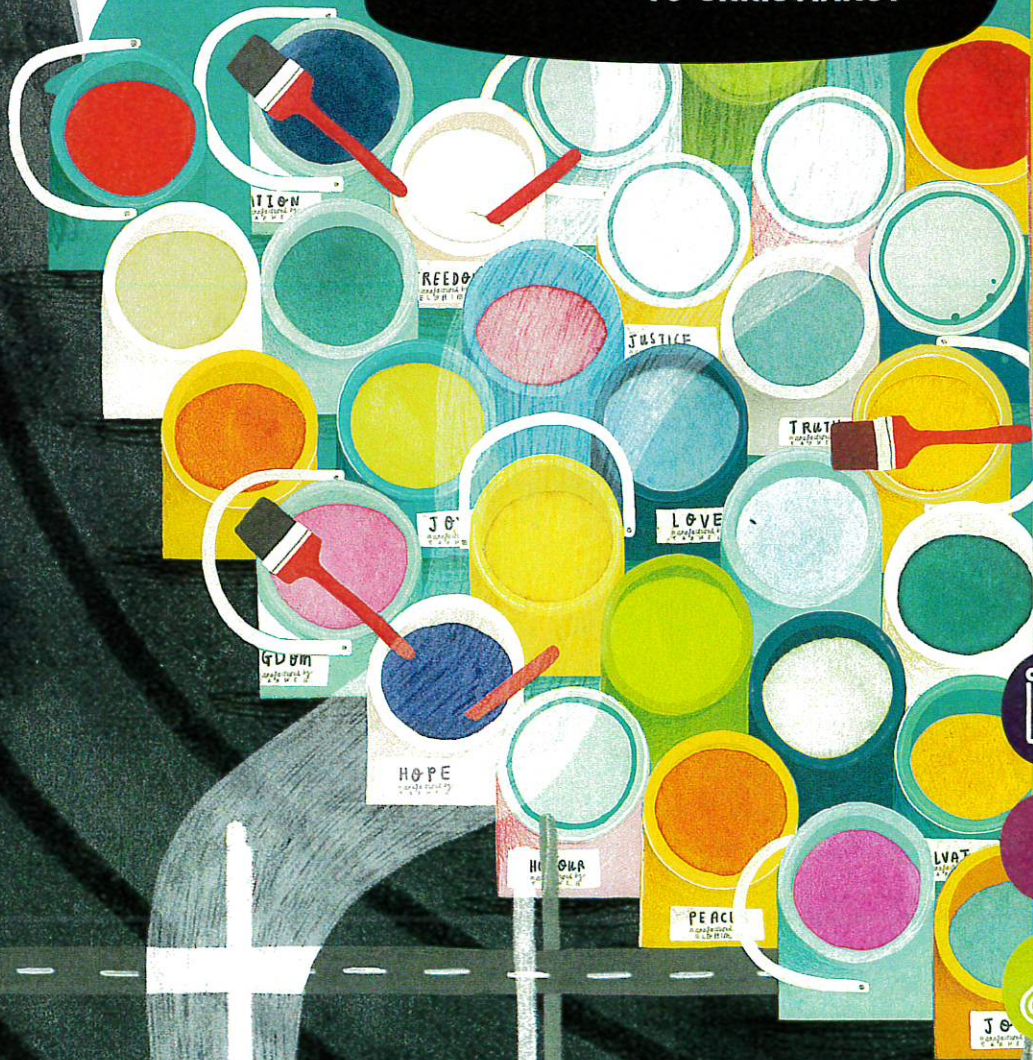


UPPER KEY STAGE 2/UNIT 2B.7 [YEAR 6]

SALVATION

WHAT DIFFERENCE DOES THE
RESURRECTION MAKE
TO CHRISTIANS?



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UPPER KEY STAGE 2/UNIT 2B.7 [YEAR 6]





CORE LEARNING

SALVATION

WHAT DIFFERENCE DOES THE RESURRECTION MAKE TO CHRISTIANS?

★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
-  Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
-  Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
-  Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
-  Show how Christians put their beliefs into practice in different ways.
-  Explain why some people find belief in the Resurrection makes sense and inspires them.
-  Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

🧱 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.
- The Gospels give accounts of Jesus' death and resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

➔ YOU MIGHT LIKE TO START WITH...

