**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**SUMMER FIRST HALF TERM**

**YEAR 3**

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| UNIT | EXPECTATION | OUR UNDERSTANDING |
| 3.5 Celebrating Easter and Pentecost | **Ask and respond to questions about the feelings of Jesus’ friends before and after Easter and Pentecost** | Both the old PB p. 62-65 and new PB pp. 70-73 begin with the theme of new life, relating it first to the new life that spring brings and then to the “coming to life again” of Jesus at the resurrection.  Both PBs then link this to the Church’s celebration of Easter in Church with a brief look at the Easter Vigil and a focus on the Paschal candle, reminding pupils of the importance of light for Christians as a symbol for Jesus who is the ‘Light of the World’.  **Ask and respond to questions about the feelings of Jesus’ friends before and after Easter**  However, pupils may need to take a step back when they begin this unit to be reminded of Good Friday, particularly if this was not covered before the Easter holiday. Read the story of the death of Jesus from either Luke 23:26-49 or Luke 23:44-49 (Good News version). Pupils could watch the clip on the death of Jesus from *The Miracle Maker* <https://vimeo.com/404287245>  (108.27 – 114) to remind them of the event and its emotional impact.  Ask pupils how the friends of Jesus must have felt as they watched (from a distance) Jesus dying on the cross. Pupils can record their ideas on an emotions chart (see resources)  Next, have a selection of crucifixes (a crucifix always has the figure of Jesus on it or within it, while a cross is the shape without a figure of Jesus) or use the ‘Crucifix Images’ sheet (see resources) and give pupils the images and ask them to look carefully at them in small groups explaining that a crucifix focuses on the suffering and death of Jesus on Good Friday.  Give each small group a recording sheet and ask pupils to note down any wonderings, any questions they have. Next, ask individual pupils to choose a crucifix they like the best and say why they like it and what they think this crucifix shows (beliefs as well as emotions) – pupils may want to cut out or take away if there are enough to stick in their exercise book.  Have a circle time feedback on any wonderings or questions they have and what their favourite is and what it shows.  Following this feedback, ask pupils to think about the name of the day Jesus died. If it is so bad, why is it called Good Friday?  Give pupils the text of John 3:16 (Good News version) “*For God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life.*” Ask pupils to think what “he gave his only Son” means and ask pupils to think what “everyone … may not die” means. Does it mean those who believe in Jesus won’t ever die? What is “eternal life”?  At this point, if you have ***Opening Up Easter*** pp. 12-15 from RE Today you could ask pupils to complete the activity on ‘Grubby Grub’ see p.13 and 15. This activity uses story to explore the idea of life after death.  Pupils can now rejoin the work in the old PB p. 63 and new PB p. 71.  The PBs link the new life that spring brings to the resurrection by saying “*At Easter, the Church celebrates a very special feast about coming to life again – the resurrection of Jesus … Even though Jesus suffered and died on the cross, his resurrection shows that God’s power is greater than death. God raised Jesus from death to new life*!”  The PB then briefly focuses on the symbol of light by a look at the Paschal candle and the prayer used when it is lit at the Easter Vigil:  “*May the light of Christ, rising in glory, dispel the darkness of our hearts and minds.*”  Jesus, ‘the Light of the World’. Alongside activity 2 a-c on p. 64 of the old PB and p. 73 of the new PB give pupils this painting of Elizabeth Wang, the image of a torch and the Paschal candle and ask them what connects them together.  Ask pupils:  How does a candle or torch dispel (it pushes or chases away, lights up) darkness?  How does the painting show Jesus dispelling darkness?  How is a torch useful? (it can show us the way to go, it can show us what we are looking for)  What else does the picture show us about Jesus? (He is a light because he shows us the way to live – to live in the light. He holds our hand and leads us – see lyrics of hymn ‘Walk with me O my Lord’ - “*Walk with me O my Lord, through darkest night and brightest day, be at my side O Lord hold my hand and guide me on my way”*)  How did Jesus bring goodness (light) to others? Can you give me some examples? (Teaching about God, forgiving people, his miracles etc.)  How can you let your light shine – be a light to others?  