

Christian Festivals: Holy Week, Easter and Pentecost: Why do they matter?

A Unit of RE for the Diocese of St Albans Year 1/2



These three images of Jesus' last supper, his crucifixion and the coming of the Holy Spirit at Pentecost express insights into the stories from pupils aged 7 and 8. Some pupils working on this unit may find them interesting.

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Year 1/2

ABOUT THIS UNIT:

This unit of RE for the Church of England school in the Diocese of St Albans focuses on why it is important in Christianity to remember Jesus in the festivals of Holy Week, Easter and Pentecost. The unit enables pupils to examine the concept of God through Christian belief in Jesus as the one who came back from the dead. The focus is on God as the source of new life, with opportunities provided to explore Biblical accounts of Jesus' last week and death and the celebration of Easter today. Children will be enabled to relate these stories and celebrations simply to Christian ideas about the relationship between God and humankind and to relationships and celebrations in their own lives. The idea of the Holy Spirit, and the place of Pentecost in the Christian calendar is also used to help children think about being brave and about ideas of God.

This unit will make links between the here and now celebrations of Holy Week, Easter and Pentecost and the Gospel narratives that connect these up. The ideas of God in Father, Son and Holy Spirit will be simply explored.

The unit aims to enable progression by using biblical stories and beginning to challenge pupils to make links between the material studied and their own lives. The key concept is the idea of new life, linking the Easter stories with signs and symbols of new life. The familiar practices of symbolising new life at Easter, shared by most Christians and many people from secular backgrounds, is used to explore the ideas and celebrations. The unit explores the Christian belief that Jesus brings new life to the world. During the unit, pupils will have the opportunity to find out about the fundamental meanings of stories and celebrations for Christians. Pupils will have the opportunity to discuss their own experiences of celebrations with family, including those at Easter time, and also celebrations from family life in other traditions, especially the celebrations associated with hope and new life. They will talk about the traditions that they may follow each year and will realise that they are an important feature of their family lives, whether they are Christians, members of a different faith or those from secular families. The idea that Christians believe Jesus brings hope and new life to the world will be explored simply.

Pupils consider simply the impact of stories about Jesus, not just on celebrations and remembrances but also on hope for the future: why do Christians hope for life after death? Because Jesus showed them new life. Children are enabled to reflect on the importance of hoping in human life, in ways that are big and small.

The themes addressed in this unit are about beliefs, commitments and questions of meaning. These themes are exemplified mainly through the religion of Christianity, although teaching can be broadened to refer to ideas from other religious communities: in some ways the Jewish celebrations of Hanukkah and Hindu festivities at Divali are also festivals of hope.

This unit will help teachers in fulfilling local Agreed Syllabus requirements. It has been designed to connect with the Agreed Syllabuses for Bedfordshire, Luton, Hertfordshire and Barnet in appropriate ways, and reflects the learning model of the National Non-Statutory Framework for RE (QCA 2004).

Estimated time for this unit: 10-12 hours of tuition. Teaching can be flexible.

Where this unit fits in: This unit will help teachers by providing an introduction to the festivities of Holy Week, Easter and Pentecost. It will enrich the pupils' learning by allowing opportunities for active learning and experiences, building upon the Early Learning Goals as the foundation for the development of the RE curriculum in later Key Stages. This is the first unit that focuses specifically on Easter, although it is likely that children will be familiar with some aspects of the Easter story. It is important that teaching about Easter is progressive.

