

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY SALVATION HOW IS EACH PERSON VITAL TO THE EASTER NARRATIVE?	TIER 2 (Academic): Narrative, Motives, Accounts, Vital, Betrayal, Arrest, Appearance, Community, Reflect, Impact, Role, Rescue. TIER 3 (Subject specific RE words): Holy Week, Gospel, Disciple, Redemption, Crucifixion, Denial, Resurrection, Ascension, Salvation, Incarnation.	
PRIOR LEARNING	Y2 – Easter Symbols	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
ENQUIRY QUESTION	What is the story of Holy Week and Easter? / What might each character say about their role in the Easter narrative?	Why did Judas betray Jesus? / Why did Peter deny Jesus?	Why were women important at the crucifixion and the resurrection?	What does the Easter story say to Christians and others? / What difference does this story make to Christians?
LENS	Believing & Living	Thinking	Believing	Thinking & Living
RELIGIOUS CONCEPT	Salvation	Salvation	Salvation	Salvation
LEARNING OBJECTIVES	To outline the key events of Holy Week and understand how each character views their role.	To analyse the motives and actions behind Judas's betrayal and Peter's denial.	To explore and understand the significant role of women during Jesus's death and resurrection.	To evaluate the impact of the Easter story on Christians and the wider community's sense of hope.
ACTIVITY	Read John 12:12–15. Create a timeline of Holy Week. Provide character cards (Jesus, crowd, disciples) and have children write a thought bubble for what each character might say about their role in Jesus "rescuing people."	Read Luke 22:47–53. In groups, debate the emotions and motives of Judas and Peter. Write a short diary entry from Peter's perspective after the rooster crowed, focusing on his feelings of denial and need for redemption.	Read Luke 23:26–56, Luke 24:1–12, and John 20:11–23. Compare the reactions of the women at the cross and tomb with the other disciples. Create a piece of art showing Jesus' appearance to Mary Magdalene.	Revisit Y2 learning on Easter symbols. Discuss how Christians act on Easter Sunday. Hold a circle time to discuss: "How does the idea of new life and hope apply to everyone, regardless of faith?"

ASSESSMENT	Can the children sequence Holy Week and articulate a character's viewpoint?	Can the children explain why Judas and Peter acted the way they did using Gospel accounts?	Can the children identify the women's actions at the tomb and explain their importance to the narrative?	Can the children connect the historical story to modern Christian practices and universal themes of hope?
EXPECTED OUTCOMES	Tell the stories of Holy Week and Easter and recognise a link with the idea of salvation (Jesus rescuing people). Understand what is important to the key characters in the Gospel accounts. Recognise that incarnation and salvation are a big story of the bible. Think, talk and ask questions about whether the story of Easter only has something to say to Christians or to the wider community about hope and life. / Reflect on the role of each character and the part they play together.			
HIGHER ORDER QUESTIONS	If one character was removed from Holy Week, how would the story of Salvation change?	Is it possible to have redemption without betrayal or denial first?	Why do you think Jesus chose to appear to Mary Magdalene first instead of his male disciples?	Does a story need to be historically true to offer a community a valid sense of hope and life?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	How is each person vital to the Easter narrative? What makes the story of Easter a story of Salvation? Does the Easter story only have something to say to Christians, or to the wider community about hope and life? How do the actions of Judas, Peter, and the women at the tomb help us understand the Gospel accounts?			
INCLUSION & ADAPTATION	Provide a pre-drawn, highly visual storyboard of Holy Week. Use concrete objects (e.g., palm branches) to anchor the story.	Use emotion cards (sad, angry, scared) to help identify how Peter and Judas felt. Simplify the Bible text into a short, accessible summary.	Focus strictly on the visual of the empty tomb. Provide templates for the art activity to reduce cognitive load.	Provide sentence starters for the circle time discussion (e.g., "Easter makes Christians feel...").
GREATER DEPTH	Ask children to write a paragraph predicting how the Roman authorities viewed the events of Holy Week compared to the disciples.	Have children write a philosophical reflection on whether Judas's betrayal was a necessary part of God's plan for Salvation.	Compare the accounts of the empty tomb in Luke and John. What are the similarities and differences, and why might they exist?	Ask children to design an Easter community outreach program that brings the message of "hope and life" to non-Christians.