

**Reception Spring Term RE**  
**F1 How can people show they belong together? (C/W)**  
**F3 Why do Christians put a cross in an Easter garden? (UC)**

**What should I already know?**

I know that I belong to my family and my school, and that belonging feels happy, safe and welcoming. I know we have special times together, like story time, birthdays or celebrations, and that everyone's family and friends might do things a little differently. I also know that people can like different things, believe different things and live in different ways, and that this is okay. I already know that Easter is a special time for Christians and that it is when they remember Jesus. I know that Christians believe Jesus is very important and that the cross is a symbol that helps them remember his story. I also know that churches and Christians have special ways of celebrating Easter, like singing, praying and meeting together.

**Key Vocabulary**

Belong	Community	Celebrate	Symbol	Worship	Festival
Easter	Cross	Jesus	Garden	Death	Alive

**Key Learning Opportunities**

1	<p><b>Where do I belong?</b> Children identify where they feel they belong.</p>	7	<p><b>What is Easter?</b> Show images of Easter celebrations (church, eggs, families together) and read a simple Easter story. Children draw or mark-make about something they remember about Easter.</p>
2	<p><b>What groups can people be part of?</b> Talk about school uniform, badges, shared experiences. Children draw themselves in a place or group where they feel they belong.</p>	8	<p><b>Why is Jesus important to Christians?</b> Read a simple Bible story about Jesus helping or teaching others. Children role-play or draw people helping one another like Jesus did.</p>
3	<p><b>How do people show their worldview? (Symbols)</b> Introduce persona dolls/images from 3 different faiths. Look at clothing that may show belonging (e.g. hijab, kara, uniforms). Match symbols (e.g. cross, khanda, crescent) with the correct worldview.</p>	9	<p><b>What happened on Good Friday?</b> Show a cross and explain Christians use it to remember Jesus dying. Children explore crosses through drawing, clay, sticks, or collage.</p>
4	<p><b>How do people show their worldview? (Expression through dress and actions)</b> Read 'Hats of Faith' or similar picture book and discuss respect for different clothing. Children design an outfit that shows what is important to them.</p>	10	<p><b>What happened on Easter Sunday?</b> Discuss feelings: sad on Friday, happy on Sunday. Children create joyful artwork (e.g., sunrise pictures, flowers).</p>
5	<p><b>What times do people celebrate together?</b> Explore celebrations children already know (e.g. parties, birthdays). Then look at: Christmas (Christian) Eid (Muslim) Diwali (Hindu) Children notice similarities across celebrations (e.g. family, food, special clothes).</p>	11	<p><b>What is an Easter Garden?</b> Look at photos of Easter gardens. Identify: stone, tomb, cross, plants, empty tomb. Children make an Easter garden (tray, soil, stones, twigs).</p>
6	<p><b>Which places are special and how does it feel to be part of a group?</b> Look at pictures of different buildings and choose which might be special and why. Children draw a place that feels special to them and what makes it special.</p>	12	<p><b>Why do Christians use a cross in an Easter Garden?</b> Look at crosses in art, churches and Easter displays. Children add a cross to their Easter garden and talk about why it is there.</p>

**Knowledge End Points:**

- That people can belong to many different groups such as families, schools, clubs or faith communities.
- That people show belonging in different ways, including clothing, symbols, worship and celebrations.
- That Christians, Muslims, Sikhs and Hindus may show they belong through special symbols, clothes and by visiting places of worship.
- That celebrations such as Christmas, Eid and Diwali are important events where people gather together.
- That different people may have different worldviews and beliefs, and this is respected.
- That places such as churches and mosques can be special to people because they help them feel close to God.

**'Worldview Explorer' Skills End Points:**

- Listen to simple stories or information about religious celebrations and talk about what they have learned.
- Begin to compare celebrations and identify similarities such as special food, clothes or gathering together.
- Respond respectfully when learning about beliefs that are different from their own.
- Ask simple questions and share their own ideas about what belonging feels like.
- Use simple religious vocabulary.
- Make simple links between symbols and stories (e.g. cross = remembering Jesus).

**Knowledge End Points:**

- Christians believe that Jesus died on a cross and that this is an important part of the Easter story.
- Christians believe that Jesus came alive again on Easter Sunday.
- The cross is a symbol to help Christians remember Jesus and what happened at Easter.
- Easter gardens are created to show the place where Jesus was buried and the empty tomb.
- Easter is a time of sadness and joy in the Christian story.
- Christians celebrate Easter with church services, songs, prayers and special traditions.



