



Nick's picture is called 'A day to Remember'

TITLE:
Symbols of Easter:
What does Easter
mean to
Christians?

YEAR GROUP: 2



Harry's painting is called
"The Last Supper – Darkness Closing In"

Walsall SACRE RE
Syllabus:
Non-statutory
exemplification
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Walsall SACRE RE Syllabus: Non-statutory exemplification

Symbols of Easter: What does Easter mean to Christians?

YEAR GROUP: 2

Key RE themes and concepts:
Remembering Jesus: Easter - Find out about the Christian festival of Easter, learning new vocabulary - Learn stories about Palm Sunday, the Last Supper, Good Friday and Easter Sunday. How are these stories remembered today? Why do they matter to Christians? - Discover why Jesus is so important to Christian people - Learn about the links between Easter and new life.
Key questions to explore with pupils
- Why is it important to remember? - Why is it hard to forgive sometimes? - Have you ever done anything that you regret? - What would you give up to make yourself a better person?
Potential curriculum links
History, English, PSHE
Assessment focus: teacher observation and assessment for learning: I Can...
- Retell some stories of Easter (e.g. in drama or art) - Use new vocabulary and ideas to explain the importance of Holy Week and Easter for Christians - Suggest meanings to the stories of Easter - Ask some questions of my own about Easter

About this unit:

This unit enables pupils in Year 2 to find out about some symbols of the Christian festival of Easter – flowers and growth, bread and wine, different kinds of crosses, colour-symbols and hot cross buns, eggs. The focus is on Christian belief about God as the source of new life, with opportunities provided to explore Bible stories of Jesus' last week and death and the celebration of Easter today. Children will be enabled to relate these stories and celebrations simply to Christian ideas about the relationship between God and humankind and to relationships and celebrations in their own lives. They will be able to think about some big ideas and questions: Why is it important to remember? Why is it hard to forgive sometimes? Have you ever done anything that you regret?

What would you give up to make yourself a better person?

It is good to teach this unit in February or March, leading up to the time when Easter is celebrated, and to continue after Easter for a couple of lessons in the new term.

The starting point for this unit for 6 and 7 year olds is the Easter story and festival that Christians remember and celebrate. The key concept is the idea of new life, linking the Easter stories with signs and symbols of new life. The unit will provide a focus on the key belief of Christians that God was especially present in Jesus' life. The familiar practice of symbolising new life at Easter, shared by most Christians and many people from secular backgrounds, is used to explore the ideas and celebrations. The unit explores the Christian belief that Jesus brings new life to the world. The unit of work is intended to enable pupils to explore the importance of Easter as a key festival in the Christian calendar. During the unit, pupils will have the opportunity to find out about the fundamental meanings of stories and celebrations for Christians. Pupils will have the opportunity to discuss their own experiences of celebrations with family, including those who celebrate at Easter time, and also celebrations from family life in other traditions, especially the celebrations associated with new life. They will talk about the traditions that they follow each year and will realise that they are an important feature of their family lives, whether they are Christians, members of a

different faith or those from secular families. The idea that Christians believe Jesus brings new life to the world will be explored simply.

WHERE THE UNIT FITS IN

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing an introduction to the festival. It will enrich the pupils' learning by allowing opportunities for active learning and experiences, as the foundation for the development of the RE curriculum in later Key Stages. This is the first unit on Easter, although it is likely that some children will be familiar with some aspects of the Easter story. It is important that teaching about Easter enables progress. The Agreed Syllabus plans for progression in the study of Jesus, and there should be a different focus each time Easter is taught, so that children explore different aspects of its significance and develop appropriate steps of knowledge, understanding and skills as they move through the years and key stages.

Work on festivals and celebrations in different religions can build up pupils' skills in complimentary ways, so teachers should plan to link Easter work with learning from Eid, Divali, Vaisakhi or Passover.

The unit will provide these opportunities.

