

## Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Why do Christians call the day Jesus died “Good Friday”?

Class/Year Groups: Lower KS2—Stiperstones Class

Term: Spring Term 2023

What you already know?

Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.

Christians today trust that Jesus really did rise from the dead, and so is still alive today.

Christians remember and celebrate Jesus’ last week, death and resurrection.

What you will learn:

### **Making Sense of the Belief**

Offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. Give examples of what the texts studied mean to some Christians.

### **Understanding the Impact**

Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.

Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

### **Making Connections**

Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

Vocabulary

**Sacrifice**—An offering, at loss to yourself, to someone else

**Passover**—A Jewish celebration remembering when the Israelites were spared from the plagues

**Crucifixion**—An ancient form of execution where someone is bound or nailed to a cross

**Communion**—A celebratory meal of bread and wine remembering Jesus’ death wine= blood Bread= body

**Salvation**—Being saved or delivered from harm

**Service**—Putting other people’s needs before your own

**Golgotha**—The place where Jesus was crucified

**Eucharist**—The church of England’s word for communion



Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