**K1.1 How might your religion or worldview be seen in the choices you make? (C/W)**

**What should I already know?**

I already know that people can believe different things and that stories can help us learn about being kind and making good choices. I know that rules at home and school help everyone to get on and stay safe. I also know that people sometimes show what they believe by the way they act, like helping others or celebrating special times. I have already heard some words like church, Bible and prayer, and I know that different people celebrate in different ways.

**Key Vocabulary**

<b>Worldview</b>	<b>Choice</b>	<b>Right</b>	<b>Wrong</b>	<b>Golden Rule</b>	<b>Duty</b>
<b>Service</b>	<b>Sewa</b>	<b>Zakat</b>	<b>Prayer</b>	<b>Ritual</b>	<b>Respect</b>

**Key Learning Opportunities**

1	<b>What does it mean to live well together?</b> Introduce the word worldview. Explore classroom and school rules: why do we have them? Discuss who makes rules and why. Children sort rules into "very important" and "quite important."	7	<b>How do Sikh worldviews inspire service?</b> (Sewa) Learn about the value of sewa in Sikh tradition. Explore langar (community kitchen) and Langar Aid.
2	<b>Where do rules for living come from?</b> Link school rules to guidelines people use in life. Explore how some rules come from stories, important people, or traditions.	8	<b>How do Muslim worldviews inspire service?</b> (Zakat) Learn the meaning of Zakat as one of the Five Pillars of Islam. Compare Sikh sewa and Muslim zakat. Children complete a comparison chart.
3	<b>What is the Golden Rule?</b> Read or watch The Golden Rule by Ilene Cooper. Children give an example of how they might "treat others as they want to be treated."	9	<b>How do stories inspire climate action?</b> (Christian worldview) Revisit the Creation story and how it affects choices about the environment. Children create a poster showing how someone might care for the world.
4	<b>Does everyone follow the Golden Rule?</b> (Different worldviews) Compare Golden Rule expressions in different traditions. Children consider: "Do you need to be religious to follow the Golden Rule?"	10	<b>How do worldviews influence climate action?</b> (Muslim & Sikh) Explore Muslim teachings from Qur'an/Hadith about caring for the earth. Learn about Sikh teaching on nature from the Guru Granth Sahib. Compare actions taken by these communities (tree planting, reducing waste).
5	<b>What is 'duty'?</b> Introduce the word duty (dharma Hinduism). Explore simple stories like The Fox and the Stork.	11	<b>How do people express their worldview through what they wear?</b> Explore uniforms and belonging. Read 'The Proudest Blue'.
6	<b>Why do people do acts of service?</b> Recap school examples of service (charity work, helping others). Discuss who serves us and how we serve others. Children record examples of service in a simple mind map.	12	<b>How might a worldview influence choices?</b> Explore Hindu vegetarianism and ideas of karma and rebirth. Compare with Humanist vegan choices for ethical reasons.

**Knowledge End Points:**

- People show their worldview through choices, actions, and what they wear.
- Sacred texts can guide the choices of believers and are seen as important.
- The Golden Rule appears in many worldviews, religious and non-religious.
- People with Sikh worldviews may practise sewa, showing kindness and service.
- Muslims give zakat as part of their duties and may pray five times a day.
- Hindus may make choices about food (e.g., vegetarianism) because of beliefs about karma and rebirth.
- Worldviews influence how people care for others and the environment.
- People may share beliefs but live them out in different ways.

**'Worldview Explorer' Skills End Points:**

- Ask simple questions to find out more about someone's beliefs or actions.
- Make simple links between a sacred text and a choice or behaviour.
- Observe rituals or practices (e.g., prayer, service) and explain what they show about a worldview.
- Develop a simple survey (2-3 questions) about someone's choices.
- Explain, using simple language, how actions can express a worldview.





**What should I already know?**  
 I already know that Christians believe God made the world and loves everyone. I know that Jesus is very special to Christians and the Bible tells stories about Him. I know that Jesus told stories called parables to help people understand how to be kind and how to live in a good way. I already know that Christmas is when Christians celebrate Jesus being born. I know that Jesus taught people to love and care for others. I know that Christians go to church to remember Jesus and to worship God. I know that the Bible has stories that help Christians learn about God and how to live.

