

NATRE Bursary Unit of work

**Opening Up Easter for Year
5 and 6**



About this unit

This unit focuses on the concept of sacrifice in the Christian traditions and on the wider concept of commitment, which matters to any human being. This unit builds upon pupils' understanding of Christianity from previous years by enquiring some key aspects of the Easter narrative. The concept of sacrifice is used, both to explain some Christian beliefs about Jesus and to enable pupils to learn from religion in the exploration of shared human experiences of commitment. Pupils will be invited to explore the idea that love is shown through sacrifice. The unit prepares pupils to visit a church in order to explore the meaning of Easter for Christians in their local area today. The unit links to literacy and art through opportunities to use poetry and express ideas artistically.

Where this unit fits in

This unit is suitable for teaching in upper Key Stage 2.

Estimated teaching time for this unit: 7 hours

It is recognised that this unit provides more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Key Strands addressed by this unit

AT 1 - Learning about religion

- Beliefs, Values and Teachings
- Practice and Lifestyle
- Expressions of meaning

AT2 - Learning from religion

Questions about

- Meaning and Truth
- Values and Commitments

The key RE concepts which this unit develops are beliefs and teachings, religious lifestyle, truth and commitment.

Background information for teachers

Beliefs

The central beliefs of Easter are complex and profound:

- **Incarnation** – the belief that God became man in Jesus
- **Forgiveness** – the belief that when people are sorry for the sins they commit they will be forgiven by God
- **Hope** – the belief that Jesus brings hope that life on earth can be better and that there is a life after, with God.
- **Resurrection** - the belief that Jesus rose from the dead on the third day after his death by crucifixion; also the rising from the dead of believers on the Last Day.
- **Salvation** - the belief that through the death of Jesus people are saved from the eternal consequences of sin.

In Christian traditions, belief in the sacrifice of Jesus on the cross is central. His death is seen as both a human tragedy and as the 'will of God' in exemplifying (divine) love and self sacrifice. Sacred text, story and theological ideas contribute to Christian understanding of the stories of crucifixion and resurrection, and may inspire sacrificial living at many different levels in the Christian community today.

Commitment is a universal idea. The shared human experience of trying to put our commitments into action (and sometimes failing) is one which pupils in this age group can begin to understand and is a suitable focus for reflection.

Pupil outcomes within this unit:

Within this unit the children will have chance to show that they can achieve a selection of the outcomes outlined below

Level 3	<ul style="list-style-type: none">• Recognise some similarities and differences between the way Easter is celebrated by Christians and the ways Easter is celebrated by other people• Develop an understanding of giving as a sacrifice of something valuable• Describe the last supper and make a link to the idea of sacrifice• Make links between Christian beliefs about Jesus as the 'Lamb of God' and ideas about Jesus' death as a sacrifice• <i>Make links between the idea of sacrifice and my own attitude to putting others first, or serving others.</i>• Describe the events of the crucifixion• Make links between Christian beliefs about Jesus as the 'Lamb of God' and ideas about Jesus' death as a sacrifice• Describe three things that Christians believe in and say what difference the beliefs make at Easter• <i>Connect the ideas in the Easter narrative to my own ideas and experiences</i>• Describe, through art and words, some things that express the meaning of the Easter narrative for Christians
Level 4	<ul style="list-style-type: none">• Identify the key concepts that are shown through the Christian narrative of Easter• <i>Explain some of their own sacrifices and commitments and the difference that these make to their own lives</i>• Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion• Show understanding of Christian beliefs about Jesus' death as a sacrifice and the idea of him as the Lamb of God• Describe how these beliefs have an impact on the lives of some Christians• <i>Apply the ideas of sacrifice and forgiveness to my own life, comparing my views with Christian responses</i>• Explain some of the reasons why Jesus was put to death• Use a developing religious vocabulary to describe and show understanding of the Christian belief in life after death• <i>Raise questions and suggestions answers to question what happens when we die</i>• Show that I understand how the Easter story can have an impact on Christians today• <i>Create a statement of my own beliefs about God, Jesus and life after death, referring to ideas from the Christian narrative of Easter</i>• Express, through art and words, what is inspiring and inspirational about the Easter narrative
Level 5	<ul style="list-style-type: none">• Explain the impact of the sacrifice of Jesus on a modern Christians approach to life• Pose questions and suggest answers, through art and words, about the meaning of the Easter narrative

Assessment opportunities

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. An example of a creative assessment activity is given on p 17 and 18.

