



Year group: Reception

Term: Spring 2

Subject: Religious Education – F3 Why is Easter special to Christians?

Prior learning

EYFS – F2 – Why Christmas is special to Christians?

What comes next?

Year 2

Unit 1.6 Why does Easter matter to Christians?

Notes and guidance

'Let's celebrate Easter' cbeebies clip is a useful animation

The Story of Palm Sunday

The Easter Story

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

God, Christian, Festival, Jesus, Easter

Substantive Knowledge

To recognise and re-tell stories connected with celebration of Easter.

Disciplinary Knowledge

To recognise some symbols Christians use during holy week e.g. palm leaves, eggs, cross.

To talk about some ways Christians remember these stories at Easter.

Procedural Knowledge

To talk about ideas of new life in nature.

To make connections with signs of new life.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- Whilst learning about different festivals you could do different activities/make something related to the festival



Year group: Year 1

Term: Spring 2

Subject: Religious Education – 1.9 Holy places: where and how do people worship? What makes some places sacred to believers?

Prior learning

EYFS F5 – Which places are special?

Year 1 (UC 1.3) Who celebrates what? (Christian, Muslim, Sikh)

What comes next?

Year 2

(1.10) How and why are some books holy?

(Christian, Muslim, Sikh)

(1.8) Beginning to learn Islam

Notes and guidance

Songs to listen to include Christian hymns, Sikh raagas and Muslim nasheeds

The listening to and reading of prayers used in holy places is more poignant in this unit than a stand alone story.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Sacred place, holy building, Church, Mosque, Gurdwara, Mandir

Substantive Knowledge

To recognise that there are special places where people go to worship and talk about what people do there.

To identify at least 3 objects used in worship in 2 religions giving a simple account of how they are used and what they mean.

Disciplinary Knowledge

To talk about why some people like to belong to a sacred building or a community.

Procedural Knowledge

To think, talk and ask about what happens in special places including church, mosque, synagogue and gurdwara sharing what they think and why.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Visit to place of worship or a video tour



Year group: Year 2

Term: Spring 2

Subject: Religious Education – 1.6 Why does Easter matter to Christians?

Prior learning

EYFS

F3 – Why is Easter Special to Christians?

Year 1

1.2 – How and why do Christians celebrate special times?

What comes next?

Year 3

(LKS 2.3) – What do Christians learn from The Creation Story?

(LKS 2.10) – The impact of Pentecost

Year 4

(LKS 2.8) – Why do Christians call the day Jesus died 'Good Friday?'

Notes and guidance

Introduce topic by talking about new life in Spring.

Role play, freeze frames and art can help the children understand and remember all the parts of Holy Week and the emotions associated with this.

Stories: The Story of Holy Week

John 12:12 – 15:2 / Luke 22:47 – 53: 4 / Luke 23: 26 – 56: 5 / Luke 24:1 – 12: 5 /

John 20: 11 - 23

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Easter, Jesus, Gospel, Cross, Empty Tomb

Substantive Knowledge

To recognise that incarnation and salvation are part of the 'big story' of the Bible.

To re tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)

Disciplinary Knowledge

To give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Procedural Knowledge

To think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has something to say to Christians or if it has anything to say to any person about sadness, hope or heaven, exploring different ideas and giving good reasons.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Learning walk for signs of spring



Year group: Year 3

Term: Spring 2

Subject: Religious Education – L2.3 What do Christians learn from the Bible's creation stories?

Prior learning

EYFS (F1) – Why is the word God special to Christians?

Year 1 (1.1) – What do Christians believe God is like?

Year 2 (1.12) – What do Christians believe is the 'good news' that Jesus brings?

What comes next?

Year 4 (LKS 2.7) What kind of world did Jesus want?

Year 6 (UKS 2.7) What kind of King was Jesus?

Notes and guidance

Get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature.

Think about some 'wow' things people have created and talk about how these things have been looked after.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Christian, Creator, God, Genesis, Stewards

Substantive Knowledge

To place concepts of God and Creation on a timeline of the Bible's big story.

To recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.

Disciplinary Knowledge

To describe what Christians do because they believe God is Creator e.g. follow God, wonder at God's creation, care for the earth.

