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| **Unit 5.4 Why do Christians believe that Easter is a celebration of Victory?** **Suggested number of hours 5** |
| **Christian Concepts**God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God |
| **The aim of this unit is to:** * explore the Easter story from the perspective of it being the story of Christ’s triumph and victory over death.
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| **Christian Values**FaithHopeServiceJoy |
| **Key Skills**Interpret Reflect Analyse |
| **Key Questions** * Why do Christians believe that Easter is a celebration of victory?
* In what ways is Christ’s death and resurrection a victory?
* What is Jesus victorious over and why?
* How does his victory affect us today?
* What did Jesus do to save human beings?
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| **Key Vocabulary** Victory, triumph, resurrection, sacrifice, salvation and redeemer. |
| **Key Experiences**Looking at the imagery and words of Easter hymns and songs.Reading and discussing the story of *The Lion, the Witch and the Wardrobe* by CS Lewis.  |
| **Link to Understanding Christianity** Understanding Christianity Unit 2B.6 (Year 5) What did Jesus do to save human beings? |
| **To Begin with** Write the word ‘victory’ on the board and ask pupils what comes to mind when they hear and read that word. *Create a mind map of their ideas.*What does having the victory mean? How does it feel to be victorious? What does it mean to be victorious? Do you have to win to be victorious? Are winning and victory the same thing?*Discuss and record in your class RE Scrapbook.* |

**Explore the Text**

Jesus’ death and resurrection reconciles the relationship between God and people that was broken at the fall. (Genesis).
Read several different accounts of the Easter Story in picture books. See how they compare to the accounts recorded in the Gospels. What words are used to describe Christ’s triumph over death?
Matthew 28:1-10, Mark 16, Luke 24:1-12, John 20:1-9

Easter Angels by Bob Hartman ISBN 9780745944203 retells the story emphasising through words and pictures Jesus’ victory.

Consider the following

How would Jesus’ victory be communicated to the world if the first Easter Sunday was today?

What would the newspapers print? Would there be photographs? Create some!

What would the newsreaders say? Who would be interviewing the disciples?

Would Mary send a text? What would it say?

Would the disciples tweet the news? What would they tweet?

Would the news be on a Facebook page?

Can the children think of more questions?

Use literacy skills and imagination to answer these questions.

*Record individually*

**Discover the impact**Read the story, *The Lion, the Witch and the Wardrobe* by C. S. Lewis or use clips from the film. Allow the children to draw their own comparisons between the novel and the Easter Story/Christian beliefs. There is a wealth of material in the book about relationships, forgiveness, self-sacrifice, good conquering evil, temptation, courage, and generosity, the fulfilment of prophecy, death and resurrection. All of which can be linked to parts of the Easter story and so the film clips make a good starting point for discussions on these big topics. It is the themes, imagery and concepts that join the story not the characters, e.g. Edmund is not Judas he is a boy behaving in a similar way. The children fulfil the ancient prophesy as does Jesus, but what does that mean?
Aslan gives his life for another and he is brought back to life which of course makes you think of Jesus but Aslan isn’t Jesus he has Jesus like qualities.

Ask a member of the clergy, or more than one if possible, to come into school and talk about how the celebrations in church over Eastertide speak of Christ’s victory. (Easter Eve – vigil of light, Dawn services, flowers, gold and white vestments, the liturgy).

*Record in the class RE scrapbook*

Use the words and imagery of Easter hymns and worship songs to identify what Christians believe about Jesus’ death and resurrection, the power of it, the results of it, the truth of it and the purpose of it.

Put the words of a hymn such as ‘Thine be the Glory’ in the centre of a large sheet of paper. The children can write notes and ideas around it like a mind map. Do the same for the lyrics of songs such as ‘Saviour of the world’ by Ben Cantelon or ‘Mighty to save’ by Ben Fielding and Reuben Morgan*.*

*Work in groups and record in class RE Scrapbook*

Look at a wide variety of pieces of art work depicting the Easter story including The Crucifixion by John Reilly and The Resurrection by John Reilly, which can be found at [www.isleofwightart.com](http://www.isleofwightart.com). In what way does the art work reflect Christ’s victory, e.g. in the content, colour, shape, space? Pupils could choose a piece of artwork that they particularly feel expresses Jesus victory and explain why. *Record individually*

Create abstract art celebrating the resurrection of Christ. Illustrating verses or lines of hymns or songs could be a starting point for ideas. Create a display for the wall.
*Don’t forget to take photos.*

**Make the Connection**

Watch clips of sporting programmes showing the reaction of the winner, the victorious ones, or are they? Do you always have to be first to be a victor? Many athletes hope to win, but they also strive to beat their personal best (PB) and so, even if they come 3rd or 4th , if it is their personal best they have been victorious. Discuss the reactions and the preparation, training, energy and effort the sporting heroes have experienced in order to be victorious.

