



## Notes:

Aligned to the Agreed Syllabus for Religious Education in the London Borough of Merton

Unit title	Jesus: His Later Life and Passion
Learning Objectives	<p>The events and significance of Holy Week</p> <ul style="list-style-type: none"> <li>o Palm Sunday (Triumphal entry)</li> <li>o Opposition to Jesus</li> <li>o Last supper and betrayal</li> <li>o Good Friday (trials and crucifixion)</li> <li>o Easter Sunday (resurrection appearance)</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Show some understanding of what Christians believe about the death and resurrection of Jesus</li> <li>• Ask questions raised by the death and resurrection of Jesus and suggest answers from their own and Christians viewpoint</li> </ul>
Key question	Why did Jesus die?
Possible teaching activity	<ul style="list-style-type: none"> <li>• Learn about the meaning of Jesus death and resurrection for Christians today</li> <li>• Explore ideas about sacrifice, forgiveness and new life and discuss their own responses to issues of life, suffering and death</li> </ul>
Vocabulary	Bible, Christians, cross, death, forgiveness, Jesus, God, life, resurrection, wrong



## The story

## Activity

Starter – 3min

- Ask what the children think the most important moment in the history of the world is
  - Chocolate? (*take bite of an Easter egg*)
  - Invention of wheel? (*come on with a wheel*) “Now I just need to invent a bike”
  - First man walking on the moon? (*come on with a mixing bowl over face, walking as if on the moon*)
- Explain that for Christians the Easter week is the most important week in History
- Explain that at Easter Christians celebrate that the Bible says God made Jesus come alive after being dead

Introduce LO: To learn what the Bible tells us about the last week of Jesus life (Holy week) and why it is important to Christians

## Resources

Easter egg, wheel, mixing bowl  
LO on flipchart



### Group Work (differentiation – audio visual) 5min

- Explain that you will show four short clips and then they will go into groups to act Holy Week out
- After the Crucifixion clip 3 explain that the temple was the church. The church was divided by a curtain. The curtain was like a wall. People believed that God was actually there behind the curtain. So it was important that the curtain tore in half when Jesus died. Christians believe it showed that Jesus had made it possible to be friends with God

### Clips

1. Animated Introduction to the Easter Story (51sec)

<https://www.youtube.com/watch?v=GrS3bIWTHUU>

2. The Easter story animated 1/3 (1.20min)

<https://www.youtube.com/watch?v=xhGE5CPLFlo>

3. The Easter story animated 2/3 (1.05min)

<https://www.youtube.com/watch?v=9GrHljGtarI>

4. The Easter story animated 3/3 (1.05min)

<https://www.youtube.com/watch?v=3r5kAJvH8Ds>

**Group work (differentiation - mixed ability drama) 7min**

- Explain that they will all be given a script and have 5 minutes to practice
- They must decide parts quickly. Practice actions and sound effects. Say words with expression and show feelings. They can use their jumpers or other school clothes as costumes
- Explain words that may be tricky:
  - Lord – master, king
  - Saviour – somebody who rescues from harm
  - Opposition – disagree, resist
  - Authority – power to give orders
  - Disciple – Jesus' followers
  - Chief Priest – main minister of the church
  - Pontius Pilate – the man who judged Jesus
  - Crucifixion – kill on a cross
  - Resurrection – rise from the dead
- Divide the class into 5 mixed ability groups (provide script and props – see below):
  - Palm Sunday (Triumphal entry and money changers)
  - Opposition to Jesus
  - Last supper and betrayal
  - Good Friday (trials and crucifixion)
  - Easter Sunday (resurrection appearance)

**Scripts**

- 6x each of the 5 scripts below

**Costumes**

- Jesus - shoulder band/crown of thorns
- Chief Priest - hat
- Roman soldier - helmets/cape/sword
- Women at tomb – scarves
- Angel - cape

**Props**

- Rope
- Branches
- Donkey
- Semi-circle of chairs
- Bowl
- 6 Cups
- Flipchart paper (temple curtain)



Whole class (differentiation - mixed ability drama) 10min

- Explain that in each play a few people will be given a hat or prop so we can see who they are
- Introduce the title and characters for each group before they present (e.g. this is Palm Sunday. You are acting as? You are?)
- Make sure each group is loudly applauded
- Do the introductory narration for them

Plenary – Group review (differentiation – question and answer) 5min

- Why did Jesus die?
- Discuss with partner why Jesus died
- Listen to some responses



