Together, we place children at the heart;
nurturing love, respect and life-long learning.

RE Unit Year 2	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
1.3 Why does Easter matter to Christians, and how do people celebrate it?	**Looking at stories** **Observing** **Asking questions** **Surveys** **Looking at interviews** **Case studies** **Looking at data**	**EYFS -** F2. : Why is Christmas special to Christians? **Year 1:** 1.2 Why does Christmas matter to Christians and how do people celebrate it?	In this unit we explore what many Christians believe about how Jesus died and rose again, as part of the 'Big Story' of God's rescue plan for humans. We find out about the story of Holy Week and how and why many Christians celebrate Easter. To do this, we are going to examine the story of Holy Week and look at some real life examples of how Easter is celebrated. We will think about why people celebrate, such as for theological, or cultural reasons. As we do this, we will make connections to our own experiences of Easter time, noting similarities and differences with Christian beliefs and practices.	**Year 3 -** L2.4 Do all Christians believe and behave in the same way? Exploring diversity. **Year 4 -** L2.3 For Christians, what kind of world did Jesus want? **Year 5 -** U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? **Year 6** - U2.3 How and why do Christians follow the example of Jesus?	a: formation/expression b: organised/individual h: lived experience i: dialogue/interpretation j: personal worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lessons 1 and 2	The idea that people need to be rescued (or 'saved') is central to the Christian	**[Looking at stories]**	Holy week

What does the story of Holy Week show Christians about Jesus?	'Big Story'. Christian beliefs about Jesus as Saviour connect with the story of Holy Week. The events in story of Holy Week (from different Gospel accounts), e.g. Palm Sunday - the entry to Jerusalem; Maundy Thursday - the Last Supper, Jesus' betrayal and arrest, Good Friday - his death and burial, Easter Sunday - the empty tomb and resurrection appearances. Salvation is the Christian belief that Jesus saves or rescues people. His resurrection opens the way for people to get back to God.	Review the 'Big Story' of the Bible – the idea for many Christians that humans are in trouble and need to be rescued by God. Explore the events of Holy Week from the Gospels, in active and experiential ways. Emphasise the events and the emotions of those in the narrative, and of Christians remembering. Note the move from excitement to sadness to joy. Give pupils an outline of a week and ask them to label events in chronological order, according to the texts. Ask them to label the people involved and their emotions at each stage. Explore what these events tell Christians about Jesus. Recall concept of incarnation and focus on concept of salvation: Jesus rescues or saves people by healing their relationship with God; Jesus takes away their sins and brings forgiveness.	Palm Sunday Last supper Good Friday Easter Sunday Salvation Christin Belief Jesus
Lesson 3 How might Christians celebrate Easter?	Some Easter traditions and rituals remind people of the story of Jesus, Holy Week and new life. A range of ways in which Christians celebrate Easter, linked to the story of Holy Week (e.g. palm crosses, Bible reading, church services, washing feet on Maundy Thursday, simnel cake, hot cross buns, Easter eggs, spring flowers, cover statues in purple, procession, Passion plays etc.).	**[Observing e.g. photos; interviews]** Explore a range of ways in which Easter is celebrated by Christians. Connect rituals to the events of Holy Week (e.g. waving palm leaves/crosses for Palm Sunday). Add descriptions of these to the week outline from lessons 1-2. Link the emotions evoked – from celebration to sadness to joy. Note the symbols that are not from the story: e.g. eggs and flowers, symbolising new life. Consider Christian beliefs about how Jesus' resurrection is linked to 'new life'. Ask pupils how important they think Jesus' death and resurrection might be to these Christians and why	Easter Rituals

Lesson 4 How might Christians in Gloucestershire celebrate Easter?	Ways in which Christians in the local area celebrate Easter, including some diversity, e.g. Baptists and Catholics as well as Anglicans. Note that Christians may celebrate for theological reasons (i.e. belief in salvation), or for other reasons (being part of the community)	**[Asking questions, creating surveys, looking at interviews, observation]** Help pupils to find out more about how and why Easter is celebrated by Christians in the local area, building on the ideas explored in lesson 3. Methods could include (but are not limited to): - interviewing member(s) of one or more local church communities - interviewing/surveying trusted adults (e.g. school staff) who are Christian - Looking on local church websites to see what is happening for Easter - visiting a local church in the lead up to Easter	Baptists Catholics Anglicans
Lesson 5 How is Easter celebrated by Christians around the world?	Easter is a global celebration. E.g. in Kenya there are Good Friday processions; some husbands wash their wives' feet after Easter service; in Italy, Passion plays are performed; the Pope leads a torchlit procession of the Stations of the Cross on Good Friday; in Greece, Orthodox churches have services every day of Holy Week, including a symbolic Good Friday funeral procession with an icon in a coffin	**[Observation, case studies]** Use photos of Easter celebrations and artefacts from around the world (e.g. www.bbc.co.uk/newsround/47975475) and talk about similarities and differences with local celebrations. Discuss which forms of celebration they think could be added to local celebrations and why. Reflect upon whether pupils participate in similar ways of celebrating (e.g. remembering a story, re enacting events, eating special foods) at Easter.	
Lesson 6 Is Easter about salvation for everyone who celebrates it?	Lots of people celebrate at Easter, and not only Christians. Some data shows who celebrates and how (e.g. exchange gifts, get together with family, go to church, pray, reflect on meaning of Easter). Christmas has expanded beyond the Christian community into wider	**[Looking at data, interviews, position]** Recall the Christmas unit; it showed that many people celebrate Christmas who do not identify as Christians. Compare with celebration of Easter. Use a simple method to share that while around 8/10 people in Britain celebrate Easter, over half do so in a non-	

	society. Recall key words (in bold). Look at how helpful some different methods have been in finding answers to the unit question.	religious way (e.g. chocolate, family gatherings). 3/10 mix religious and non-religious, and only 1/10 only celebrate in religious way. (see https://tinyurl.com/583tt6jx) Hear from different people who celebrate and find out how and why. Explore whether the people are Christian or not. Connect with pupils' own experiences at Easter. How far do their Easter celebrations reflect the story of Jesus and the idea of salvation, are they partially or wholly part of a cultural, non religious festival? Give thoughtful responses to unit key question. Recap the ways of knowing used in this unit.	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: Pupils will know that: • Many Christians celebrate Easter because of the story of Jesus. • The Gospel stories of Jesus' death and resurrection are important for many Christians as they link with the concept of salvation (Jesus rescued humans, healing their relationship with God). • Christians all over the world celebrate Easter • People who are not Christian may also celebrate at Easter. • There are different reasons why people celebrate at Easter and a range of ways of celebrating. **Engaging with religious worldviews: Pupils will:** • Examine the stories of Holy Week from the Bible. Through this, pupils will learn more about Christian beliefs and how the story is the basis of both the festival and things Christians do at Easter. • Observe (e.g. photos, events in local area) for examples of Easter rituals/ celebrations. • Listen to the voices of Christians and others who celebrate at Easter (e.g. through case studies, interviews and surveys). **Understanding themselves: Pupils will** • Consider their own celebrations, whether there are any similarities between these and ways in which people celebrate Easter, and what these show about what matters to different people.	**Lesson 5 Easter around the World** www.bbc.co.uk/newsround/47975475 Inspiring RE: Christians 'How do Christians across the world celebrate Easter? Why?' pp15-20 **Lesson 6 statistics on Easter** www.finder.com/uk/banking/easter-spending-statistics https://yougov.co.uk/society/articles/33538-how-britons-celebrate-christmas-and-easter https://yougov.com/en-gb/articles/52007-how-britons-plan-to-celebrate-easter-2025