Think about other goals, great or small, that people achieve. Raising funds for charities, protests to prevent a road being built through a conservation area, climbing a mountain, campaigning for justice, being on TV, writing a book, learning to drive, writing your own name, tying your shoelaces or riding a bike. Include overcoming fear and disabilities.

Ask the pupils about their own experiences of victory.

Have the children ever experienced being victorious?

Do they know anyone who has been victorious over something?

Where? When? How? Connect Christian values to the victory e.g. perseverance, justice, courage, friendship etc.
*Record Individually*

In groups or as a class create a collage of ‘victory’ and include words (as well as pictures) that describe the feelings of accomplishment and victory.

Write poetry that combines the earlier discussion about the children’s experiences of victory and Jesus’ victory at Easter.
*Record Individually*

**Dive Deeper**

There are of course victories connected with war. Instead of discussing the victors of the war overall, look at the stories of people who did incredible acts of selfless bravery and saved the lives of those around them during the battle. Surely they are victorious? For example Desmond Doss, a Christian combat medic who was awarded the congressional medal of honour for saving the lives of 75 men. He was a conscientious objector and never carried a gun.

Noel Chavasse a British medical doctor, also a Christian, was awarded the Victoria Cross twice.

The suffragettes, after a great struggle, won the right for women to vote. Was this a victory?

You could discuss scientific and medical discoveries, great inventions and people who were the first to do something. How do these victories compare to Jesus victory? How does/has Jesus’ victory inspired some of these people? Even if you are not a Christian would it be possible to be inspired by Jesus?
*Record in your class RE scrapbook*

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| **By the end of this unit pupils will know that:** |
| **🟂** | we (Christians) believe that Christ’s resurrection is a victory over death and talk about it with understanding. |
| **🟅** | we (Christians) believe that the death and resurrection of Jesus restored the relationship between God and people. |
| **🟅** | the Easter story is at the very heart of Christian belief. |
| **By the end of this unit pupils are expected to be able to:**  |
| **◼** | retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. |
| **◼** | talk about and describe feelings in relation to situations of victory; make links between people’s values and commitments and their attitudes and behaviour with regard to situations of victory. |
| **🟅** | ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. |
| **🟅** | describe the impact of belief in the Easter story on a person’s life. |

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| **I know:**  |  |  |
| we believe that Christ’s resurrection is a victory over death. |  |  |
| we believe that Easter is the key event in God’s salvation plan. |  |  |
| we believe Jesus’ death and resurrection mended the relationship between God and people. |  |  |
| **I can:**  |  |  |
| retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians. |  |  |
| ask important questions about Christian belief.  |  |  |
| talk about and describe feelings in relation to situations of victory. |  |  |
| make links between people’s values and commitments and their attitudes and behaviour with regard to situations of victory. |  |  |
| reflect thoughtfully on the answers to big questions about Jesus’ death and resurrection. |  |  |
| explain why Christians believe Jesus’ death and resurrection are a victory. |  |  |
| explain the impact of believing in Jesus’ death and resurrection on a person’s life. |  |  |

**Resources**

***Reflection and Response CD***

***Crown of Thorns***

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What can you see?
Where is this sculpture?
What does it represent?
Why was Jesus given a crown of thorns?
This sculpture is called the ‘Corona’ it hangs above the altar.
Is that a good place for it? Why?
In what ways is this crown a symbol of Christ’s victory?

***Jesus Victorious***

Look carefully and discuss this picture. What do you notice?
What do you find interesting? Is this before or after the resurrection?
How do you know?
Do you recognise the word NIKA or a similar word?
Where have you seen it before? NIKA means victory/victorious. NIKE was the Greek Goddess of victory. Why is Jesus victorious?
What/who has he been victorious over?

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***The full resources can be found on the Reflection and Response CD***