**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**SPRING SECOND HALF TERM**

**YEAR 4**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 4.4 Jesus the Saviour | **Make links between the beliefs that Jesus is truly man and truly God and Bible texts describing what the sources show** | The unit Jesus, the Saviour begins with the emphasis on the humanity and divinity of Jesus to show that Jesus is the perfect saviour. He is the perfect saviour because as a human person he has lived a human life and is acquainted with all the joys and sorrows that such a life brings – we know he understands us and we can trust in him - and as divine he has the power to save us and bring us to the fullness of life (John 10:10).  Both the old PB pp. 44-47 and new PB pp. 58-61 have ample material to meet this expectation. While pupils work through the *material the key to the expectation is that pupils will be able to match bible passages to Jesus as man and as God and say what they tell us about Jesus.*  For teachers who want to extend the basic learning: you could expand on when Jesus cleared the Temple (Mark 11:15-19 – page 47 of the old PB gives the reference as Luke 11:15-19 but this is wrong, it is Mark! ) and focus on the *anger Jesus expressed*. Jesus goes to the Temple the day after Palm Sunday – it corresponds to the Monday of Holy Week. Watch a clip from *The Greatest Story Ever Told* [www.youtube.com/watch?v=rUJVTdNSCTA](file:///C:\Users\chris.devanny\Documents\Course%20Material%202020-21\www.youtube.com\watch%3fv=rUJVTdNSCTA)  Use the painting of *The Angry Christ* by Lino Pontebon and the PDF Temple 1 on **Jesus Goes to the Temple** together with the PB.  To supplement the questions about the Cure of Jarius’ Daughter 9 (old PB p. 47 question 5 a and b) and the Cure of the Paralysed Man (new PB p. 60) teachers could look at the human and divine nature of Jesus by viewing clips from *The Miracle Maker* film the Cure of Jarius’ Daughter (<https://www.youtube.com/watch?v=_I1bG-s44Cw>) or the Cure of the Paralysed Man (<https://www.youtube.com/watch?v=7l5yFH64QhQ>) | Give examples from the life of Jesus that show he is a human person.  Give examples from the life of Jesus that show he is truly God.  What do we learn from these bible texts?  Why was Jesus angry in the Temple?  What did Jesus do to show his anger?  Was Jesus right to be angry?  Have you ever been angry?  How does Jesus show that he is truly God in the miracles he does?  What are sins?  Why do they need forgiving?  3rd Sunday of Lent: Rage Against Evil – Copiosa |
|  | **Retell a narrative that is accurate in its sequence and details e.g. one of Palm Sunday, Holy Thursday, Good Friday** | Pupils are invited in the old PB p. 57 question 2 and new PB p. 65 question 2 to *make a diary of the events of Holy Week.* This expectation requires pupils to retell at least ***one narrative*** from the many that happen so pupils can be asked for a more detailed diary for one of the events. For example, using the PB and Mark 11:1-11 from a bible pupils can retell the story of Palm Sunday giving accurate details and sequence. Pupils could also opt to retell the story of the Last Supper (Mark 14: 12-26) or the events of Gethsemane, Jesus’ arrest and Peter’s denial (Mark 14:32-50; 66-72). Peter’s denial does not feature in the old PB! *Peter’s denial is usually taken to have happened just before the dawn of Good Friday (the cockerel crowing) so can be added as an event of Holy Thursday night or the first event of Good Friday immediately in the text before the trial of Jesus by Pilate.* The new PB places Peter’s denial on Good Friday (see new PB p. 65 question 2) It is not expected that Year 4 will focus on the trials of Jesus. The main focus for a retelling of Good Friday is the death of Jesus (Mark 15:1-39) |  |
|  | **Ask and respond to questions about their own and others’ experiences and feelings in relation to questions of meaning and purpose** | *Palm Sunday*: The old PB pp. 52-53 (question 1) and new PB pp. 62-63 (‘Pause to discuss’ and question 1 a-b) have adequate material to meet this expectation for others’ experiences and feelings on the first Palm Sunday. In order to be able to meet this expectation for themselves (their own experiences and feelings) pupils can record their responses to question 2 a, b, c (old PB p. 53) and question 3 and 4 (new PB p. 63)  To expand the learning and to give some further ideas to pupils teachers can use the song ‘*Down to Earth’* from Fischy Music (<https://www.fischy.com/songs/down-to-earth-2/>) If teachers have **Big, Big Questions** from RE Today there is a CD and lyrics and activities to go with the song .  Another way of meeting this expectation is to look at the events of Holy Week from the perspective of Mary, Jesus’ mother. Pupils can complete activities and write a diary for her using three bible sources: Matthew 21:7-11; Luke 23:13-25, 32-48 and Luke 24:1-12. See Mary Holy Week worksheet. | How are the different characters in the story of picture feeling?  Why do they feel like that?  What might they be saying to each other?  What is happening in the picture? (Teachers can use the paintings mentioned in work on the Last Supper from Unit 4.3 if they were not used there)  What do you think Jesus’ friends (the disciples) were thinking when they heard Jesus’ words about the bread and wine?  How did Mary feel?  What was surprising about the events?  What do people think about her son?  Would Mary call the day Jesus died Good Friday? Why, why not?  What do you think about the story?  How does it make you feel? |
