

## ABOUT THIS UNIT:

Work in this unit will enable children to explore familiar celebrations within their lives and the lives of others. It will also introduce children to some of the key areas / strands of learning in RE. This unit particularly focuses on celebrations such as birthdays, baptisms and weddings, extending to exploring the Christian celebration of Easter. The learning activities are designed to meet the learning needs of visual, oral and kinaesthetic learners.

**Estimated time for this unit:** 12 weeks

**Focused Religions:** Christianity

**Where this unit fits in:** This unit takes place during the spring term of year 1. It builds on previous teaching from units on *Christmas* and *Myself*.

## KEY LEARNING OUTCOMES ADDRESSED BY THIS UNIT

### AT1

- b. Name and explore a range of celebrations, noting similarities where appropriate.
- c. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- e. Identify and suggest meanings for religious symbols and begin to use a range of religious words.

### AT2

- d. *Identify what matters to them and others, including those with religious commitments, and communicate their responses.*

## KEY STRANDS ADDRESSED BY THIS UNIT

- Practices and Ways of Life → AT1
- Identity and Belonging → AT2

## LINKS TO THE EVERY CHILD MATTERS AGENDA:-

- **Staying Safe** – highlighting the importance of developing good relationships and respecting differences between people.
- **Staying Safe** – considering the influence of positive role models.
- **Enjoyment and Achievement** - providing lively, challenging learning activities, including story, music, drama, ICT, group and class discussion, which stimulate pupils' mental and emotional development.

## CONTRIBUTIONS TO PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

### Social Development

- Consider how religious and other beliefs lead to particular action.

### Cultural Development

- Consider the relationship between people's religion and culture.

## KEY SKILLS

Reflection - Enquiry - Communication

## ATTITUDES FOCUS

Respect for All - Self Awareness

| Prior learning                                                                                                              | Vocabulary                                                                                                                                                                                                                                                       | Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>It is helpful if children have:</p> <p>some ideas on types of celebration and an awareness of themselves and others.</p> | <p>In this unit, children will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Birthday</li> <li>• Christening</li> <li>• Wedding</li> <li>• Easter</li> <li>• Christian</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="http://www.topmarks.co.uk/christianity/easter/easter.htm">http://www.topmarks.co.uk/christianity/easter/easter.htm</a> - a useful website for an animated Easter story.</li> <li>• The traditional wedding march - <a href="#">Bridal Chorus</a> from <a href="#">Richard Wagner's Lohengrin</a>,</li> <li>• Artefacts relating to baptism, weddings and Easter.</li> <li>• Traditional / fun Easter songs.</li> <li>• <a href="http://www.topmarks.co.uk/easter/GoodFriday.aspx">http://www.topmarks.co.uk/easter/GoodFriday.aspx</a> - a simple information page for children on the events and symbols of Good Friday.</li> <li>• <a href="http://www.topmarks.co.uk/easter/EasterSunday.aspx">http://www.topmarks.co.uk/easter/EasterSunday.aspx</a> - a simple information page for children on the events and symbols of Easter Sunday.</li> <li>• <a href="http://www.ngfl-cymru.org.uk/vtc/ngfl/re/b-dag/ngfl-container/re-unit2-en.html">http://www.ngfl-cymru.org.uk/vtc/ngfl/re/b-dag/ngfl-container/re-unit2-en.html</a> - a website designed for key stage one which tells the story of Easter and provides games for children to play including 'Easter today.'</li> <li>• <a href="http://www.dottieandbuzz.co.uk/">http://www.dottieandbuzz.co.uk/</a> - a good website for Key stage One which includes photograph albums from baptisms, baptism songs and the uses and symbolism of water and light. Dottie and Buzz are two animated characters.</li> <li>• <a href="http://www.ngfl-cymru.org.uk/wedding_service">http://www.ngfl-cymru.org.uk/wedding_service</a> - this is an excellent website which provides interactive games and resources linked to Christian weddings and their symbolism. It includes the whole wedding service and a tour of the church, using animated characters.</li> </ul> |

## **EXPECTATIONS at the end of this unit:**

### **Nearly all can:** (at level 1)

- use some religious words and phrases and recognize and name features of religious life and practice.
- *talk about their own experiences and feelings.*

### **Pupil Friendly Level Descriptions:- I can**

- use the right names for things that are special to Christians, Jews and myself. (AT1 strand B – practices and ways of life.)
- *talk about things that happen to me. (AT2 strand D – identity and belonging.)*

### **Many can:** (at level 2)

- use religious words and phrases to identify some features of religion and its importance to some people. They begin to show awareness of similarities in religions and suggest reasons for religious actions and symbols.
- *ask, and respond sensitively to, questions about their own and others' experiences and feelings.*