The unit will provide these opportunities:

- Pupils have opportunities to explore and respond to the stories of Jesus told about Holy Week, Easter and Pentecost
- From the Bible, pupils will be able to think together about the stories and suggest meanings for different parts of the stories.
- Pupils will have opportunities to experience celebration, praise, giving thanks and sharing in the life of the Christian community
- Pupils will be able to think about their own special days and times

RE IN THE CHURCH OF ENGLAND SCHOOL

- This unit makes an important contribution to the RE curriculum in the Church of England school, and connects with the intention that RE should be excellent by enabling the spiritual development of all pupils through reflective and thoughtful learning about Christianity.
- Quality RE in the Church of England school makes space for pupils to explore questions and makes the resources of the Christian tradition available to them. In this unit, the heart of the work is about the New Testament stories of Holy Week, Easter and Pentecost, the celebrations that link to these stories today and the beliefs and hopes inspired by the stories.
- RE takes the personal worth of every child, and the family culture of each seriously, seeking to explore religious and human ideas and emotions in ways that are authentic and have integrity
- It offers opportunities to children to think for themselves, and be broad minded and open hearted in their encounters with faith, especially in this case with regard to the celebration of festivals and the ideas of hope and new life.

Key Concepts and themes: Beliefs and questions; teachings and authority; inspirational people.

Issues of continuity and progression – Since Easter is such a key festival in Christian traditions, and will be explored across the foundation stage and the key stages, it is important to acknowledge that pupils will listen to versions of the Easter stories during each year group. The challenge is to provide teaching and learning opportunities that build on previous knowledge or experiences rather than merely have pupils and teachers repeat work. The key response to this challenge is careful planning and the use of increasingly challenging concepts, ideas, activities and opportunities.

KEY STRANDS ADDRESSED BY THIS UNIT

- knowledge and understanding of religious beliefs, teachings and sources
- knowledge and understanding of religious practices and lifestyle
- *skill of asking and responding to questions of identity and meaning*

ATTITUDES FOCUS: the unit gives opportunities to develop positive attitudes:

- **Self Awareness:** feeling good about thanking and being thanked, praising and being praised contributes to pupils' sense of self worth, and is built in to this unit
- **Respect for all:** noticing that people do things differently is important. In this unit, different ways of responding to Easter and Pentecost can be highlighted, and links to other religious celebrations can lead to a sensitive response to diversity
- **Open-mindedness:** being willing to consider beliefs that they find surprising is a part of being open minded. The resurrection of Jesus is Christianity's most surprising belief in some ways
- **Appreciation and wonder:** developing pupils' capacity to respond to questions about life beyond death, and to recognise the mysteries of the stories of Holy Week, Pentecost and Easter, is at the heart of this unit

SUPPLEMENTARY work for extension and enrichment

Suggested enrichment and extension opportunities:

- Research a range of different festivals and ask how and why they are similar to and different from Holy week, Easter and Pentecost
- Use video/DVD extracts, art, poetry, music to explore how the stories of the festival are remembered. Children to review the resources and say which ones remember Jesus most effectively
- Include opportunities for pupils to express their own ideas/beliefs about hope and about new life in creative and thoughtful ways