Pupils will:

- Find out about the Christian festival of Easter for themselves
- Learn about and discuss stories about Palm Sunday, the Last Supper, Good Friday and Easter Sunday. How are these stories remembered today? Why do some people think these stories are very important?
- Discover and think about why Jesus is so important to Christian people
- Learn about the links between Easter and new life in Christian belief.

Significant background ideas:

- ❑ Building rich knowledge: RE often studies festivals. Aim to enable children to see the links between ancient stories, modern customs and big ideas. Festivals often include special symbols, foods, community gatherings, stories, music and giving. Can the children spot all these elements in Easter?
- ❑ In Christian traditions, belief in Jesus as God come down to earth, or as the Son of God, is expressed through the Holy Week and Easter stories and celebrations. Holy Week is the time from 'Palm Sunday' to 'Good Friday' – Easter itself remembers the resurrection day in the story. Jesus was crucified because of the jealousy, hatred or indifference of many people, but for Christians his death was also a part of the mystery of God's plan, so the day is remembered as 'Good Friday' a day when love triumphed over death. Christian belief asserts that three days later, God raised Jesus from death. The event symbolizes the power of love over even death. Many different understandings of the symbolism can be found in the Christian community. Children in this age group will be interested in the symbols and their meanings at a suitable and simple level.
- ❑ Holy Week and Easter are widely celebrated beyond the normal church-attending Christian population with families, chocolate, holidays and thankfulness for the new life of the season in Spring. In some ways it is a national festival in the UK (with public holidays attached) not just a religious one. Perhaps it is best seen as both. In RE, the religious and spiritual aspects of the festival are to the forefront of learning.

Estimated teaching time for this unit: 8-10 hours. It is recognised that this unit plan provides more teaching ideas than a class will cover in 8-10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

- **Issues of continuity and progression** – Since Easter is such a key festival in Christian traditions, and will be explored across the primary school it is important to acknowledge that pupils may listen to versions of the Easter stories during each year group. The challenge is to provide teaching and learning

opportunities that build on previous knowledge or experiences rather than merely have pupils and teachers repeat work. The key response to this challenge is careful planning and the use of increasingly challenging concepts, ideas, activities and opportunities.

KEY STRANDS ADDRESSED BY THIS UNIT

- knowledge and understanding of religious beliefs, teachings and sources
- knowledge and understanding of religious practices and lifestyle
- *skill of asking and responding to questions of meaning, purpose and truth*

ATTITUDES FOCUS

- **Self-awareness;** Pupils have the opportunity to feel confident about their own beliefs and identity, sharing them with others
- **Open-mindedness:** Pupils will have opportunities to learn and gain new understanding about Christian celebrations and the idea of new life.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: An awareness of stories of Holy Week and Easter A chance to connect this festival to the life of Jesus and to festivals celebrated in different communities	Pupils will have an opportunity to use words and phrases related to: Christianity: God, Father, Jesus, Bible, Christian, Church, Easter, Crucify, Resurrection (Not all pupils will access all of this vocabulary, but some will) Easter: Good Friday, Festival, Jesus, Son of God, Trinity General: Birthday, new life, celebration, festival	Texts ▪ A range of different versions of the Easter Story that are appropriate in terms of language step ▪ Recordings of simple Easter songs and music ▪ A Children's version of the stories, e.g. the Lion Story Teller Bible ▪ Pictures, posters and songs of Easter. ▪ Picturing Jesus Fresh Ideas and Picturing Easter – art packs, Lat Blaylock from RE Today provide images for the whiteboard, picture cards and learning activities. ▪ Opening Up Easter edited by Fiona Moss 2011, RE Today ▪ Teaching about Jesus Anthony Ewens & Mary Stone (RMEP) Web ▪ RE:Quest: www.request.org.uk is a good source for work on prayer ▪ www.natre.org.uk/spiritedarts contains a great range of pupil art work inspired by the life of Jesus. ▪ www.godlyplay.org.uk provides details of this pedagogical approach. Video and visual ▪ Miracle Maker Warner Home video / DVD – an amazingly useful help to teaching about Jesus, this 90 minute animated life of Jesus is supported by web based teaching ideas from the Bible Society UK www.biblesociety.org.uk ▪ BBC Religions of the World for KS1 has a good short animated version of the stories: https://www.youtube.com/watch?v=Wnbo2AmS3OI ▪ Use artefacts of Easter and Holy Week to familiarise your pupils with key links between the original stories and contemporary worship and celebration.