### **Pupil Friendly Level Descriptions:- I can**

- talk about some of the things which are the same for different people, including religious people. (AT1 strand B – practices and ways of life.)
- *ask what happens to others and show respect for their feelings. (AT2 strand D – identity and belonging.)*

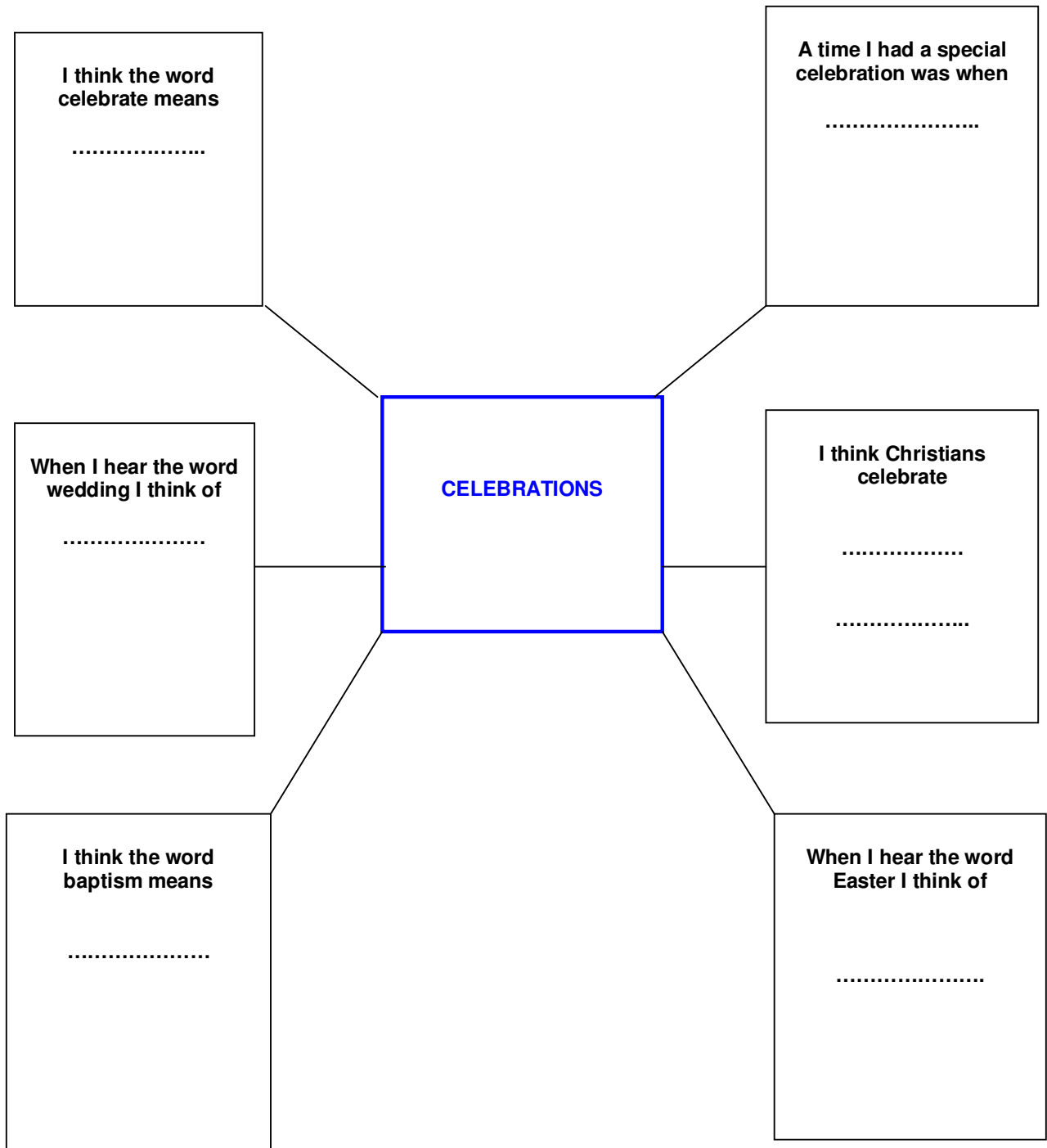
### **Some children will have progressed further and can:** (at level 3)

- use a developing religious vocabulary to describe some key features of religions, recognizing similarities and differences.
- *identify what influences them, making links between aspects of their own and others' experiences.*