Key Vocabulary					
Gospel	Forgiveness	Peace	Friendship	Thankfulness	Good News
Easter	Resurrection	Cross	Salvation	Hope	New Life

Key Learning Opportunities			
1	<b>What does "Gospel" mean?</b> Explore the word Gospel = Good News. Create a "Good News" newspaper headline about something kind that happened.	7	<b>What is Easter?</b> Look at pictures or symbols of Easter. Sequence the main events of Holy Week with picture cards. Discuss why Easter is a happy and sad time.
2	<b>Understand that Jesus was a good friend.</b> Read the story of Jesus choosing His friends, the disciples (Luke 5:1-11). Create a friendship paper chain showing ways to be kind.	8	<b>Find out what happened on Palm Sunday.</b> Read the story of Palm Sunday (Luke 19:28-40). Make paper palm leaves and act out welcoming Jesus. <a href="https://request.org.uk/resource/festivals/holy-week-and-easter/palm-sunday/">https://request.org.uk/resource/festivals/holy-week-and-easter/palm-sunday/</a>
3	<b>Find out how Jesus helped people feel peace.</b> Read the story of Jesus calming the storm. Draw or paint a "peaceful place".	9	<b>Understand what Jesus did at the Last Supper and why Christians remember this meal.</b> Watch <a href="https://request.org.uk/resource/teachers/teaching-resources/the-last-supper-and-arrest/">https://request.org.uk/resource/teachers/teaching-resources/the-last-supper-and-arrest/</a> Recreate the meal using bread and juice to help children understand remembrance.
4	<b>Understand that Christians believe it's important to say sorry and to forgive others.</b> Read the story of Zacchaeus (Luke 19:1-10). Act out or make a comic strip showing Zacchaeus changing. Discuss what it feels like to forgive and be forgiven.	10	<b>Understand what happened on Good Friday and why Christians call it "Good."</b> <a href="https://request.org.uk/resource/teachers/teaching-resources/festivals-resources/the-crucifixion/">https://request.org.uk/resource/teachers/teaching-resources/festivals-resources/the-crucifixion/</a> Watch and discuss feelings of sadness and hope. Make a "cross of light" collage with tissue paper.
5	<b>Understand that Jesus brings joy and thankfulness.</b> Read the story of the ten lepers (Luke 17:11-19). Make a thankfulness jar or thankfulness leaves for a "gratitude tree." Write or draw things we're thankful for.	11	<b>Find out what happened on Easter Sunday and why Christians believe this brings hope and happiness.</b> Watch the Resurrection Create Easter gardens with soil, stones, and flowers after watching and discussing The Resurrection: <a href="https://request.org.uk/resource/restart/2017/03/14/holy-week-and-easter/">https://request.org.uk/resource/restart/2017/03/14/holy-week-and-easter/</a> <a href="https://request.org.uk/resource/restart/2017/02/23/make-an-easter-garden/">https://request.org.uk/resource/restart/2017/02/23/make-an-easter-garden/</a>
6	<b>How do Christians share the good news today?</b> Make a "Good News" poster showing ways to share kindness. Discuss how we can share good news in school.	12	<b>Why is Easter important to Christians today?</b> Look at photos or videos of Easter church celebrations. Design a celebration card showing new life and hope.

**Knowledge End Points:**

- The Gospel means "good news" about Jesus.
- Jesus' teachings show love, peace, forgiveness, and friendship.
- Christians believe Jesus brings good news to all people.
- Christians try to show Jesus' good news in how they live.

**'Worldview Explorer' Skills End Points:**

- Ask and respond to big questions about life, feelings, beliefs and values.
- Recognise that people have different beliefs, ideas and ways of showing what they think is good or true.
- Talk about what is special or meaningful to themselves and to others.
- Describe how stories and celebrations help people make sense of the world.
- Notice similarities and differences between how people show kindness, forgiveness, hope and joy.
- Think and talk about how people's beliefs influence their actions and choices.
- Reflect on their own feelings, experiences and ideas about kindness, forgiveness, hope and happiness.
- Listen carefully and respond respectfully to the views of others.
- Make connections between what they learn about people's beliefs and their own experiences.