Resources

Artefacts

Religious artefacts for Christianity are available to purchase from:

- Articles of Faith (Tel: 0161 763 6232) www.articlesoffaith.co.uk
- Religion in Evidence (Freephone 0800 137525)] www.tts-group.co.uk
- Pictures & posters of the Easter Story
- Different crosses, including the Empty Cross and a crucifix

Visual and books

- Picturing Easter by Lat Blaylock and Victoria Ikwuemesi, RE Today, 2008
- Picturing Jesus Packs A and B Lat Blaylock RE Today (see publishers catalogues for wide selection)
- RE Ideas: Christianity (ed. Draycott, RE Today, 2004): Copiable pack of 50+ lessons for KS2 Christianity
- Teaching about Jesus Anthony Ewens & Mary Stone (RMEP)
- Jesus J Aylett & R Holden-Storey Hodder & Stoughton
- The Life of Jesus D Stent Blackwell
- Bibles and story books depicting the Easter story.
- Bible stories for Easter: extracts from Luke chapters 22-24.
- The Easter Story Big Book – Anita Ganeri
- The Lion Story Teller Bible, Bob Hartman, Lion ISBN 978-0-745949-80-2
- Faith Stories (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1
- Exploring Celebrations (Exploring a Theme series), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-09-6
- Opening Up RE: Easter, ed. Fiona Moss, RE Today

Websites

- The National Association of Teachers of RE (NATRE) hosts a web gallery of children's art work. Here children can look at works of art by other pupils, including images associated with festivals: www.natre.org.uk/spiritedarts
- Animated World Faiths, Programme1, Life of Christ: www.channel4.com/programmes/stop-look-listen-animated-bible-stories
- RE:Quest is a very useful site for learning about Christianity: www.request.org.uk Range of different versions of the Easter Story
- CLEO has a collection of excellent video resources for RE in all key stages: www.cleo.net.uk
- The Welsh Virtual Teacher Centre contains some good materials for teaching Easter to this age group: www.ngfl-cymru.org.uk

- REonline is a good gateway site: www.reonline.org.uk
- Rejesus provides a good range of images of Jesus and interesting points of view: <http://rejesus.co.uk>
- The National Society supports RE with some books and a website on 'Encountering Christianity': www.encounterchristianity.co.uk
- The BBC's Learning Zone Broadband Clips Library provides short clips on a wide variety of RE topics in 6 religions: www.bbc.co.uk/learningzone/clips

Video and visual

- Miracle Maker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is supported by web based teaching ideas from the Bible Society UK www.biblesociety.org.uk
- Pathways of Belief videos and teachers notes. BBC
- Animated World Faiths Prog 1 Life of Christ;
- Festivals 2 DVD Child's Eye Media
- Channel 4 Animated Bible Stories
- BBC Sherston: Faiths & Celebrations CD Rom
- Godly Play activities : Jerome W Berryman, The Complete Guide to Godly Play
- BBC Pathways of Belief : Christianity: Easter

Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **spiritual development** come from thinking about spiritual stories, ultimate questions and beliefs about life after death.
- Opportunities for **moral development** come from considering the consequences of actions in the stories of Easter, and from exploring the concepts of commitment and sacrifice.
- Opportunities for **cultural development** come from encountering people and places from different religions and different denominations

What does Easter mean?

<p style="text-align: center;">Learning outcomes</p> <p style="text-align: center;">Teaching should enable pupils to...</p>	<p style="text-align: center;">Teaching and learning ideas</p>	<p style="text-align: center;">Pupil Outcomes</p> <p style="text-align: center;">so that pupils can say "I can..." to one or more of the statements below.</p>	<p style="text-align: center;">Points to note</p>
<p>Describe some ways in which Easter is remembered by Christians and wider society</p>	<p>Ask pupils to:</p> <ul style="list-style-type: none"> • investigate the results of a Google image search on the word 'Easter'. What do they notice? What might someone who has never heard of Easter assume it was about, if this was their only source? • read Paul Cookson's poem 'I don't believe in Easter'. Explain what they think he means, and suggest what else is needed to understand what Easter is about for Christians. This poem can be found in opening up RE Easter p 27. • list the information they may be able to find in order to know more about Easter such as meet people from the local Christian faith community to ask questions about what Easter means to them and the impact it has on their everyday life. Depending on the children's prior knowledge by asking them to identify the key parts in the Easter story and freeze framing scenes. These could be photographed and annotated with the thoughts of the key characters. If the children do not have enough basic knowledge to do this a good retelling could be shared using pictures such as those found on www.sermons4kids.com. The story will be retold during the unit of work. <p><i>Consider, with the children, what some of the key meanings of the Easter story are for example sacrifice and forgiveness. The rest of the unit should choose one or two of these to support further work on the meaning of Easter</i></p>	<p>L3 Recognise some similarities and differences between the way Easter is celebrated by Christians and the ways Easter is celebrated by other people</p> <p>L4 Identify the key concepts that are shown through the Christian narrative of Easter</p>	<p>The central beliefs of Easter are complex and profound:</p> <ul style="list-style-type: none"> • Incarnation – the belief that God became human in Jesus. • Forgiveness – the belief that when people are sorry for the sins they commit they will be forgiven by God. • Hope – the belief that Jesus brings hope that life on earth can be better and that there is life after death, with God. • Resurrection – the belief that Jesus rose from the dead on the third day after his death by crucifixion; also the rising from the dead of believers on the Last Day. • Salvation – the belief that through the death of Jesus people are saved from the eternal consequences of sin. See also: www.request.org.uk