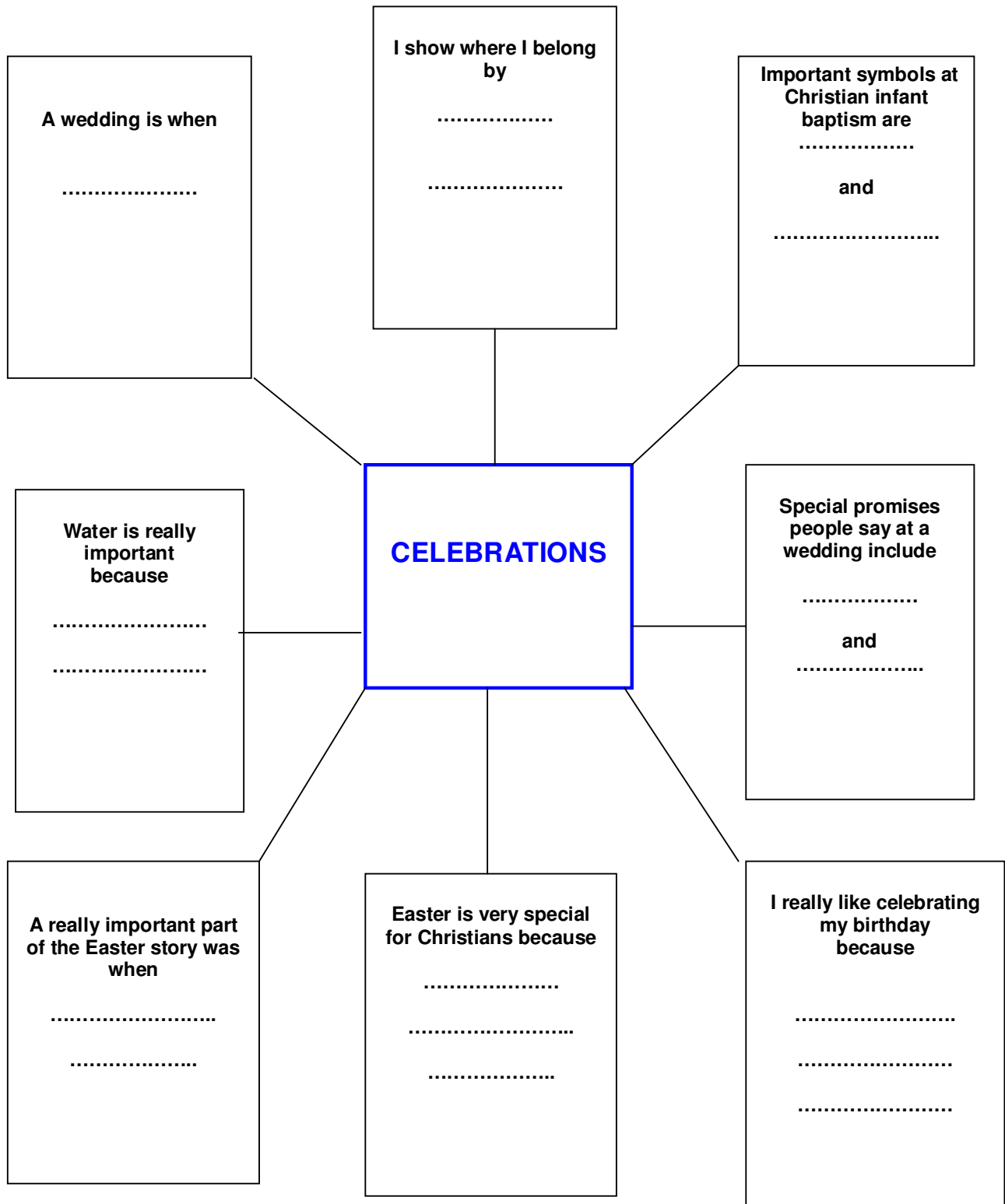
### **Pupil Friendly Level Descriptions:- I can**

- describe some of the things which are the same and different for people, including religious people. (AT1 strand B – practices and ways of life.)
- *compare some of the things that influence me with those that influence other people. (AT2 strand D – identity and belonging.)*

