



Medium Term Unit Planning

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
RE U2.5 What do Christians believe Jesus did to 'save' people?			
1. The 'big' story and representations	Make sense of belief	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it	Explore what happened in Holy Week. All four Gospels describe the events but Mark 14–15 offers the most succinct account. You could start by giving pairs of pupils some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection), asking them to decide how they would portray this scene in art, or do a freeze frame. Hand out some examples of artwork of these scenes (see jesus-story.net/index.htm) and see what differences there are with their ideas; talk about why the artists presented the way they did. How would they sum up the meaning of the story?
2. Sacrifice	Making sense of belief Make connections	Explain what Christians mean when they say that Jesus' death was a sacrifice. Articulate their own responses to the idea of sacrifice, recognising different points of view.	Consider who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. What difference does this make to their ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God. Explore the mainstream Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example



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			guides the lost back to God. How might Christians respond to the idea that Jesus sacrificed his life for their sake?
3. Remembering the resurrection	Understand the impact	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper	Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. Find out about how different Christian churches celebrate communion. Talk about what symbols are, and then explore the symbolism of the bread and wine, linking with the Passover celebration but also connecting with sacrifice – representing Jesus' body and blood.
4. Own sacrifice	Understand the impact	Show how Christians put their beliefs into practice in different ways	Some Christians follow Jesus' example even to the point of dying. Talk about what a martyr is and show images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrOQCP). Find out a bit about these people. Talk about what kinds of things people are prepared to die for. How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? Find a good cause that would be worth putting some effort into supporting. www.givingwhatwecan.org/ indicate charities that make a big impact; www.toilettwinning.org is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus' sacrifice bringing salvation.



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5. Evaluating	Make connections	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!
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