Contributions to spiritual, moral, social and cultural development of pupils

The unit enables pupils to develop:

- **Spiritually** by reflecting on the mysteries in the stories, the idea of new life and the wonders of celebration;
- **Socially** by finding out about the activities carried out by Christian families when they celebrate Easter and thinking about the celebrations their own families enjoy.
- **Cultural capital:** There is an aspect of this work that is about cultural capital: a knowledge and understanding of the place of Jesus Christ in global history and global religious life adds to pupils' understanding of other people and the world.

Assessment task:

Use the last task in the teaching sequence to gather evidence of achievement if you wish to make a formal assessment of this work.

- In circle time, set up a table of 8 or 10 artefacts, including Easter ones such as crosses, eggs, an image of an Easter garden, fresh flowers, an Easter card and others similar. Invite children to choose 3 artefacts (or pictures) that matter most to Christians, including at least one that they think is a sign of new life from the table and say why I chose them. You might also include some others that are nothing to do with Easter)
- Ask pupils to use a template – a big circle divided into 3 is good – and choose three drawings or images of what really matters at Easter. Ask them to include one that is a sign of new life.
- Give time to make this a beautiful piece of work, something they can be proud of. Link to the art curriculum. In small groups, children speak and listen about these pieces of work.
- To conclude, making links with the things that matter to Christians at Easter, present three things that sum up the work: show pupils pictures of the crown of thorns, the cross, the empty tomb, the disciples rejoicing, the bread and wine of Holy Communion / Eucharist. Talk about the significance of these things. Which ones matter most to Christians?

EXPECTATIONS: At the end of this unit:

Nearly all pupils will be able to:

- Name and say what happens at the festival of Easter
- Name three things that a Christian family might do at Easter
- Talk about their own experiences of birthdays, Easter & other festivals and the things they do with their own families
- Tell someone about my own celebrations and someone else's celebrations
- Talk about the Easter story and how some of the characters may have felt
- Talk about some of the signs of new life.

Most children will be able to:

- Retell some stories of Easter (e.g. in drama or art) using a rich vocabulary
- Suggest meanings to the stories of Holy Week and Easter
- Ask some questions of my own about Holy Week and Easter
- Use a rich knowledge to recount the outlines of stories of Palm Sunday, the Last Supper, Jesus' death and the empty tomb;
- Suggest meanings in symbols of the idea of new life and the ways the story of Jesus' death matters to Christians
- Respond sensitively to the story for themselves with reasonable ideas and views.

Some children will have progressed further and will be able to:

