



## RE Year 1 MTP – Y1A: How do people celebrate? Baby, Wedding, Birthday.

This unit will help teachers to implement the requirements for RE by providing them with well worked examples of teaching and learning about the theme of celebrations, using the concepts of special days, beliefs and worship and examples of how people celebrate special days. This unit contributes to the continuity and progression of pupils' learning by linking with four of the early learning goals. The unit anticipates a further study of celebrations in different religions.

This unit builds from the EYFS unit Special times: Which times are special and why?

SACRE Guidance	Week	SACRE Coverage/Lesson ideas	Learning Outcomes (Intended to enable pupils to meet the end of key stage outcomes)
<p><b>About this unit</b></p> <p>This unit enables pupils to focus on celebrations they have experiences and to learn about and from the celebrations of others. It uses play based learning an speaking and listening approaches which enable</p>	<p><b>Autumn 1 Week 1</b></p>	<p><b>What special times do we celebrate?</b></p> <p><i>Building onwards from ELG Respond to significant experiences, showing a range of feelings when appropriate PSED. Use language to imagine and recreate roles and experiences CLL.</i></p> <ul style="list-style-type: none"> <li>• Share a 'Celebrations Box' with the children, filled with different occasion items, cards, gifts, wrapping etc for</li> </ul>	<p>To be able to recall and name practices for welcoming a baby or having a wedding.</p> <p>To recognise symbols and actions associated with ceremonies.</p>



<p>children’s learning progress in line with the first steps in RE achievement. The focus is on enabling children to reflect on what it means to celebrate and why people celebrate.</p> <p><i>Birth and new life:</i>  <i>-celebrating the birth of a baby, birth and naming ceremonies in 2 religions, finding out about names and their meanings, talking about how we show thanks, and how some people thank God for things, stories of new life from religious sources.</i></p> <p><b>Religions covered:</b>          Islam, Sikhism, Judaism and Christianity.</p> <p><b>Prior Learning:</b></p>		<p>birthdays, wedding, christening, Christmas, mother’s day, father’s day.</p> <ul style="list-style-type: none"> <li>• Pass the box around for the pupils to choose an item and describe it. Can they guess when we send each card or which wrapping paper we would use? Who would you give the card and gifts too?</li> <li>• Ask the children to categorise the different items into their relating events.</li> </ul>	<p>To ask and respond to questions about what communities do and why. To be able to describe what happens at a time they celebrate.</p>
	<p><b>Autumn 1</b></p> <p><b>Week 2</b></p>	<p><b>How do you celebrate a special occasion?</b>  <i>Building onwards from ELG Respond to significant experiences, showing a range of feelings when appropriate PSED.</i></p> <ul style="list-style-type: none"> <li>• Ask children what occasions they celebrate and particularly enjoy celebrating.</li> <li>• Encourage the children to talk in detail about the events including all aspects, clothing, food, songs, places involved, etc.</li> <li>• Can children share songs of importance to them relating to</li> </ul>	<p>To be able to observe and recount different celebrations children have encountered (birthdays). To begin to explore questions about belonging to communities and express their individual ideas. To be able to describe what happens at a time they celebrate and discuss</p>



<p>People like to celebrate important times in their lives.</p> <p><b>Which unit does this build from?</b></p> <p><b>Special times:</b> which times are special and why?</p> <p><b>Key RE Themes, Concepts and Vocabulary:</b></p> <p>Religious teachings, religious practice, values and commitments.</p> <p><b>Key Vocabulary:</b></p> <p>Birthday, Wedding, Christening, Baptism, Celebration, Welcoming, Muslim, Shahadah, Promise</p>		<p>celebrations, encouraging others to join in with actions. E.g. happy birthday song.</p> <ul style="list-style-type: none"> <li>• Why is a birthday special/ important to some? What happens at a Christian birthday?</li> <li>• Create a birthday chart with the class to celebrate everyone's uniqueness and record something special about each person.</li> </ul>	<p>why it is important to them.</p>
<p><b>Key questions to explore with pupils</b></p> <p>-What special times do we celebrate?</p> <p>-How do you celebrate a special occasion?</p> <p>-What occasions do you enjoy celebrating?</p>	<p><b>Autumn 1</b></p> <p><b>Week 3</b></p>	<p><b>Why is a birthday special?</b></p> <p><i>Building onwards from ELG respond to significant experiences, showing a range of feelings when appropriate PSED. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others PSED.</i></p> <ul style="list-style-type: none"> <li>• Talk to the children about growing up. Show the children a picture of a foetus and use some of the words from Psalm</li> </ul>	<p>To be able to describe differences as they grow.</p> <p>To be able to discuss the importance of celebrating birthdays to some cultures.</p> <p>To be able to celebrate each other's uniqueness.</p>



