



**Title: Rescue me**

**Key Concept: Salvation: Atonement**

**Religion: Christianity and some Judaism**

**Key Question:**

**Duration: this unit is the culmination of work on this key Christian concept.**

**Including the assessment task you should allow about 10 hours**

**Back Story** Salvation means being saved or rescued from harm, ruin or loss. Christians believe that God sent Jesus into the world 'save his people from their sins'. Sin was dealt with by Jesus in his death and resurrection. Through following faith they believe they are now saved. The ultimate salvation is during the second coming when Jesus returns. The theme of salvation runs through both Old and New Testaments and is both spiritual and physical.


Bible stories which explore this theme well include Moses - freeing Israelite slaves from Egypt *Exodus 4*. Jonah – rescued by God having made the wrong decisions *Jonah* ; Noah – chosen by God to rescue the world from self destruction *Genesis 6-9* Esther – Story of a woman rescuing her people *Esther 5-8*; Good Samaritan – rescued the man in a compassionate act *Luke 10:25 -37* Lost sheep – God as a shepherd caring for each and every person *Luke 15:1-7* Paralysed Man – miracle which shows be saved as being cured *Luke 5:17 – 27*

**Resources you will need** Bible stories, rope, post it notes, Miracle Maker DVD, video clips, The Lion, The Witch and The Wardrobe DVD, Misereor Hunger Cloth

**Children's Previous Experience** Foundation Stage – lost and found (lost sheep), Y1/2 Rescue (Jonah), Y3/4 loss and sacrifice (paralysed man)

**Potential Cross Curricular links**

**Glossary of Terms** Salvation – through the death of Jesus people are saved from sin and forgiven by God. Forgiveness – when people are sorry for the sins they commit and are willing to change so that God will forgive them. Sacrifice –Jesus gave his life in the place of humanity and that his death paid for the sins of the whole world. Reconciliation – through Jesus' death and the human act of confession and forgiveness all people can be brought back into a friendship with God. Resurrection – Jesus rose from the dead 3 days after his death by crucifixion and was seen alive again by many of his followers. Incarnation – God became human in Jesus taking on a body. Jesus is truly God and truly human. Christians can look at him and see what God is like. Atonement – Jesus paid for or made up for the sins of humanity and allowed God and humanity to be fully reconciled. God paid the price with his own son.

	<p style="text-align: center;"><b>Learning intentions</b></p> <p><b>Know and understand the Christian teaching about the sacrifice of Jesus on the cross</b></p> <p><b>Describe and understand how Christians apply these ideas in the world today.</b></p> <p><b>Compare Christian ideas about atonement with those of the Jewish community</b></p>	<p><b>Skills:</b></p> <p><b>gained and deployed</b></p>
<p><b>Engagement</b></p> 	<p><b>ATONEMENT</b></p> <p>Give each child a 'gift' from a box wrapped as a present (eg sweets). Share ideas about gifts – giving and receiving gifts/how giving and receiving makes people feel. Do all gifts have to be bought? Discuss those that don't. Ask children to think of a gift to give to the person next to them to 'help them on the journey of life'/ share gifts –?</p> <p><b>RESCUE</b> – recap on how can a rope be used to rescue? Bring in a rope and ask children. Brainstorm/share ideas and write on a post it note to stick on the rope. Discuss the words that you would use to describe a rescuer and record these as a class. 'A rescuer is....' (save for use later).</p> <p>From the rescuer words draw out the word 'hero'.</p> <p>Explore what this means to the children – what heroes do they know from films/books? What makes the character a hero/what properties does a hero have/how do they behave? Have a sheet with some pictures of different film/book heroes on and ask children to jot the answers to these questions around the pictures. How do the people rescued feel? What do they do as a result? Collate a class version 'A hero is' for use later.</p> <p>Can you think of any real people who could be considered to be heroes? What things might a real person do to be considered a hero? Who is your hero/why? What might you do/how might you behave to show that you have been inspired by your hero?</p> <p>Who are rescue heroes in the Bible? Old Testament – Moses – rescued the Israelites from slavery in Egypt /Esther – rescued Jews from Haman. Tell the story of <b>one</b> of these. Consider the questions: What is the problem? Who is the rescuer? How is the rescue carried out? What is the cost/potential cost? How did those rescued respond?</p>	<p>Discuss and apply their own ideas about ethical questions about just and fair</p>
<p><b>Enquiry</b></p>	<p>Introduce the term 'saviour' as an alternative to rescuer. Choose a range of pictures of Jesus and put them around the room/on tables – ask children to write on post it notes and</p>	<p>Discuss and present their own and others</p>



stick to the pictures how Jesus is being a 'saviour' – include healing miracles, Zacchaeus, rescue miracles, crucifixion. Show some clips of Bible stories (from The Miracle Maker) – how was Jesus being a saviour? Look back at class versions of work on heroes and rescuers and replace the words a hero/rescuer is with 'Christians think Jesus is...' – ideas about a hero/rescuer should match a description of Jesus!

Introduce the term sacrifice. Try to get the children to see sacrifice as 'a gift to God' to ask for something, to say thank you for something or to say sorry for something.