|  | **Describe some beliefs about Jesus from the events of Holy Week making links with bible texts e.g. the sort of king Jesus is (Palm Sunday); the gift of Holy Communion/Jesus giving his life for us/ Gethsemane and the belief in the importance of friendship and prayer (Holy Thursday); the importance of forgiveness / how Jesus’ death brings us close to God again (Good Friday)** | This expectation does not require any retelling of events, but this expectation could be used as a follow up to the retell the pupils choose to do. Pupils should choose **one** day of Holy Week to meet this expectation:  **Palm Sunday**: the main thing that is hinted at in the PB is that Jesus was greeted as a king and some people thought that he would be a soldier king who would lead a revolution to get rid of the Romans, the occupying power at the time of Jesus (see old PB p. 52 and new PB pp. 62-63). These ideas can be supplemented by watching a 4 minute clip from *The Miracle Maker* film. (<https://vimeo.com/404287245> [47.10- 51.25]). It shows the hopes of the people and in the person of Judas gives the view of the soldier king. The clip begins with the rising of Jesus’ friend Lazarus from the dead to show the worries of the rulers in Jerusalem and the plan of Caiaphas, the high priest, to have Jesus killed.  [**For the teacher**: for those who wanted a soldier king the symbolism of the entry of Jesus into Jerusalem couldn’t have been stronger. It was the festival of Passover which remembers and celebrates the liberation of the Jews from slavery in Egypt where God destroyed the army of the Egyptians. There were Jews who believed in fighting to rid the land of the Romans (one of Jesus’ 12 disciples was ‘Simon the Patriot’ see Luke 6:14 and it may be that Judas was disillusioned as he begins to see that Jesus is a humble Messiah figure giving him a motive to betray Jesus (this is hinted in the *Miracle Maker* film). The Romans are an occupying force and the Jewish priests and leaders in Jerusalem are only ruling their own people because they are allowed to by the Romans. Any rebellion would risk their position because they would be seen as unable to control their own people. This explains their plans to kill Jesus by making Jesus a scapegoat whose death will keep the pact alive between the Romans and Jewish priests (this is the root of Caiaphas’ statement “*Don't you realise that it is better for you to have one man die for the people, instead of having the whole nation destroyed?"”* (John 11:50))  Looking at the text: Mark 11:1-11. ***What sort of king is Jesus?*** Verses **1-7** explain how Jesus happened to be riding a young donkey (colt) when he came into Jerusalem.  **[For the teacher**: Jesus is deliberately acting out a prophecy from Zechariah 9:9:  “Rejoice, rejoice, people of Zion!     Shout for joy, you people of Jerusalem!     Look, your king is coming to you! He comes triumphant and victorious,     but humble and riding on a donkey—     on a colt, the foal of a donkey.”**]**  Looking at the two photographs: 1. Compare the two photographs: when sitting who is higher? 2. How can you tell? 3. If you wanted to do battle, which animal would be the best to sit on? Why? 4. Using lower KS 2 adjectives: pupils highlight ‘what sort of adjectives does the man on the young donkey suggest to you?’ (<https://www.twinkl.co.uk/resource/t-l-4358-adjective-adverb-and-verb-mat-pack>) Jesus came into Jerusalem riding a young donkey to show he was a humble (**humble**: *you don’t think you are more important than other people. You are happy to help and serve other people and you think that their needs are important.*) and peaceful king (**peaceful**: *not violent, not aggressive*. At Luke 22:47-51 When Jesus is arrested, he forbids his disciples to defend him with swords and he heals the high priest’s servant’s cut off ear).  Mark 11: 9-10 the crowd shout identifying Jesus as a descendent of King David (like in the nativity where Jesus is born in Bethlehem ‘Once in royal David’s city’). The Messiah or king of the Jews would be a descendent of David.  **Holy Thursday, the Last Supper:** Using Mark 14:12-26. 1. Identify the verses that show that Jesus’ Last Supper before he died was a Passover meal. 2. Why was the Passover an important event for all Jews? 3. What new thing did Jesus do? [In the words about the bread and wine   1. Jesus gives us the gift of Holy Communion. 2. Receiving Jesus in Holy Communion gives us the help needed to live as a good Christian: to love one another. 