Elizabeth Wang Even in the darkness of out sufferings Jesus is close to us  painting - Even in the darkness of out sufferings Jesus is close to us  print for saleA-Torch TC-07 1600 Lumens Dive Light - Divein2Scuba | Scuba & Spearfishing  SUPERSTORE Australia  There are now further opportunities for you to focus on the symbolism of light. Light in Christianity, as in other faiths, is a symbol of the victory of good over evil. Goodness and God (both words have the same root) are associated with light (see 1 John 1:5) and Jesus is called the Light of the World. God or Jesus is often pictured in the colour ‘white’ – ask why white is used for God or Jesus? (See the *Transfiguration* in Mark 9:2-3). Evil – *or not living as God wants* - is associated with darkness.  You could prepare in advance two small weeds or plants– one that you look after and one that you have left in total darkness. The one in the dark will wither and die. ***We need light to live and Christians believe we need God to help us live in the right way***.  You could focus on bringing out how *darkness* is associated *with not doing what God wants*. Show pupils this picture of the *Parable of the Lost Son* (Forgiving Father / Prodigal Son). Read the story either from Luke 15:11-32 (Good News version) or a bible story book.  cid:8b741a62-7e22-46d4-ba12-2ec56be7159d  Ask pupils Who’s who in the picture?  Which part of the parable does the picture show?  The picture is in two halves: what does each half show?  Ask pupils how the artist tells us that the way the younger (lost) son was living was not the way God wants us to live? (the use of darkness)  Ask pupils which title would be a good title for this picture: “We need God” or “Walk in the Light”? Which is best and why?  **[***For the teacher*: this picture is quite rich in symbolism. There is an image of a rising sun on the horizon at the end of the road. This links to Mark’s story of the resurrection - the empty tomb. When the Sabbath was over (Sunday morning) the women went to the tomb to anoint the body for a proper burial – there hadn’t been time for such a ritual when Jesus died on the Friday because the Sabbath was beginning. At Mark 16:2 the text says, “*Very early on Sunday morning,* ***at sunrise****, they went to the tomb*.” So the picture points to the resurrection of Jesus and the Christian belief that through his resurrection from the dead Jesus brings reconciliation by the forgiveness of all - he “takes away the sins of the world”.  The contrast in the picture between left and right and darkness and light: the right hand side of the picture is bathed in light – the light of Christ – so it echoes Jesus is the Light of the World which is why the question, ‘Why might ‘Walk in the Light’ be a good title for this picture? The title “We need God” might also be a good title in the sense that without light we can’t see the way ahead and without God we get lost – like the young son – we need God to show us the way to live.  Another symbol is how the brightly lit *road is in the shape of a cross,* showing again the symbolism that Jesus’ death and resurrection set us on the right path to God, because if *Jesus* is the *light of the world* then *he shows us the way to live*.  You may also interpret *the sun* as the *entrance to the empty tomb*. The yellow circular shape is the entrance with light coming from the tomb.**]**  Give pupils the prayer said when the Paschal candle is lit at the Easter Vigil:  “*May the light of Christ, rising in glory, dispel the darkness of our hearts and minds.*”  Ask pupils to draw their own image to represent this prayer which takes account of the learning so far – the contrasting structure of the picture of the parable of the Lost Son can be used as an example.  Next give trios of pupils a selection of stained glass window pictures of the resurrection of Jesus, for e.g.  C:\Users\chris.devanny\Documents\Course Material 2020-21\5.5 Life in the Risen Lord\WTL Resurrection Window.jpg Stained glass window. The Resurrection of Christ Stock Photo - Alamy CLUJ NAPOCA, ROMANIA - AUGUST 21, 2014: Jesus Christ Resurrection.. Stock  Photo, Picture And Royalty Free Image. Image 34018600. The Catholic Voice - an online publication of the Roman Catholic Diocese of  Oakland    Ask pupils to study the pictures.  Ask pupils: ‘Pick a picture and describe how it uses colour to show the resurrection of Jesus?  Now look at these two pictures:  C:\Users\chris.devanny\Documents\Course Material 2020-21\5.5 Life in the Risen Lord\WTL Resurrection Window.jpg The Catholic Voice - an online publication of the Roman Catholic Diocese of  Oakland  How is Jesus like a tree shape or plant? Why is Jesus shown like this? (image of the coming or growing of new life out of the tomb – the ground/earth )  Give pupils the image of an Easter cross full of flowers – some churches make Easter crosses like this for Easter Sunday:  Flowering of the Cross – Interrupting the Silence  Can pupils see a link between this cross and the image of Jesus in the stained glass windows?  Why is this cross full of flowers? – Easter is about NEW LIFE – it celebrates that God raised Jesus from death to new life! |
