

Year: 1

Term: Spring 2

Intended learning outcomes:

Children will be able to:

Step 1 Communicate: express creatively their responses to *sad and happy*

Step 2 Apply: recognise how their responses to *sad and happy* relate to their own lives

Step 3 Inquire: recognise what has been taught about *sad and happy*

Step 4 Contextualise: recognise ways in which Christians remember *sad and happy* at Easter

Step 5 Evaluate: in simple terms recognise the value of remembering *sad and happy* parts of the Easter story for Christians.

Unit to last 6 hours

Assessment opportunities:

Evidence can be gathered when children:

1 discuss different situations of *sadness and happiness*

2 draw and annotate their experiences

3 sequence and annotate the Easter story

4 talk about their responses to Christian feelings of sadness and happiness.

Children to have this evidence in their own books.

Theme/Unit: *Easter*

Key concept: *Sad and happy*

Sequence of activities:

Step 1 – Communicate: *What are our responses to sad and happy?*

- Tell a brief story that has sad parts, but has a happy ending. Draw children's attention to the sad parts of the story and the happy parts.
- In a paired discussion activity children consider and share incidents in their lives which have made them sad and then happy. Teacher may wish to model this with an example.
- Children draw and annotate their experience of *sad and happy*.

Step 2 – Apply: *How do sad and happy feelings affect our lives and others' lives?*

- Teacher reminds children of the sad story – tell the story again without the happy ending. Discuss how children feel when they hear about something sad.
- Do some role play with the children – someone comes to class and is sad ... *how does that make you feel?* Then repeat the role play with a classmate who comes into class and is really happy ... *how does that make you feel?* Discuss.

Step 3 – Inquire: *What is the meaning of sad and happy?*

- In small groups children list all the things they think can make people sad and then all the things that make people happy. Compare different groups' ideas in class discussion. Children make sad and happy faces.
- More able children might be able to think of different words that describe *sad* and *happy* and share them with the class.

Step 4 – Contextualise: *What sad and happy things do Christians think about at Easter?*

- Tell the children that you are going to tell a story about Jesus which has sad and happy parts. As you tell the Easter story the children hold up what they think is the appropriate face or emoji.
- Children sequence pictures and annotate, or retell the story. They can put miniature sad or smiley faces or emojis on the sad and happy events in the story.
- Ask a Christian visitor to speak to the children about how Christians feel when they remember the sad part of the Easter story, on Good Friday, and then how Easter Sunday is celebrated. How cards are sometimes sent, Easter eggs and special cakes are eaten, some people put up decorations. Show images of the ways Christians remember the happy part of the story.
- Children draw and annotate the ways in which Christians remember the sad and happy parts of the Easter story.

Step 5 – Evaluate: *Is it important for Christians to think about the sad and the happy parts of the Easter story?*

- Ask children to think about a Christian child: *Imagine if s/he only heard the sad part of the story when Jesus died. How would s/he feel? What if s/he never heard the happy part of the story, would it matter?* Discuss as a class.

Useful links: <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter>

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgq47h>

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- There are **sad and happy** parts to the **Easter** story
- **Jesus** had a meal with his **disciples** to celebrate the **Jewish festival of Passover**
- This is called the **Last Supper**
- The **disciples** were happy to be together but **Jesus** was sad as he knew one of them would hand him over to the **Roman** Soldiers
- **Jesus** was **arrested** by the soldiers and he was killed
- His followers came to the place where he was buried but the stone had been rolled away and his body was not there
- His followers were happy when **Jesus** appeared to them some time later
- **Christians** believe from this story that **Jesus** died and rose again. This is called the **resurrection** and **Christians** celebrate this at **Easter**.