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| **RE**    **Curriculum Coverage**  **EYFS – Year A** | | | |
|  | **Spring Term** | |
| **Unit of work** | Special Places: What makes a place Holy?  (4 hours)  Hinduism Islam (2 hours)   * begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship. | Easter: Why do Christians believe Easter is all about love?  (5 hours)   * explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus’ death and resurrection. * enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God’s Big Story) |
| **Core Learning** | Content to be covered in this unit:  Creating a special place. Talking about special places in the children’s own experiences indoors and outdoors.  Visiting the Church and talking about why the Church is a holy place for Christians. Visiting a Mosque and talking about why the Mosque is a holy place for Muslims. Looking at pictures of Hindu Temples from around the world.  Discussion about why some people of faith remove their shoes when they enter their holy place. | Content to be covered in this unit:  Stories of ………  Palm Sunday The Last Supper Good Friday Easter Sunday  Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories.  Explore what it means to love and be loved. |
| **5 Essential Key knowledge** | * Christians worship in a church. * Muslims worship in a mosque. * Hindus worship in a temple/mandir. * People consider places to be special for different reasons. * Some people of faith take off their shoes before entering a place of worship. | * Jesus rode into Jerusalem on a donkey on Palm Sunday. * Jesus died on the cross on Good Friday. * Christians believe that Jesus rose on Easter Day and is alive today. * Easter is the most important time of the year for the Church. |
| **Vocabulary** | Church, Mosque, Mandir, Temple, holy | Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified , cross, tomb, risen. |
| **Personal Development** | Creativity, Friendship, Respect, Reverence   * Where is your special place? * Why is it special? * Why is the church a special place for Christians? * Why is the Mosque a special place for Muslims? * When do you visit your special place? * Who goes with you to your special place? * What makes a place a holy place? * Why do some people of faith remove their shoes before entering their place of worship? | Love, Forgiveness   * What is love? * Where is love? * Who do you love? * Who loves you? * How do you/they show that love? * How did Jesus show that he loved us? |
| **Quick Quiz** | What makes a place holy? | Why do Christians believe  Easter is all about love? |

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| **RE**    **Curriculum Coverage**  **Year 1/2 – Year A** | | | | | |
|  | **Spring Term** | | | |
| **Unit of work** | Jesus: What made Jesus special? (6 hours)   * explore Bible stories that reveal Jesus’ power and divine nature. * talk about how and why Jesus was special | | Easter: What do you think is the most important part of the Easter story? (5 hours)   * give children an opportunity to reflect upon the miracles of nature and new life during springtime. * for pupils to hear and be able to retell the Easter Story. * make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. | |
| **Prior Learning** | Stories Jesus told: Why did Jesus tell stories?   * explore the stories that Jesus told and know that he told them to teach us about God. | | Easter: Why do Christians believe Easter is all about love? explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus’ death and resurrection.  enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God’s Big Story) | |
| **Christian Concepts**  **Key Experiences** | God – Creation – Fall – People of God – **INCARNATION** – Gospel – Salvation – Kingdom of God  Discussing Friendship  Relating the feelings and experiences of the characters in the stories with their own feelings and experiences. | | God – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of God  Making the connections between Easter and the new life of spring.  To hear, discuss and retell the events of the Easter Story.  To study the miracle of the life cycle of a butterfly, plant, frog etc.  To create an Easter garden. | |
| **5 Essential Key knowledge** | * the stories of Jesus’ miracles are found in the Gospels in the New Testament. * Christians believe that the miracles reveal Jesus as the Son of God | | * the events of Palm Sunday, Good Friday and Easter Day are very   important.   * who the characters of the Easter story are. * Christians believe Jesus died and rose back to life. * Christians believe that Easter is a new beginning | |
| **Vocabulary** | Jesus, Son of God, friendship, miracle and disciple. | | Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb. | |
| **Personal Development-Key Questions** | Friendship Compassion Trust  What does special mean?  Jesus was special. How? Why?  What made Jesus special?  Who were the special friends of Jesus and how did they try to follow his teachings?  Why did the wind and waves obey Jesus? | | Faith Hope Love Joy  What do you think is the most important part of the Easter Story?  In what way is the Easter Story about new life?  How do you think people feel when someone they love has died?  How does the life cycle of a butterfly reflect the events of Easter?  Why do Christians believe Easter is a new beginning? | |
| **Quick Quiz** | What made Jesus Special?Which miracle story did you like best? Why?  How do the miracles show that Jesus was the Son of God? | | What do you think is the most important part of the Easter Story?  Why do Christians believe Easter is a new beginning?  What did the women run to tell the disciples on Easter morning? | |
| **RE**    **Curriculum Coverage**  **Year 3/4– Year A** | | | | | |
|  | **Spring Term** | | | |
| **Unit of work** | Prayer: What is prayer? (4 hours)  How do people of World Faiths Pray? Hinduism Islam Judaism Buddhism (2 hours)   * ensure that the children know that prayer is a way of communicating with God. * ensure that pupils know that believers across all World Faiths pray in many similar and different ways. * introduce pupils to the religious artefacts and actions associated with the practice of prayer. * ensure that pupils to know that Christians believe that God listens and responds. | Easter: Is the cross a symbol of sadness or Joy?  (5 hours)   * increase pupils’ knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week. * discover how the services held in churches during Holy week reflect the sadness and joy. * develop further the pupils’ understanding of the concept of salvation. | | |