|  | **Describe some religious symbols of Easter** | Begin with a selection of typical images for Easter:  Easter: bunny, chicks, chocolate eggs, bonnets (see resources for images of Easter)  Ask pupils to suggest ideas for why these are images for Easter (beyond that they may have the word ‘Easter’ written on them): new life, spring time, Easter happens in spring time, Easter is a time for celebration – when we celebrate we give gifts and eat sweet food (chocolate).  Use the internet to gather images of a selection of Easter cards (see resources for ideas). Ask pupils to sort the cards identifying religious and non-religious cards. Pupils could use a Venn diagram on the table or floor because some pupils may want to place particular cards in the middle as both religious and non-religious – this may be the case for cards that focus on flowers or a garden – as in an Easter garden.  Pupils describe some religious symbols of Easter: a cross (maybe with flowers, or one draped with a cloth), Paschal candle, making an Easter garden, the use of the word ‘Alleluia’ (Praise the Lord) at Easter because it is not said in Lent. |
|  | **Make simple links between beliefs and worship giving at least two reasons for the use of the religious symbols of Easter (Paschal candle, Cross)** | Make links between 2 symbols used in Church at Easter and why they are used – select from the Paschal candle and an Easter cross.  **Paschal candle** – is a symbol for Christ Jesus. It is lit from a fire outside the Church on the Easter vigil. (See <https://www.youtube.com/watch?v=QmCRYnBDjlY>  for a short (2.53) clip of the lighting of the Paschal candle from a fire.)  As it is lit the prayer “*May the light of Christ, rising in glory, dispel the darkness of our hearts and minds*” is said. People enter the church with their own small candle (as shown)  CARDBOARD DRIP PROTECTORS for Candles - Pack of 200, Christianity - £12.99  | PicClick UK  and the priest lights his small candle from the Paschal candle and then everyone else’s candle is lit too. The church gradually fills with LIGHT (see <https://www.youtube.com/watch?v=8D-1VX2rM4E>  for a short clip [first 3 minutes] of a church in darkness gradually filling with light) – this symbolises the light of Christ overcoming the darkness because his rising to new life shows Jesus’ victory over death. As the new PB p. 80 has it “When Jesus rose from the dead, *joy* and *hope* came into the world because death is no longer the end of everything. Jesus’ resurrection gives us *hope* that when we die, God will raise us to new life. We believe we will live forever with Jesus in the kingdom of heaven.”  The ***Paschal candle*** is a   1. **symbol for Jesus** **who is the Light of the world**. As Jesus said in John 8:12 - “*I am the light of the world”* 2. We (Christians) call Jesus the Light of the world because we believe that if we follow Jesus we will live as God wants us to live as Jesus also said in John 8:12 *“Whoever follows me will have the light of life and will never walk in darkness.”* 3. We (Christians) believe that because Jesus rose from the dead **death isn’t the end** for us. **We have hope that we too will be raised to new life** and live with Jesus forever.   ***The Cross***: a cross usually draped with a white cloth (that represents the cloths Jesus was wrapped in when he was buried in the tomb) or a cross of flowers is displayed inside or outside the church at Easter  Why can't the date of Easter be fixed? - BBC News Flowering of the Cross – Interrupting the Silence  A cross like this (could also be a pure white cross) is displayed **to show our (Christian) faith that Jesus rose from the dead to new life**. ***The burial clothes are no longer needed*** – He is risen (Matthew 28:6 “*He is not here; he has been raised, just as he said. Come here and see the place where he was lying.”* And again in John’s gospel John 20:3-10 Peter “*went straight into the tomb. He saw the linen wrappings lying there* …” verse 6).  A cross is full of flowers to represent the new life that Jesus is now living because he rose from the dead. (John’s gospel tells us that Jesus was buried in a tomb that was ***in a garden*** Jn. 19:41 “*There was a garden in the place where Jesus was put to death, and in it was a new tomb where no one had ever been buried.*” – this is the source of Easter gardens and Easter crosses full of flowers.) |