Prior learning	Vocabulary	Resources
<p><i>It would be helpful if pupils have:</i></p> <ul style="list-style-type: none"> Learnt that Jesus is always remembered in Christian celebrations Some understanding of what happens at Christmas in churches, schools and families (this links to and builds on understanding of Holy Week, Easter and Pentecost) A basic awareness of what happens in church – see the FS2 unit in this series for 4-5 year olds) learnt about some stories of Jesus and his kindness. 	<p><i>In this unit, pupils will have an opportunity to use words and phrases related to:</i></p> <p>Christianity:</p> <p>God, Father, Jesus, Bible, Disciple, Christian, Church, Holy Week, Easter, Crucify, Resurrection, Pentecost, Holy Spirit (not all pupils will access all of this vocabulary, but some will)</p> <p>General:</p> <p>Birthday, new life, celebration, festival, hope,</p>	<p>A selection of images of Jesus from a variety of sources and historical periods</p> <p>Useful websites:</p> <ul style="list-style-type: none"> The National Association of Teachers of RE: www.natre.org.uk includes the 'Art in Heaven' gallery of pupils' work. Lots of images associated with these festivals. www.request.org.uk/infants/Festivals is a well illustrated Christian site to use. http://www.cleo.net.uk is the main site for the Cumbria and Lancashire Education Online, and offers access to an expanding range of high quality resources for RE topics. www.reonline.org.uk is a good gateway site. www.godlyplay.org.uk provides details of this pedagogical approach. REJesus: http://rejesus.co.uk A good range of images of Jesus and interesting points of view. The National Society supports RE with some books and this website on 'Encountering Christianity' www.encounterchristianity.co.uk www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching Easter to this age group. Christian artefacts (images): www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Artefacts/CAfacts.html <p>Books</p> <ul style="list-style-type: none"> Range of different versions of the stories of Holy Week, Easter and Pentecost Versions of the Easter story that are appropriate in terms of language level Recordings of simple Easter songs and music Lion Story Teller Bible Bibles and story books depicting the Easter story Pictures, posters and tapes. Faith Stories, Special Times (Developing Primary RE Series), E. Joyce Mackley, RE Today Exploring Celebrations (Mackley, 2008) RE Today <p>Artefacts:</p> <ul style="list-style-type: none"> Religious artefacts for Christianity are available on loan from the Diocesan Resource Centre (including 'Godly Play' story kits), and to purchase from: <ul style="list-style-type: none"> Articles of Faith (Tel: 0161 763 6232) Religion in Evidence (Freephone 0800 137525) Local Christian bookshops, and St Albans Cathedral Vanpoules is a major supplier of vestments and church textiles with a nice colour website: www.vanpoules.co.uk <p>Audio and video resources</p> <ul style="list-style-type: none"> Miracle Maker: Warner Home video/DVD – an almost indispensable help to teaching about Jesus, this 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society UK: www.biblesociety.org.uk/miraclemaker Pathways of Belief videos and teachers notes, BBC Animated World Faiths, Prog 1 Life of Christ; Festivals 2 DVD, Child's Eye Media available from RE Today

	<ul style="list-style-type: none"> ▪ Channel 4 Animated Bible Stories ▪ BBC Sherston: Faiths & Celebrations CD Rom ▪ Godly Play activities: Jerome W Berryman, The Complete Guide to Godly Play
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The unit enables pupils to develop:

- **Spiritually** by reflecting on the mysteries in the stories of Holy Week, Easter and Pentecost, the ideas of hope and new life and the wonders of celebration
- **Socially** by finding out about the activities carried out by Christian families when they celebrate Holy Week, Easter and Pentecost and thinking about the celebrations their own families enjoy
- **Culturally** by noticing and enjoying the different ways families and communities celebrate life, hope and new life

EXPECTATIONS:

At the end of this unit

Nearly all pupils will be able to fulfil some of the relevant Stepping Stones/Early Learning Goals and be able to:	<ul style="list-style-type: none"> ▪ Name and say what happens at the festival of Easter ▪ Name two things that a Christian family might do at Easter ▪ Talk about their own experiences of birthdays, Easter & other festivals and the things they do with their own families ▪ Tell someone about my own celebrations and someone else's celebrations
Most children will be able to work at L1	<ul style="list-style-type: none"> ▪ Talk about the stories of Good Friday and Easter and how some of the characters may have felt ▪ Talk about some of the signs of hope and of new life ▪ Recount the outline of the story of the Last Supper, Jesus' death and the empty tomb ▪ Talk about the idea of new life and the ways the story of Jesus' death matters to Christians
Many children will be able to work at Level 2:	<ul style="list-style-type: none"> ▪ Retell some stories of Holy Week, Easter and Pentecost ▪ Respond sensitively to the story of Holy Week, Easter and Pentecost for themselves ▪ Use religious words and phrases, such as 'remembrance', holy communion', 'risen from the dead', 'Holy Spirit' when they talk about the festivals ▪ Show awareness of the ideas of hope and new life that are woven into the stories ▪ Identify how Christians praise and thank God in the celebrations ▪ Respond sensitively to praising and being praised, thanking and being thanked, for themselves
Some children may have progressed further and will be able to work at level 3:	<ul style="list-style-type: none"> ▪ Describe the Christian belief that Jesus was raised from death ▪ Ask mysterious and puzzling questions about God and the Holy Spirit, and begin to suggest some answers to them ▪ Make connections between the story of the death of Jesus and Christian ideas and celebrations in Holy Week, Easter and Pentecost ▪ Make links between the celebration of Holy Week, Easter and Pentecost and their own ideas about new life and about hope

ASSESSMENT SUGGESTIONS: A Possible final assessment task:

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is not a particular need for every unit to produce assessment outcomes on paper.

