empty cross is a sign for the risen Christ. Christians believe that Jesus came alive again after his death.) What story is associated with the empty cross? – Explore one of the Gospel narratives on the death and resurrection of Jesus (Matthew 27:1–66 and 28:11–19 or Mark 16:1–8 and Luke 24:1–11). Dramatise the story and then role play in order to explore the emotions. Use hot-seating in order to pay special attention to the women visiting the tomb and consider the feelings of the women during the event. Children record these ideas in their books with thought bubbles. Ask the children to draw and write labels (ICT) explaining the meaning of the cross and its significance to Christians. Feed back ideas to the whole class.</p>	
Step 3	<p>Evaluate: Why is resurrection important to Christians? Have a class discussion about the importance of the resurrection to Christians. You could begin by discussing the importance of the resurrection of Aslan to Narnia, as a lead into this discussion, if necessary. Consider ideas such as new life, hope, triumph of good over evil and overcoming death. Invite a Christian visitor to answer questions about resurrection and pupils produce a speech bubble for a Christian “The idea of resurrection is important to me because ...”</p>	
Step 4	<p>Communicate: What are our ideas/experiences of resurrection? Children discuss in groups what they think about the concept of resurrection. Use these questions as prompts throughout the discussions. Can it happen? Is our view of whether resurrection is possible affected by our views of death? Is death the end? Or do we go to sleep, only to be awoken again? What about animals/plants? Groups feed back to the whole class.</p>	
Step 5	<p>Apply: How does what we believe affect our lives? Discuss – continue from above. When people believe in resurrection, how does it affect the way they live? Does it make any difference? Do people who believe in resurrection live better/more careful/worse lives? Does everyone believe in resurrection? Why/why not?</p>	