A quick revision of the timeline of the 'big story' – give pupils some key concepts and key events and get them to put them in order. Include concepts and stories they have studied and the artwork frieze provided with this resource. This unit explores what Christians believe happened after Jesus was executed. Recall Y5 unit on Jesus' death as a sacrifice.

🔍 MAKING SENSE OF THE TEXT

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:
 - Create and perform a written drama of their part of the narrative including characters, key lines in the script and stage directions.
 - Create a hot-seat activity where one of the characters interviews another character; for example, the women interview the men in gleaming clothes, or one of the disciples interviews the couple on the road to Emmaus.
- 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?
- To show how some Christians view this, show a short film giving some Christians' views on the evidence for the resurrection (there is a link to three example interviews in Resources).
- Ask pupils to write a detective's report encompassing all the evidence found from the witness statements, films and other evidence uncovered. *Why do Christians believe in the resurrection?*
- Share five pieces of art showing the life of Jesus (see Resources). Ask pupils to match them to five core Christian concepts and write a gallery description of the piece of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope. Note that there will not be a simple one-to-one match – good art will have lots of connections!

NOTES

This detective activity is not about trying to 'prove' whether Jesus was or was not resurrected. Christian people have faith – they believe in the resurrection. The activity is to enable pupils to grasp why Christians believe this.

➔ EXTENSION FOR MORE ABLE PUPILS:

The Gospels were written at least 30 years after Jesus' death. Some commentators suggest that the disciples or the early Church made up the idea that Jesus rose, to convince themselves that Jesus was more than a great leader – that he was God. Ask pupils to come up with reasons for and against this idea. If pupils were Gospel writers making up stories about the resurrection, what evidence would they have made up, and why? Compare this with what Luke wrote (and compare with Matthew 27:62-28:20).

SELECT AND WEAVE TOGETHER ACTIVITIES TO ACHIEVE THE OUTCOMES



UNDERSTANDING THE IMPACT

- Ask pupils to undertake the 'enquiring into religious practice' strategy (see Resource Sheet 1).
- Source two photos that show Christian practices in church on **Good Friday**, for example: praying at the stations of the cross, a solemn service at 3pm, a church with a plain cross and a crown of thorns and a bowl, and two photos that show Christian practices in church on **Easter Sunday**, for example: covering the cross with flowers, sunrise services, baptisms, joyous services. In choosing photographs ensure that a range of denominations are represented here, for example, Orthodox, Pentecostal, Roman Catholic. Ask pupils to reflect on the changes in emotions for Christians between Good Friday and Easter Sunday. Would it matter if the resurrection hadn't happened? Can they present ideas and evidence for why Easter Sunday is seen by Christians as a day of hope?
- 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.
- 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.
- Some Christians use this idea of a move from darkness to light to comfort them when they are facing problems. Ask groups of pupils to suggest how and why Christians might use the songs in their everyday lives, not just at Easter. Identify the emotions associated with the songs and how these might affect Christians: for example, fear, anxiety, hope, relief, reassurance. List some ways in which faith in a resurrected, living Lord Jesus might comfort and inspire Christians.

MAKING CONNECTIONS

- Use a series of quotes like the ones below and conduct a silent debate (see Resource Sheet 2 and the **Glossary of Activities, Appendix 4 in the Teacher's Handbook**).
- '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**)
- 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).






NOTES

Before undertaking this silent debate activity ensure that pupils remember the work in the Year 5 Salvation unit. Encourage them to consider this big concept in responding to the quotes and in the class debate.

DIGGING DEEPER

★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms.
-  Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.
-  Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.
-  Show how Christian belief in resurrection and life after death make a difference in their lives.
-  Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.

🏠 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- 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.
- The Gospels give accounts of Jesus' death and resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

NOTE: Teachers should read the Essential Information pages before teaching this unit.

SALVATION WHAT DIFFERENCE DOES THE RESURRECTION MAKE TO CHRISTIANS?

➔ YOU MIGHT LIKE TO START WITH...

NOTE: Care needs to be taken with this topic. It is important to be aware of bereavements within pupils' family and friendship circles, and to handle discussions with sensitivity.