Use the last task in the teaching sequence to gather evidence of achievement if you wish to make a formal assessment of this work.

- In circle time, set up a table of 8 or 10 artefacts, including those associated with Holy Week, Easter and Pentecost: bread and wine, crosses, eggs, an image of an Easter garden, fresh flowers, an Easter card, a 'flame of fire' symbol, a picture of Pentecost and others similar. Invite children to choose three artefacts (or pictures) that matter most to Christians, including at least one that they think is a sign of new life, from the table and say 'why I chose them' (you might also include some others that are nothing to do with Easter).
- Ask pupils to use a template – a big circle divided into three is good – and choose three drawings or images of what really matters in the stories of Holy Week, Easter and Pentecost. Ask them to include one that is a sign of new life.
- Give time to make this a beautiful piece of work, something they can be proud of. Link to the art curriculum. In small groups, children speak and listen about these pieces of work.
- To conclude, making links with the things that matter to Christians, present three things that sum up the work: show pupils pictures of the crown of thorns, the cross, the empty tomb, the disciples rejoicing, the bread and wine of Holy Communion/Eucharist. Talk about the significance of these things.

Learning Objectives Pupils should learn:	TEACHING AND LEARNING Practical classroom suggestions that enable teachers to plan teaching and learning	Learning outcomes Pupils are able to:	POINTS TO NOTE
<i>What is new life?</i>			
To develop awareness of potential for and signs of new life in physical life.	New life: finding it in nature <ul style="list-style-type: none"> Go for a class walk and examine seeds and bulbs before and after growth. Talk in the class about the development of a butterfly. Share some relevant poems and stories that include the idea of new life and examine posters and pictures of baby animals in groups, reporting findings to the class. Children might develop a movement piece, a dance to a piece of music, or write a class or group poem about new life. Use a secular story about new life or a fresh start. There are many about a baby being born into a family, or about the season of spring. Role play some scenes from the chosen story. Identify and discuss vocabulary that is appropriate to emotions revealed in the scene or story (Link to SEAL and to literacy). 	Identify a seed or bulb as a thing from which life may start (L1) I can talk about new life (L1) I can recognise a 'fresh start' in a story and respond sensitively (L2)	A key skill throughout the unit is for the teacher to focus children's attention on the link between the stories of Jesus and the experiences of new life and fresh starts.
<i>What examples of new life and fresh starts can we find in stories of Jesus?</i>			
To become aware of examples of new life found in stories about Jesus To think and talk about ideas such as 'fresh start' or 'new life' with adults and other pupils	New life: what is a fresh start? <ul style="list-style-type: none"> Read and share a story of a new start from New Testament. A good example is the story of Zacchaeus, found in Luke 19:1-10. Talk about the story and the new start. Children can talk about how these sentences might end: <ul style="list-style-type: none"> 'I liked this story because...' 'At first Zacchaeus was...' 'Zacchaeus changed because...' 'It was a new start because...' Do the children have experience of a new start in their life or their family? Can they talk about new starts and why they are important to everyone? It is worth pointing out that the word 'sorry' is often the point at which a new start is made. Ask pupils if they like to say 'sorry', and if they like to have 'sorry' said to them. Could Zacchaeus have had a new start without saying sorry? 	I can recognise and talk about how Jesus' actions brought about change (L1) I can empathise simply with a character in the story – I can say how they might feel (L2)	There are versions of this story in children's Bibles, and some songs about it, eg from 'Praise God with the Sticky Kids' (Sticky Music, Glasgow)

How do people celebrate new life when a baby is born?

