

Unit 2.4: Endings and Beginnings

Can we have new beginnings?

About the Unit:

This unit introduces the whole of the Easter story with an 'ending' - the crucifixion of Jesus, closely linked to a 'beginning' - his resurrection. It offers the opportunity to study spring festivals from other faiths. Pupils will reflect on the cross as an expression of the meaning of Easter.

Where the Unit fits:

This unit builds on the Unit 1.4 *Surprises*.

Key Vocabulary:

birth, death, festival, beginning, ending, Palm Sunday, Easter, cross, crucifix, tomb, resurrection, Shabbat, Seder, Passover

Suggested Resources:

hot cross buns, palms, cross, crucifix, member of local community, candles, Seder/Shabbat service order, cards for births/sympathy & happy/sad events, *Storyteller Bible* and *Easter Story* (Lion)

Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Talk about beginnings and endings in their own lives e.g. new baby, new school, death of a pet	Talk about how it feels to begin something new
2	Retell a religious story which involves a belief e.g. Palm Sunday	Talk about what it would have felt like if you had been someone who saw Jesus die and then be alive again, e.g. Mary Magdalene
3	Know the significance of artefacts related to Easter, e.g. cross, crucifix, hot cross buns, etc.	Respond sensitively to stories about events in the lives of key figures, e.g. death and resurrection of Jesus

Points to Note/Further Suggestions

Sensitivity when delivering the Easter story!

Make connections between the crucifixion and resurrection.

Links to other faiths:

Judaism: the rituals of Shabbat and the Passover Seder meal, Yom Kippur, Rosh Hashanah, feeling sorry / starting again.

Islam: Eid-ul-Adha cards, New Year - new beginning.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>CELEBRATIONS (2) join in and experience celebrations which include religious ones</p> <p>PEOPLE (4) learn about religious leaders in the community</p> <p>RITUALS & CEREMONIES (5) consider significant times in life, including rites of passage</p> <p>WRITINGS (2) experience a wide range of stories and writings used to communicate beliefs</p>	<p>(d) identify the roles of participants in a particular ceremony</p> <p>(h) give examples of the role of a religious leader in a formal ceremony</p> <p>(d) retell a religious story which involves a belief</p>	<p>(d) respond sensitively to role play of a ceremony in a formal setting</p> <p>(i) discuss significant times in their lives and lives of others</p> <p>(j) compare their feelings about significant times with those of others</p> <p>(d) compare the response of a faith member in a story to a belief or response of their own</p>	<p>Connect</p> <ul style="list-style-type: none"> • Reflect on beginnings and endings in their own lives - day, year, school, a life, pet, relation. • From sunrise to sunset, what would you do in your ideal day? How would you spend a new day? Compare with a faith member. <p>Consider and Respond</p> <ul style="list-style-type: none"> • Rites of passage - explore formal ceremonies associated with birth and death. Share experiences of a naming ceremony, or a baptism or a funeral. Focus on the artefacts used and the role of the religious leader. • Share the Passover story and talk about the new beginning in the Israelites' relationship with God. Use drama, dance, poetry to illustrate the story. • Tell the Palm Sunday story - the 'beginning of the final part of Jesus' earthly life'. Act out the Palm Sunday entry of Jesus into Jerusalem. • The blessing of palm leaves – invite the vicar to talk about palm crosses and how they are made and presented in church. • Tell the story of the death and resurrection of Jesus. Focus on the sadness of Good Friday and emphasise the joy of Easter morning as a 'new beginning'. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> • Plan and share in a Palm celebration involving a local leader. Include songs, reading of story, carrying of palms, and hot cross buns! • Hold a Passover celebration meal using simplified Seder, food and artefacts. <p>Review</p> <ul style="list-style-type: none"> • Present a 'happy ending' in their chosen form, using stories they have covered from Judaism and Christianity, e.g. Easter or Passover. • Design a 'Thinking About You' card for someone who is happy or sad, at an ending or at a beginning. Look at range of commercially available cards.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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