- Describe the Christian belief that Jesus was raised from death using accurate vocabulary
- Make connections between the story of the death of Jesus and Christian ideas and celebrations at Easter.
- Make links between the celebration of Easter and their own ideas about new life.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
Key questions: What is new life? What are the signs of new life?			
Pupils should be taught: To develop awareness of potential for and signs of new life in physical life.	New life: finding it in nature - Go for a class walk, looking for signs of spring and examine seeds and bulbs before and after growth. Talk in the class about the development of a butterfly. - Share some relevant poems and stories that include the idea of new life and examine posters and pictures of baby animals in groups, reporting findings to the class. - Children might develop a movement piece, a dance to a piece of music, or write a class or group poem about new life. - Use a secular story about new life or a fresh start (maybe about a new baby in the family, or starting at school). Role play some scenes from the chosen story. Identify and discuss vocabulary that is appropriate to emotions revealed in the scene or story (Link to SEAL and to literacy).	I can identify a seed or bulb as a thing from which life may start (MOST PUPILS). I can talk about new life (MOST PUPILS) I can recognise a 'fresh start' in a story and respond sensitively (MANY PUPILS).	A key skill throughout the unit is for the teacher to focus children's attention on the link between the stories of Jesus and the experience of new life and fresh starts.
What examples of new life and fresh starts can we find? Are there some symbols of new life?			
To become aware of examples of new life found in stories about Jesus To think and talk about ideas such as 'fresh start' or 'new life' with adults and other pupils	New life: what is a fresh start? - Read and share a story of a new start from New Testament. A good example is the story of Zacchaeus, found in Luke 19:1-10. Talk about the story and the new start. - You could get the pupils to 'freeze frame' 4 key moments in the story – how are the characters feeling? - At the end ask for volunteers to be 'Zacchaeus in the Hotseat' and try to answer questions other children ask. - Children can talk about how these sentences might end: 'I liked this story because...' 'At first Zacchaeus was...' 'Zacchaeus changed because...' 'It was a new start because...' - Do the children have experience of a new start in their life or their family? Would they like to share? Are there stories similar in any way to the one from the Bible?	I can recognise and talk about how Jesus' actions brought about change (MOST PUPILS). I can empathise with a character in the story, and respond sensitively (MANY PUPILS)	There are versions of this story in children's Bibles, and some songs about it, e.g. from 'Praise God with the Sticky Kids' (Sticky Music, Glasgow) <i>OURE Christianity RE Today services shows alternative ways of sharing the story of Zacchaeus.</i>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
What do Christians remember about the Holy Week and Easter Stories? What symbols and signs help them to remember?			
Become familiar with some of the major events of the Easter story. Begin to understand that Christians believe Jesus died and came back to life to give new life to his followers. To retell an outline of the Easter story. To identify and express feelings through role play, story and activity.	Sharing the Easter story together - You could read a version of the story, getting children to perform a set action when a particular name is mentioned e.g. stand up and throw a fishing line when Peter is mentioned. Do 'thumbs down' when Pilate is mentioned. This sets up consideration later of different people in the story. - Tell all the stories of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the nativity, even though pupils have only celebrated Christmas three months earlier!) - You might set up an Easter outdoor trail for pupils. From the following information choose ONE clue and ONE sentence or piece of the story; 1) The entry into Jerusalem (John 12:12–15; 2) Jesus asks his followers to remember him with bread and wine; 3) Jesus' betrayal and arrest at the Mount of Olives (Luke 22:47–53; 4) Jesus dies on the cross (Luke 23:26–56; 5) The empty tomb (Luke 24:1–12; 5) Jesus' appearance to Mary Magdalene and the disciples (John 20:11–23). - At each stop on the labyrinth, pupils should hear part of the story and touch and ask about the clue (an image, artefact or item from the story). Examples of clues; palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell or taste for the crucifixion. Use different strategies to get pupils familiar with the story (e.g. role play, freeze framing, diary entries for different characters, story-boarding, putting images in chronological order, retelling events, modelling symbol with Play Doh). - Count & order the different characters in the story. Have their names on flash cards to get the talking going. - Use a web based or filmed version of the story in pictures to go with the telling of the story. - Ask children to choose their favourite moment, the saddest moment, the most scary moment, to most dangerous moment and the moment that is most about new life. Responding to the story - Sequence pictures or simple sentences, or organise children to produce art works depicting the sequence of events in the Easter narrative or decorate some leaves for a tree with some key moments from the story. - Share the story & act out the suggested feelings of the character e.g. who might have felt these feelings? Can the children make the faces? Frightened, shocked, happy, surprised, tearful, excited, joyous, proud, thrilled, amazed. (Link to SEAL)	I can remember and talk about some of the events of the Easter story (MOST PUPILS). I can get involved in a group activity and share my work with other children (MOST PUPILS). I can make faces for different emotions, and guess the emotions other children express, suggesting what they mean (MANY PUPILS). I can retell an outline of the Easter story myself (MANY PUPILS).	Literacy: Sequence pictures to tell the Easter story Write words and phrases Speaking & Listening links