<p>To think about what makes a baby's birth a very special time, clarifying the idea of new life</p> <p>To think about new life for themselves</p> <p>To describe what we do to celebrate good times</p>	<p>New Life: How do people celebrate a baby's birth?</p> <ul style="list-style-type: none"> ▪ Begin by talking with children about new life when a baby is born. Some children will have the experience and memories of a young brother, sister or cousin being born. What happens? Why is it an exciting time? Who likes babies? Do some children play with dolls as new babies? What do they like to do? ▪ Spring is the time for new babies in the animal world. Make links to new life for rabbits and guinea pigs, as well as people. ▪ Ask children to talk to parents and carers about when they were born. Were there any presents? Who for? Were there photographs? What was exciting? Can they bring a picture? ▪ What makes the birth of a baby such a special occasion? ▪ The class could watch a clip from Disney's 'Sleeping Beauty' – when the baby is born, the fairies all give gifts of kindness, beauty, love and so on. New life is a time to celebrate and a time for hoping. What would they give to a new baby? – not just material gifts, but perhaps time, love, care and similar things. ▪ Children could draw a picture of a newborn baby, and talk about the 'invisible gifts' they would like the baby to have: examples to think about might include love, friendliness, kindness. 	<p>I can talk about feelings and emotions that go with new life (L1)</p> <p>I can recall and talk sensitively about experiences from my own life to do with new babies and new life (L2)</p> <p>I can identify some of the hopes people have for new life (L2)</p>	<p>Of course, this is sensitive territory for some children.</p> <p>Teachers will want to be inclusive and sensitive to the variety of family life.</p> <p>It is good to point out that adopted children are specially chosen.</p>
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What do Christians remember about the Easter Story?

<p>Become familiar with some of the major events of the stories of Holy Week and Easter</p> <p>Begin to understand that Christians believe Jesus died and came back to life to give new life to his followers</p> <p>Pupils will be able to retell an outline of part of the stories of Holy Week and Easter</p> <p>To identify and express feelings through role play, story and activity</p>	<p>Sharing the stories of Holy Week and Easter story together</p> <ul style="list-style-type: none"> Read a version of the story, getting children to perform a set action when a particular name is mentioned, eg make 'clip clop' sounds when the donkey is mentioned, stand up and throw a fishing line when Peter is mentioned. Do 'thumbs down' when Pilate is mentioned. This sets up consideration later of different people's actions in the story. Count and order the different characters in the story. Have their names on flash cards to get the talking going. Use a big book, web based or filmed version of the story in pictures to go with the telling of the story ('Miraclemaker' is good, as is 'Animated Life of Jesus/Channel 4 Learning). Ask children to choose their favourite moments, the saddest moments, and the moment that is most about new life. <p>Responding to the story</p> <ul style="list-style-type: none"> Sequence pictures or simple sentences, or organise children to produce art works depicting the sequence of events in the Holy Week and Easter narrative or decorate some leaves for a tree with some key moments from the story. One good way of doing this is to write the story in 30 simple sentences and give each child one sentence to illustrate, then create a 30 page class book of the story in the children's pictures (this makes a lovely display for Easter for a church to which you are linked). Share the story and act out the suggested feelings of the character, eg who might have felt these feelings? Can the children make the faces? Frightened, shocked, happy, surprised, tearful, excited, joyous, proud, thrilled, amazed. (Link to SEAL) 	<p>I can get involved in a group activity and share my work with other children (ELG: communication)</p> <p>I can make faces for different emotions, and guess the emotions other children express (ELG: social skill)</p> <p>I can remember and talk about some of the events of the Easter story (L1)</p>	<p>Holy Week is the time from Palm Sunday to good Friday, the last week of Jesus' life</p> <p>Literacy: Can children sequence pictures to tell the Easter story?</p> <p>Write words and phrases</p> <p>Speaking & Listening links to SEAL programmes are easy to build here</p>
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Which characters were involved in the Easter story? What happened?

