



Easter Journeys



In 2010, Guildford Diocese published a set of resources called ‘Pause Days’, designed to augment schools’ RE provision and provide opportunities to deepen pupils’ thinking. Since the publication of these resources, the RE syllabus used by schools has been significantly updated and so we are now revising our ‘Pause Days’, aligning them with approaches in the Surrey Agreed Syllabus (& the new content) and re-launching them as ‘**ExploRE Days**’. The **ExploRE Easter** materials provide opportunities to reinforce elements of this most important narrative for Christians, complementing and expanding on the

theological concept of **salvation**. The content is designed to help pupils to ‘journey’ through the Easter narrative, in age-appropriate ways, and to provide lots of opportunities for pupils to talk – great for boosting oracy skills! There are also some suggestions in the materials for how your local church community or assembly team might be able to support the sessions, deepening school-church partnerships, and providing an opportunity to highlight diversity within the Christian community.

The ExploRE Easter: Journeys materials include

- 🔍 **Materials to use in collective worship / assembly at the beginning and end of the day**
- 🔍 **Phase-specific suggestions, designed to link with and build on pupils’ existing RE learning. These can be downloaded separately, along with any resources**
- 🔍 **A cross-phase ‘Godly Play®’ style option, with a chance to tell the story and then respond to it creatively**
- 🔍 **Suggestions for cross-phase reflective / prayer spaces, extending the reach of the resource and further supporting the spiritual development of your pupils**

How do we use ExploRE Easter: Journeys materials?

- As a discrete RE session across a half-day or the whole day
- Across a whole day, combined with the reflective/prayer spaces options, in a carousel model or am/pm options
- Using the reflective story, with space to respond – this could be combined with reflective/prayer space options

The **ExploRE Easter: Journeys materials** are designed to be used on alternate years with the 2nd ExploRE Easter resource (which will be updated in time for Easter 2027). As with all our materials, care should be taken to adapt it to suit the context, needs and abilities of your pupils. The ‘old’ Pause Day materials will still be available. **You can find all these materials on our website: [Religious Education in Church Schools - Diocese of Guildford](#) and on [GDBE-Elevate: GDBE elevate](#)**

Phase	Overview of phase-specific content
EYFS	<p>ExploRE: Easter Emotions</p> <p>Immersing in the Easter narrative through the emotions experienced by Jesus and his friends. This will include opportunities to expand pupils’ vocabulary of emotions, connect emotions with the events in the story and share simple retellings generated by pupils in creative ways e.g. outdoors on a special Easter Egg hunt; in small world; with Lego, through drawing etc. Use the godly-play style story together on your Easter Emotions Egg Hunt to recap the main parts of the story and provide a framework to refer back to during the day. What objects/emotions might pupils choose to represent different parts of the story? Record on an emotion graph or use a story stick.</p>
KS1	<p>ExploRE: Easter Pilgrims</p> <p>Create a ‘pilgrimage’ around your school grounds with ‘pilgrim bags’ for children to collect a small object to carry with them as they go on pilgrimage. The suggestions are based on objects also used in the godly-play style story, reinforcing the structure of the narrative. You could involve members of your local church community / assembly team to help create these or to be present at each location to support the learning. Then use the objects to retell the story with each other during the day.</p>

LKS2	<p>ExploRE: Easter Landscapes</p> <p>In small groups, decide on then sequence the main elements of the narrative, but recreating it as a model landscape (a bit like a huge Easter garden) in their chosen medium using different elements to represent, and make links with, different parts of the story e.g. as a paper map (small or huge); using LEGO®; going outdoors and using natural materials; huge chalk roadway in the playground where you stop to share each part of the story, with words written by children. Children could work in groups and be assigned a part of the story to recreate, or each group creates a model landscape depicting the whole story, along with a written guide, explaining their thinking. Could you work with your church community to create landscapes in the church / grounds for them to use over Easter?</p> <p>View each others' work, with children acting as 'tour guides'.</p>
UKS2	<p>ExploRE: Passion Play 'Sculptures'</p> <p>Inspired by e.g. Wintershall / Oberammergau as a means of retelling this important story within Christian communities. As 'directors', pupils will select the most important (6-8?) moments from the Easter narrative and then work in small groups to turn them into freeze frame photos (or as 'live' sculptures) with 'directors' notes' explaining the thinking behind posture / expression / location in your school for each freeze frame (e.g. might Palm Sunday by located your school gate?; or 'Golgotha', site of the crucifixion, the rubbish heap outside the city, located near your bins? etc.)</p> <p>How will you show the different characters through positioning or emotions? (NB NO costumes!)</p> <p>Directors' or curators' notes are essential in this task, evidenced from the text in the Bible / pupils' own RE learning.</p> <p>The output of this session could be used in future learning with other year groups.</p>



Where does this fit with the Agreed Syllabus units?

So that you can see potential syllabus connections through the concept of **salvation**, here is the overview of content by year group.

Phase	Unit title	As part of this unit, pupils will have...
EYFS	EYFS: What can we learn from stories?	...explored the idea that Jesus is an important person for Christians and that the Easter story is about Jesus' death and coming back to life again.
KS1	Y1: What do Christians learn from stories of Jesus?	...explored how Jesus' life and experiences, including the Easter events, share similarities with and differences from their own, in how he was both human (like them) and divine (like God).
	Y2: Why do Christians call Jesus 'Saviour'?	...explored how Jesus rescued, 'saved', people during his time on earth, and 'saved' people (including the thief next to him) in his death on the cross; they will also build an Easter Garden, including the cross as an important symbol.
LKS2	Y3: What's the Bible's big story – and why is it like treasure for Christians?	...explored links between Free will and Salvation , and the other key concepts on the concept map. The story as part of session 2 shows what happened in 'the Fall' and how salvation is the most important event in the Big Story for most Christians, rescuing people from the 'darkness in their hearts'.
	Y4: For Christians, is Communion a celebration or an act of remembrance?	...explored the symbolism of bread and wine in the Eucharist/Communion, linking with the Passover story that Jesus was celebrating, and how Jesus chose to die as a willing sacrifice.
UKS2	Y5: Why is the idea of rescue so important to Christians – and how does the Bible show this?	...explored how Salvation is part of God's heart for humankind and connections between Salvation & Free will (session 3); Jesus' death is part of the biggest and boldest rescue of all.
	Y6: What do Christians believe about the Messiah – and why is it good news?	...explored how Jesus foretold his own death in the establishment of the Last Supper & in other statements about his rescue mission e.g. in the 'I AMs' in John's Gospel; explored prophecies written over 700 years before the birth of Jesus, showing Jesus as the promised Messiah, the Saviour.