

LOWER KEY STAGE 2/UNIT 2A.5

SALVATION

WHY DO CHRISTIANS
CALL THE DAY JESUS
DIED 'GOOD FRIDAY'?









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WHY DO CHRISTIANS CALL THE DAY JESUS DIED 'GOOD FRIDAY'?

SALVATION

★ OUTCOMES

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

-  Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
-  Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
-  Give examples of what the texts studied mean to some Christians.
-  Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
-  Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
-  Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

NOTE: You can use this unit for Year 3 or Year 4. If you teach Easter to every year group, the Core Learning section is suitable for Year 3 and Digging Deeper is suitable for Year 4.

➤ YOU MIGHT LIKE TO START WITH...

Ask pupils to recall what they know about what happened to Jesus at Easter. Get them to come up with as many questions as they can about it. Introduce the key question for the unit and see if their questions are linked.

Prepare pupils to see the context by looking at the 'big story'. Write concepts (Gospel, Incarnation, Creation and Fall) from the 'big story' on cards. Ask pupils to draw a quick symbol/picture for each of the concepts as you call them out. Find the concepts on the frieze. Agree on four good symbols for the concepts. Use pupils to order them into a timeline and match them to the frieze.

Introduce the concept for this work – Salvation – together with a picture of a cross. What does this concept mean? (Remind pupils of the work in Year 2 on Holy Week.) Where does it fit into the 'big story' timeline?

MAKING SENSE OF THE TEXT

- Remind pupils of the work they did on Holy Week in Year 2 (see Unit 1.5). Can they remember any of the events? Show pupils three crosses: a palm cross, a crucifix and a plain cross (see Resource Sheet 1). Ask pupils which cross links to which aspect of Holy Week. Tell the pupils that one way of categorising these is palm crosses, Friday crosses and Sunday crosses. Show pupils a selection of crosses to sort. Can they explain why the crosses are sometimes given these names?
- Tell pupils that they are going to be writing a diary for Mary, the mother of Jesus, for three important days in Holy Week: Jesus entering Jerusalem (Palm Sunday), the day Jesus died (Good Friday), and the day Jesus came back to life (Easter Sunday). In order to do this they need to listen carefully as you retell the story of Holy Week, using extracts from the Gospels below (remind pupils that the Gospels tell the life and teachings of Jesus: see Essential Information). Use drama or pictures as appropriate.
 - Matthew 21:7-11
 - Luke 23:13-25, 32-48
 - Luke 24:1-12
- After each retelling of the story, stop and discuss what Mary might think about this. How does she feel and how did the disciples feel? What do people think about her son at this part of the story? What was surprising about the events, to her and to the disciples? Which cross matches to this part of the story? Why does it match? Come up with some questions to ask Mary. After each story either you or another member of staff could 'arrive' in role as Mary to respond to the questions of the pupils.
- As a class (or in small groups) create an emotion graph for Mary (see Resource Sheet 2). Record her emotions at each of the three parts of the story.
- Ask the pupils to write a simple diary piece for Mary for the entry into Jerusalem, Good Friday and Easter Sunday. Each piece must include a picture of the appropriate cross. In her diary Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean. Give pupils appropriate sentence starters to support this work, depending on their ability.
- Ask pupils whether or not Mary would call the day Jesus died Good Friday? Why? Why not? Return to the questions they asked at the start. How many have been explored so far? Do they have any answers?
- Talk about pupils' responses and reactions to the story: how did it make them feel? Consider whether there is a difference between how Christians and people with other religious or non-religious worldviews respond to this story.



UNDERSTANDING THE IMPACT

- Collect a programme card or a series of orders of service from a local church showing how they are celebrating Holy Week. Many churches send out programme cards to the parish listing Holy Week services. Using the listings, ask pupils to work out what happens at church on each of these days. Collect their ideas and questions.
- Introduce the pupils to two Christian children, Nathan and Lara, from the film clip below. Show the film from 'My Life, My Religion' (see Resources), which shows some of the things they do to mark Good Friday and Easter Sunday. Watch the film through once and then show it again. This time split the pupils into groups and give each group a specific focus to make written notes: what do the children do, what do the clergy do, what do people remember, what do people feel, what do people make, or what do people say?
www.bbc.co.uk/programmes/p02mww94
- Ask pupils to show what Christians are celebrating/remembering on Palm Sunday, Good Friday and Easter Sunday. Create freeze-frames to show how Nathan or Lara might be feeling on each of these days. Photograph the freeze-frames and ask pupils to add speech to show why he or she feels this way: for example, *Nathan/Lara feels... on Palm Sunday because...*