<p>That there were many characters involved in the story who each had their part to play</p> <p>That the story is about the death of Jesus and the Empty Tomb, the beginning of Christianity</p>	<p>The Easter story in five scenes</p> <p>Give each pupil a five-page booklet to make five drawings in. You could pre-print simple outlines of the story onto facing pages, and get pupils to draw their own story book for Easter</p> <ul style="list-style-type: none"> Listen to the Palm Sunday story: Jesus is welcomed by excited crowds, riding a young donkey. Talk about how people felt, why people loved Jesus, what the occasion was like. Luke 19:28-40 Read/tell the story of Jesus and the money changers in the Temple. Talk about what makes us angry, and why this made Jesus angry. Did it help Jesus to make friends, or make enemies? Luke 19: 45-48. Is it sometimes OK to be angry? Next, take the story of Jesus' last supper with his disciples. Children might look at bread and wine, and spend a two minute time of silence thinking about the story and its meaning. Luke 22: 1-23. The fourth part of the story is the crucifixion of Jesus. Use some carefully chosen images to talk about this. The story is well told in the BBC's video version for this age group – see resources section above. Talk about the people who cried, and times when we cry. Consider why the Christians call this day 'Good Friday.' The story of the Empty Tomb brings a happy ending to the story. Talk about why Christians believe in heaven and life after death. Why is this a story of hope? 	<p>I can recall the story simply (L1)</p> <p>I can say how some of the characters might have felt (L2)</p> <p>I can express feelings from the story for myself (L2)</p> <p>I can identify and sequence events from the story for myself (L2)</p>	<p>This approach can be linked to a week's work in the literacy strategy on narrative, enabling children to prepare recounts, make lists or write instructions.</p>
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***How can we retell the Easter story in an interesting way?
How can we show the story is about new life?***

<p>To enjoy play and thinking about the story</p> <p>To develop their creative skills while working with others</p> <p>To use the Easter story as an opportunity for thinking about new life</p>	<p>Getting creative with the story</p> <ul style="list-style-type: none"> ▪ Set up some creative activities linked to these characters. Use the artefacts of Easter (these may be borrowed from, or seen at a local church, or use pictures from an artefacts web site, or drawn by pupils) and get children to create some of their own. ▪ These could include a Lego Easter, or a playdough Easter, or a finger puppets play activity, or one based on drawing round the children in suitable poses for Palm Sunday, the argument with the money changers or the Empty Tomb on large sheets of paper and then painting them for a wall display. Make the creative work as exciting as possible, keeping the focus on new life. ▪ All children might look at signs of new life in nature: bulbs, buds, leaves, flowers, baby animals, eggs and chicks. Give them a green leaf outline and ask them to choose what signs of new life they want to put on the leaf. Hang all the leaves the class makes on a 'tree of new life' 	<p>I can recount an outline of part of the story working with other children (L2)</p> <p>I can use my creative talents to show the outline of the story (L2)</p>	<p>It's important for RE to make space for the child's imagination, to flourish. This lesson tries to do so.</p> <p>This learning has natural links with the expressive arts curriculum and is a good basis for some themed learning across the curriculum.</p>
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How do Christians celebrate Easter?

Is Easter a festival of new life?

What do Christians believe about life after death and heaven?