|  | **Retell one of the appearance stories of Jesus, ensuring it is accurate in its sequence and detail.** | After the initial material about the resurrection and Easter Vigil the PBs present the story of Jesus’ appearance to two disciples on the road to Emmaus – “A walk with Jesus” - and the story of Doubting Thomas.  The retelling is based on hearing and reading the story from a Bible or more detailed bible story book. Pupils can be presented with the stories using different creative strategies before they give their own retell which should display the correct sequence of events and include details of characters and context. There are activities in the old PB p. 67 and 70-71 and the new PB p. 76 and 79 that support this expectation.  Pupils will also be able to complete the expectation **Ask and respond to questions about the feelings of Jesus’ friends before and after Easter** byfocusing on the emotions of the characters in the story and complete the Emotions Chart (see resources).  Provide pupils with opportunities to engage with artwork on these two stories:  http://christianityinpakistan.com/img/portfolio/7.jpg The doubt of St. Thomas by James He Qi | Art, Christian art, Modern  christian art  Stained glass ‘Doubting Thomas’ He Qi ‘Doubting Thomas’  Maryknoll Missioners on Twitter: "We are still in the octave of Easter. As  with Mary Magdalene, Peter, the disciples on the road to Emmaus, & doubting  Thomas, the reality of the Resurrection Doubting of Thomas by Stas Blinov on artnet  Stas Blinov ‘The Doubting of Thomas  Exhibitions « William James Reed - The Religious paintings « Work 5 «  International Art Centre Revised Common Lectionary~~Doubting Thomas edition – RevGalBlogPals  William James Reed, ‘Doubting Thomas’ MafaJesus ‘Doubting Thomas  44 The-Road-to-Emmaus Limited Edition RCL: The Road Home – RevGalBlogPals  He Qi ‘The Road to Emmaus’ MafaJesus ‘Emmaus’  Audio guide BRERA - Supper At Emmaus - Caravaggio - Tour Guide | MyWoWo https://upload.wikimedia.org/wikipedia/commons/thumb/a/a6/Rembrandt_Harmensz._van_Rijn_023.jpg/800px-Rembrandt_Harmensz._van_Rijn_023.jpg  Caravaggio, Emmaus (1606) Rembrandt, ‘Visitors at Emmaus’  Pupils could pick a character from the Emmaus story and complete a ‘fishbone activity’ (see resources) concentrating on what the character would see, hear, touch, taste, smell, think and feel. Pupils can then write a senses poem that includes all fishbone aspects including thinking and feeling. |
|  | **Using one appearance story, say what it teaches us e.g. either Emmaus or Doubting Thomas** | **Emmaus**: pupils should be able to say *some* (not all) of the things below:   * Jesus turns our sadness to joy * Jesus brings us hope. * When things look bad for us God has a plan and brings good out of evil * **Jesus is always with us even though we can’t see him** * He is with us when we pray – we can talk to Jesus and he will listen to us * He is present in the bread and wine at Mass * He is with us when we read the Bible – with the Holy Spirit, Jesus helps us understand what the bible teaches * He is in every person we meet (see photo below and activities):   Je cherche ton visage | The Israel Museum, Jerusalem  *Je Cherche Ton Visage* (I search for your face) <https://www.imj.org.il/en/collections/308985>  Ask pupils: Who makes up the face of Jesus?  The artist has called the picture ‘I look for your face?’ Can you think why? - when we look at anyone we (should) see Jesus. Link this to 3(a) on p. 67 of the old PB: What do you think Jesus meant by these words “Whatever you do to my brothers and sisters, you do to me.” (Matthew 25:40) and 3 (b) on p. 67 Can you think of one way you can put these words of Jesus into practice today?  **Doubting Thomas**: pupils should be able to say that:   * It is the words of Jesus to Thomas that are really important “*You believe because you see me.* ***Happy are those who believe without seeing me****!”* (John 20: 24-29 Good News version). Pupils should be able to say why these words of Jesus are important to them today. |
|  | **Make simple links between the beliefs about Pentecost and how it can affect their behaviour, e.g. change in emotion and action**  **Ask and respond to questions about the thoughts/feelings of Jesus’ friends before and after Pentecost** | The expectation does not include the material in the new PB on the Ascension of Jesus. However, if following the new PB, it is important to cover the material on pp. 81-82 because it includes *two important promises of Jesus*: that the **Holy Spirit** will   * Give the friends of Jesus the **courage** to tell all people about Jesus * Help the friends of Jesus **remember (and understand)** all that Jesus said.   [*For the teacher*: for context read John 14:25 and John 15:7, 12-13)  So the theme of this section on Pentecost is ‘**The Holy Spirit is our Helper’** or ‘**The Holy Spirit came to help’**  Prepare pupils for the story of Pentecost by having a story box with objects associated with the story from Acts 2:1-6, 22-23. In the sack put a fan (strong enough to create the noise of air blowing), a candle with flame (electric or a candle that you light), foreign language phrase books or dictionaries, a sign saying courage, a sign saying ‘understanding’ or an image for it, an energy bar or battery, a speech bubble, a world map or globe. Tell pupils they are all connected to the day the followers of Jesus grew from the friends of Jesus to 3000 people. Photographs of these objects could be placed on each group’s table and each group is asked what these things stand for – noting ideas for the objects. [*For the teacher*: a class mobile hanging for the ceiling can be made of the story props alongside a Holy Spirit display.]  