Tell the story of Abraham and Isaac – show a video clip or read a version of the story. Discuss the idea of Abraham loving God so much that he was prepared to sacrifice his son. Talk about the sacrificial lamb as a replacement for Isaac.

Make references to Jesus being the 'Lamb of God' – link this to Jesus' death as a sacrifice. Hot seat Abraham. Create a feelings chart for the story.

Look at the Jewish festival of the 'Day of Atonement' Yom Kippur and how this is celebrated. During the ten-day period before Yom Kippur people try to make amends for all they have done wrong during the previous year. This is revealed when God opens the Book of Life on New Year's Day (Rosh Hashanah), which is a day of judgment by God. At the end of Yom Kippur (literally 'day of atonement'), God forgives all those who have repented and changed their ways. Discuss how effective they think this is?

Ask the children to think of something that they have done wrong and would like to say sorry for/rescued from. Ask them to write it down on a piece of paper and then screw it up and put it in a special bin as a symbol to show they sorry. How did they feel once they had symbolically thrown their piece of paper away?



A new Atonement: Introduce the Christian idea of atonement – Jesus' death as 'a gift from God' to free the world of sin. Use the Easter story (especially the last supper, garden, trial, crucifixion) to explore this further.

Use The Lion, The Witch and The Wardrobe as a comparative story – Aslan has to die to break the spell the white witch has over Narnia in the same way that Jesus has to die to pay for the sins of the world.

Use the idea of the Eucharist/last supper–sharing the gift of Jesus' body and blood. Invite local vicar in to share this/visit church.

Explain that Christians believe that they have been given the

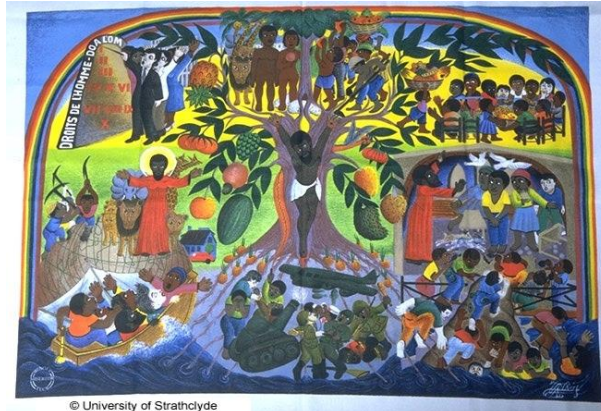
views on challenging questions of meaning purpose and truth applying the own ideas thoughtfully and respectfully.

	<p>gift of a life free from sin because of God's ultimate sacrifice in Jesus' death (link this back to Abraham and Isaac).</p>	
<p><b>Evaluate</b></p> 	<p>How can Christians show that they understand the idea of salvation?            What can hunger cloths tell us about the Christian narrative of salvation? See assessment task.</p> <p>What does the local church do at lent? How does this relate to atonement? Find out what goes on</p> <p>There is a good opportunity to compare and contrast Christian and Jewish ideas of atonement</p>	
<p><b>Expression</b></p> 	<p>Select from the following ideas!</p> <ul style="list-style-type: none"> <li>• Create a photostory using pictures and music (salvation by Gabrielle Aplin) to represent ideas about salvation.</li> <li>• Make a gift box (using a net of a cube), decorate it (possibly using images linked to the Easter story). As God gave his son as a gift to save the world ask the children to write their ideas for a gift to the world and put it in their gift box.</li> <li>• Create an acrostic poem about salvation which has references to being saved/rescued, to sacrifice and to saying sorry and to being forgiven.(could make references to the sacrificial lamb, to the crucifixion/resurrection)</li> <li>• Create a piece of writing/artwork based on the idea of saying sorry/asking for forgiveness</li> </ul>	<p>Discuss and present their own and others views on challenging questions of meaning purpose and truth applying the own ideas thoughtfully and respectfully in different forms including reasoning, and art.</p>

### Assessment activities :

Give pupils a copy of the Misereor Hunger Cloth Painting by Jacques Chery.

- Look carefully at the picture and locate an image of Adam and Eve, Noah, The last supper, the 10 commandments.
- Find, label and explain examples of natural evil and man made evils.



- Ask the children to find and explain on the picture an image of an aspect of salvation highlighted (rescue, saving, sacrificing, atonement) and give reasons for their thinking.
- Explain why they think the artist has put the image of Jesus in the centre of the picture

This hunger cloth was designed in Haiti in 1980's...It needs updating: Design a hunger cloth for today's world. You will need to explain your design.

I can statements	Self assessment	Peer Assessment	Teacher assessment
A3) Explore and describe a range of beliefs , symbols and actions to understand different ways of life and ways of expressing meaning			
A2) Describe and understand the links between stories and teachings in Christianity and respond thoughtfully to issues arising from them in different communities			
C1) gather, select, organize, refine and present their own ideas about challenging questions about belonging , meaning purpose and truth thoughtfully and in different forms including music, art and poetry			
C3) discuss and apply their own and other ideas about ethical questions including areas of right and wrong, just and fair and express their own ideas clearly in response			

