

Spring 2 -

Lostwithiel Primary School

Year 6

Unit 2.5 - What do Christians believe Jesus did to 'save' people?

RE Knowledge Organiser

Prior Learning:

- Unit 2.4 - What kind of world did Jesus want? Unit U2.3 - Why do Christians believe Jesus was the Messiah?

Key RE learning Outcomes for this unit:

- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
- Explain what Christians mean when they say that Jesus' death was a sacrifice
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- Show how Christians put their beliefs into practice in different ways
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- Articulate their own responses to the idea of sacrifice, recognising different points of view.

Key RE Vocabulary -

General Terms and Cross Curricular Vocabulary

Gospels	The teaching or revelation of Christ	Betrayal	The action of betraying one's country, a group, or a person; treachery. Be gravely disloyal to.
Crucifixion	An ancient form of execution in which a person was nailed or bound to a cross.		
Resurrection	The action or fact of resurrecting or being resurrected. To restore (a dead person) to life.	Commemoration	A ceremony or celebration in which a person or event is remembered.
Sacrifice	An act of giving up something valued for the sake of something else regarded as more important or worthy. Christ's offering of himself in the Crucifixion.	Denial	Refusal to acknowledge an unacceptable truth or emotion or to admit it into consciousness, used as a defence mechanism.
Communion	The service of Christian worship at which bread and wine are consecrated and shared.	Symbolism	The use of symbols to represent ideas or qualities. Symbolic meaning attributed to natural objects or facts.
Martyr	A person who is killed because of their religious or other beliefs.		

Areas of Reflection

Cross Curricular Links

- Explore Holy Week. All four Gospels describe the events but Mark 14-15 offers the most succinct account. Give pairs some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection), How would they portray this scene in art, a freeze frame etc?
- View examples of artwork of these scenes and see what differences there are with their ideas; talk about why the artists presented the way they did. How have they communicated the events? Order the extracts. Talk about their responses: key moments, feelings, surprises, puzzles? How would they sum up the meaning of the story?
- Consider who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. Remind pupils of the wider context of the 'big story'. What difference does this make to their ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God.
- Explore the mainstream Christian belief that Jesus's death was a sacrifice. Christians think of this in different ways. How might Christians respond to the idea that Jesus sacrificed his life for their sake? Remember that Christians believe Jesus' death was not the end.
- Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. Find out about how different Christian churches celebrate communion. Explore the symbolism of the bread and wine, linking with the Passover celebration but also connecting with sacrifice - representing Jesus' body and blood.
- Discuss what a martyr is. Show images of the commemoration of 20th century martyrs at Westminster Abbey. Research.

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Linked documents: *Class Overview*, *RE Whole School Progression document* and *Class Medium Term Planning/ Cornwall Agreed Syllabus*