What does it mean to make a sacrifice?

<p style="text-align: center;">Learning outcomes</p> <p style="text-align: center;">Teaching should enable pupils to...</p>	<p style="text-align: center;">Teaching and learning ideas</p>	<p style="text-align: center;">Pupil Outcomes</p> <p style="text-align: center;">so that pupils can say “I can...” to one or more of the statements below.</p>	<p style="text-align: center;">Points to note</p>
<p>Identify the challenge of sacrifice and commitment</p>	<p>Who makes sacrifices for us?</p> <ul style="list-style-type: none"> • Choose a variety of people found in home, school, community, media or in a story. Consider what they give to other people. Focus on talents, time, caring / love. • How do people who are giving / receiving feel? Is it easy or difficult? How do we know? Make a visual representation linking the examples chosen, the sacrifice involved and the recipient of their sacrifice. • Share some examples of sacrifice. Good examples of this can be found in Opening up RE Easter p 17. • Compare the concepts of sacrifice and commitment. Consider with the pupils whether we all have commitments and what difference these make to our lives. 	<p>L3 Develop an understanding of giving as a sacrifice of something valuable</p> <p>L4 <i>Explain some of their own sacrifices and commitments and the difference that these make to their own lives</i></p>	<p>Within this lesson you could use the commitment game from ‘Exploring a Theme in RE: Religion and the Individual’ (ed. Mackley, RE Today, 2008)</p>

Why did Jesus share bread and wine with his disciples?

<p style="text-align: center;">Learning outcomes</p> <p style="text-align: center;">Teaching should enable pupils to...</p>	<p style="text-align: center;">Teaching and learning ideas</p>	<p style="text-align: center;">Pupil Outcomes</p> <p style="text-align: center;">so that pupils can say “I can...” to one or more of the statements below.</p>	<p style="text-align: center;">Points to note</p>
<p>Describe some links between the Last Supper and Holy communion</p> <p>Consider whether Jesus came as a ruler or a servant.</p>	<p>What was the meaning of Jesus’ last meal with his friends?</p> <ul style="list-style-type: none"> ▪ Tell the story of the Last Supper, drawing out children’s own experiences of sharing special meals together, e.g. birthdays, weddings, school parties. Explain that Jesus was going to die, and he showed the disciples a way of understanding what he was doing. ▪ Tell the story of Jesus washing the disciples’ feet. How would you show your friends that you wanted to serve them, not rule over them? A drama activity could be linked to Jesus washing the disciples’ feet. Explain that this story is in John’s Gospel instead of the story of the bread and wine. What did Jesus want his disciples to do after he was dead? Help the children to find out about churches that celebrate washing of the disciples’ feet. Watch a video of a Eucharist. ▪ Talk about the Last Supper and explain what Jesus was telling his disciples. Talk about the fact that Jesus came to be a servant, and that Christians believe they should follow his example. The story is in Mark 14:12–26. ▪ Reproductions of traditional and modern paintings from different cultures can be used to support the teaching about the Last Supper. The story is in John 13:1–17. 	<p>L3 Describe the last supper and make a link to the idea of sacrifice</p> <p>L4 Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion</p>	<p>An excellent visual learning activity compares two paintings, and a video sequence with the text of the Last Supper. Pupils in pairs decide which one represents the Bible story best and why.</p> <p>Picturing Easter: Lat Blaylock and Victoria Ikwuemesi- RE Today Services has excellent art work and lesson ideas.</p>