<p>-Who am I? How did I get my name? What is precious about a baby's birth? How is it shown? What is it like to thank and to be thanked, to praise and to be praised? Where do I belong? What is special about me? Why am I unique? Pupils are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others.</p> <p><b>Potential curriculum links:</b> PSHE- discussing feelings and belonging. Maths, history, science, literacy, drama/ communication &amp; language.</p> <p><b>Outcomes:</b></p>		<p>139 as children look at the picture. Discuss with the children how the baby grows and develops and the significance of a birthday.</p> <ul style="list-style-type: none"> <li>• Can the children create a timeline to demonstrate an understanding of growth? Baby, toddler, school, teen, elderly etc. Could you discuss what other celebrations they might have throughout their lives.</li> <li>• Plan a birthday party with the children for a chosen puppet/ character. What do we need for our party?</li> </ul>	
	<p><b>Autumn 1 Week 4</b></p>	<p><b>Why is a birthday special?</b> <i>Building onwards from ELG respond to significant experiences, showing a range of feelings when appropriate PSED. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others PSED.</i></p>	<p>To be able to discuss the importance of celebrating birthdays to some cultures. To be able to describe how some cultures celebrate birthday. To be able to begin to describe feelings they have</p>



<ul style="list-style-type: none"> <li>• To talk about and describe at least one special time for themselves and one other religion.</li> <li>• Talk about how religious believers might find music, food, clothes or other factors to enhance their experiences of special times</li> <li>• How can we compare the special times we have learnt about?</li> </ul>		<p><b>Can children bring in photos of them celebrating a birthday?</b></p> <ul style="list-style-type: none"> <li>• Use a puppet/toy that has a birthday. Have a birthday party for the puppet/toy/person (Literacy link?)- discuss different traditions that different religions may have for birthdays. Why was the puppet/ toys birthday special?</li> <li>• Talk with the pupils about why they think their birthday is special. How does it make you feel? What are your parents remembering? Discuss photographs children have brought in.</li> </ul>	<p>around special times they celebrate.</p>
<p><b>The unit will provide these opportunities:</b></p> <p>-Children will reflect on celebrations that are important to them for their <b>spiritual development</b>.</p>	<p><b>Autumn 1</b> <b>Week 5</b></p>	<p><b>Why is a birthday special?</b></p> <p><i>Building onwards from ELG respond to significant experiences, showing a range of feelings when appropriate PSED. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others PSED.</i></p>	<p>To be able to describe how some cultures celebrate birthdays.</p> <p>To be able to begin to describe feelings they have around special times they celebrate.</p>



<p>-Children will think about why times spent celebrating are enjoyable and happy for their <b>social development</b>.</p> <p>-Children will learn about celebrations of people from different cultures to their own for their <b>cultural development</b>.</p> <p><b>National guidance:</b></p> <p>The DfE’s EYFS guidance on positive relationships, still relevant in Year 1, says:</p>		<ul style="list-style-type: none"> <li>• Tell the children the story of the Birthday of Guru Nanak- Why is it important? Who is it? How is it celebrated? Why is it celebrated? Ask the children to compare how they celebrate birthdays with the way that Sikhs celebrate Guru Nanak’s birthday.</li> <li>• Children to create a storyboard or drama piece to retell the story and importance of Guru Nanak’s birthday and how it can be celebrated.</li> </ul>	<p>To be able to begin to compare how different cultures celebrate birthdays.</p>
<ul style="list-style-type: none"> <li>• Children experience a wide range of feelings. Children gradually learn to understand and manage their feelings with support from the adults around them.</li> <li>• Recognising their own feelings helps everyone to understand other people’s feelings and to become more caring towards others.</li> </ul>	<p><b>Autumn 1 Week 6</b></p>	<ul style="list-style-type: none"> <li>• Recap last lesson, can anyone retell the story of Guru Nanak’s birthday? Is anybody able to tell the story of Jesus’ birthday?</li> <li>• Discuss and compare the differences with the children</li> <li>• Create a comparison table or poster comparing how Christians celebrate birthdays in comparison to how Sikhs celebrate Guru Nanak’s birthday.</li> </ul>	<p>To be able to describe how some cultures celebrate birthdays.</p> <p>To be able to begin to describe feelings they have around special times they celebrate.</p> <p>To be able to begin to compare how different cultures celebrate birthdays.</p>



<ul style="list-style-type: none"> <li>When each person is valued for who they are and differences are appreciated, everyone feels included and understood, whatever their personality, abilities, ethnic background, or culture</li> </ul> <p>This unit helps learners in all these areas.</p> <p>Background information to support teaching staff is available on Short Term Plan document.</p>		<p>(could make comparisons between recent celebrations)</p> <p>Can the children compare how they celebrate birthdays? Do any go to temple or church? Do any pray?</p>	<p>Children to begin to use key vocabulary specific to different religions.</p>
	<b>Half Term</b>		
	<p><b>Autumn 2</b></p> <p><b>Week 1</b></p>	<p><b>What happens at a Christian baptism or christening?</b></p> <p><i>Building onwards from ELG Finding out about past and present events in their own and others lives, and in those of their families and other people they know KUW. Respond to significant experiences, showing a range of feelings when appropriate PSED. Begin to know about their own cultures and beliefs and those of other people KUW.</i></p> <ul style="list-style-type: none"> <li>Ask the pupils to bring in a baby photo of their baptisms or other welcoming ceremony. Why is this a special occasion? Key questions on STP.</li> </ul>	<p>To be able to talk about special celebrations that involve special objects.</p> <p>To be able to discuss peoples special feelings at special times.</p> <p>To begin to recall and name what happens at a baby welcoming ceremony.</p> <p>To begin to recognise symbols and actions associated with special times.</p>



