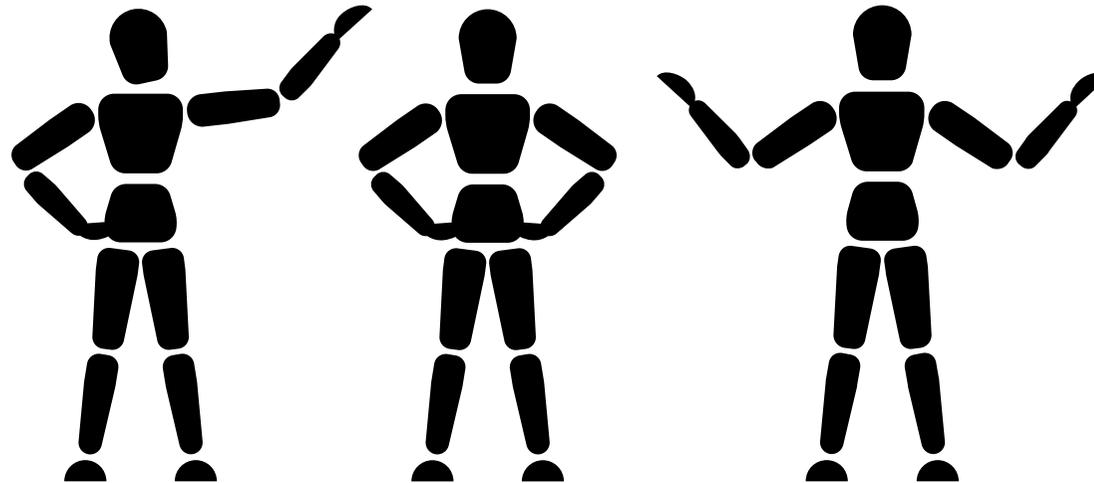


Explo^{RE} Easter: Journeys

UKS2: Passion Play 'Sculptures'



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What might this look like in the classroom?	This Explore day will present pupils with opportunities to....	
<ul style="list-style-type: none"> explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate express their understanding of concepts in theological terms 	<ul style="list-style-type: none"> explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently reflect on possible connections between worldviews and the human search for meaning in life 	
<p>Engage (10%)</p> 	<p>Engage: Does retelling a story over and over reduce its impact? Think – Pair – Share Do we all think the same? Why / why not? What examples can we think of to help answer this question? What examples come from our own lives? (e.g. bedtime stories) What about our prior learning in RE? Is the Easter narrative one of our examples? Why? Think about how the different ways that a story is retold can make an impact in different ways.</p> <p>Why is retelling the Easter story so important to Christians? Use the story script on p.4-6, or a version from a good Children’s Bible that tells the same events, to remind pupils of the events that often feature in the Easter narrative (though there are many more that could be included!) How does this style help to engage the listener? Christians have been retelling this story imaginatively in many different ways across history....look at examples on PPT slide 2, which are reminders from the Y5 Salvation unit of work ‘Why is the idea of rescue so important to Christians?’</p>	<p>For teacher research: https://www.passion-plays.co.uk/famous_passion_plays/ is a great source of information about plays across the world! The map is really interesting – and Wintershall (Guildford) appears on it! There’s also an opera version, based on the famous St. Matthew Passion by J.S. Bach = or ‘Jesus Christ Superstar’ & ‘Godspell’ for those with more modern tastes!</p> <p>One of the key features of UKS2 is that we should be encouraging pupils to use the skills of analysis and synthesis to gather evidence from across their learning and recreate learning/ideas in different ways, showing links they have made. The suggested tasks for this phase reflect this aim.</p>
<p>Enquire & Explore (30%)</p> 	<p>The Easter Story as a ‘Passion Play’ (Slide 3) Explain the concept of a ‘Passion Play’, using the short video examples we suggest below, but start with this, showing a wide range of Passion Plays from across the UK here: https://www.youtube.com/watch?v=8vm3AsmmHjg&t=30s It’s believed that the idea may have originated in medieval times with English Mystery Plays as ways of showing Bible stories to people who couldn’t read for themselves. These often differed by region.</p> <p>You could also look at more specific examples; Wintershall is a very local example; Oberammergau is in the Bavarian Alps (Germany) & is very old (started in 1634!)</p> <ul style="list-style-type: none"> Wintershall Passion of Jesus Play Promotional Video Wintershall Sizzle Oberammergau 2030 Q&A - OBERAMMERGAU 2030 Home - Passion 2022 <p>There are other promos shown here: https://passiontrust.org/member-resources/watch-passion-plays/</p> <p>Explain the context for the task (outlined in ‘Express’ section below): you will need to decide how you will work this with your class/ cohort. There is a great archive of photos showing Passion Plays across Britain, here: https://www.passion-plays.co.uk/press-coverage/image-gallery/ You might like to use this to help to shape pupils’ ideas around what their ‘sculptures’ for the events they select might look like. Can you tell which events are being shown by looking at the photos? How much ‘better’ might your sculptures need to be to show the ‘action’ more clearly?</p>	<p>Resources needed: These are all suggestions for you to adapt for your context – or availability! Our thanks to the Passion Trust for the use of some of their photos in our PPT.</p> <p>Resources for the story: the story script (p4-5) has been created deliberately minimally so as not to lead pupils’ thinking too much. The script includes Bible verses which pupils will need as they conduct their research for their ‘Passion Play Sculptures’.</p> <p><i>Borrow objects from EYFS or KS1 if you don’t have them! Or ask your church community to help with the cost if you have to purchase them. Put these into a story sack to use to tell the story.</i></p>