- Find out what churches do to celebrate Palm Sunday, Good Friday and Easter Sunday by researching on the internet, collecting photographs and information from local churches, looking in books. Prompt pupils to look for:
 - decoration/lack of decoration of the church
 - colours of robes (where worn)
 - music
 - actions and rituals during services
 - use of candles.
- Split the pupils into three groups. Each group has to create a display either to go in a window that can be seen from outside the church, or another form of presentation that can go on the church website, showing the importance of either Palm Sunday, Good Friday or Easter Sunday. The 'display' needs to include a suitable cross with an explanation about what this reminds Christians of: a synopsis from the Bible of what happened; a visual element showing what will happen in the church; how this is celebrated in school; some quotes from children – for example Nathan and Lara, about what the day might mean.

You might title each of the displays:

- Why is Palm Sunday so important to Christians?
- Why do Christians call the day Jesus died Good Friday?
- What do Christians believe happened on Easter Sunday?








MAKING CONNECTIONS

- Ask pupils to think of a time in their life when they felt joy, another time when they felt sadness and another when they were full of hope. Share these with a partner. What made them feel like this? How long did these times last? Did they do anything because of these feelings? You might link this with the film 'Inside Out', which explores emotions vividly.
- For Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness and despair, and hope felt by the followers of Jesus, and by Jesus himself. Ask pupils to create an emotion graph for Christians showing how they might feel at a service on Palm Sunday, Good Friday and Easter Sunday. Annotate the graph to show why they might feel like that (adapt Resource Sheet 2 for this). If Jesus understood his death as a choice and part of God's big plan of salvation (remember the 'big story'), consider how his emotions might differ from the disciples'.
- For Christians these three parts of the story are about joy, sadness or despair, and hope. Ask pupils to explain what Christians believe about these three days. Talk about how Christians should live their lives in the light of these beliefs. What can they be hopeful about? Ask pupils to create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy. Produce 'salvation artwork' for each frame showing joy, hope or sadness/despair in Holy Week and in the world today. Ask pupils to write an explanation of their 'salvation art'.
- Use this poetry frame (or one like it) to record pupils' thoughts about Good Friday and Easter Sunday:
 - On Friday there was...
 - Sunday brings...
 - Believe...
 - On Friday there was...
 - Sunday brings...
 - Live...
 - On Friday there was...
 - Sunday brings...
 - Hope...
- Show pupils a selection of crosses. Ask them to choose a cross that would be good to display in a church on Good Friday. Ask them to write an explanation of their choice, including why they think Christians call the day Jesus died 'Good Friday'.

DIGGING DEEPER

★ OUTCOMES

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

-  Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
-  Give examples of what the texts studied mean to some Christians.
-  Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
-  Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
-  Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

NOTE: You can use this unit for Year 3 or Year 4. If you teach Easter to every year group, the *Core Learning* section is suitable for Year 3 and *Digging Deeper* is suitable for Year 4. If you do *Digging Deeper* in Year 4, you might like to adjust the key question: Why do Christians remember the events of Holy Week every year?

SALVATION

WHY DO CHRISTIANS CALL THE DAY JESUS DIED 'GOOD FRIDAY'?

YOU MIGHT LIKE TO START WITH...

Bring in a reminder/symbol of something that is important to you: for example, a rock you collected on a special holiday, a card that a child made for you a long time ago. Share the story of the symbol with the pupils. Do they have anything similar at home that they could talk about?