<p>What do people do on a special day such as Easter Sunday?</p> <p>To know that Easter is a Christian celebration of Jesus' resurrection</p> <p>To think about what Christians believe about heaven</p>	<p>Easter as a festival of new life</p> <ul style="list-style-type: none"> ▪ Talk about how we celebrate a special occasion. In Circle Time, discuss children's experiences of celebration. Ask questions such as, 'What do you like about birthdays?' 'Are there any other special days in your family?' 'How do celebrations make us feel?' Pupils could collect emotional words for the 'best day of the year' and contrast them with some for an ordinary day or a sad day. ▪ We often do the same things in celebrating a festival. Think about a story we tell, food, drink, gifts, cards, special words to say, music, events, company and other aspects of celebrating. ▪ Talk about Easter being a special event to celebrate Jesus rising from the grave for Christians. Use artefacts, video or pictures to show what happens in Church for Easter. Talk about the turn around in the story: hot crossed buns are symbols for 'Good Friday', a reminder of the cross, but the symbols of Easter Sunday are all about new life. ▪ Listen to some of the music of Holy Week and Easter and talk about the feelings that go with it. Sad songs for Good Friday contrast with hymns and songs of excitement and triumph – all the way up to Handel's 'Hallelujah Chorus'. ▪ Teach the children that Easter is a sign of Christians that when people die, they live again in heaven with God. Invite the children to ask all the questions about this that they possibly can. Record the questions, and talk about why some of them cannot be answered, even though they are interesting. ▪ Extension: What do the children think God would say to answer their questions? 	<p>I can tell someone how my family celebrate special days in our home (L1)</p> <p>I can talk about thoughts and feelings I have when I am celebrating a special day (L2)</p> <p>I can say three things that make Easter a special day for Christians (L2)</p> <p>I can make lists of the things that make a good celebration (L2)</p>	<p>Note that the Festivals of Divali (Hindu) and Hanukkah (Jewish) are also festivals of hope, from different religions. It's appropriate for teachers to build up these kinds of links for any class.</p> <p>New Year's Day may be similar for non-religious people too.</p> <p>Note that the focus in this work is on the figure of Jesus, not on the 'commercial' celebrations. For Christians, chocolate and rabbits matter less than empty tombs and the hope of heaven.</p>
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What is the story of Pentecost?

What happens at Pentecost in a Church?

<p>To learn simply about the idea of the Holy Spirit from the story of Pentecost</p> <p>To find out what happens at Pentecost in Church</p> <p>To use music and visual learning ideas to respond to the idea of the Holy Spirit</p>	<p>What is the story of Pentecost?</p> <ul style="list-style-type: none"> Retell the story from Acts Chapter 2 about the coming of the Holy Spirit. Tell the pupils that Christians believe God's Spirit is invisible, but real. Tell them that symbols like the dove, a flame of fire or the wind are some ways of understanding what the Christians mean. Talk about the story by asking some 'I wonder ...' questions. Discuss the idea that the Holy Spirit can help people by giving them comfort, strength or bravery. <p>What happens at Pentecost today in church?</p> <ul style="list-style-type: none"> If possible, look at the vestments for Pentecost that your local church has and see what symbols, colours and fabrics are used. Are they about being strong and brave in some ways? (The vestments website www.vanpoules.co.uk is a good alternative – lots of pictures to show on the whiteboard, and children can choose the ones they think are best.) Find out what music the children at a local church sing at Pentecost, or what songs they have about the Holy Spirit. Listen to some examples (some may come from the music you use in school worship). 'Be bold, be strong, for the Lord your God is with you' is an interesting example, as is the emotions music of Stephen Fischbacher (see his website www.fischy.com) 'Woah, He's alive' and 'We all need encouragement' are examples of songs that work here. Work with pupils in groups to create sound patterns and rhythms for the emotions of the story of Pentecost: slow and worried music to start with, then the music of rushing wind and flames, then the music of bravery and 'speaking out'. If the work is good, then perform it in assembly for the children of the foundation stage. Is the children's music similar to what happens in church at Pentecost? 	<p>I can talk about the story and suggest some meanings for different parts of it (L2)</p> <p>I can suggest a question or idea of my own about the Holy Spirit (L2)</p> <p>I can join with a group to create some music that shows a sensitive response to ideas in the story (L2)</p>	<p>A 'Godly Play' method of exploring this story can be very effective.</p> <p>The date of Pentecost follows 50 days after Easter. The work in this unit might begin before Easter, continue after Easter and culminate in May, but it is not essential for it coincide with the church celebrations.</p>
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Why is the Holy Spirit very important to Christians?