## FORMATIVE GRID



## SUMMATIVE GRID



| Key questions                                                                                                                          | LEARNING OBJECTIVES<br>Pupils should learn:                                                                                                                                                                                                                                                                | Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessment Opportunities                                                                                                                         | Links / points to note<br>Notes for teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>How and why do we celebrate birthdays?</b></p>                                                                                   | <ul style="list-style-type: none"> <li>▪ <i>to understand why we might celebrate birthdays differently. (AT2)</i></li> <li>▪ <i>To understand the elements that make up celebrations</i></li> <li>▪ <i>What and how we celebrate</i></li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Place the word 'celebrate' on the board using very colourful letters and placing a party hat on top. What does this mean?</li> <li>• Ask the children to list feeling words linked to celebration such as happy, excited, and joyful and use facial expressions to show the different emotions.</li> <li>• What celebrations do we have? Collect a list from the children and ask if they know what each celebration is for. Children should be able to list celebrations such as birthdays and Christmas.</li> <li>• Ask children to draw or paint a picture of a memorable celebration. Explore celebrations other than birthdays and the element within. In groups children could explain what they did at this celebration.</li> <li>• Explore pictures as a class and discuss which celebrations were and were not covered. List celebrations on the board – familiar and under familiar. Ask what is celebrated at these celebrations.</li> </ul> | <p>Through the exploration of their feelings, children should begin to recognise objects and actions which make a celebration a happy event.</p> | <p>You may have children within your class who are from different religious backgrounds and therefore may take part in different religious celebrations. If this is applicable to your class allow time for them to share their celebrations.</p> <p>Most Jehovah Witness children will not celebrate birthdays – they may wish to share with the class why this is.</p>                                                                                                                                                               |
| <p><b>How do people show they belong to Christianity?</b></p> <p><b>What is baptism?</b></p> <p><b>Why do people get baptised?</b></p> | <ul style="list-style-type: none"> <li>▪ to describe the events of a baptism. (AT1)</li> <li>▪ to recognise important Christian symbols (AT1)</li> <li>▪ <i>to begin to explain the meaning of symbols used. (AT2)</i></li> <li>▪ <i>to talk about how it feels to belong to a group. (AT2)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Place the sentence on the board 'we all belong to ...primary school.' Ask the children what this sentence means. How do we know we belong to this school? Discuss uniforms, friends, school books etc. Is it special to belong to our school? Why? What signs are there to show that our school is special and belongs to Christ? (cross etc)</li> <li>• What else do we belong to? The teacher should start by explaining a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                  | <p>The children may have never heard of the word baptism but understand what a christening is.</p> <p>In <a href="#">Christian</a> religious practice, <b>infant baptism</b> is the <a href="#">baptism</a> of young children or infants. Most Christians, including <a href="#">Catholics</a>, <a href="#">Eastern Orthodox</a>, <a href="#">Oriental Orthodox</a>, <a href="#">Assyrian Church of the East</a>, <a href="#">Anglicans</a>, <a href="#">Lutherans</a>, <a href="#">Presbyterians</a>, <a href="#">Continental</a></p> |

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|                                        |                                                                                        | <p>club they belong to and allowing the children to explore objects linked to that club, e.g. a membership card, a uniform, photographs. Allow children to create a list of where they belong e.g. to a family, group of friends, rainbows, beavers etc.</p> <ul style="list-style-type: none"> <li>• Children could be encouraged to bring in objects which show they belong to a certain group. This could become a display in class.</li> <li>• When children are clear on the meaning of the word belonging, ask who belongs to a church. Does anyone in the class or their family belong to a church?</li> <li>• Reinforce the term 'Christian' meaning belonging to Christ and when someone is baptised they become part of the family of Christ.</li> <li>• Children could make a baptism wheel showing their baptism, Jesus' baptism or artefacts connected with baptism.</li> <li>• Children could visit church to see how baptism is performed.</li> <li>• Role-play of Jesus' baptism having watched clip from Miracle Maker.</li> <li>• With care and sensitivity children role-play a baptism service and talk about the special moments and promises made.</li> </ul> |  | <p><a href="#">Reformed</a>, and <a href="#">Methodists</a>, practice infant baptism.</p> <p>The Baptist church emphasizes believers baptism i.e. people are baptised when they are ready to declare for themselves that they belong to the Christian faith.</p> <p>Children could watch Jesus' baptism from 'The Miracle Maker'</p> <p>Teachers to talk about the use of water in baptism and link to Jesus baptism.</p> |
| How do Jewish people show they belong? | ➤ that Jewish people show belonging to their faith by special artefacts and ceremonies | ➤ introduce children to a range of Jewish artefacts (Kippah, hannukah, dreidle, miniature Torah scroll, yad, tallith, tefillin) (see artefacts guide in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | ➤ Sensitivity is really important when children encounter Jewish artefacts. The tefillin should not be                                                                                                                                                                                                                                                                                                                    |

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|                                                                               | <p>➤ to reflect on differences between children and adults</p>                                                                                                     | <p>the Primary Handbook for teaching and learning approaches)</p>                                                                                                                                                                                                                                                                                                                                                      |  | <p>worn by children and care should be shown when using the miniature torah scroll</p> |
| <p>What is Passover?</p> <p>How and why Jewish people celebrate Passover?</p> | <p>The key features of the story of the festival of Passover</p> <p>How Passover is celebrated</p> <p>Why Jewish people want to remember this event in history</p> | <p>Use website, DVD of children showing and telling how and why Passover is celebrated in their family.</p> <p>Use questions asked by the youngest children in the family to tell the story of the escape from Egypt (the Exodus) under the leadership of Moses.</p> <p>Do a matching activity to link the symbolic food to the story. Ask children to think about something they would like to remember for ever.</p> |  |                                                                                        |
| <p><i>Easter – festival matters – 3 sessions.</i></p>                         |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                        |