MAKING SENSE OF THE TEXT

THE LAST SUPPER: JESUS WASHING THE DISCIPLES' FEET

- Set up your classroom without chairs; lead the pupils in to sit around a cloth on the floor. On the cloth have a series of foods that would have been shared at Passover (or pictures of them – see Resources for details). Have some real unleavened bread and red grape juice.
- Tell the pupils the story of the Last Supper. Remind them that Jesus entered into Jerusalem and everyone cheered. Since then he has been telling parables and throwing out people who were selling things in the temple. It seems things are going pretty well. This Passover meal should be a great celebration. Tell the pupils that Passover is a festival every year during which Jewish people remember the terrible things that happened to them when they were captive in Egypt, and how they were set free by God and led out of Egypt by Moses. Retell or read the story from a suitable Bible: the Last Supper, from Matthew 26:17–25. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do? Why? You could use the Conscience Alley strategy, with one pupil playing the part of Judas, one line of pupils suggesting why Judas should betray Jesus, and one line of pupils suggesting why Judas should not betray Jesus.
- Next tell the final part of this story: Matthew 26:26–30. Place the following items into the middle of the cloth: bread, wine, picture of Jesus, picture of blood, Bible, music. Ask the pupils to think in pairs about: Which of these they would pair together and why? What might each of these have to do with the story of the Last Supper? What might each of these help the disciples to remember? Why did Jesus want them to remember?
- Use Resource Sheets 3A and 3B, with a photo of someone washing feet on Maundy Thursday, and some art showing Jesus washing feet. Ask the pupils to respond to the sentence starters about what might be going on in the picture. Explain to the pupils that in John's Gospel, the writer includes an episode not in Matthew's account: Jesus washing the feet of the disciples. Retell or read John 13:4–17. Give each pupil an outline of a foot and ask them to write on one side about what Jesus washing the disciples' feet teaches Christians, and on the other side think of how Christians could follow the example of Jesus by being a servant.
- Talk about the key question(s): Why do Christians call the day Jesus died 'Good Friday'? Or: Why do Christians still remember the events of Holy Week? (This should include a theological explanation about the importance of Jesus and Salvation, but also the emotional power of the story for Christians.)
- Talk about pupils' responses to the text – questions, surprises, reactions to people, and what happened, any feelings the text evokes in them.



UNDERSTANDING THE IMPACT

THE LAST SUPPER AND JESUS WASHING THE DISCIPLES' FEET

- Remembering the events of the Last Supper is so important for most Christians that they take communion (mass or Eucharist) regularly. Show the pupils a film clip from BBC's 'My Life, My Religion', where Nathan explains what Holy Communion is. www.bbc.co.uk/programmes/p02mwwm9
- As pupils watch the clip, ask them to notice a number of actions and objects that have a meaning – ones that are symbols for Easter, for Jesus or for Christian beliefs. Often a symbol works as a reminder of part of the story. Give pupils a list of five symbols they will see in the clip (fire burning on Easter morning, touching the stone where Jesus fell, hot cross buns, Easter egg, the chicken born from the egg). What does each one stand for, or link to? Which reminders do these symbols provide of the stories of Jesus at the first Easter? What do they mean for Christians?
- Ask pupils to share their ideas: symbolic meaning is rich and complex, not a simple 'one-to-one' code. Build up a picture of a range of meanings. You might illustrate the meanings in a display of photos of key objects, or printed stills from the film clip, around which pupils' suggestions of meaning could

be displayed in lift-up flaps with a short phrase on the outside and a more detailed explanation of the symbolism under the flap.

- Invite the vicar or minister from your local church to bring the paten, chalice and some unconsecrated wine and bread, and to talk to pupils about the communion service on Maundy Thursday. Ask the vicar to talk about why there is a 'sorry' prayer called 'confession' before the communion, and whether she/he washes feet during the service. Alternatively, put together a class email asking questions about the service on Maundy Thursday.
- Work in pairs or small groups to create a guide for 6–8-year-olds to use in church to help them to understand what is happening in the communion service on Maundy Thursday at church. Discuss with the pupils the words that are used in the service of communion, for example, www.churchofengland.org/prayer-worship/worship/texts/additional-eucharistic-prayers.aspx What will they need to include in their guide? It might include a page on: the Last Supper, what Christians believe the bread and wine mean, why Christians say sorry for what they have done wrong, what foot-washing means, and ideas for how the 6–8-year-olds should try to behave during communion.



MAKING CONNECTIONS

ASK THE PUPILS TO PLAN THREE MEMORY BOXES

- *A memory box for something important in their life.* What do they want to celebrate and remember? Is it a person? An important place or event?
- *A memory box for their school.* What or who do they want to remember or celebrate? People? One-off or regular events?
- *A memory box for a Christian remembering the life of Jesus.* What will go into it? Remind pupils of all the things Christians already do/use to remember Jesus. Do Christians need a memory box?
- Draw and write what will go in each box, and what they represent. Pupils will need to think about how often they, their school or a Christian will use or look at their memory box. What will they do with the things? Will they do it alone, or with others?
- Ask pupils to give short presentations explaining their ideas.