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
Which characters were involved in the Easter story? What happened? Can you link some symbols to the stories?			
That there were many characters involved in the story who each had their part to play. That the story is about the death of Jesus and the Empty Tomb, the beginning of Christianity.	The Easter story in 5 scenes Give each pupil a 5 page booklet to make 5 drawings in. You could pre-print simple outlines of the story onto facing pages, and get pupils to draw their own story book for Easter - Listen to the Palm Sunday story: Jesus is welcomed by excited crowds, riding a young donkey. Talk about how people felt, why people loved Jesus, what the occasion was like. Luke 19:28-40 - Read / tell the story of Jesus and the money changers in the Temple. Talk about what makes us angry, and why this made Jesus angry. Did it help Jesus to make friends, or make enemies? Luke 19: 45-48. Is it sometimes OK to be angry? - Next, take the story of Jesus' last supper with his disciples. Children might look at bread and wine, and spend a two minute time of silence thinking about the story and its meaning. Luke 22: 1-23. - The fourth part of the story is the crucifixion of Jesus. Use some carefully chosen images to talk about this. The story is well told in the BBC's video version for this age group – see resources section above. Talk about the people who cried, and times when we cry. - The story of the Empty Tomb brings a happy ending to the story. Talk about why Christians believe in heaven and life after death. Connecting 6 pictures to the story - Look at the 6 simple pictures on the final page of this unit. Ask children to work out how each one is connected to the stories of Holy week and Easter. Can they put them in the right order? In some ways the pictures are all reminders – or symbols – what does each one remind Christian people about? Press for deeper answers to this question by giving children time to think.	I can say how some of the characters might have felt (MOST PUPILS). I can express feelings from the story sensitively (MANY PUPILS). I can identify and sequence events from the story, retelling it myself (MANY PUPILS).	This approach can be linked to a week's work in the literacy strategy on narrative, enabling children to prepare recounts.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
How can we retell the Easter stories in an interesting way? How can we show the story is about new life?			
To enjoy play and thinking about the story To develop their creative skills while working with others To use the Easter story as an opportunity for thinking about new life.	Getting creative with the story and the symbols - Set up some creative activities linked to these characters. Use the artefacts of Easter (these may be borrowed from, or seen at a local church, or use pictures from an artefacts web site, or drawn by pupils) and get children to create some of their own. - These could include a lego Easter, or a play dough Easter, or a finger puppets play activity, or one based on drawing round the children in suitable poses for Palm Sunday, the argument with the money changers or the Empty Tomb on large sheets of paper and then painting them for a wall display. Make the creative work as exciting as possible, keeping the focus on new life. - All children might look at signs of new life in nature: bulbs, buds, leaves, flowers, baby animals, eggs and chicks. Give them a green leaf outline and ask them to choose what signs of new life they want to put on the leaf. Hang all the leaves the class makes on a 'tree of new life' Choosing symbols of new life - Ask pupils to choose the three symbol for new life they think are best from a list – or even better from a collection of objects and artefacts. Choices can include: rabbit / hen's egg / chick / bar of chocolate / daffodil / flower bulb / snowdrop / 'Congratulations on a new Baby' card / seed / leaf / chocolate egg.	I can recount an outline of part of the story working with other children (MOST PUPILS). I can use my creative talents to show the outline of the story (MANY PUPILS).	It's important for RE to make space for the child's imagination, to flourish. This lesson tries to do so. This learning has natural links with the expressive arts curriculum and is a good basis for some themed learning across the curriculum.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
How do Christians celebrate Easter? Is Easter a festival of new life?			
