

Year 5		Unit 4: EASTER		Week 1	
Title: Who was Simon Peter?					
Learning Intentions:					
AT1: To know who Simon Peter was and something about him.					
AT2: To reflect on times when I have said or done things without thinking.					
Assessment:					
AT1 L3: I can describe who Simon Peter was.					
AT1 L4: I can use biblical examples to explain Peter's relationship with Jesus.					
AT2 L3: I can give examples of when I have felt like Peter.					
AT2 L4: I can describe how Peter inspires or influences me in similar situations.					
Key Words:			Resources:		
disciple			Bibles – Good News or Children's NIV		
Simon Peter			www.biblegateway.com		
			<i>read the Bible on the big screen</i>		
			Activity Sheet: Who was Simon Peter?		

Activities:

- What do we know already about Simon Peter? Make notes on pupils' current knowledge and understanding. (AT1)
- What can we find out about him? Use the following Bible references to find out what we can about Simon Peter's life. Use the Activity Sheet to record what each reference tells us about Simon Peter. (AT1)
 - Mark 1: 16-18 (fisherman with brother Andrew, first disciples)
 - Mark 1: 29-31 (married/ home in Capernaum on Sea of Galilee)
 - Matthew 16: 18 (given name 'Peter' because he was a 'rock')
 - Matthew 16: 19 (images of Peter often show him holding crossed keys)
 - Matthew 10: 2-4 (Peter's name is first in the list of the Twelve Disciples)
 - Mark 8: 27-30 (spokesman for the Twelve)
 - Mark 9: 2-8 (on several special occasions Jesus has with him only Peter, James and John; as always, Peter has to say something although 'he did not know what to say')

Contd.

- Simon Peter was always 'putting his foot in it'. Explore this saying and choose examples from the references to back this up. Encourage pupils to share times when they have 'put their foot in it.' Why did this happen? How did it feel? What were the consequences? Is there ever a good time to say exactly what you feel? (L3 AT2) In what ways does Peter's story influence you? Can pupils make links between Peter's attitudes and actions and their own? (L4 AT2)
- Pupils may like to design an identity card for Simon Peter and include the detail from the biblical texts as well as personality traits etc. Or they could draw/paint a picture of Peter that expresses his personality. (AT1)

Who was Simon Peter?

Mark 1 v 16 - 18	Matthew 10 v 2 - 4
Mark 1 v 29 - 31	Mark 8 v 27 - 30
Matthew 16 v 18	Mark 9 v 2 - 8
Matthew 16 v 19	

Year 5	Unit 4: EASTER	Week 2
Title: Why did Peter deny Jesus?		
Learning Intentions: AT1: To know who Simon Peter was and why he denied Jesus. AT2: To reflect on times when I have let someone down.		
Assessment: AT1 L3: I can describe when Simon Peter denied Jesus and link this to what Jesus said. AT1 L4: I can use religious language to explain how Peter must have felt. AT2 L3: I can give examples of when I have let others down and how this feels. AT2 L4: I can describe what inspires or influences me in these situations.		
Key Words:	Resources: Bibles – Good News or Children’s NIV or The Dramatised Bible Key passages: Mark 14:26-42 and 66-72 www.biblegateway.com <i>read the Bible on the big screen</i> The Miracle Maker DVD or other animated Easter story Storykeeper – Programmes 11 and 12 cover the Easter story of Judas’ betrayal and Peter’s denial	

Activities:

- Recap what we know about Simon Peter. What kind of person was he? What words would we use to describe his personality? Watch a DVD from the Last Supper to the part where Peter denies knowing Jesus three times. Read through these passages in the Bible. (AT1)
- Discuss how it feels to be let down by a close friend. What must Jesus have felt when Peter let him down, firstly when he fell asleep, then when he denied even knowing him? Can pupils describe from personal experience what this feels like? (AT2)

- Pupils can then recall times when they have been a 'Peter' and let someone they love down. Perhaps, like Peter, this involved not telling the truth or they have told a lie because they were afraid of the consequences. Pupils could use drama or storyboards to illustrate times when this has happened and explore the thoughts and feelings of all parties involved. (AT2)
- Write a letter to Jesus as if you were Peter, explaining what happened and how you felt and how you think Jesus must be feeling. Pupils must show their knowledge of the biblical story and empathy with Peter. (AT1)

- What would Peter's reaction have been when he heard that Jesus' body was gone from the tomb? What would he have said or felt? What questions would he have wanted to ask a) Mary Magdalene? b) Jesus? c) God? What do you think it means in verse 8 when it says 'he saw and believed'? (AT1)
- What questions have pupils got about the Resurrection? What could have happened to Jesus' body? What answers can they suggest to these questions? (AT2)
- Look at some artwork of that first Easter morning such as *The Resurrection* by Mantegna; *Women at the Tomb* by William Bouguereau. Pupils can then use art materials to express their own reaction to the news that the tomb is empty. Encourage pupils to use colour and not to be bound by representation. The art should reflect the thoughts and feelings of individuals. (AT2)

Year 5 Title: Peter the saint	Unit 4: EASTER	Week 4
Learning Intentions: AT1: To know that Peter loved Jesus and was reconciled to him. AT2: To reflect on times when I have been given a second chance.		
Assessment: AT1 L3: I can describe Peter’s reconciliation with Jesus and make links between his denial and declaration of love. AT1 L4: I can show understanding of the Christian understanding of forgiveness and the impact on a believer. AT2 L3: I can describe how I feel about being given a new start and how this has affected my attitudes and behaviour. AT2 L4: I can describe how I have been influenced by biblical references about forgiveness.		
Key Words: forgiven reconciled	Resources: Bibles – Good News or Children’s NIV or The Dramatised Bible Key passage: John 21:1-19 www.biblegateway.com <i>read the Bible on the big screen</i> The Gangster Who Cried: The Story of Nikki Cruz by R. J. Owen (pub. RMEP 2000 ISBN 9781851751945)	

NB: The content of this lesson could be divided across two lessons, depending on the length of this term.

Activities:

- Read John 21:1-14 and see if pupils can spot any examples of Peter’s impetuosity, or has he changed? Why is Peter in such a rush to see Jesus? Then read verses 15-19. Encourage pupils to realise the significance of Jesus asking Peter three times if he loves him – Peter has the opportunity three times

to say he loves Jesus, each time re-writing the times Peter denied knowing Jesus. (AT1)

- How does Peter feel now? How does he feel to be reconciled with Jesus and forgiven? How does he feel to be given another chance? (AT1)
- Pupils should be told that Saint Peter went on to become one of the greatest leaders of the Church.

NB: Jesus tells Peter to 'feed my sheep' – to take on the job of a shepherd, a pastor, looking after and guiding the early Christians. Peter went on to play a huge part in the growth of the early Christian Church as the leader and spokesman for the followers of Jesus in Jerusalem (you can read about this in Acts chapter 2). Peter became the first bishop of Rome – notice that a bishop carries a crook because he is like a shepherd to the Christians in his diocese. (The Bishop of Rome is also called the Pope, who is now the leader of the Roman Catholic Church.) Tradition has it that Peter died in Rome as a martyr on a cross that was inverted because he didn't feel worthy to die in the same way as Jesus. (AT1)

- How does it feel to be reconciled and forgiven? How does it feel to be given another chance? Pupils can record their experiences of being forgiven and being allowed to start again. Christians believe God always offers forgiveness and a new start. (AT2)
- Read the story of Nikki Cruz (or someone in a similar situation) and hear his testimony of being forgiven and reconciled with God after a life of abuse and crime. (AT1)