NOTES

The next section offers some optional additional activities; if you omit them you should use the final activity in 'Making connections' on page 6 as a way of getting pupils to express their understanding from this unit.

SELECT AND WEAVE TOGETHER ACTIVITIES TO ACHIEVE THE OUTCOMES

UNDERSTAND THE IMPACT



MAKE CONNECTIONS



MAKE SENSE OF THE TEXT



OUTCOMES



MAKING SENSE OF THE TEXT

- You might like to extend pupils' understanding by considering the account of Peter's denial of Jesus in Matthew 26:31–75.
- Tell an imaginary story about yourself. Use your dramatic side! Your best friend has just ignored you in the supermarket, as if they didn't know you. Next someone came up to them and said, 'You are friends with him/her, aren't you?' and they looked at you and said, 'I've no idea who they are!' and walked off. Explain how you felt. How would the pupils feel?
- Show the pupils an artwork portraying Peter's Denial (for example, 'Peter's Denial' by Indian Christian artist Frank Wesley). Ask the pupils to try to work out which part of the story of Holy Week this portrays; what clues they can see in the artwork: What is happening? How are people feeling? What are they thinking? How do you know?
- Tell pupils that Peter was the leader of the disciples – the most confident, and perhaps the one you might expect to stick with Jesus at his arrest. Tell the story of Jesus predicting Peter's denial, Jesus being arrested and Peter's denial. Base your retelling on Matthew 26: 31–75.
- Show the pupils the artwork of the Denial again. Identify the clues to the story they now see in the painting. Ask them for a suitable title, a suitable place to hang it, and to give some reasons why they think the artist has created the art in this way. (If you are using the Frank Wesley piece, concentrate on the effect of the tears, and the footprint of the cockerel.)
- Ask pupils to work in groups to create a series of freeze-frames of key points in the story of Peter's Denial. They might choose Jesus telling Peter that he will deny him, Peter and the other disciples running away when Jesus is arrested, Peter denying Jesus to the servant girl and the others, and the cockerel crowing and Peter weeping. Photograph each freeze-frame, and then write a description of what is happening and how Peter and the other characters are feeling.



UNDERSTANDING THE IMPACT

- In some parts of the world it is still really difficult to be a Christian. Just as Peter felt he had to deny he knew Jesus, some people cannot openly be Christians. Charities such as Open Doors pray and support Christians in countries where it is illegal to be Christian. If you have time you could tell the story of Brother Andrew smuggling Bibles into Romania: www.opendoorsusa.org/about-us/history/brother-andrews-story
- Ask the pupils to imagine that Christianity has become illegal in Great Britain. What evidence would you look for to know that someone is a Christian, a follower of Jesus? After your discussion, show the pupils the evidence selection on Resource Sheet 4. Ask them to choose five things that they would look for as evidence. Why would these things show that a person is a real Christian?
- Why do Christians want to share the good news of Jesus? Many Christians think Jesus is good news for everybody, and want everyone to be friends with Jesus. Find out how some Christians share what they believe about Jesus with other people.



MAKING CONNECTIONS

- Following on from the idea of what evidence you might look for that someone is a Christian, ask pupils what evidence anyone would find of the things that they think are important: the music they think is best? The sports team they support? Ask the pupils to think about things that are so important for them, they would stand up for those beliefs no matter who disagreed with them. Their football team? Their brother or sister? Any religious beliefs? Their beliefs about what is right and wrong?
- Give the pupils in pairs the cards from Resource Sheet 5, 'What would I stand up for'. Ask the pupils to discuss the cards and arrange them into a diamond 9, putting the statement they are 'most likely to stick up for' at the top and 'least likely to stick up for' at the bottom. Give them the opportunity to add a card or two if they need to.
- Meet up with another pair and discuss their different arrangements. Do they disagree/agree? Why? Are there any ambiguous statements? Make sure they agree what these statements really mean. Would/should Christians put the statement about sharing their beliefs at the top? Share ideas as a whole class.
- Ask pupils to think about what is most important to them, and explain how this affects the way they live their life, making connections with Christian beliefs and behaviour.
- Ask pupils to work in groups to find a creative way of expressing their answer to the unit question: Why do Christians call the day Jesus died 'Good Friday'? Or: Why do Christians remember Holy Week every year? They could write a poem, create a piece of art, or write an interview between a Christian and a non-Christian.