To describe how and why Christians might pray to God, say sorry and ask for forgiveness.

Procedural Knowledge

To ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.

Links to other curriculum areas

PSHE

End Points

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Learning Outside The Classroom

- Nature walk



Year group: Year 4

Term: Spring 2

Subject: Religious Education – L2.8 why do Christians call the day Jesus died 'Good Friday'?

Prior learning

Year 2 – (1.6) – Why does Easter matter to Christians?

Year 3 – (2.10) – The impact of Pentecost

What comes next?

Year 5 (UKS 2.4) What do Christians believe Jesus did to 'save' people?

Year 6 (UKS 2.7) What kind of King was Jesus?

Notes and guidance

www.bbc.co.uk/programmes/p02mww94. – a clip for children to watch and discuss the feelings and emotions of the children in the video

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Good Friday, Easter Sunday, Salvation, Resurrection, Gospel

Substantive Knowledge

To recognise the word 'Salvation' and that Christians believe Jesus came to 'save' and 'rescue' people e.g. by showing them how they live.
To give examples of what Christians say about the meaning and importance of the events of Holy Week.

Disciplinary Knowledge

To make simple links between the Gospel stories, beliefs about Jesus and what Christians do at Easter.

Procedural Knowledge

To raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday' giving good reasons for their suggestions.

Links to other curriculum areas

PSHE

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Learning Outside The Classroom

- Use of videos



Year group: Year 5

Term: Spring 2

Subject: Religious Education – U2.4 What do Christians believe Jesus did to 'save' people?

Prior learning

Year 2 - (I.12) – What do Christians believe is the 'good news' that Jesus brings?

Year 4 - (LKS 2.8) Why do Christians call the day Jesus died 'Good Friday'?

What comes next?

Year 6 (UKS 2.7) What kind of King was Jesus?

Notes and guidance

Give Children snippets of extracts e.g. last supper, Judas' betrayal, resurrection etc. and get them to freeze frame what's going on, share some art based on the extracts (national gallery) and compare.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Holy Communion, symbolism, sacrifice, crucifixion, salvation,
Mass

Substantive Knowledge

To outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it and explain what Christians mean when they say that Jesus' death was a sacrifice.

Disciplinary Knowledge

To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ the Lord's Supper.

Procedural Knowledge

To express their own responses to the idea of sacrifice, recognising different points of view.

Links to other curriculum areas

PSHE, Art

End Points

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Learning Outside The Classroom

- Use of videos



Year group: Year 6

Term: Spring 2

Subject: Religious Education – U2.13 Atheists and believers in God: what are the arguments?

Prior learning

EYFS – Children have learnt about different religious festivals and they have celebrated peers in the class who celebrated. They have also spent time comparing each other and finding out that we are all different.

Year 2 (I.8) What can we learn from sacred books and stories.

Year 3

LKS 2.1 What are the deeper meaning of Religious festivals?

What comes next?

Year 6 (UKS 2.9) What will make Sandwell a more respectful community?

Notes and guidance

Find out about how many people in the world and local area believe in God and discuss why people believe in a God. Find out how many do not believe in a God and learn the key vocabulary theist (do believe in a God), agnostic (cannot say if God exists or not), atheist (believes in no God) note that for atheists there is no compelling evidence for the reality of God.

For suggested content visit the Sandwell SACRE 2024-2029

Key vocabulary

Humanist, atheist, agnostic, rationality, faith, argument, secular

Substantive Knowledge

To define the terms 'theist' and 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.

To identify and explain what religious and non-religious people believe about God, giving examples of reasons why people do or do not believe in God.

Disciplinary Knowledge

To make clear connections between what people believe about life, being human and God and the impact of these beliefs on how they live.

Procedural Knowledge

To consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.

To make connections between belief and behaviour in their own lives, in the light of their learning.

Links to other curriculum areas

PSHE

End Points

1. Children have knowledge and understanding of a range of religions and beliefs.
2. Children are able to compare, contrast, evaluate and make connections to their own and others lives.
3. Children are able to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
4. Children are able to explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society and understand why people hold onto faith.

Learning Outside The Classroom

- Hot seat/role play opportunities