**Knowledge End Points:**

- Retell key parts of the Easter story in order.
- Recognise Christian symbols (cross, egg, light) and what they mean.
- Identify how Christians show belief in new life and hope.
- Reflect on feelings of sadness, joy, and hope in their own experiences.

**What should I already know?**

I should already know that people believe different things and belong to different religions or have different worldviews. I know that special times, like Easter, Eid or Diwali, are important to people and are often celebrated with family and friends. I've learned that some celebrations are linked to nature, like harvest, or to special times of year. I understand that a worldview is the way someone sees and makes sense of the world, and that everyone's worldview can be a bit different.

**Key Vocabulary**

Nature	Seasons	Cycle	Tu B'Shvat	Pascha (Easter)	Shabbat
Ramadan	Eid-al-Fitr	Pagan	Kala (Hindu concept of time)	Solstice	Equinox

**Key Learning Opportunities**

1	<b>Why might nature and the seasons be important?</b> Share a natural object and talk about how it makes you feel. Create a class mind map of why nature is special to different people.	7	<b>How do Muslims celebrate Ramadan and Eid?</b> Watch a video about Ramadan and talk about fasting. Learn about the crescent moon and how it decides Eid.
2	<b>How do non-religious people value nature?</b> Create a class survey about nature and the seasons. Ask family or staff how they enjoy nature; discuss the results.	8	<b>What happens on Shabbat for Jewish people?</b> Watch a short film about a Jewish family celebrating Shabbat. Create drawings or models of a Shabbat table with special items.
3	<b>How are nature and seasons important to Christians?</b> Discuss how Christians celebrate festivals like Christmas and Easter, and how these are connected to the seasons and nature. Create a seasons and Christian celebrations wheel.	9	<b>How do Hindus celebrate nature and time through festivals?</b> Watch short clips of Diwali and Holi. Discuss how these festivals link to nature and the seasons. Create a Diwali lamp or Holi colour artwork.
4	<b>What do light and dark mean in religion and nature?</b> Write similes or short poems about light and dark.	10	<b>How do Pagans celebrate and care for nature?</b> Look at the 'Wheel of the Year' and talk about seasonal festivals. Create a class nature pledge: one small thing everyone can do to look after nature.
5	<b>Why do Jewish people celebrate Passover?</b> Act out the Exodus story. Explore the foods on a Seder plate and their meanings.	11	<b>Why are some places in nature sacred?</b> Research Rollright Stones (local) or Stonehenge.
6	<b>What is Tu B'Shvat (Jewish Festival of Trees) and how is it celebrated?</b> Plant seeds or trees and make posters about caring for the earth.	12	<b>How do nature and the seasons affect people's worldviews?</b> Create artwork showing what nature means to you.

**Knowledge End Points:**

- Nature and the seasons are important to both religious and non-religious people.
- Many festivals, like Christmas, Easter, Ramadan and Passover, are linked to the moon or the seasons.
- Light and darkness are powerful symbols in stories and celebrations.
- Rituals such as Shabbat or Ramadan happen in cycles and mark the passing of time.
- In Hinduism, time (Kala) is seen as a circle, not a straight line.
- Pagans celebrate nature through seasonal festivals and respect for the earth.
- Some people see special places in nature as sacred or magical.
- People express their worldviews in many different ways, but all are connected to nature and time.

**'Worldview Explorer' Skills End Points:**

- Ask thoughtful questions about what people believe and how they live.
- Compare similarities and differences between religious and non-religious ideas.
- Explain how festivals and rituals show people's beliefs.
- Use symbols, stories, and artefacts to help understand worldviews.
- Make links between beliefs and how people care for nature.
- Share my own thoughts and ideas respectfully.
- Use evidence from interviews, videos or texts to explain what I've learned.
- Express ideas using drawings, writing, and simple debates.



**Year 4 Spring Term RE**  
**Why do Christians call the day Jesus died Good Friday? UC**  
**When Jesus left what was the impact of Pentecost? UC**

**What should I already know?**

I already know that Easter is a special time for Christians when they remember how Jesus died and came back to life. I know some of the events in the Easter story, such as Palm Sunday and Easter Sunday, and that Christians believe Jesus is God's Son. I have learned that Christians believe Jesus' death and resurrection show God's love and forgiveness. I also know that Christians go to church and celebrate Easter with special symbols like the cross and light to show hope and new life. I already know that Jesus was a teacher who told stories called parables and helped people. I know that Christians believe Jesus died and came back to life at Easter, and that after this, he returned to heaven. I have heard that Jesus promised to send the Holy Spirit to help his friends. I also know that Christians go to church to worship God and that they believe the Church is a special community where people follow Jesus' teachings and share God's love with others.