<p>Express (40%)</p> 	<p>SESSION TASK: Creating our Passion Play ‘Sculptures’ (Slide 4*) Inspired by e.g. Wintershall / Oberammergau as a means of retelling this important story within Christian communities, pupils (as ‘directors’) will select the most important 6-8 moments from the Easter narrative and then work in small groups to turn them into freeze frame photos (or as ‘living’ sculptures). Use the Bible texts or prior learning to help decide which events are the most important: or you could use the event cards on p7 to order in groups, and then come to a class consensus. It’s important that pupils invest a good amount of time working on their sculpture, adjusting location/position/expression to interpret the event as it is portrayed in the text, or ideas they have curated from their prior learning e.g. other art / images / ideas. When you are happy with your ‘sculpture’, take a photo as the final evidence.</p> <p>NB Directors' notes are essential in this task, evidenced from the text in the Bible / pupils' own RE learning, explaining the thinking behind posture / expression / location for each freeze frame (e.g. might Palm Sunday by located your school gate?; or ‘Golgotha’, site of the crucifixion, the rubbish heap outside the city, located near your bins? etc.) How will you show the different characters through positioning or emotions? <i>(NB There should be no costumes provided for this session; the whole point is to use the ‘sculptures’ to tell the story, not the clothes!</i></p> <p>*Slide 4 shows an example of ‘living’ sculptures created for Easter 2025, based on events in the Garden of Gethsemane.</p> <p>Could you work alongside your local church community to provide some materials for them to use to help people engage with the Easter story in new ways this Easter time? The images could be made into a booklet telling the story in a child-friendly way, along with text showing pupils’ thinking. Or maybe you could go ‘on location’ and use some areas of the church / local area in your sculptures, like the Passion Play photos show?</p> <p>If you have more than one class using these materials, try to find some time to view each others’ work, so that the evaluation questions below are easier to engage with. Do you have enough across both classes to tell the whole story?</p> <p>Afterwards: Did we all create our ‘sculptures’ in exactly the same way? Why might there have been differences? Which parts were the same?</p>	<ul style="list-style-type: none"> • Jesus is anointed: small perfume bottle (e.g. trial size from perfume counter) • Palm Sunday: small donkey figure or paper palm leaf • At the temple: small coins (e.g. 5p coins) • Foot-washing: a piece of paper towel, or a small piece of soap • Last Supper: bread & wine (e.g. Playmobil®) • Garden of Gethsemane: a small plastic or real flower • Peter’s denial: a small cockerel figure (farm or small world equipment] • The Trial: small piece of purple cloth & small crown (e.g. Playmobil® or Lego®) • At the cross: nails or small cross • Silent Saturday: glass nuggets (tears) • Resurrection Day: empty plastic egg • Breakfast on the beach: a fish <p>We have also included some high-quality images of the different parts of the story for you to use if you want to. These are in the PPT, slides 5-16. Some of these show sculpture as a medium, which again might help pupils in their task.</p> <p>If you have volunteers from your church community supporting this day, why not take advantage of their presence and ask them to share with pupils about the parts of the story that mean the most to them – and why this is? Meeting members of belief communities is an important way for pupils to experience different ideas or ways of expressing them: this is the starting point for understanding diversity within religions.</p> <p>Spirited Arts: https://natre.org.uk/spirited-arts-main-page/</p>
<p>Evaluate (20%)</p> 	<p>How have our ‘sculptures’ helped us to understand the deeper meaning of the Easter story? Has being able to focus on one element of the story in such detail helped to understand that event in a new way?</p> <p>Deeper evaluation questions: choose from these, depending on the age/stage/ability of your pupils</p> <ul style="list-style-type: none"> • Which of your ‘sculptures’ were the hardest to create – and why? • Is this answer the same for all groups? Why? Did you all choose the same locations? Why might there be differences? • Some Passion Plays end with the crucifixion, especially if they are performed around Good Friday, to help audiences engage with these events. Does it matter that audiences don’t get the whole story? • Has retelling this story reduced its impact for us after all? <p>Why not make the images into an exhibition for other year groups to view – to experience the Easter story through your eyes? The ‘directors’ notes should help visitors to see your thinking. Could you use any to enter this year’s Spirited Arts competition?</p>	