3. By saying the bread and wine are his body and blood that is “given up for you” and “poured out for many” Jesus tells us that he will give up (sacrifice) his life for us by dying on the cross].   **[**Teachers who want to bring out the further connection between the Passover lamb and the Christian idea that Jesus is the Lamb of God will need to ensure those pupils identified have access to p. 51 of the old PB and p. 65 of the new PB.**]**  **Holy Thursday, Gethsemane:** using the old PB p. 55 and the new PB p. 66 together with the text of Mark 14:32-42 pupils answer the question: What does Gethsemane teach us about:   1. Jesus? 2. Prayer? 3. Friendship? 4. Jesus: was frightened and distressed. He was sorrowful because he knew his closest friends would either betray him, deny knowing him or run away in fear for their own lives. He didn’t want to suffer and die. But he knew that he must put others first by following what God the Father wanted [to rescue us from our sins and open the way to heaven for us] 5. Jesus teaches us that when we pray we can be totally honest with God and tell God about our fears and feelings. When Jesus prays it shows us that he totally trusts in God ‘*not my, but your will be done.’*  So, even if something is difficult to do, we too should trust in God. 6. Jesus values his friends – he asks them to come with him into the garden of Gethsemane. He tells them how he feels, he doesn’t hide his feelings from them. Real friends share your life, they are there for the good and bad times. Friends will also, from time to time, let you down. But keep showing them your love as Jesus did.   **Good Friday, the death of Jesus**:  Pupils watch the clip of Jesus death from *The Miracle Maker* <https://vimeo.com/404287245>  (108.27 – 114) and pupils read the account of the death of Jesus from Luke 23: 26-49.  Using a KS2 adjective word mat, ask pupils to highlight the emotions that are expressed through the video clip and reading of the story (<https://www.twinkl.co.uk/resource/t2-e-012-adjective-word-mat>)  Following this ask pupils to answer the question ‘Is Good Friday a *good* day?  To ***begin to show why Good Friday is good*** ask pupils to look up two bible verses from the death of Jesus:   * Luke 23:34 * Luke 23: 43   Pupils will be able to say what Jesus teaches us about forgiveness.  ***Good Friday is good*** because Jesus gives up his life for us to bring us close to God – to make us friends. We cannot get close to God without God’s help so God sent his Son Jesus to bring us closer and make us friends and he did this in lots of ways, his teachings and stories, his miracles but most important of all Jesus died for us. By his death, Jesus took away all barriers to our friendship.  Teachers can explore the meaning of the death of Jesus by exploring **one** of the scenarios in ‘Why did Jesus die in *Opening Up Easter* pp.17-18 RE Today  A good reflective activity is to watch a  <https://www.youtube.com/watch?v=JroyjxTx7ls>  4 minute reflection using B. Adams ‘Everything I do I do for you as music over the clip from The Miracle Maker’s scene of Jesus death and burial. | How was Jesus welcomed when he arrived in Jerusalem?  What did some people think about him?  Why did the priests and Jewish leaders want to get rid of Jesus?  Image result for grown man riding a young donkey  What sort of king was Jesus, how can you tell?  Image result for police on a horseback  What new thing did Jesus do during the Last Supper?  Why is this important to Christians?  What do Jesus’ words about the bread and wine tell us about Good Friday?  How is Jesus showing that he is the Lamb of God?  What does Jesus’ time in the garden of Gethsemane tell us about Jesus, prayer and friendship?  Use adjectives to tell me how Jesus was feeling.  Why was he feeling like this?  How did Jesus show that he wasn’t thinking of himself?  What does Jesus teach us about prayer?  How do you know Jesus was a good friend? Give examples.  In what ways was the day Jesus died a bad day?  Why do Christians call the day Jesus died Good Friday?  How can Jesus dying be good? |
|  | **Give reasons why Easter is the most important event for Christians** | The Miracle Maker film clip from 1.14.45 can <https://vimeo.com/404287245> complement the story of Jesus’ appearance to Mary of Magdala from the PB. Teachers may want to allow that Christmas is the most exciting time, but want the children to focus on why Easter Sunday is the most important event for Christians. The answers are contained in the text of the old PB pp. 60-61 and new PB 72-73. A good suggestion is for pupils to create a piece of artwork or poster announcing the resurrection and explaining why it is important. | Why do you love Christmas so much?  For a Christian Christmas is important, can you say why?  Christmas is important, but Easter is more important for Christians.  Why is Easter Sunday important for Christians?  Compare reasons for the importance of Christmas and Easter. |