What do people do on a special day such as Easter Sunday? To know that Easter is a Christian celebration of Jesus' resurrection To think about what Christians believe about heaven	Easter as a festival of new life ▪ Talk about how we celebrate a special occasion. In Circle Time, discuss children's experiences of celebration. Ask questions such as, 'What do you like about birthdays?' 'Are there any other special days in your family?' 'How do celebrations make us feel?' Pupils could collect emotional words for the 'best day of the year' and contrast them with some for an ordinary day or a sad day. ▪ We often do the same things in celebrating a festival. Think about food, drink, gifts, cards, words to say, music, events, company and other aspects of celebrating. ▪ Find out about how churches celebrate different parts of Holy Week, eg. Palm Sunday crosses; Good Friday (church services, hot cross buns, stations of the cross); Easter Sunday (joyful songs, decorating cross in church, giving and eating eggs). Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations. ▪ Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs. Children could draw onto 2 sides of a card egg shape a scene from Good Friday and one from Easter Sunday. This makes a good display idea. ▪ Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy. ▪ Talk about Easter being a special event to celebrate Jesus rising from the grave for Christians. Use artefacts, video or pictures to show what happens in Church for Easter. Talk about the turn around in the story: hot crossed buns are symbols for 'Good Friday', a reminder of the cross, but the symbols of Easter Sunday are all about new life. ▪ Listen to some of the music of Easter and talk about the feelings that go with it. ▪ Teach the children that Easter is a sign of Christians that when people die, they live again in heaven with God. Invite the children to ask all the questions about this that they possibly can. Record the questions, and talk about why some of them cannot be answered. ▪ Extension: What do the children think God would say to answer their questions?	I can tell someone how my family celebrate special days in our home (MOST PUPILS) I can talk about thoughts and feelings I have when I am celebrating a special day (MANY PUPILS). I can say three things that make Easter a special day for Christians (MANY PUPILS). I can make lists of the things that make a good celebration (SOME PUPILS).	Note that the Buddha's birthday is celebrated, and the birthday of Guru Nanak is a special day for Sikhs, and many Muslims celebrate the Prophet Muhammad's birthday (PBUH) Note that the focus in this work is on the figure of Jesus, not on the 'commercial' celebrations or just lots of chocolate eggs. Note that the topics of death and heaven are sensitive and may touch particular experiences in some children's lives. This is a reason to teach sensitively, but not a reason to avoid the topic: children do need to talk and think about life's end for themselves.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	Impacts: learning outcomes	Points to note
What did you learn about what matters to Christians at Holy Week and Easter? What did you learn about new life?			
To understand that Easter is about new life. To think about the fact that we all need fresh starts sometimes.	What really matters at Easter? For Christians, the meaning of the stories of Easter includes the hope for life after death in which Christians believe and the idea that love can conquer death. These hard concepts are the background to this final lesson. ▪ In circle time, set up a table of 6 to 10 artefacts, including Easter ones such as hot crossed buns, chocolate eggs and rabbits, crosses, painted eggs, an image of an Easter garden, fresh flowers, an Easter card and others similar. Invite children to choose 3 artefacts (or pictures) that matter most to Christians, including at least one that they think is a sign of new life, from the table and say why I chose them. You might also include some others that are nothing to do with Easter. ▪ Ask pupils to use a template – a big circle divided into 3 is good – and choose three drawings or images of what really matters at Easter. Ask them to include one that is a sign of new life. ▪ Give time to make this a beautiful piece of work, something they can be proud of. Link to the art curriculum. In small groups, children speak and listen about these pieces of work. ▪ Talk in circle time about the words ‘sorry’ and ‘forgive’. Why are these important words. In the story, there are lots of people who should have not done the things they did. Tell children about what Jesus said when he was crucified: ‘Father, forgive them, they don’t know what they are doing’ When someone forgives you, then you can make a fresh start. ▪ To conclude, making links with the things that matter to Christians at Easter, present artefacts of pictures of things that sum up the work: show pupils pictures of the crown of thorns, the cross, the empty tomb, the disciples rejoicing, or the bread and wine of Holy Communion / Eucharist. Talk about the significance of these things. ▪ Ask the children to write well about Easter at the end of the unit if this fits with your school wiring policy and practice. Connect to literacy work on recounts and self expression. You could ask pupils to do diary entries for some different characters in the story at particular moments. You could ask them to write descriptions of the meanings of three key objects / artefacts that express Christian belief in what matters about Holy Week and Easter.	