Show a clip of Aslan on the table and at the camp in *The Lion, the Witch and the Wardrobe*. Ask pupils to explain what they think is happening. How does it tie in with the idea of 'salvation'? Who is being saved?

🔗 MAKING CONNECTIONS

- Talk about what kinds of songs or readings might be used at someone's funeral – start with fictional characters, such as Buzz Lightyear or Wall-E, or Bart Simpson. Think of popular songs or perhaps scenes from films pupils know that would suit those characters. Decide what kinds of things need to be said or communicated at a funeral, and why.
- Give pupils access to a series of poems or songs that are used at funerals; for example, try www.funeralhelper.org or www.co-operativefuneralcare.co.uk/funeral-music-chart/2014/ for a selection. Ask pupils to work in pairs or groups to choose a poem, song or hymn which will be suitable for an atheist, an agnostic and a Christian. Explain why these are suitable, referring to the beliefs that these different people hold.
- Choose some of the lines of the poems or songs and compare them: what are the similarities and differences? Interpret the text and show how it reflects the beliefs of the person who has died. Pupils need to use theological language to show what beliefs are held or rejected: for example belief, afterlife, heaven, faith, salvation, eternal life, Gospel.

🔍 MAKING SENSE OF THE TEXT

- As a way into understanding John 11:25–26, share this story about Desmond Tutu with the pupils: *Desmond Tutu received many threats, including death threats, in the 1980s, for his fearless opposition to racism in South Africa. He said that he was not scared to continue to speak out: 'What can they do to me? They could kill me. But death is not such a terrible thing, for a Christian.'* Why is it that many Christians feel that the resurrection of Jesus means that death is not the end?
- Give pupils some of the texts that are read during the Anglican funeral liturgy, for example, John 3:16; John 11:25–26; Luke 23:43; John 14:2–3 (see Resource Sheet 3). Ask pupils to suggest what comfort or hope these might give a Christian, and why. Look at the context of each of these texts in the Bible to help. Ideally, ask a Christian vicar, priest, pastor or minister how they make sense of these passages, and compare pupils' ideas with these Christian viewpoints. Alternatively, write to a local member of the clergy instead, or make use of RE:ONLINE's 'email a believer' service: <http://pof.reonline.org.uk/>
- In groups take two of these biblical texts and identify the beliefs that they show, making use of the core concepts studied (Salvation, Incarnation, Gospel, Resurrection). Ask them to list any similarities or differences between the texts and any questions that the texts raise. Add to their list by using this video clip: www.truetube.co.uk/film/christian-funeral.
- Ask pupils to write a letter or act out a conversation with Desmond Tutu either agreeing or disagreeing with his statement that death is not such a terrible thing, for a Christian. The letter or conversation must show their understanding of the Christian belief, that the resurrection of Jesus means that for Christians, death is not the end.
- Revisit the key question: so far, what answers do they have to the question: what difference does the resurrection make to Christians?



UNDERSTANDING THE IMPACT

- Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope. *'Hope is being able to see there is light despite all the darkness,'* said Desmond Tutu. <http://nyti.ms/1LIJQGx>
- Take your pupils to a church graveyard and look at gravestones, epitaphs and memorials (or if a visit is not possible show them photographs). [Note: there will obviously be more religious epitaphs in a church graveyard than in a civic cemetery. You might compare the two.]
- Get pupils to sort the epitaphs, memorials and gravestones – perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example: memory, hope, resurrection, beloved. Say why. (See Resource Sheet 4 for epitaph examples.)
- Look at examples of some epitaphs that use specific religious vocabulary (angels, Jesus, resurrection, heaven, soul) and quote biblical text. Some epitaphs use this language and some don't. Who and what are these epitaphs or messages for? Note that the Christian hope is that God grants eternal life through Jesus. Use the examples of religious and secular epitaphs to clarify this distinction between general hopes that many people have and the specific Christian hope (many Christians would say 'confidence') in resurrection through Jesus.
- Watch a clip on funeral services, for example, <http://request.org.uk/life/rites-of-passage/christian-funeral-videos/> Get groups of pupils to draft a large 'thought cloud', noting their ideas about funeral services, reflecting upon questions such as the following: What colours do pupils think should be worn at a funeral, and why? Do they think a funeral is a memorial, a celebration, a time of sadness? Is it for the person who has died or the bereaved? How might the colours worn and the words said, including prayers and songs, reflect the beliefs of the family? What is the best way for a funeral to balance sadness at the loss, and joy at the celebration, of a person's life? What does Christian hope of heaven add to this? Which emotions might a Christian feel at a funeral and why?
- Ask pupils to give at least three connections between funeral practices and the practice of Holy Communion in the Year 5 Salvation unit. That is a memorial and celebration of Jesus' death and resurrection.



