



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
RELIGIOUS EDUCATION – Easter	EYFS	“Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.”	Cross (T1) Church (T1) Easter (T2)
	KS1	“To explore the artefacts and symbols which are associated with Easter.”	Symbol (T2) Tomb (T2) Arrival (T2)
	KS2	“Recall the key events associated with Holy Week from Palm Sunday to Easter Day.”	Sacrifice (T2) Repentance (T3) Forgiveness (T3)

<p>SCHOOL AIMS Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.</p> <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility <input type="checkbox"/> Resilience 	<p>BRITISH VALUES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Democracy. <input type="checkbox"/> The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs
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CULTURAL CAPITAL
Children may demonstrate an understanding of the significance of different religious worship and festivals in terms of belief, community, architecture, culture, geography, and history. They will understand some of the purposes of the different festivals and how in particular Christians celebrate Easter, both in their local community and beyond. They may develop an appreciation for different religious expressions as well as a sense of awe and wonder through visiting places of worship to celebrate Easter.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

Children will produce work linked to the RE units of work on a two-yearly cycle, following the suggested lines of enquiry. This may be in the form of a written piece; a model; a film.

What sequence of activity and pedagogy will be undertaken?

EYFS: Easter Story - What is special about this Bible story?
Year 1: Eastertime - What are the big surprises?
Year 2: Palm Sunday - Why were people so excited to welcome Jesus?
Year 3: Remembering Easter - How are events of Easter remembered by Christians?
Year 4: The Cross - What is the significance throughout the Easter Story?
Year 5: The Resurrection - What does Jesus’ death and Resurrection mean to Christians?
Year 6: Power and Hope - What is the message of Easter to the World?
Mastery: What do Christians mean by the ‘Forgiveness of Sins’? What is ‘Redemption’?

IMPACT

What knowledge will the children have embedded?

Children will be able to retell the Easter Story and what is special about this story. They will be able to discuss the symbolism of different elements of the story and discuss how it is remembered by Christians today. They will be able to talk about what Jesus’ death and resurrection means to Christians today.

What retention may be demonstrated?

Here are some example questions that may be used to assess children’s understanding.
EYFS: How do Christians celebrate Easter? What happened to Jesus at Easter?
KS1: Why do some people have Easter Eggs? What events occurred over Holy Week?
KS2: What is significant about the Cross? How do Christians prepare for Easter? What does the Forgiveness of Sins mean?