Now tell the story of Pentecost from Acts 2:1-6, 22-23 (Good News version or a good bible story book). Review the pupils’ responses, their questions and puzzles etc. This story is ripe for creative retelling using the objects or photographs from the story box.  Pupils will be able to make simple links between the Holy Spirit’s help and how it changed (affected) the disciples’ behaviour (their thoughts/emotions and action). Pupils will also make a link to how the Holy Spirit can affect them. **Activities** 1 (a) – (b) and 2 on **p. 73 of the old PB** and **Activities** a-c on **p. 83, 84 and a and b on p. 85** **of the new PB** will support the completion of this expectation.  [*For the teacher*: the energy bar or battery is a key prop because if it is linked to courage and understanding it will bring out the way the Holy Spirit is the Helper. Without the power of the Spirit Christians can’t live as God wants nor can they tell everyone about Jesus – the power of the Holy Spirit gives the disciples and us courage and understanding.]  Use some artwork about Pentecost with the pupils:  Pentecost – Jesus Mafa – Godspacelight  Jesus Mafa, Pentecost Day  Ask pupils to make a list of words to show the thoughts/feelings of the disciples before and after Pentecost. *The PBs are helpful in showing that the disciples knew they should carry on the work of Jesus* ***but they didn’t know how to do it!*** (words pupils could be prompted to come up with include: unsure, uncertain, timid, lacking confidence, doubtful, undecided, hesitant)  Using the *left hand side* of the MafaJesus picture above, ask pupils in what way the picture shows the disciples were given **understanding** *of how to spread the good news of Jesus.* (The body language and the use of light of the Holy Spirit like a ‘*light bulb moment’* of understanding! –  School Open Days: how to find your light bulb moment | School Guide Blog Lightbulb Moment Clipart | Clip art, In this moment, Character  Using the Elizabeth Wang and Estella Louisa M. Canziana pictures ask pupils how their pictures show the **energy** of the Holy Spirit which was given to the disciples so that they *go out and tell people the good news about Jesus*  Radiant LightCanziani - On The Way e-zine  Elizabeth Wang, Pentecost Day Estella Louisa M. Canziana, Pentecost Day  Ask pupils to write a diary entry for a disciple who experienced Pentecost. Ensure they include thoughts/emotions, the change that took place, what the Holy Spirit did to them or for them |
|  | **Make a simple link between the symbols used for the Holy Spirit (fire and wind) and their meaning.** | Holy Spirit ComingCanziani - On The Way e-zine  He Qi Pentecost Day Estella Louisa M. Canziana, Pentecost Day  Give pupils the two pictures *above*.  Can you spot the symbol of fire in He Qi’s picture?  **Fire is a symbol for God – the Holy Spirit is God** [*For the teacher*: when we make the sign of the cross notice we say in the *name,* singular not plural, names] of the Father, and of the Son and of the Holy Spirit – one God know in 3 different ways.] In the story of Moses God appears to Moses as fire in the burning bush (Exodus 3:2).  God speaks to Moses from the burning bush : Christianity  **Fire is also a symbol for understanding** (‘seeing the light’ is the way we talk about gaining understanding or illumination ‘I see what you mean’.) [*For the teacher*: incidentally, the *fire in He Qi’s picture is in the form of (3) tongues* (of fire) because with understanding the Holy Spirit *also enables speech – to tell people about the good news of Jesus*. It is, at the same time in the form of a dove, another symbol for the Holy Spirit.]  Can you spot the symbol of the wind? (Estella’s picture)  **Wind is a symbol for the Holy Spirit**. The Holy Spirit is like the wind, it is present even if it can’t be seen. It symbolises life – **the Holy Spirit is life-giving**, it gives the disciples **energy** to go out and tell the whole world about Jesus.  [*For the teacher*: in the second creation story in Genesis 2:7 the man (Adam) was given life by God breathing into his nostrils ‘*life giving breath’*. The Hebrew word used for breath is ‘*Rûaħ*’ the same word in Hebrew for Spirit.] |
|  | **Express a preference on the Fruits of the Holy Spirit and show how they are expressed in their lives.** | This expectation can be met by using the activities in the old PB pp. 74-75 and new PB pp. 88-89.  The Holy Spirit brings good things into Christian’s lives. Just like a healthy tree that produces lots of good fruit those who are filled with the Holy Spirit show these good qualities in their lives.  Have a discussion about the meaning of each fruit. Ask pupils to give examples of when they have seen people (and themselves) showing these fruits, at home, school and in the wider world. There is scope for pupils to express these fruits in short dramas. Ask pupils to think how we can keep growing in these fruits. |