ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: R.E UNIT: Resurrection CONCEPT: Legacy YEAR:6

BIG QUESTION	**What difference does the resurrection make to Christians?**	
END OF UNIT OUTCOME	How does Narnia link to Christians beliefs about temptation, sin, forgiveness and Jesus?	
NC OBJECTIVES	• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Explain why some people find belief in the Resurrection makes sense and inspires them.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	Set up the pupils as detectives who have been set the task of discovering: **Why do Christians think Jesus was resurrected?** In order to come up with an answer the pupils have to work in role as detectives using some sources of evidence. - Share the key piece of evidence, a series of witness statements in Luke's Gospel. These describe the events three days after the death of Jesus by crucifixion. Remind pupils of the Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. - Split the class into five groups. Give each group part of the text to work with (vs 1–8, 9–12, 13–27, 28–35, 36–49). Ask them to: 1. Create and perform a written drama of their part of the narrative including characters, key lines in the script and stage directions or hot seat. As a class, share what evidence they have discovered to suggest Jesus was resurrected. - Mark the points in the text that Christians would use as evidence. Which questions do the passages raise for pupils?	
RICH TASKS	Annotate key question to identify prior knowledge. **Why do Christians think Jesus was resurrected?**	
2	Share five pieces of art showing the life of Jesus. Ask pupils to match them to five core Christian concepts and the piece of the story. Note that there will not be a simple one-to-one match — good art will have many connections!	
RICH TASKS	Read each section of the story to go with each photo. Get children to go and stand by the image that they think represents the text. Get children to choose the key concept that matches too.	Powerpoint of images Sections of story Key concepts

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	Children to write a gallery description of one of the pieces of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope.	
3	Look at a hymn or a song that is often sung on Good Friday and compare it to a song or hymn that is sung on Easter Sunday (see Resources). • An example of a Good Friday hymn: 'When I Survey the Wondrous Cross' or 'And Can it Be?'. • An example of an Easter Sunday hymn is 'Thine be the Glory' or 'Christ the Lord is Risen Today'. • A more contemporary song moving from Good Friday to Easter Sunday is 'Man of Sorrows' by Hillsong United.	www.worshipworkshop.org.uk/songs-and-hymns/ www.youtube.com/watch?v=s7ZJ5D5q54g.
RICH TASKS	Ask pupils to search for any evidence they can find for beliefs about the death and resurrection of Jesus in these songs. Ask pupils to list what these songs say about the meaning of Jesus' death and resurrection. They should make links with the idea of Jesus 'saving' people by defeating death. Children to create their own song inspired by the themes that they have found from the songs above. Can they make theirs link to the 'saviour' theme?	
4	• 'A man who was completely innocent, offered himself as a sacrifice for the good of others, including his enemies, and became the ransom of the world. It was a perfect act.' (Gandhi) • ' A man who was merely a man and said the sort of things Jesus said would not be a great moral teacher. He would either be a lunatic — on the level with the man who says he is a poached egg — or else he would be the Devil of Hell. You must make your choice. Either this man was, and is, the Son of God, or else a madman or something worse.' (CS Lewis) • 'Don't kid yourself that you're going to live again after you're dead; you're not. Make the most of the one life you've got. Live it to the full.' (Richard Dawkins) • 'And if Christ has not been raised, then your faith has nothing to it; you are still guilty of your sins.' (Paul in 1 Corinthians 15:17, New Century Version)	
RICH TASKS	**Conduct a silent debate** red pen for questions, blue pen for explaining other pupils' comments further, green pens for challenging comments. Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might	

	make to them (for example, inequality — wealth and poverty — illness, loneliness, injustice).	
5	Revision of key knowledge Links with Aslan from LWW and Easter: • Explore temptation through Edmund's betrayal ch. 4 'Turkish Delight'. Link to story of Jesus tempted in the desert. (Matthew 4:1-11) • Introduce the idea of allegory. It's important to note that CS Lewis spoke of Narnia as being allegorical (it contains allegory), but not an allegory • Contrast good and bad about snow, water, money, winter. Christians believe in hope and change. (Luke 8:22-25 Changing from storm to calm) • Consider how spring symbolises change in Narnia. • List 'evil' characters in stories/films. Read account of the White Witch meeting Edmund Ch.4. Make a list of the characteristics of the serpent from Genesis 3:1-7 & compare with earlier list. • Read ch.13-15 from The Lion, the Witch and the Wardrobe. Discuss who is represented by: Aslan, the White Witch, the children, Mr Tumnus	
END OF UNIT OUTCOME	How does Narnia link to Christians beliefs about temptation, sin, forgiveness and Jesus?	

The script

As C.S. Lewis wrote his stories about talking animals in the magical land of Narnia, Bible stories gave him new ideas about what could happen there. It was a different place, but it was still part of a Christian way of looking at the universe. I wonder if you can see how the world of Narnia connects with how Christians see the world.

In the world of Narnia, a good lion named Aslan created Narnia to be an amazing beautiful place. *(Place the lion in the Narnia circle at the top.)*

In our world, Christians believe that God created the world to be an amazing beautiful place too. *(Place a model globe in the 'Christian' circle at the top. Connect the lion and globe across the two circles with the word 'Creator'.)*

In Narnia, there was also a bad person called the White Witch. She tricked people and made them do bad things, which spoiled Narnia, because she wanted to be in charge. *(Place a wand in the Narnia circle.)*

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In our world, Christians believe that when the world was first made it was perfect, but then things went wrong – in the story of Adam and Eve in the Bible, Eve ate some forbidden fruit, and things were spoiled. *(Place an apple in the Christian circle. Connect the wand and apple with the word 'Spoiled'.)*

Lots of things happened in Narnia that weren't good – a boy called Edmund was nearly killed for turning against his friends, but Aslan took his place and was put on a Stone Table and killed to save him. *(Add a model stone table to Narnia.)*

Christians believe that Jesus died on a cross to save people and to rescue the world from the horrible things that spoil their lives. *(Add a cross or crucifix to the Christian world. Connect the stone table and cross with the word 'Rescue'.)*

In Narnia, because Aslan died, the White Witch's spell was broken, and he came back to life. *(Add a broken wand to Narnia.)*

Christians believe that because Jesus died and came back to life, things were put right and could become clean again. *(Add soap to the Christian world. Connect the broken wand and soap with the word 'Cleaning'.)*

There are other Narnia stories, all full of exciting adventures. *(Place 'The Last Battle' in the bottom circle.)*