BACKGROUND FOR TEACHERS

Pupils will have encountered the concept of Salvation in Unit 1.5: Why does Easter matter? The idea of salvation and the events of Holy Week are at the centre of Christian belief. The death and resurrection of Jesus are the surprising part of the 'big story' of the Bible, where the relationship between humans and God begins to be restored.

Good Friday and Easter Sunday are two key parts of this big narrative, and most Christians would say the two most important parts of Holy Week. They are marked in most churches at Eastertide as a way of commemorating the important events of Holy Week, but also a time to pray and reflect on Jesus' sacrifice on the cross.

Holy Week begins with the day Christians call Palm Sunday. This remembers Jesus' entry into Jerusalem on a donkey, welcomed by people throwing down their cloaks and palm branches, a traditional way of honouring a worthy person. In churches, palm crosses are often given out and kept by Christians in their homes to show their beliefs.

Christians call the day before Good Friday 'Maundy Thursday', remembering the day of the Last Supper. The disciples met with Jesus in an upper room to celebrate a Passover meal together. There are different theories for why it is called 'Maundy' Thursday. Some say it relates to the money that was given out to poor people before services on this day – related

to the word for *beg*. Others say this relates to the word for *commandment*, connecting with Jesus' instruction: 'Love one another as I have loved you' (John 13:34–35). At services on Maundy Thursday, communion is shared, and in some churches the vicar or priest might wash people's feet.

Good Friday recalls the day on which Jesus was tried by Pontius Pilate and eventually crucified on Golgotha Hill. After his death he was placed in a tomb carved in the rock, and a stone was rolled to block the tomb. The origin of the name 'Good Friday' is in the fact that an alternative meaning for good is 'holy'. However, the name has probably stuck because Christians believe this dark day was necessary to bring about the resurrection – good came from the crucifixion, as part of God's offering of himself to restore humanity. Christians remember it as the anniversary of Jesus suffering and dying for their sins. Because of his death, they believe that when they die they can be with God and Jesus in Heaven.

Easter Sunday celebrates the resurrection of Jesus. When the women went to the empty tomb they found that the body of Jesus had disappeared, despite the fact that the tomb had been guarded by Roman soldiers. Later that day Jesus was seen by Mary and the disciples. Over the next 40 days there were many sightings of Jesus. Christians believe this shows that Jesus was resurrected.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

ENTRY TO JERUSALEM, CRUCIFIXION, RESURRECTION

The four Gospels all focus on Holy Week as the culmination of Jesus' life and ministry. They present different details and perspectives.

Jesus is welcomed into Jerusalem with joy, excitement and anticipation. People recognise him as the 'king' he is. There is sadness and despair among the disciples when Jesus is killed on Good Friday: an innocent person, who did amazing things, dies a painful death, and that Jesus is no longer on earth after the events of Good Friday. On Easter Sunday, hope comes. The disciples cannot believe it at first, but his body is gone, and some of them meet the living Jesus! Christians believe Jesus was resurrected, brought back to new life, not to be on earth but to be with his Father, God. This gives Christians hope that when they do things wrong they can be forgiven, and that when they die they will go to heaven.

MATTHEW 21:7-11

This passage shows that Jesus was greeted like a king by the people of Jerusalem: laying down cloaks and branches was a traditional way of welcoming kings in biblical times. Jesus rode on a donkey. Traditionally, donkeys symbolise peace and humility and this was also prophesied in the book of Zechariah.

LUKE 23:13-25, 32-48

After Jesus has been captured he is brought to Pontius Pilate, the Roman Governor. Pilate couldn't find any proof that Jesus was guilty of crimes that deserved death and so offered to free him. It was traditional to release a prisoner at Passover. The crowd cried that they wanted the murderer Barabbas released instead. In Matthew's version of these events Pilate washes his hands as he allows the release of Barabbas and the crucifixion of Jesus.

Jesus and two criminals are crucified. It was a tradition for the clothes of those to be crucified to be taken away. The soldiers cast lots for his clothes. The sign above Jesus should have shown what he was guilty of. It said 'Jesus of Nazareth, King of the Jews', which was possibly a way of Pilate mocking the religious leaders as well as showing what Jesus was accused of. In verse 45 the curtain of the temple tears in two. For Christians this symbolises Jesus opening the way for a direct relationship with God.

LUKE 24:1-12

The women were going to the tomb to put spices on the body. In other reports, the men they saw are referred to as angels. The women went to the followers of Jesus. 'The eleven' refers to the disciples without Jesus.

