ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: RE **UNIT: Salvation** **CONCEPT: Conflict** **YEAR: 5**

BIG QUESTION	In what ways have people shown sacrifice in their lives?	
END OF UNIT OUTCOME	Choose a person and explain how they have shown sacrifice during their life	
OBJECTIVES	• Outline the timeline of the 'big story' of the bible, explaining how incarnation and salvation fit within it • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion. • Explain what Christians mean when they say that Jesus' death was a sacrifice • Suggest meanings for narratives of Jesus' death/resurrection, comparing their • ideas with ways in which Christians interpret these texts. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.	
RICH TASKS	Annotate key question to identify prior knowledge along with frieze panel. Give pupils artworks depicting the last days of Jesus' life. Ask them to identify the events, matching them up with Biblical texts, can we put them in the correct order? Can they recreate a still picture of their text? Take picture to add to book – can we annotate with response to key questions. What moment does it show, how do the people feel, who do they identify with, what is the key message of the section?	
2	The Gospels give accounts of Jesus' death and resurrection.	
RICH TASKS	Discuss 'who was responsible for |Jesus' death? B/S the people involved. Use	

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	responsibility pies to illustrate their ideas. Why did Jesus die?	
3	The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.	
RICH TASKS	Discuss the idea that Jesus died to save people — to rescue them from their sins and to bring them back to God. They explain this in terms of Jesus' death being a sacrifice, giving his life for others, for example, by taking the punishment for sin. Explore this idea by reading scenarios on RS1 – children to annotate large sugar paper with their responses. Explain in what way Joshua has sacrificed himself. Point out that Joshua is the modern version of Jesus' name, which is Yeshua in Aramaic, the language Jesus spoke. Yeshua means 'he saves'. Explore the information on RS4 and then draw a symbol of something they would like forgiven on a piece of paper before putting it in the prayer bucket. What have we learnt Jess has done to save humans?	
4	Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).	
RICH TASKS	Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Communion. Watch clips to illustrate and discuss why Christians celebrate Communion, what the bread and wine represent, how Christians share bread and wine, and what this ceremony means. Explore symbolism of the bread and wine. These were part of the Passover meal, but symbolise Jesus' body and blood. Look at relevant Eucharistic prayers to link with	

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	the idea of Jesus as a sacrifice. Watch clip of Roman Catholic mass and discuss change of mood. Christians believe that Jesus' death was not the end, and that he was resurrected on the Sunday, so Eucharist is also a celebration. Discuss 'symbol' and which symbols are used in Communion. Create a new symbol is show communion	
5	Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	
RICH TASKS	Explore MLK quote: If a man has not discovered something that he will die for, he isn't fit to live. How far do you agree? What sacrifices would you be prepared to make? Explore different scenarios such as: to help someone in need, would you give up lunch, a toy, money, hours of hard work or a kidney for transplant? Discuss what a martyr is and explore PowerPoint of 20th century martyrs – who sacrificed the most in your opinion?	
6	Revision of key knowledge	
END OF UNIT OUTCOME	Choose a person and explain how they have shown sacrifice during their life I wonder…how sacrifice has been shown?	