Why did Jesus die?			
Learning outcomes Teaching should enable pupils to...	Teaching and learning ideas	Pupil Outcomes so that pupils can say "I can..." to one or more of the statements below.	Points to note
Understand why Christians believe that the death of Jesus was such a significant event	<p>Arrange the class into groups of 4. Each group could then complete one of the different activities and report back, or the activities could be experienced on a carousel.</p> <p>Bearing a burden Christians generally see sin as a burden. When they don't have the right attitude to God or to others, or if they act selfishly, they often feel guilty. They want to be good but don't always manage it. They believe that Jesus will take the burden away if they ask him for forgiveness.</p> <p>In groups, think of how to act out and present two freeze-frame images</p> <ul style="list-style-type: none"> • one to express how a Christian might feel when he or she has upset God • one showing how he or she might feel after those sins have been forgiven. <p>Lost Jesus told a story about God being like a shepherd who searches for a lost sheep (Luke 15:1-7). He also described himself as a good shepherd, prepared to lay down his life for his flock, and leading his people to safety (John 10:11-16). Christians also believe that Jesus does not just show them the way to heaven, he actually is the way. Through Jesus' sacrifice, he opens the way to heaven. Some Christians say Jesus is like a bridge carrying people from death to life.</p>	<p>L3 make links between Christian beliefs about Jesus as the 'Lamb of God' and ideas about Jesus' death as a sacrifice</p> <p><i>make links between the idea of sacrifice and my own attitude to putting others first, or serving others.</i></p> <p>L4 show understanding of Christian beliefs about Jesus' death as a sacrifice and the idea of him as the Lamb of God</p> <p>describe how these beliefs have an impact on the lives of some</p>	<p>http://www.jesuswalk.com/lamb/images/zurbaran-agnus-dei-lamb-of-god-madrid-1339x800jpg</p>

	<p>Individually or in pairs, produce a piece of artwork that expresses the idea of being lost and then found.</p> <ul style="list-style-type: none"> • You might do a collage, using colours and images symbolically. • Write a short paragraph explaining your picture and how it links to Christian beliefs about Jesus. <p>Stepping in</p> <p>Most Christians do not see the Bible as full of loads of rules they have to obey. They believe that God loves them and that Jesus saves them from a terrible fate – life without God after they die. They want to please Jesus and thank him for his sacrifice on the cross – which makes it easier to follow Jesus’ teachings. They also believe that following Jesus’ teachings is what will make them get the most out of life.</p> <p>In pairs, look at the list of Jesus’ teachings, below</p> <ul style="list-style-type: none"> • Come up with an example of an occasion when it would be really difficult to follow this teaching. • Take one and draw a short storyboard showing how a Christian might remember Jesus to help him/her do the right thing. <ul style="list-style-type: none"> ➤ Do not boast ➤ Love your enemies ➤ Do not get angry ➤ Don’t worry about what will happen tomorrow ➤ Do not spend all your time gathering up riches for yourself ➤ If someone is ill, look after them. <p>Taking someone’s place</p> <p>Christians believe that in the Old Testament, God arranged to deal with people’s sins through sacrifice. An animal – sometimes a lamb – was offered. The worshipper said sorry for his sins, and put his hand on the lamb, a</p>	<p>Christians</p> <p><i>apply the ideas of sacrifice and forgiveness to my own life, comparing my views with Christian responses</i></p>	
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	<p>symbol for transferring the sins onto the lamb. The lamb was then killed and the body burned on the altar. The worshipper's sins were gone! It was as if the lamb had taken the punishment for the worshipper. They were now at one with God again.</p> <p>Imagine what it would be like to be able to take all the wrong things you have ever done or said, or even thought, and to put them onto paper and then burn or shred the paper. As the flames lick upwards, the paper turns black and crumples, the writing disappears, leaving smoke and ash. All those wrong things have disappeared!</p> <ul style="list-style-type: none">• How would it feel?• Why might someone be happy with this? <p>Now look at a copy of the picture Agnus Dei by Zurbaran. In pairs, try and work out why Christians call Jesus the 'Lamb of God'.</p> <p>It might be helpful to talk through the 'taking someone's place' activity as a whole class. Some teachers might ask pupils to draw a symbol on a piece of paper to represent something they have done and are sorry about, and then shred the paper or in a safe manner burn the paper.</p>		
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Was crucifying Jesus an example of sacrificial love?