**Key Vocabulary**

Salvation	Forgiveness	Sacrifice	Sin	Resurrection	Hope
Pentecost	Church	Holy Spirit	Disciples	Mission	Faith

**Key Learning Opportunities**

1	To recall the main events of Holy Week in order. Sequence pictures or story cards of Holy Week events (Palm Sunday to Easter Sunday).	7	To recall what happened after the resurrection and understand the Ascension story. Use drama or freeze frames to show Jesus leaving his friends. Create thought bubbles for the disciples: "What might they be feeling?"
2	To explore what happened on Good Friday and why Christians think it is important. Write a diary entry as one of Jesus' followers on Good Friday.	8	To explore the story of Pentecost and how the Holy Spirit came to the disciples. Create art showing symbols of the Holy Spirit (fire, wind, dove). Discuss how the disciples changed after receiving the Holy Spirit.
3	To understand what Christians mean by "sin" and "forgiveness." Use simple role-play to explore when people make mistakes and are forgiven.	9	To understand how the Holy Spirit changed the disciples. Write a letter from Peter explaining what happened at Pentecost.
4	To explore the idea of "sacrifice" in the story of Jesus' death. Talk about what it means to give something up for others (link to Lent). Create a class mind map of examples of sacrifice in stories or daily life.	10	To explore how the Christian Church began after Pentecost. Bible Detective Activity - Read Acts 2:42-47 (life in the early Church). In small groups, highlight or underline what the first Christians did together (e.g. prayed, shared food, helped the poor).
5	To find out how Christians remember and celebrate Jesus' death and resurrection. Explore Easter symbols (cross, candle, egg, hot cross bun). Create Easter artwork showing hope and new life.	11	To understand how Christians believe the Holy Spirit works in their lives today. Prepare questions, invite and interview a local vicar, curate, or Christian visitor about how the Holy Spirit guides them.
6	To summarise what Christians believe about Good Friday and Easter. Make a poster or storyboard summarising Holy Week.	12	To summarise the impact of Pentecost on Christians and the world. Create group presentations titled "What Pentecost Means to Christians."

**Knowledge End Points:**

- Christians believe Jesus' death and resurrection are part of God's plan.
- Good Friday remembers the day Jesus died on the cross.
- Christians call it "Good" because they believe Jesus' death brought forgiveness and hope.
- The word salvation means being rescued or saved.
- Christians believe sin separates people from God, but forgiveness restores.
- Easter Sunday celebrates Jesus' resurrection, which shows victory over death and new life.
- Symbols such as the cross, light, and egg represent forgiveness, hope, and new beginnings.
- Christians remember and celebrate Jesus' sacrifice through Easter services, prayer, and Communion.

**'Worldview Explorer' Skills End Points:**

- Recall and retell key Bible stories and teachings accurately.
- Explain the significance of key Christian festivals.
- Identify how Christians show their beliefs through actions, worship, and symbols.
- Make connections between Christian beliefs and how they affect the way Christians live.
- Ask and respond to questions about the meaning of religious stories and practices.
- Recognise religious symbols, language, and rituals, and explain their meaning.
- Compare Christian ideas with those from other religions or their own experiences.
- Reflect on their own thoughts and feelings in response to religious stories or questions.

**Knowledge End Points:**

- Pentecost is the time when Christians believe the Holy Spirit came to Jesus' followers.
- The story of Pentecost is told in the Bible.
- Pentecost marks the beginning of the Christian Church.
- The Holy Spirit is seen as God's presence and power working in people's lives.
- Christians believe the Church is a community of believers who share God's love and message.
- Symbols of the Holy Spirit include fire, wind, and a dove.
- Christians today believe the Holy Spirit continues to guide, comfort, and inspire them to help others.



**Year 5 Spring Term RE**  
**U2.3 Do religions change or stay the same? (C / W Agreed Syllabus)**

**What should I already know?**

You already know that different religions and worldviews have special beliefs, traditions, and ways of life. You have learned that beliefs can stay the same for a long time, but they can also change because of new ideas, cultural influences, or important events in history. You know that people express their beliefs in different ways, such as through worship, festivals, art, or how they live each day.

