

Remembering - Year 3/4

About the Unit

This unit relates the concept of remembering, particularly those who are no longer alive on Earth, to the Christian festival of Easter, which marks the death and resurrection of Jesus. The unit includes the story of the first Easter with its message of life after death. It offers the opportunity to explore ways in which different denominations within the Christian tradition celebrate Easter and carry out a Communion service. It also explores the on-going sense Christians have of Jesus' presence when they celebrate Holy Communion. This unit is specific to Christianity.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs.

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values.

1.4 Identify, Diversity and Belonging

- b) Exploring the variety and differences that exist within and between religions, values and beliefs.

1.5 Meaning, purpose and truth

- a) Exploring some of the ultimate questions that confront humanity.

Key Processes

2.1c	Beliefs and Practices	i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings.
2.1d	Sources	Use and interpret information about religions from a range of sources and understand why they are important in religion.
2.1f	Ultimate and Ethical Questions	Describe and begin to understand religious and other responses to ultimate and ethical questions.
2.2a	Reflection on Feelings, Experiences and Values	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas.
2.2c	Reflection on what Individuals and Communities Value	Reflect on the importance of religion and other world views for individuals and communities.

Range and Content (traditions and themes)

This unit focuses on the Christian tradition.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life.
- d) **The journey of life and death:** why some occasions are sacred to believers, and what people think about life about death.
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed.

Curriculum opportunities:

During the course of this unit children may use:

ICT- particularly enhancing pupils' awareness of different beliefs and practices within one religion.

Literacy- would be enhanced by the use of reference books to find about specific aspects of Easter celebrations.

Science- work on life-cycles of plants and/or animals would be relevant. You may wish to use *Beginnings and Endings with Lifetimes In Between* (Mellonie and Ingpen) as a link book.

Art and Design- might be based around the examination and/or creation of images of Jesus and the Holy Week events, or abstract representation of death/resurrection.

PSHE- a good opportunity for further discussions on feelings and emotions, possibly through circle-time, adding to the spiritual, moral social and cultural aspect of the curriculum.

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 3	Year 4
Basic	Pupils should be able to re-tell the key events of the Easter story, identifying why Christians find this an important time. They should be beginning to respond to questions about life and death, recognising that some questions are difficult to answer. Working towards Level 3	Pupils should use religious vocabulary to describe the key features of the Easter celebrations, making links between different sources and beliefs of different denominations. They should be asking important questions to link their own and others responses to the issues of life and death. Level 3
Developed	Pupils should use religious vocabulary to describe the key features of the Easter celebrations, making links between different sources and beliefs of different denominations. They should be asking important questions to link their own and others responses to the issues of life and death. Level 3	Pupils should use religious vocabulary to describe and show an understanding of the practices and beliefs of Christians during Easter. They should be beginning to apply their knowledge to contemplate their own beliefs about life and death. Working towards Level 4
Extended	Pupils should use religious vocabulary to describe and show an understanding of the practices and beliefs of Christians during Easter. They should be beginning to apply their knowledge to contemplate their own beliefs about life and death. Working towards Level 4	Pupils should use religious vocabulary to describe and show an understanding of the practices and beliefs of Christians during Easter. They should also be able to describe the significance of the Easter events to Christians practices' today and link them to what they personally believe about life and death. Level 4

Possible assessment tasks:

- Children's re-telling (verbally or through writing) of the events of Holy Week
- Discussions between pupils about the sensitive issue of death and remembering
- Children's story boards of the key events in the Easter story. They could have an extra box below each section for the opportunity to write how they think Christians would have felt and/or reacted to it or for further development, how they think they might have felt at the time/feel today.
- Discussions the children have about their own experiences of remembering. Can they bridge these experiences to the practices and beliefs of Christians?