<p style="text-align: center;">Learning outcomes</p> <p style="text-align: center;">Teaching should enable pupils to...</p>	<p style="text-align: center;">Teaching and learning ideas</p>	<p style="text-align: center;">Pupil Outcomes</p> <p style="text-align: center;">so that pupils can say “I can...” to one or more of the statements below.</p>	<p style="text-align: center;">Points to note</p>
<p>Understand some of the reasons why Jesus was put to death</p> <p>Understand some of the Christian beliefs about the death of Jesus as a sacrifice.</p>	<ul style="list-style-type: none"> ▪ Tell the story in a simplified version. Emphasise the way that the crowd that had welcomed Jesus now turned against him. How do you think the disciples felt and why? How do you think his family felt? How do you think Jesus felt? Note that Barabbas was freed instead of Jesus. ▪ Watch this part of the story from the DVD ‘Miracle Maker’ (Links to literacy objectives) ▪ Explore with the children the reasons why the Romans wanted to put Jesus to death. Draw up a charge sheet against Jesus as if you were a Roman or tell the events as if you were Barabbas. ▪ When Jesus was crucified, Barabbas went free. Did Jesus sacrifice himself for Barabbas? <p>What difference does Jesus sacrifice make to Christians?</p> <p>Read some comments from Christians about the importance of the sacrifice of Jesus to them. Some good examples can be found on p19 of Opening up RE: Easter. After reading the comments, either individually or in pairs, write a paragraph explaining- What difference does Jesus sacrifice make to Christians? Some suitable sentence starters to support this work can be found in Opening up RE :Easter p19.</p>	<p>L3</p> <p>Describe the events of the crucifixion</p> <p>make links between Christian beliefs about Jesus as the ‘Lamb of God’ and ideas about Jesus’ death as a sacrifice</p> <p>L4</p> <p>Explain some of the reasons why Jesus was put to death</p>	

What difference does the story of the resurrection make for Christians?

<p style="text-align: center;">Learning outcomes</p> <p style="text-align: center;">Teaching should enable pupils to...</p>	<p style="text-align: center;">Teaching and learning ideas</p>	<p style="text-align: center;">Pupil Outcomes</p> <p style="text-align: center;">so that pupils can say “I can...” to one or more of the statements below.</p>	<p style="text-align: center;">Points to note</p>
<p>Describe and explain the Christian belief that life continues in heaven even after someone has died</p>	<p>What happened on Easter Sunday morning?</p> <ul style="list-style-type: none"> ▪ Tell the story of Easter morning. The first to find the tomb empty were Jesus’ women friends; they found it scary, but came to believe he was back from the dead. ▪ Talk about the Christian belief that Jesus’ sacrifice made the way to heaven after death open for humanity. ▪ Discuss: what beliefs about life after death have the children heard about? What beliefs and questions do they have? What links are there between this story and Christian beliefs in heaven? ▪ Talk about the Christian belief that ‘God in Jesus was making peace with the world’ in the events of this story. It’s a hard concept, but some pupils will be able to make links to their understanding of sacrifice. 	<p>L4 Use a developing religious vocabulary to describe and show understanding of the Christian belief in life after death</p> <p><i>Raise questions and suggestions answers to question what happens when we die</i></p> <p>L5 Explain the impact of the sacrifice of Jesus on a modern Christians approach to life</p>	<p>If appropriate time should be given to sensitively discuss ideas about death more generally.</p> <p>Heaven by Nicholas Allen gives the opportunity to raise these questions whilst looking at the death of a pet</p>

What does Easter really mean to Christians?