**Key Vocabulary**

Ethics	Census	Langar	Oneness	Diversity	Gurdwara
Enlightenment	Renaissance	Reformation	Agnostic	Atheist	Theist

**Key Learning Opportunities**

1	<b>Introducing Change in Religion and Worldviews</b> Explore what it means for something to change or stay the same. Discuss examples from everyday life. <b>Activity:</b> Create a mind map showing ways religions might change over time.	7	<b>Islamic Dress and Modesty</b> Learn about why some Muslim men and women choose to dress modestly. <b>Activity:</b> Look at examples of Islamic dress around the world and discuss similarities and differences.
2	<b>How Has the Religious Landscape Changed in the UK?</b> Look at Census data showing how religion has changed over time. Discuss why numbers of different groups have risen or fallen. <b>Activity:</b> Create bar charts or infographics using UK Census data.	8	<b>Has Islamic Dress Changed Over Time?</b> Discover how Muslim dress styles differ by culture and location. <b>Activity:</b> Create a visual timeline showing how styles have developed globally.
3	<b>Understanding Non-Religious Worldviews</b> Learn about Humanism and what Humanists believe about living a good life without a god. <b>Activity:</b> Compare Humanist and Christian ideas of right and wrong.	9	<b>The Spread of Buddhism</b> Find out how Buddhism began in India and spread across Asia. <b>Activity:</b> Use maps and timelines to trace the spread of Buddhist traditions.
4	<b>How Do Humanists Make Moral Choices?</b> Explore Humanist values and sources of guidance. <b>Activity:</b> Watch short clips or read quotes to decide which values you agree with most and why.	10	<b>What Do Buddhists Believe About Change?</b> Explore Buddhist teachings about change (impermanence) and how they help people live. <b>Activity:</b> Reflect on changes in your own life and write a short mindfulness reflection.
5	<b>Sikh Teachings on Equality</b> Learn about Guru Nanak's teaching of 'Ik Onkar' (oneness of humanity). <b>Activity:</b> Create posters showing equality and kindness inspired by Sikh teachings.	11	<b>How Have Key Events Shaped Christianity?</b> Learn about the Renaissance, Reformation, and Enlightenment and how they influenced Christian beliefs. <b>Activity:</b> Create a mini timeline or comic strip showing how Christianity changed during each period.
6	<b>How Have Sikh Practices Changed Over Time?</b> Explore how Sikh practices like the langar have adapted to modern life. <b>Activity:</b> Research Langar Aid or a local gurdwara's community work. Trip?	12	<b>How Diverse Is Christianity Today?</b> Explore how Christianity looks different around the world. <b>Activity:</b> Create a poster titled 'Christianity Around the World' showing diverse worship and traditions.

**Knowledge End Points:**

- Understand that religions and worldviews change over time due to people, places, and events.
- Know that sacred teachings can remain the same while practices may adapt.
- Recognise that beliefs are lived differently across the world.
- Know how equality, justice, and diversity are important across worldviews.
- Understand how religion connects with culture, history, and modern life.
- Recognise that both religious and non-religious people reflect on how to live a good life.

**'Worldview Explorer' Skills End Points:**

- Discuss how and why religions and worldviews change over time.
- Analyse data, images, and texts to understand change and continuity.
- Compare different worldviews and explain how beliefs are lived out today.
- Interpret examples of religion in society using real-world evidence.
- Reflect on how change can be positive, challenging, or both for a faith community.
- Express personal ideas about how beliefs and values might change in the future.



**Year 6 Spring Term RE**  
**What difference does resurrection make for Christians? UC**  
**What Kind of King is Jesus? UC**

**What should I already know?**

You already know that Christians believe Jesus is the Son of God who died and rose again. You understand that the Bible tells the story of Jesus' death and resurrection and that Easter is a central festival for Christians. You know that Christians believe Jesus' resurrection gives hope of eternal life and shows God's power over death. You also know that different Christians express their faith through worship, prayer, and acts of service. You already know that Christians believe Jesus is the Saviour of the world. You understand that in the Bible, Jesus is sometimes called 'Messiah' or 'King,' but his kingship is different from earthly power. You have learned about how Jesus served others and taught about God's kingdom of love, justice, and peace.