COMMENTARY ON THE TEXTS AND THEIR MEANING[S]

THE LAST SUPPER AND PETER'S DENIAL

MATTHEW 26:17-75

The disciples were gathering to celebrate a Passover meal as part of the seven-day festival of the Feast of Unleavened Bread. Jesus takes two of the traditional foods (unleavened bread and wine) and uses them in the meal. His words are now used in Communion or Eucharist ceremonies in churches around the world.

As Jesus is arrested in the Garden of Gethsemane he asks his disciples not to use violence, and shows that he understands that this is his destiny. Jesus is taken before the Sanhedrin – the Jewish High Court in New Testament times. In 26:64 Jesus answers the charge as he is legally required to do. He agrees that he is 'the Christ, the Son of God' (NCV). This would be seen as blasphemous by the Jewish authorities.

After Jesus was tried it became even more dangerous to be associated with him, hence Peter denying knowing him – thus fulfilling the prophecy made by Jesus.

JOHN 13: 4-17

This is the only account of the Last Supper that includes the washing of the disciples' feet by Jesus. Washing feet was a menial task that would normally have been performed by a servant. People needed their feet washing by servants because they wore sandals and the roads were dusty. Jesus doesn't wash their feet as they come through the door, but as part of the meal, to make his point about the importance of service. Jesus wanted the disciples to understand the importance of selfless service, and that this showed how he was going to be a servant for all when he was crucified.

RESOURCES

'My life, My Religion' is an excellent series of BBC programmes that look at five different religions. The Christian clips are useful in this unit:

www.bbc.co.uk/programmes/b05pc1c9/clips

Work on Friday and Sunday crosses can be found in *Opening Up Easter*, by Fiona Moss, published by RE Today, including a page with photographs of crosses. A Google image search on 'types of Christian cross' will reveal a bewildering variety!

The Church of England have produced a 'child-friendly' communion liturgy. This may be suitable to use in class:

www.churchofengland.org/prayer-worship/worship/texts/additional-eucharistic-prayers.aspx

Frank Wesley artwork: Peter's Denial www.frankwesleyart.com/Gallery1.htm

Use the Fischy music song 'Stronger' to link to the feelings of Peter when he denied Jesus. The song and suggested ideas for using it with the story of Peter's Denial can be found in *Big Big Questions*, a joint publication between RE Today and Fischy Music.

Search RE:quest for suitable resources, including three films explaining the importance of Holy Communion.

Anglican prayers for Holy Communion:

www.churchofengland.org/prayer-worship/worship/texts/additional-eucharistic-prayers.aspx

Open Doors ministry serves the persecuted church around the world and offers free copies of the story of *Brother Andrew: Bible Smuggler*. www.opendoorsuk.org/resources/kids/index.php



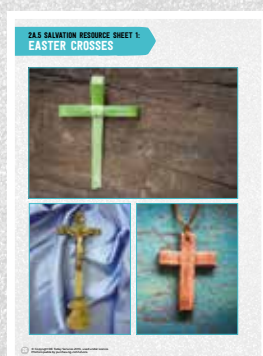
GOING FURTHER

You might like to look at the story of Jesus' resurrection encounter with his disciples in John 21. He cooks them breakfast on the beach and seems to offer a chance for Peter to overcome the pain and guilt of betrayal, restoring his friend and disciple (John 21: 15-19). Note that this is explored further in Unit 2b.5 Gospel.

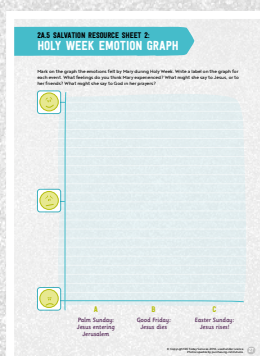
WHY NOT LINK WITH...?

The story of Bilal in Islam. He listened to the words of the prophet and believed that there was only one God. He stood up for his beliefs even when he was punished.

DOWNLOADABLE RESOURCES AVAILABLE AT: WWW.UNDERSTANDINGCHRISTIANITY.ORG.UK



EASTER CROSSES



**HOLY WEEK
EMOTION GRAPH**



**OBSERVATIONS AND
REFLECTIONS**



**OBSERVATIONS AND
REFLECTIONS**



**EVIDENCE
SELECTION**



**WHAT WOULD I
STAND UP FOR?**