## Top Tips

### Preparation

- Check with the schools if they have RE syllabus units/objectives or year groups they would like to focus on
- Find objectives in the Agreed RE Syllabus that the school request falls under
- Check for schemes of work on your areas Diocese website.
- Schedule lessons 15 minutes apart to enable time to get to the next lesson and to focus more on relationships with teachers
- Consider getting a list of questions that the children want answered in advance from teacher, to assist in preparation
- Use drama and interaction
- Use a range of group, paired and whole class activities
- Give all children a chance to discuss what they think – do not spend too much time as a whole class asking directed questions, rather discuss things in pairs/table groups
- 'think, pair, share' is good - give children a minute to think on their own (think), ask them to discuss with someone near them (pair) and then take feedback on what pairs have come up with (share).
- Teachers assess KS1 RE using photos/pictures/anecdotal evidence of what children have said on post it notes. So rather than use worksheets could get KS1 children to draw key things (think and recall)
- Worksheets can be good to aid looking at verses in the Bible with KS2
- Make it an interesting lesson, stick with the facts
- Be very careful to phrase the teaching in a neutral way
- Be sensitive with Reception age to not include detail that could offend e.g. nailed to a cross
- Pray that God will spur the children's hearts as a result of what they are hearing

### Delivery

- Our motive is to teach facts about Christianity accurately. It is not an opportunity to convert
- Introduce yourself as... I'm a Christian, I go to X Church. I have been asked in to tell you what Christians believe about...
- Pace is key
- Don't say anything contentious
- Give the children an opportunity to respond
- Include lots of 'Christians believe...' and 'In the Bible it says...'

### Future

- Use lessons as training opportunities for others in the church, with a view to making school lessons a sustainable ministry.

**Script 1: Palm Sunday (the triumphal entry) - Mark 11:1-11****Characters**

Jesus

Disciple 1 (or 2)

Crowd 1 (or 2)

**Props**

Branches

Donkey

**Script**

**Narration:** Jesus and his disciples were walking to Jerusalem to celebrate Passover. When they were nearly there, Jesus sent two of his friends for a donkey.

**Jesus (to the disciple):** Go to the village ahead of you. As you get there, you will find a male donkey tied up. Untie it and bring it here.

**Disciple 1:** I'll go now Jesus!

(Disciple gets the donkey)

**Crowd 1:** What are you doing untying that donkey?

**Disciple 2:** The Lord needs it and will send it back here shortly.

**Crowd 2:** Oh! That's all right then.

(Disciples give the donkey to Jesus)

**Disciple 1:** Here's the donkey Jesus. We'll put our coats on it for you to sit on.

**Jesus:** Thank you! Let's go to Jerusalem to celebrate the passover.

(Jesus rides the donkey and disciples join crowd – all wave palm branches)

**Crowd 1:** Our Saviour! (all clap hands in a rythm)

**Crowd 2:** He is our Saviour. The Bible promised him to us!

**Disciple 2:** Our Saviour from God!

**Key Question**

Why was Jesus given such a great welcome into Jerusalem? Did the people think he was anyone special?

**Script 2: Opposition to Jesus – Mark 11: 12-18, 27-33****Characters**

Jesus

Teacher of the Law

Chief Priest 1 (or 2)

**Props**

Chief priest hat

**Script**

**Narrator:** In the temple (the Jewish church) in Jerusalem, Jesus found people treating it like a market. They were buying and selling things instead of praying to God in it. Jesus was very angry. He overturned the seller's tables and let all the doves they were selling fly away. The priests and leaders of the temple in Jerusalem didn't like what Jesus was saying and doing. They came to Jesus to challenge him about these things.

**Teacher of the Law (to Jesus):** Who gave you authority to turn over the seller's tables in our temple?

**Jesus:** John the Baptist said I am God's son. Do you believe him?

**Chief Priest 1:** We don't know.

**Jesus:** Well I won't tell you who gave me authority

*(Jesus walks away)*

**Chief Priest 2:** The people are all amazed at Jesus teaching.

**Teacher of the Law** This man is dangerous, he could turn the people against us. (shaking his fist):

**Chief Priest 1:** We must find a way to kill him.

**Teacher of the law and Chief Priest:** Kill him! Kill him! (Shake hands with each other)

**Key Question:**

Why did the Chief Priests want Jesus to die?