Resources

You may find the following resources useful when teaching this unit:

- Stories about loss, such as: *Badger's Parting Gifts* (Susan Varley) or *The Goodbye Boat* (Mary Joslin)
- Artefacts linked to loss or remembrance
- Story of the events of Holy Week - Reference books/material on the events
- Bible
- Images of Jesus/The crucifixion, e.g. Gauguin's crucifixion, Dali's crucifixion painting . *Jesus Through Art* pack (CEM).
- Videos, CD-ROMs, Books etc. e.g. *A World of Festivals: Easter* (Catherine Chambers), *High Days and Holidays* (D. Self), *Easter* (P.Sauvain).
- ICT – World Book, Yahoo search engine.
- Variety of crosses (either images, models or crafts)
- Books reflecting on importance e.g. *The Three Trees* (Angela Elwell) *Water Bugs and Dragon Flies* (Doris Stickney)
- Communion items: Chalice, bread, wine/grape juice.
- Video of communion such as: *Worlds of Faith: Christian* (Channel 4)

Vocabulary

Remembrance	Crucifixion	Jesus	Easter	Holy Week	Denominations
Celebrate	Symbol				

Glossary of Key Terms

Communion – The act of sharing thoughts and feelings. Christians share bread and wine to remember the body and blood of Jesus.

Holy Week Events - Holy Week is the last week of Lent, when Christians follow Jesus from Palm Sunday, the Sunday of the Passion, to his death on Good Friday in preparation for his rising from the dead on Easter Sunday. Palm Sunday: Accompanied by his disciples, Jesus rode into Jerusalem on a colt, while crowds of people covered the streets ahead of him with their cloaks and with palm branches. Monday: Jesus chased the money-changers out of the Temple. Tuesday and Wednesday: Jesus preached and taught in Jerusalem. Thursday: After washing the feet of the disciples, Jesus celebrated the Feast of the Passover, instituting the Sacrament of Holy Communion. Good Friday: Jesus was taken into Roman courts, before Pontius Pilate and Herod Antipas, who sent him back to the Jewish court. Roman soldiers took him to Golgotha, the place of the skull, where he was crucified. Saturday: Jesus rested in the tomb while his disciples observed the Sabbath. Easter Sunday: An angel met Mary Magdalene and "the other Mary" (perhaps Mary, the mother of James and John) at the tomb to tell them that Jesus was risen from the dead.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

This unit builds on the Year 3/4 unit: Growing and Changing and feeds into the Year 5/6 unit: Change and Death. If the first unit has already been taught, it would be valuable to recap previous thoughts, feelings and learning experiences.

Different denominations within the Christian tradition both practice and hold very different beliefs and views about the act of Communion and the practices before they carry out the service (it may be worth researching the practices of denominations such as the Catholic and Seventh-Day Adventist Churches).

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1f Describe and begin to understand religions and other responses to ultimate and ethical questions.</p> <p><i>To be able to discuss how we feel when we lose someone and think about how we remember them.</i></p>	<p>What is left behind when someone dies?</p> <p>Why do people want to remember those who have died?</p>	<p>The mystery of death and the value of individual lives.</p>	<p>Introduce the idea of death and remembrance by sharing a story such as <i>The Goodbye Boat</i> or <i>Badger's Parting Gifts</i>.</p> <p>Discuss what is left behind and how the children might feel. Pupils might also bring in artefacts as a basis for discussing loss and remembrance, or draw someone, now dead, as a centre for adding words which describe what that person left in memories.</p> <p>Point out that Christians feel close to Jesus as they remember him.</p>	<p>Children can respond sensitively to questions about people who are now dead and can express their own thoughts and feelings about it.</p>	<p>Stories about loss, such as: <i>Badger's Parting Gifts</i> (Susan Varley) or <i>The Goodbye Boat</i> (Mary Joslin)</p> <p>Artefacts linked to loss or remembrance</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1ci Describe the key aspects of religions, especially the stories that influence the beliefs and values of others.</p> <p><i>To be able to describe the key events leading up to the crucifixion of Jesus and Easter Sunday.</i></p>	<p>What happened when Jesus died?</p> <p>Why do Christians want to remember his death?</p>	<p>The stories of the death and resurrection of Jesus.</p>	<p>Tell or read the story of the events leading to the crucifixion of Jesus and of the first Easter Sunday.</p> <p>Groups could research and re-tell other parts of the story to build the whole picture, a story booklet could be made of the key events, or a diary could be written from the viewpoint of a non-central character/observer.</p>	<p>Children can re-tell/ describe the main events leading up to the crucifixion of Jesus.</p>	<p>Story of the events of Holy Week. Reference books/material on the events</p> <p>Bible references: Matthew 22 v 1-11; 26 v 17-30; 27 v 32-56; 28 v 1-10. (Alternative versions exist in Mark and Luke)</p>
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities.</p> <p><i>To be able to explore how artists depict of the crucifixion of Jesus.</i></p>	<p>How do artists depict pictures of Jesus?</p> <p>What are the main messages of the Easter story?</p>	<p>The stories of the death and resurrection of Jesus.</p>	<p>What is worth remembering about the story of Easter?</p> <p>Use images of the story as depicted by a variety of artists and try to discover what they see as important about the events.</p> <p>Pupils could also create their own pictures/images to include in this comparison.</p>	<p>Children can link how artists respond to the story by looking at their artwork.</p>	<p>Images of Jesus/The crucifixion, e.g. Gauguin's crucifixion, Dali's crucifixion painting . <i>Jesus Through Art</i> pack (CEM).</p>