<p style="text-align: center;">Learning outcomes</p> <p style="text-align: center;">Teaching should enable pupils to...</p>	<p style="text-align: center;">Teaching and learning ideas</p>	<p style="text-align: center;">Pupil Outcomes</p> <p style="text-align: center;">so that pupils can say “I can...” to one or more of the statements below.</p>	<p style="text-align: center;">Points to note</p>
<p>Encounter some of the concepts at the centre of the Easter narrative, for example, forgiveness and sacrifice.</p>	<p>Share some poetry about Easter. Choose examples that have been written by Christian poets.</p> <ul style="list-style-type: none"> ▪ Look at examples of personification and powerful imagery used in the poems. How is the use of this imagery and language effective. How does it help Christians understand the message of Easter? ▪ Which poem explains most effectively what Christians believe about Easter ? Why? Give the pupils a series of different situations to consider for example a year 5 assembly, a TV programme about different ways of celebrating Easter or in a church service. Choose one of the poems to read in each different situation. Explain why the poem is suitable to be read. ▪ Write a poem or make a collage to express why Easter is important to Christians. Pupils could start off by recording their own ideas quickly, and then share them with the class. The class could work together to select the best lines/images/ideas, and then individuals work with the selection to create their own poem or collage. ▪ Write a poem following the structure of ‘I don’t believe in Easter’ expressing what they do – and don’t – believe in about Easter. <p>This work has now prepared the children to find out more about Easter by visiting a local Church in the month before Easter. There are opportunities</p>	<p>L3 Describe three things that Christians believe in and say what difference the beliefs make at Easter</p> <p><i>Connect the ideas in the Easter narrative to my own ideas and experiences</i></p> <p>L4 Show that I understand how the Easter story can have an impact on Christians today</p> <p><i>Create a statement of my own beliefs about God, Jesus and life after death, referring to ideas from the Christian narrative of Easter</i></p>	<p>Good examples of Easter poems to share are The Nail Man- Steve Turner, I don’t believe in Easter- Paul Cookson and Only at Easter- Stewart Henderson. All these can be found on p27 of Opening up RE: Easter.</p> <p>The activities suggested link to the literacy framework for Year 6, enabling pupils to consider the use of personification and the effect of powerful images in poetry, and providing an opportunity for pupils to write their own poetry.</p> <p>PoemHunter provides a collection of poems to view online, including ‘The Nail Man’ by Steve Turner. www.poemhunter.com/poem/the-nail-man</p> <p>RE Today Services publishes four picture packs which include A4 laminated cards of paintings of the Easter story: Picturing Jesus (Packs A & B), Picturing Jesus Fresh Ideas and Picturing Easter.</p>

	<p>to do this which can be arranged by contacting one of the Churches involved in this project. A full list will be emailed to all schools by February half term at the latest. This visit will allow children to meet local Christians and undertake a labyrinth type exercise showing them more about the importance of Easter.</p> <p>The visit does not have to take place at the end of this unit of work but it is best if children have at least looked at the story of Easter including the resurrection narrative.</p>		http://shop.retoday.org.uk
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What have I learned about.....

Learning outcomes Teaching should enable pupils to...	Teaching and learning ideas	Pupil Outcomes so that pupils can say "I can..." to one or more of the statements below.	Points to note
Reflect for themselves on their own ideas about the Easter narrative and the meaning this has for Christians	<p><i>There are many ways to evaluate the learning undertaken during this unit of work. One artistic example is given below. Other evaluation activities may be also used to ascertain what the pupils need to understand next to progress in RE.</i></p> <p>Spirited Art Competition 2011: Stories of Truth</p> <p>Every religion tells stories, but are they true? Do they tell us the truth? For younger pupils, this theme involves taking stories they love from religious traditions and expressing the key moments or ideas artistically. Start with any story: Jacob or Moses, the Guru or the Buddha, the Prophet or the Christ, stories told of creation, parable, paradox or meaning. Older pupils might add a question mark and use the stories of faith as starting points for their own ideas about truth. Or they might explore or question atheist or scientific stories as well as those that come from faith.</p> <p>As a result of learning in this unit ask the children to think about the Easter narrative. Ask them to take one of the key questions as a focus for a piece of art around the idea of stories of truth. Ask them to imagine where the picture might hang. Would it be suitable for a church? Does their piece of art work raise lots of questions? Once they have spent time creating a piece of quality art work, ask the children to write a paragraph or two about their work. Selecting from the following sentence starters should help them to structure their writing</p> <ul style="list-style-type: none"> • The title I've chosen is... because... 	<p>L3 Describe, through art and words, some things that express the meaning of the Easter narrative for Christians</p> <p>L4 Express, through art and words, what is inspiring and inspirational about the Easter narrative</p> <p>L5 Pose questions and suggest answers, through art and words, about the meaning of the Easter narrative</p>	<p>More details of the 2011 Spirited Art competition and examples of pupils work can be found at</p> <p>www.natre.org.uk/spiritedarts/2011.php</p>

- My RE art work is...
- This picture is all about...
- Doing this work has made me think...
- My art work is spiritual because...
- I've tried to show my thoughts / ideas /vision / feelings by...
- What I like best about my work is...
- The deepest thing about my work is...
- I hope people will notice...
- This work has helped me to realise...
- If you look carefully at the work, you will see...
- My vision is...
- My main ideas are...
- While I was making this, I thought a lot about... and I would like to say...

The RE Associate Adviser Deborah Weston would be interested to see a sample of your pupils work. Please enter the best pieces from your school into the NATRE Spirited Arts competition.