MAKING CONNECTIONS

- Watch the first ten minutes of the Pixar animation *Up*. Create a series of screenshots of the characters' life together for pupils to order and categorise, matching with coloured blocks: joy, hope, sadness or disappointment, excitement. This shows the pupils that although Ellie was no longer around, she had built something lasting that remained after her death.
- Reflect on what you have discussed about the language of memorials (religious and secular) and the biblical texts on resurrection. How would belief in life after death affect Carl's feelings about Ellie dying? Create two sets of thought bubbles for Carl: one set for his thoughts if he believed in life after death, and another if he didn't believe in life after death. Ask pupils to consider how and why belief in life after death make a difference to how people live. Ask pupils to consider the difference between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain (Revelation 21:4). Ask them to evaluate whether or not, and how, these different views would make a difference to how a person would live.
- Ellie gives her husband her scrapbook for him to continue. Imagine that the disciples had got together to create a scrapbook of their time with Jesus. What would they include? Get the class to decide what should go in the scrapbook, and what notes would the disciples write. Use online art images or pupil sketches, and labels to explain the importance of the events included. Which events/teachings would be most important and get most space? Compare this to the disciples' actual 'scrapbooks' – the Gospels. Note the major focus on Jesus' death and resurrection – his last week takes up a major proportion of the Gospels. Talk about how this shows the significance of death and resurrection for Christian belief in life after death.
- Ask pupils to give a one-minute presentation, using words and images, to explain what difference believing in life after death makes to Christians, using evidence and examples and referring to **John 11:25-26**. Ask them to weigh up arguments for and against the statement that 'believing in life after death is a benefit to individuals and to society', drawing on their learning in this unit.

SALVATION

WHAT DIFFERENCE DOES THE RESURRECTION MAKE TO CHRISTIANS?

BACKGROUND FOR TEACHERS

In terms of the archetypal story plot, the resurrection of Jesus is where the hero wins the day, the evil enemy defeated. For Christians the resurrection of Jesus seals the defeat of death and sin, opening up the way for all people to turn to God, repairing the effects of the Fall and bringing Salvation. The life, death and resurrection of Jesus are the keystone in this Christian understanding of the 'big story' of the Bible.

For almost all Christians the resurrection is the crucial part of their faith. As the apostle Paul said, 'if there is no resurrection of the dead, then not even Christ has been raised, our preaching is useless and so is our faith' (1 Corinthians 15:13-14).

One way of understanding Jesus' death is to argue that he willingly gave up his own life in order to take on himself the punishment for *all* sin,

for *all* people. Because of sin, people need to be *saved*, and Jesus brings *salvation*.

For Christians, Jesus' death and resurrection are about more than this, however. Jesus exemplifies what it would be like for all people to have an intimate relationship with God the Father – such as a love for all, perhaps especially for the lost and vulnerable. His resurrection means that they have a sure and certain hope of a life after death. His resurrection appearances give some hints about the nature of life after death – Jesus has a body, for one thing, and is not a disembodied spirit. Whilst there is not agreement about what heaven is like, there is agreement amongst Christians that it will be good! Some see it as being the fulfilment of God's good plan for all creation, including humanity.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

THE RESURRECTION: LUKE 24:1-49

One of the four Gospels, Luke is linked to the book of Acts – it is thought that they were written by the same author. Luke was probably a Gentile, i.e. someone who was not Jewish, who was well educated in Greek culture. Scholars believe his Gospel was written to support and strengthen the faith of followers of Jesus in the early church, and to provide answers to those who attacked the beliefs of the early Christians. Luke wanted to show that, although Jesus was Jewish, his teachings of Jesus were for Gentiles and for the whole world, not only for Jewish people.