An Eggs-traordinary Story

We have everything we need to tell our Eggs-traordinary Story, here in this basket. Each egg contains a small part of the story, and as we open each egg, we will wonder together....

1. **Egg 1: Trial-sized perfume bottle (Jesus is anointed by Mary)** [\[John 12:1-3\]](#) – Six days before the Passover Feast, Jesus was visiting his friends Mary, Martha and Lazarus in their house in Bethany. It was a place he often went to when he needed some space to be away from the crowds. As he was sitting, Mary came and sat at his feet, carrying [\[open egg here\]](#) some very expensive perfume, which she poured over his feet *[dab a small amount onto your own hand]*, wiping them with her hair. **I wonder why she did this and how Jesus felt to be treated this way?**
2. **Egg 2: Donkey or small crown (Palm Sunday)** [\[Luke 19:28-38\]](#) – Our next event happened exactly a week before the first Easter Day, on the day that Christians call Palm Sunday, when they celebrate that Jesus is King. [\[open egg here\]](#) The donkey is a reminder that Jesus rode (on a donkey!) into the city of Jerusalem the week and people greeted Jesus as King, shouting ‘Hosanna’ and waving palm branches. The long-awaited Saviour had finally arrived!! **I wonder how it felt to be in the crowd that day – and what they were hoping Jesus would do?**
3. **Egg 3: Small coin (Jesus in the temple)** [\[Mark 11:15-17\]](#) – Then Jesus went into the Temple courts, in preparation for the Passover, but what he saw was not worship and prayer. [\[open egg here\]](#) What he saw was greedy people wanting to make money from visitors who came to worship and pray – and it made Jesus very angry.....so angry that he tipped over all the tables, with money spilling everywhere..... **I wonder if you think Jesus was right to be angry?**
4. **Egg 4: Soap / paper towel (Washing the disciples' feet)** [\[John 13:1-9\]](#) – On the evening of the Passover Feast, Jesus and his friends gathered to celebrate the meal together. [\[open egg here\]](#) As they were waiting to begin, Jesus knelt down on the floor and washed the disciples' feet. Then he reminded them that they should love and serve each other, just as he had done. **I wonder how this happens in the Church today – or in our school community?**
5. **Egg 5: Wine & bread (Last Supper)** [\[Luke 22:14-20\]](#) – [\[open egg here\]](#) After the Passover meal, Jesus took the wine cup and the bread and said that his friends should use these simple objects as symbols of his body and his blood. Christians today still eat bread and drink wine to remember this part of the story, because Jesus said to do it to ‘remember him’. **I wonder why he chose bread and wine?**
6. **Egg 6: Flower (Garden of Gethsemane)** [\[Luke 22:39-46\]](#) – [\[open egg here\]](#) The flower is a reminder of the garden that Jesus prayed in after the Passover meal. After he had eaten supper with his disciples, Jesus took them into the garden, called Gethsemane, and

asked them to stay and watch while he prayed. Unfortunately, they all fell asleep....! **I wonder why Jesus felt he needed their help – and how he felt to see them sleeping?** Suddenly the garden was full of soldiers, brought to arrest Jesus by Judas, one of his friends.