I can talk about and draw some of the most important things in my life (MOST PUPILS). I can choose 3 artefacts (or pictures) that I think matter most to Christians from a table and say why I chose them (MANY PUPILS) I can say what I have learned about important things in Christian life (SOME PUPILS)	This late-in-the-unit session may appear challenging for 6-7 year olds, but it is at the heart of the RE learning, making connections between the beliefs and values of the Christian tradition and the human experiences and personal meanings the pupils find in celebration and story. Note that the topics of death and heaven are sensitive and may touch particular experiences in some children’s lives. This is a reason to teach sensitively, but not a reason to avoid the topic: children do need to talk and think about life’s end for themselves. Always teach the children that people have different beliefs about life after this life.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	Points to note
What have you learned about what matters to Christians at Easter? What have you learned about new life?			
To understand that Easter is about new life, saying sorry and hope. To think about the fact that we all need fresh starts sometimes.	Set up a 'labyrinth' in the church or school hall. These activities are designed to allow pupils to reflect on what the Easter story means for Christians and what significance the themes of Easter; feeling sorrowful, suffering and hope or new life have for them. Set each of the activities up around the space. Place a piece of Art and /or a retelling of the relevant part of the Easter story and guide the children around the Easter labyrinth in small groups, stopping at each of the stations and completing the activities below. Station 1: Saying Sorry Several people in the Easter story are sorry for things that they do. Can you remember why Peter felt sorry? What about Pilate? We want you to think of something you are sorry for, hold that thought in your head then take a tablet and pop it in the water with your thought, let it go, leave it behind you. <i>NB The tablets referred to are the tablets used for cleaning false teeth</i> Instructions - Children to sit in a small circle around the bowl of water - Ask them to close their eyes and think of something that they are sorry for - Tell them that they are going to each put a tablet into the water, the tablet represents their thought. - As the tablet dissolves this means that they are letting go of the thing they are sorry about, leaving it behind and moving on Each child does this in turn they can share their thoughts or not as they wish. Station 2: Suffering Remember the part of the story where Jesus suffers when he is hit, teased and put to death. He also suffers when he knows that one of his special friends betrays him and another denies him. Everyone's life has some sad times too. Instructions - Take one of the flower shapes and write the name of someone who is having a sad time at the moment. - Add a tissue centre to the flower - Stick it onto the large cross. - Take another flower shape and write down something you could do to help that person. Put this one in your pocket to take away. Station 3: Hope Remember the part of the story where Jesus' friends find the empty tomb and see that Jesus is alive again? For Christians the Easter story gives them hope that when they die they will go to live with God. Instructions - Take one of the leaves and finish the sentence "My hope for the future is. . ." - Thread a string through your leaf and tie the two ends together - Hang the leaf on the "tree of hope". Station 4: Reflection All pupils to come back together and do finger labyrinth together. As they trace the labyrinth, play quiet music and ask children to think about the three things they have done on their journey today; saying sorry, thinking of others and sharing hope. When you get to the middle, keep your finger there for a moment and listen to the music, enjoy feeling calm and pleased now that you have said sorry for something. Who are you going to tell about your Easter activities today? What are you going to tell them about? What are you going to do?	I can suggest some meanings for what I have learned about what is important about Easter for Christians (MANY PUPILS). I can talk about and reflect on the importance of hope and saying sorry in my life (MOST PUPILS). 	An example of a finger labyrinth. Children could design one of these using card, glue and string. The key to this is that it is a labyrinth with one path not a maze with many paths and dead ends. Many schools construct labyrinths in partnership with their local church. Members of the church can then be in charge of each station, telling the story and sharing what Easter means to them. Or look at the website of 'Prayer Spaces in Schools' for ideas.

Six symbols from the Easter Story © RE Today

