

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY SALVATION WHY DO CHRISTIANS CALL 'GOOD FRIDAY' GOOD?	TIER 2 (Academic): Interpret, betray, deny, impact, reflect, journey, transform, evidence, worldview. TIER 3 (Subject specific RE words): Resurrection, Forgiveness, Maundy Thursday, Good Friday (Holy Friday) and Salvation.	Visit to our Church to locate depictions of the Last Supper. Visit our Church to view and walk the Stations of the Cross. Invite a local Christian community leader to discuss how they serve others. Create a physical 'Easter Garden' outside or in the classroom to represent the empty tomb.
PRIOR LEARNING	How do Easter symbols help us to understand Easter? How does Holy Communion build a Christian community?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
ENQUIRY QUESTION	What do you already know about the days leading up to Good Friday? / What do the key texts say about the week leading up to Good Friday?	What do we know and understand about Jesus' journey to the cross?	What impact would the journey have had on you and your beliefs?	Why was the tomb empty and what does it mean for Christians?
LENS	Thinking & Believing	Thinking	Living	Believing
RELIGIOUS CONCEPT	Salvation	Salvation	Salvation	Salvation
LEARNING OBJECTIVES	To know that Maundy Thursday is the day of the last supper; to explore how Judas betrayed Jesus and Peter denied Jesus, and debate if it was the same.	To know that the stations of the cross marked the last 14 moments of Jesus' life; to understand Jesus died to save Christians from their sins.	To understand that it is important for Christians to follow Jesus' example of prayer and service, and that forgiveness is key to living as Jesus wanted us to.	To understand that Good Friday gives Christians hope that from the darkness of the crucifixion came the resurrection which means hope that when they die they will be with God.
ACTIVITY	Read John 13 v 4-17 and Matthew 21:7-11. Map out the events of Maundy Thursday. Compare and contrast the actions and motivations of Judas' betrayal and Peter's denial.	Read Luke 23:13-25, 32-48. Sequence the 14 Stations of the Cross. Discuss the physical and emotional journey Jesus took, analysing the concept of dying to save others from sin.	Explore modern-day examples of forgiveness and service. Pupils role-play scenarios requiring deep forgiveness and reflect on how Jesus' journey influences Christian responses to conflict.	Read Luke 24:1-12. Analyse the contrast between the "darkness" of Good Friday and the "hope" of Easter Sunday. Write a reflective piece on what the empty tomb symbolizes for life after death.

ASSESSMENT	Formative: Observe pupils' ability to gather ideas from texts and differentiate between 'betrayal' and 'denial' through class discussion.	Formative: Assess pupils' accuracy in sequencing the 14 stations and their ability to articulate why Jesus died according to Christian belief.	Formative: Evaluate pupils' reflections and role-play to see if they can connect Jesus' example to the practice of forgiveness.	Summative: Review written reflections on how the resurrection provides hope to Christians regarding death and salvation.
EXPECTED OUTCOMES	Explore, gather, select, and organise ideas about lent and Holy week from a variety of key texts, sources and concepts. Suggest some ways in which different people might interpret texts about Good Friday. Describe the impact of the journey Jesus took on Good Friday for different people. Develop insights of their own in exploring questions raised by the study Lent and Holy Week, relating to their own personal worldview. Reflect on possible connections between what they have learnt and what impact it has on them as individuals.			
HIGHER ORDER or I WONDER QUESTIONS	How does understanding the historical and textual context change our interpretation of betrayal versus denial?	How does exploring the 14 moments of Jesus' life help to unpack the Christian belief in ultimate reality and issues of right and wrong?	How can applying religious literacy and empathy towards others build bridges of understanding leading to community cohesion?	How do Christians articulate clearly and coherently their personal beliefs about life after death while respecting the right of others to differ?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	Why do Christians call 'Good Friday' good? Judas betrayed Jesus and Peter denied Jesus, was it the same? Future Learning: Further learning about resurrection. Future Learning: How do Christians live out freedom and justice?			
INCLUSION & ADAPTATION	Provide visual storyboards for the events of Maundy Thursday and simplified text versions of the Bible passages.	Use tactile resources or simplified visual cards for the 14 Stations of the Cross to support sequencing.	Provide emotion word-banks and sentence starters to help articulate feelings about forgiveness and service.	Use sensory materials (stones, flowers, fabrics) to help conceptually bridge the darkness of the cross and the light of the resurrection.
GREATER DEPTH	Write a theological reflection debating whether true salvation was possible without both Judas' betrayal and Peter's denial.	Compare how different branches of Christianity might emphasize different Stations of the Cross.	Analyze a contemporary global issue (e.g. climate justice) and apply Jesus' example of service to formulate a Christian response.	Evaluate philosophical arguments surrounding the resurrection and how this impacts the Christian understanding of "living life in all its fullness" (John 10:10).