**Script 3: Last Supper and Betrayal – Mark 11:12-18, 14:12-25****Characters:**

Jesus

Peter

James

Judas (John and Andrew optional)

**Props:**

Semi-circle of chairs

Bowl

6 Cups

**Script**

**Narrator:** On the night before his death Jesus had a final meal with his 12 disciples. This meal was one of the festival meals for Passover.

**Jesus:** I tell you the truth. One of you here with me now is going to hand me over to the people who want to kill me.

**Peter:** It can't be me!

**James:** I am sure it's not me!

**John:** I know it's not me!

**Andrew:** It's not me! (Judas and Jesus dip their bread into the bowl together)

**Jesus:** It is the one who dips the bread into the bowl with me now

**Judas:** I'm sure it's not me!

**Jesus:** I have told you that the Chief priests are planning to kill me. This is the last time I will eat and drink with you before they kill me.

**Peter:** Jesus, I hope that's not true!

**Jesus:** Thank you God for this bread. Take it and eat, this is my body. Take this wine and drink, this is my blood shed for many. (Jesus breaks imaginary bread and passes it around. He passes cups around. Disciples eat and drink – make glug, glug sound effects)

**James:** What on earth are you telling us Jesus?

**Jesus:** This wine stands for my life that I will lose so that many people can know God.

**Key Question:**

Jesus told his disciples why he must die. What was that reason?

**Script 4: Good Friday (trials and crucifixion) – Mark 15****Characters:**

Jesus  
 Pontius Pilate  
 Roman soldier 1 (or 2)  
 Crowd 1 (or 2)

**Props:**

Crown of thorns  
 Roman soldier hat/sword  
 Flipchart paper for temple curtain

**Script**

**Narrator:** Judas had betrayed Jesus by showing the Roman soldiers and Chief Priests where to find him. They arrested Jesus. The soldiers took him to be judged by a man called Pontius Pilate.

**Pontius Pilate:** Are you the King of the Jews?

**Jesus:** Yes, it is as you say.

**Crowd 1 and 2:** Crucify him! Kill him!

**Pontius Pilate:** What crime has he done?

**Crowd 1 and 2:** Crucify him!

**Pontius Pilate:** Beat him and crucify him then, if that is what the people want. (Roman soldier 1 and 2 put crown of thorns on Jesus and mock him)

**Roman soldier 1:** Hooray, King of the Jews!

**Roman soldier 2:** Let's all worship this king.

**Roman soldier 1:** Now we will take the king of the Jews to Skull Hill to crucify him (walk around stage areas once to get to Skull Hill)

**Roman soldier 2:** You can carry your own cross until you drop (Jesus holds his arms out and soldiers hammer nails into hands and feet. Make banging sound effects)

**Crowd 1:** Save yourself.

**Crowd 2:** Come down from the cross.

**Jesus:** It is finished. Aaargh! (Jesus shouts loudly and dies. The temple curtain rips in half - Crowd rip a piece of flipchart paper in two)

**Crowd 1:** The temple curtain has torn in two, from top to bottom.

**Roman soldier 1:** Surely this man was the Son of God.

**Key Question**

Why did Pontius Pilate sentence Jesus to be crucified?

**Script 5: Easter Sunday (Resurrection appearances) – Mark 16:1-7 / Matt 28:8-10****Characters:**

Mary Magdalen  
 Mary mother of James  
 Silome  
 Angel  
 Jesus

**Props:**

3 Scarves for women  
 Cape for angel

**Script**

**Narrator:** On the third day after Jesus died, three friends of his - Mary Magdalen, Mary and Salome went to the tomb. They were astonished to find that the huge stone had been moved.

**Mary M:** Who could have moved that huge stone?

**Salome:** Do you think we should go in to the tomb?

**Mary:** Yes, remember we need to rub special spices onto Jesus' body.

*(Three women cautiously enter the tomb – all gasp as they see the angel)*

**Angel:** Don't be scared. I know you are looking for Jesus who was crucified. He has risen! He is alive!

Go and tell his disciples.

**Mary M:** But where is Jesus?

**Angel:** He is going to Galilee and you will see him there.

*(Three women hurry out of the tomb – very excited and amazed)*

**Salome:** Hurry, let's go and tell the disciples that Jesus is alive!

**Mary:** I am so thrilled and amazed that Jesus has risen!

**Jesus:** Hello. Do not be afraid. Go and tell my disciples to meet me in Galilee.

**Narrator:** Later Jesus ate with his disciples. He said they must tell everyone that if they trust in Jesus dying for them, God will forgive all the wrong they do and be their friend.

**Key Question**

Why do Christians believe Jesus died and God raised him to life?