**Key Vocabulary**

Resurrection	Eternal	Salvation	Forgiveness	Hope	Faith
Servant King	Messiah	Kingdom of God	Humility	Discipleship	Justice

**Key Learning Opportunities**

1	<b>Exploring the Easter Story.</b> Recap the story of Holy Week and Easter. Identify key moments and their importance to Christians. <b>Activity: Timeline or storyboard of events from Palm Sunday to Easter Sunday.</b>	7	<b>What does it mean to be a king?</b> Explore ideas about kingship and leadership in history and today. <b>Activity: Compare qualities of earthly kings with what makes a good leader.</b>
2	<b>Why does the Resurrection matter?</b> Examine 1 Corinthians 15:14-22 and discuss Paul's teaching about the resurrection. <b>Activity: Small-group Bible study and poster explaining Paul's message.</b>	8	<b>Jesus the Servant King</b> Study John 13 (Jesus washes his disciples' feet). Discuss what this teaches about true leadership. <b>Activity: Role-play and reflection on serving others.</b>
3	<b>Symbols of New Life/</b> Explore how Easter symbols (cross, empty tomb, butterfly, egg, candle) represent new life. <b>Activity: Create a class collage showing symbols of resurrection hope.</b>	9	<b>The Triumphal Entry – A Different Kind of King</b> Read Matthew 21:1-11. Explore how Jesus' entry into Jerusalem shows a humble king. <b>Activity: Create newspaper headlines describing the event from different viewpoints.</b>
4	<b>Living Resurrection Hope.</b> Learn how Christians today live out belief in resurrection through kindness, forgiveness, and charity. <b>Activity: Research or role-play examples of Christian charities spreading hope.</b>	10	<b>The Kingdom of God</b> Explore Jesus' parables about the Kingdom (mustard seed, yeast, pearl). <b>Activity: Create a 'Kingdom of God garden' display showing values of the kingdom.</b>
5	<b>Resurrection in Worship and Art.</b> Explore Easter hymns, artworks, and church celebrations expressing resurrection. <b>Activity: Interpret and respond creatively through art, poetry, or music.</b>	11	<b>Jesus' Kingship in Worship</b> Listen to hymns and songs like 'King of Kings' or 'Servant King' and explore their meaning. <b>Activity: Write your own verse or prayer about Jesus' kingship.</b>
6	<b>What difference does Resurrection make?</b> Reflect on how the resurrection shapes Christian beliefs and daily life. <b>Activity: Write a personal or group reflection titled 'Why Resurrection Matters' or create a class display of hope.</b>	12	<b>What kind of king is Jesus?</b> Reflect on how Christians see Jesus as a king who rules through love, not power. <b>Activity: Create a class charter for a 'Kingdom of Kindness' inspired by Jesus' teachings.</b>

**Knowledge End Points:**

- Understand the Christian belief that Jesus' resurrection is the foundation of faith.
- Know that Christians believe Jesus' resurrection means sin and death are defeated.
- Recognise how Easter celebrations express belief in resurrection.
- Understand how belief in resurrection gives Christians hope and purpose.
- Know how Christian charities and communities act out resurrection hope in the world.

**'Worldview Explorer' Skills End Points:**

- Engage in discussion about Christian beliefs surrounding resurrection and eternal life.
- Analyse how symbols, art, and music express belief in new life.
- Compare Christian beliefs about resurrection with other ideas about life after death.
- Interpret biblical texts about resurrection and their meaning for Christians today.
- Make connections between belief in resurrection and how Christians live their lives.
- Reflect on personal responses to themes of hope, life, and renewal.
- Discuss and interpret biblical texts about Jesus as king.
- Compare Jesus' idea of kingship with other types of leadership and authority.
- Analyse Christian worship songs, prayers, and art showing Jesus as king.
- Make connections between Jesus' teaching and how Christians live as part of God's kingdom.
- Reflect on what kind of leadership inspires fairness, compassion, and service.

**Knowledge End Points:**

- Understand that Jesus' kingship is based on service, humility, and love.
- Know that Christians believe Jesus' kingdom is spiritual, not political.
- Recognise biblical texts that describe Jesus as king, such as the Triumphal Entry and the crucifixion.
- Understand how belief in Jesus as king affects Christian worship and lifestyle.
- Know how Christians express loyalty to Jesus as their king through service and justice.