This passage, perhaps the most dramatic narrative in the New Testament, begins with the discovery of an empty tomb. Jesus' body had been in a tomb, provided by Joseph of Arimathea on Friday, since just before the beginning of the Sabbath. The women came to visit Jesus fully expecting to find his body in the tomb; they were visiting to put spices and perfumes on his body. The women

are surprised to find Jesus' body missing: even though Jesus had been hinting at his resurrection the disciples had not understood.

The Gospel presents a number of witnesses to the resurrection, from the angels who remind the women of the promise of Jesus (v6), to the couple on the road to Emmaus (it is not clear who they are, and some Christians suggest they are a married couple), and then to the gathered disciples. Note the pairs of witnesses, who make the evidence more credible.

The women in this passage are not first-hand witnesses – they witness the empty tomb but are told by the other disciples that Jesus has risen. An alternative account to use would be John 20:1-29, which identifies a number of eye-witnesses: Mary Magdalene, ten of the disciples, without Thomas, and then again with Thomas.

COMMENTARY ON THE TEXTS AND THEIR MEANING(S)

LIFE AFTER DEATH: JOHN 3:16, 11:25-26, 14:2-3; LUKE 23:43:

The Gospels were written some years after Jesus' death. Scholars have looked for evidence of who wrote first, who used whose writing, and which oral sources there must have been for the writers. By the time the accounts were written down, the disciples and early followers of Jesus had had time to reflect and think about the meaning of the stories and teachings of Jesus.

Jesus seemed to know that his mission was going to lead to his death, but that this would not be the end – even though the Gospel writers suggest that the disciples did

not realise what he meant. The texts given in this unit offer comfort to his disciples, puzzled as they were by his announcements that he must suffer and die. Christians read them from the perspective of the resurrection, of course, and so see them as pointing out what Jesus is promising for all people who come to him – resurrection to new life in heaven.

These texts are often used in Christian funerals to reassure, to give hope, to teach, and to remind the bereaved that this life is not the end.

RESOURCES

REQuest has some short films on Christian views of the resurrection, and how Easter is celebrated:

- <http://request.org.uk/festivals/holy-week-and-easter/how-is-good-friday-observed/>
- <http://request.org.uk/festivals/holy-week-and-easter/easter-sunday/>
- <http://request.org.uk/jesus/death-and-resurrection/what-happened-to-the-body/>

In these three films, Christians talk about the impact of their belief in the resurrection of Jesus:

<http://request.org.uk/festivals/holy-week-and-easter/why-is-the-resurrection-so-important-to-christians/>

Picturing Christianity by Lat Blaylock (RE Today Services 2015) has a series of pictures suitable for the picture and concept-matching activity, linking closely to this resource, including some Easter morning worship.

Other art can be found at:

www.joyfulheart.com/art/
www.artbible.info/
www.jesus-story.net/index.htm

The BBC series 'My Life, My Religion' has a good section on Easter that may be useful as an introduction to this unit or as a resource within the unit.

www.bbc.co.uk/programmes/b05p6sp4/clips

A search using corbisimages.com or alamy.com will find helpful images.

A source of songs and hymns that are sung by Christians is www.worshipworkshop.org.uk/songs-and-hymns/

- 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.youtube.com/watch?v=s7ZJ5D5q54g.

Use this site to search for contemporary Christian songs linked to times of the year:

<http://worshipcurrent.com/the-christian-year/>

Popular music choices for funerals: www.co-operativefuneralcare.co.uk/funeral-music-chart/2014/

Church of England funeral service:

www.churchofengland.org/prayer-worship/worship/texts/pastoral/funeral/funeral.aspx

Thanks to Gill Tewkesbury for ideas to do with gravestones, epitaphs and the film *Up*, used on p.5 *REtoday* Spring 2015, p.30-31.



GOING FURTHER

Use modern films that take the idea of resurrection – for example, revisit *The Lion, the Witch and the Wardrobe*.

Create a film review show or write a review where a Christian film critic evaluates the way these films have used this key Christian idea.

WHY NOT LINK WITH...?

Humanist funerals, to explore similarities and differences, when someone does not believe in any kind of life after death. See information on Humanism for Schools website.