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<p>2.1d Use and interpret information about religions from a range of sources and understand why they are important in religion.</p> <p><i>To be able to find out how different denominations celebrate Easter.</i></p>	<p>What do Christians celebrate at Easter?</p> <p>How do Christians celebrate Easter?</p>	<p>Jesus bringing people nearer to God through his death. The promise of new life seen in Jesus' resurrection. Holy Week and Easter celebrations in a variety of Christian denominations.</p>	<p>Set the pupils the task of researching the varied nature of Easter celebrations over the different denominations of the Christian tradition using book materials, video or CD-ROM. Include within this orthodox churches, Anglicans, Seventh-Day Adventists, Roman Catholics etc.</p> <p>Produce a shared poster 'Easter – A Time To Celebrate' with groups contributing from the research they have carried out.</p>	<p>Children can use a variety of sources to collect information about the Easter story.</p>	<p>Videos, CD-ROMs, Books etc.</p> <p>e.g. <i>A World of Festivals: Easter</i> (Catherine Chambers), <i>High Days and Holidays</i> (D. Self), <i>Easter</i> (P.Sauvain).</p> <p>ICT – World Book, Yahoo search engine.</p>

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<p>2.1cii Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings.</p> <p><i>To know how Christians use the symbol of the cross to celebrate Easter</i></p>	<p>Why do Christians continue to use symbols arising from the first Easter?</p>	<p>The symbols of the cross – in various forms, the bread and wine.</p>	<p>Examine a variety of crosses considering their meaning for Christians in the light of the Easter festival.</p> <p>Discover ways in which this symbol is emphasised at Easter. e.g. decorated with flowers or using the Christmas tree trunk to make a cross hung with symbols during lent, Easter garden.</p> <p>Read the story <i>The Three Trees</i>. Draw out the idea that for Christians the cross indicates forgiveness and eternal life.</p> <p>Construct a cross as a talking point for an act of worship in school. Read <i>Water Bugs and Dragon Flies</i>. What message is this story bringing about life and death?</p>	<p>Children can explain the significance of the cross to Christians.</p> <p>Children can explain how Christians celebrate the cross at Easter.</p>	<p>Variety of crosses (either images, models or crafts)</p> <p><i>The Three Trees</i> (Angela Elwell)</p> <p><i>Water Bugs and Dragon Flies</i> (Doris Stickney)</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas.</p> <p><i>To be able to identify how I celebrate important events and compare this to Christian celebrations</i></p>	<p>How do Christians continue to remember Jesus?</p> <p>What do I do when I want to feel close to someone who has died?</p>	<p>The celebration of Eucharist/ Holy Communion. The Lord's Supper</p> <p>Personal experience.</p>	<p>Ask pupils to share occasions when they have shared a meal to mark an event which is remembered e.g. birthday, anniversary.</p> <p>Link this to Holy Communion examining artefacts used and watching video clips (see resources) of the service. Write about this in two parts – a member ofchurch does this, I think they may be feeling.....(ask children to give reasons for their thinking).</p> <p>Follow with either a class discussion or individual writing comparing personal experience of remembering with the Christian experience.</p>	<p>Children can link their own experiences with that of Christians celebrating Holy Communion.</p>	<p>Communion items: Chalice, bread, wine/grape juice.</p> <p>Video: <i>Worlds of Faith: Christian</i> (Channel 4)</p>