<p>To learn about the Christian idea of God as the Holy Spirit, an invisible person who is with us all the time</p>	<p>Invisible, but real? What is God like?</p> <ul style="list-style-type: none"> ▪ Talk to the class about things that are real but invisible: the wind, love, thoughts, prayers, music. Ask: is God like this? Spend some time talking about the mysterious or puzzling questions children find interesting. Don't worry that you cannot answer these. ▪ Teach the children that Christians believe God is invisible, but always here. God the Holy Spirit is like music, love or the wind, because the Holy Spirit can make harmony, can give love, can be powerful and strong. Teach the pupils that not everyone thinks god is like this, but Christians do. Link the idea to the story of Pentecost above. ▪ Ask the children to choose an image of a flame, a gusty wind, a loving heart or musical notes (have these cut out ready). Inside the image, they can write questions, or draw symbols or images for God that they like. Share the cut-outs in circle time, and talk about the questions. 	<p>I can ask good questions about God for myself (L2)</p>	<p>This conversational lesson can make some teachers anxious about their own lack of subject knowledge, or the fact they may not hold orthodox Christian beliefs themselves. Invite a Christian visitor from Church if you like – not to give the answers, but to talk about the questions.</p>
		<p>I can respond to ideas about the Holy Spirit thoughtfully for myself (L2)</p>	
		<p>I can suggest some answers to questions about God, including answers that Christians give (L3)</p>	

What have you learned about what matters to Christians at Holy Week, Easter and Pentecost?

What have you learned about hopes and about new life?

<p>To see that Easter is about new life</p> <p>To realise that there are connections for Christians between ancient stories and today's ways of living</p> <p>To think about the fact that we all need fresh starts sometimes</p>	<p>What really matters at Holy Week, Easter and Pentecost?</p> <p>The meaning of the stories of Holy Week, Easter and Pentecost includes the hope for new life after death in which Christians believe and the idea that love can conquer death. These hard concepts are the background to this final lesson.</p> <ul style="list-style-type: none"> ▪ In circle time, set up a table of 8 or 10 artefacts, including Easter ones such as hot crossed buns, chocolate eggs and rabbits, crosses, painted eggs, an image of an Easter garden, fresh flowers, an Easter card, a symbol of the flames of the Holy Spirit and others similar. ▪ Invite children to choose three artefacts (or pictures) that matter most to Christians, including at least one that they think is a sign of new life, from the table and say why I chose them. You might also include some others that are nothing to do with Easter. ▪ Ask pupils to use a template – a big circle divided into three is good – and choose three drawings or images of what really matters at Easter. Ask them to include one that is a sign of new life. ▪ Give time to make this a beautiful piece of work, something they can be proud of. Link to the art curriculum. In small groups, children speak and listen about these pieces of work. ▪ Talk in circle time about the words 'sorry' and 'forgive'. Why are these important words? In the story, there are lots of people who should have not done the things they did. Tell children about what Jesus said when he was crucified: 'Father, forgive them, they don't know what they are doing' When someone forgives you, then you can make a fresh start. ▪ To conclude, making links with the things that matter to Christians at Holy Week, Easter and Pentecost, present artefacts of pictures of things that sum up the work: show pupils pictures of the crown of thorns, the cross, the empty tomb, the disciples rejoicing, or the bread and wine of Holy Communion/Eucharist. ▪ Talk about the significance of these things, and encourage pupils in their own search for personal meaning by helping them to choose and talk about the things, people and questions that matter most to them. 	<p>I can draw the object that matters most to me (L1)</p> <p>I can talk about the person who matters most to me (L1)</p> <p>I can ask a question about what matters to me that I'd like to find out more about (L2)</p> <p>I can say what I have learned about important things in Christian life (L2)</p> <p>I can choose 3 artefacts (or pictures) that I think matter most to Christians from a table, describe them, and say why I chose them (L3)</p>	<p>This final session may appear challenging for 5-7 year olds, but it is at the heart of the RE learning, making connections between the beliefs and values of the Christian tradition and the human experiences and personal meanings the pupils find in celebration and story.</p>
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