| **Prior Learning** |  | Easter: What do you think is the most important part of the Easter story?  give children an opportunity to reflect upon the miracles of nature and new life during springtime.  for pupils to hear and be able to retell the Easter Story.  make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. | | |
| **Christian Concepts**  **Key Experiences** | **GOD** – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God  Reflecting upon the different styles of prayer.  Creating prayers in different ways.  Explaining how prayer is an expression of belief and commitment. | God – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of God  To listen to and retell the Easter Story, emphasising the emotions expressed by the people who were there at the time.  To consider how the emotions of the events of Holy Week and Easter are reflected in church services. | | |
| **5 Essential Key knowledge** | * prayer is a way of communicating with God. * prayer is an important part of the life of a believer. * believers gather together to pray * that for some people of faith the direction in which they pray is important. * that for some people of faith it is important to wash before you pray. | * that the events of Holy Week reveal what Jesus came to earth to do. * that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. * the different ways in which the church remembers and marks the events of Holy Week | | |
| **Vocabulary** | pray, prayer, collect | Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection | | |
| **Personal Development-Key Questions** | Hope faith  What is prayer?  How do people pray?  When do people pray?  Why do people pray?  Where do people pray? | Faith, Hope Love  Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?  Is the cross a symbol of sadness or joy?  How do the services held in churches during Holy Week and Easter reflect the sadness and joy?  Is Good Friday the beginning or the end?  Is Easter Sunday the end or the beginning? | | |
| **Quick Quiz** | What did Jesus teach his followers about Prayer?  Some people wash before they pray. Why?  Write down two sentences that a Christian might pray that tells us what they believe. | Is it possible to describe the events of Holy week and Easter simply as events of Joy or sadness?  Why? Why not?  Is Good Friday the beginning or the end? Why?  Is Easter Sunday the end or the beginning? Why? | | |
| **RE**    **Curriculum Coverage**  **Year 5/6 – Year A** | | | | | |
|  | **Spring term** | | | |
| **Unit of work** | Old Testament women: Did she make the right choice? (5 weeks)  Judaism (2 weeks)   * increase and widen the children’s knowledge and understanding of the role and significance of women in the Bible and God’s big story. * to reflect upon the actions of these women and consider what we can learn from their stories. * deepen pupil’s understanding that it isn’t always easy being a person of faith and tough choices have to be made. * explore the story of Esther and the Jewish Festival of Purim. | | | Easter: Why do Christians believe that Easter is a celebration of victory? (5 hours)   * emphasise that Christians believe that Easter is the celebration of Christ’s triumph and victory over death. This is is at the very heart of Christian belief. * ensure that pupils have an understanding of the importance of Jesus death and resurrection in Christian belief, as a rescue plan to restore the relationship between God and his people |
| **Prior Learning** | Called by God: What does it mean to be called by God? (  give children an opportunity to consider what it means to be called by God  give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God | | | Easter: Is the cross a symbol of sadness or Joy?  increase pupils’ knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week.  discover how the services held in churches during Holy week reflect the sadness and joy.  develop further the pupils’ understanding of the concept of salvation. |
| **Christian Concepts**  **Key Experiences** | God – Creation – Fall – **PEOPLE OF GOD** – Incarnation – Gospel – Salvation – Kingdom of God  To hear the stories of women in the Old Testament.  To discuss choices, values and behaviour. To explore the story and festival of Purim. | | | God – Creation – Fall – People of God – Incarnation – Gospel – **SALVATION** – Kingdom of God  Discussion about victory.  Answering the Key Questions  Looking at the imagery and words of Easter paintings and hymns. |
| **5 Essential Key knowledge** | * the stories of significant women in the Old Testament. * the Jewish Festival of Purim celebrates how God used Esther to save his people. * that being a person of faith isn’t always easy. | | | * that Christians believe that Christ’s resurrection is a victory over death. * that Christians believe that Easter is the key event in God’s salvation plan. * that Christians believe Jesus’ death and resurrection restored the relationship between God and people |
| **Vocabulary** | Jochebed, Deborah, Abigail, Rahab, Hannah, Ruth, Esther and Purim. | | | Victory, triumph, resurrection, sacrifice, salvation and redeemer. |
| **Personal Development- Key Questions** | Wisdom, Courage, Justice, Perseverance  What can I learn from this story?  Why is this a significant moment? Why is this woman important?  In which values and beliefs are the actions of the women rooted?  Did she make the right choice?  Where does this story fit into God’s big story? | | | Faith, Hope, Service Joy  Why do Christians believe that Easter is a celebration of victory?  In what ways is Christ’s death and resurrection a victory?  What is Jesus victorious over and why?  How does his victory affect the lives of Christians today?  How do the events and services that take place in churches during Holy Week and Easter reflect Christian belief that Jesus’ death and resurrection was a victory?  What did Jesus do to save human beings? |
| **Quick Quiz** | Do you think Abigail/Rahab made the right choice?  Why?  Which values did you learn more about in the story of Esther?  Have you had to make any difficult choices? | | | In what ways is Jesus death and resurrection a victory?  Why is Easter the key event in God's Big Story? |