7. **Egg 7: Cockerel (Peter's Denial)** [\[Matthew 26:69-75\]](#) Peter followed the soldiers as they took Jesus away, and on three occasions was noticed by others who were also watching. Three times he was asked if he knew Jesus – and three times he said that he didn't.....[\[open egg here\]](#) As day broke, the cockerel crowed.....and Peter broke down in tears. **I wonder why Peter said he didn't know Jesus – and what made him cry so bitterly?**
8. **Egg 8: Purple cloth / crown (Trial)** [\[Mark 15:17-18\]](#) –The next day, Jesus was brought before the Roman governor and given purple robes to wear. [\[open egg here\]](#) Purple cloth was very expensive, so it was often worn by kings. But when the soldiers gave Jesus the purple robes, they were making fun of him, because they certainly didn't believe that he was a king at all. **I wonder if you've ever been made fun of?**
9. **Egg 9: Cross** [\[Luke 23: 26, 32-34\]](#) – [\[open egg here\]](#) I expect many of you could tell me what this means. The cross is a reminder of Jesus' death, on a cross. Christians believe he did this to show just how much he loves all people – enough to die for them – and to rescue the whole world. **I wonder what you think about this idea?**
10. **Egg 10: Glass nuggets (Silent Saturday)** [\[Luke 23:55-56\]](#) The next day was Saturday – Shabbat – the Jewish day of rest, and no-one could do anything. [\[open egg here\]](#) A day for tears..... An empty day, with empty hearts.....helpless and hope-less.... **I wonder if you've ever felt like this?**
11. **Egg 11: Empty egg (Resurrection Day)** [\[Mark 16:1-6\]](#) – [\[open egg here\]](#) This empty egg is a reminder of the first Easter day, when Mary and some of Jesus' friends went to the place where Jesus had been buried: a cave with a big round stone rolled across the entrance. When they arrived, the stone had been rolled away, the tomb was empty, and an angel told them that Jesus was alive!..... **I wonder if you can see why people chose eggs at Easter to symbolise the empty tomb*?** [*NB If you turn an egg half on its side (use empty egg half), it looks a little bit like a cave]
12. **Egg 12: Fish (Breakfast on the beach)** [\[John 21:3-17\]](#) But our story is not quite finished – in fact, some may say that this story is still being written! A few days after the resurrection, the disciples went fishing – and spotted Jesus on the shore cooking them breakfast! [\[open egg here\]](#) As they ate their fish and bread, Jesus asked Peter 'Peter, do you love me?.....Then feed my sheep!' **I wonder why Jesus' question was so important that he asked it three times – and what he meant by 'sheep'?**

Our story today ends with some words from the [Gospel of John chapter 21, verse 25](#), just after the breakfast on the beach: 'There are many other things that Jesus did. If every one of them were written down, I think the whole world would not be big enough for all the books that would be written.'

.... I wonder why this is such a BIG story?....
....and why it is so important to Christians that they retell it in so many different ways?....
.... I wonder which events are the most important in this story?....
....I wonder if you see yourself in this story anywhere?....

<p>Jesus is anointed <i>(John 1:1-3)</i></p>	<p>Palm Sunday <i>(Luke 19:28-38)</i></p>	<p>In the temple <i>(Mark 11:15-17)</i></p>
<p>Foot-washing <i>(John 13:1-9)</i></p>	<p>Last Supper <i>(Luke 22:14-10)</i></p>	<p>Garden of Gethsemane <i>(Luke 22:49-36)</i></p>
<p>Peter's Denial <i>(Matthew 26:69-75)</i></p>	<p>The trial <i>(Mark 15:11-18)</i></p>	<p>At the cross <i>(Luke 22:26 & 32-24)</i></p>
<p>Silent Saturday <i>(Luke 23:55-56)</i></p>	<p>Resurrection Day <i>(Mark 16:1-6)</i></p>	<p>Breakfast on the beach <i>(John 21:3-17)</i></p>