		<ul style="list-style-type: none"> <li>• Study what happens at a Christian baptism of a baby. What promises are made and why?</li> <li>• <b>Ask Local Vicar to come to school and role play a baptism for the children.</b></li> <li>• <b>Alternatively use the ‘Baptism’ programme on Dottie and Buzz currently on Youtube and discuss what happens and how the characters feel. <a href="#">Dotty and Buzz - Puppet TV Series - Schools - Baptism - YouTube</a></b></li> <li>• Children to draw or role play what happens at a baptism.</li> </ul>	
	<p><b>Autumn 2 Week 2</b></p>	<p><b>What happens at a Christian baptism or christening?</b>  <i>Building onwards from ELG Finding out about past and present events in their own and others lives, and in those of their families and other people they know KUW. Respond to significant experiences, showing a range of feelings when appropriate PSED.</i></p>	<p>To be able to talk about special celebrations that involve special objects          To be able to discuss peoples special feelings at special times.</p>





		<p><i>Begin to know about their own cultures and beliefs and those of other people KUW.</i></p> <ul style="list-style-type: none"> <li>• Promises and hopes: Talk to the children about the significance behind promises and hopes towards new children.</li> <li>• Ask the children to make, or give the children water droplet outlines in both a light and dark blue colour. On the light colour- children draw or write a promise they would make to a new baby. On the dark droplet, they draw or write a hope parents may have for the new baby.</li> <li>• Droplets can be used towards a nice class display.</li> </ul>	<p>To begin to use key vocabulary to describe special times. To begin to ask and respond to questions of what communities do and why.</p>
	<p><b>Autumn 2 Week 3</b></p>	<p><b>Prior Learning:</b> People like to celebrate important times in their lives. <b><i>How do Muslim people welcome a new baby?</i></b></p>	<p>To identify and recognise symbols and actions associated with the ceremony.</p>



		<ul style="list-style-type: none"> <li>• Discuss with children the importance of Shahadah (statement of faith in Allah) and how it is the first words a Muslim baby will hear.</li> <li>• Discuss this with the children- what do they believe is important to tell a baby? If they were to whisper something into a baby's ear what would it be? Talk about why they want to say those words.</li> <li>• Talk to the children about the other aspects of a Muslim baby welcoming ceremony: Birth Rites.</li> <li>• <a href="#">BBC - Religions - Islam: Birth rites</a> (teacher knowledge not for student use)</li> <li>• Can the children make a card for the new Muslim baby, including the words they believe are important and should be whispered to the child.</li> </ul>	<p>To be able to name different practices for welcoming a baby.</p>
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	<p><b>Autumn 2</b></p> <p><b>Week 4</b></p>	<p><b>Prior Learning:</b> People like to celebrate important times in their lives.</p> <p><b>How do Sikh people welcome a new baby?</b></p> <ul style="list-style-type: none"> <li>• Watch the following video with the children, discuss key information they heard the narrators say.</li> <li>• <a href="#">The Sikh Naming Ceremony: Naam Karan - YouTube</a></li> <li>• Discuss with the children what happens in a Sikh naming ceremony, what are the key important elements; how does the child get their name, what do the parents have to do etc, what traditions do they have including Singh and Kaur?</li> <li>• Also tell the children about Amrit, where the babies have sugar water syrup placed on their tongue, as this is considered divine and an important symbolic event.</li> </ul>	<p>To identify and recognise symbols and actions associated with the ceremony.</p> <p>To be able to name different practices for welcoming a baby.</p> <p>To begin to compare differences in naming ceremonies.</p>
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	<p><b>Autumn 2</b></p> <p><b>Week 5</b></p>	<p><b>Prior Learning:</b> People like to celebrate important times in their lives</p> <p><b>What do Christians do to make a wedding day special?</b></p> <ul style="list-style-type: none"> <li>• Why is a wedding celebration important? What is a Wedding? Explore the promises made to one another with the children on a Christian wedding day.</li> <li>• Share pictures of a wedding (clothes, food, building etc.)</li> <li>• <b>Invite a local clergy to role-play a marriage.</b></li> <li>• Discuss promises made at a wedding.</li> <li>• Children to create their own promise that they would make towards someone they love and collate them into a special promise box.</li> </ul>	<p>To be able to recall significant elements of a Christian wedding.</p> <p>To be able to recognise symbols and actions associated.</p> <p>To be able to explore questioning of belonging and explore their own ideas.</p>



	<p><b>Autumn 2</b></p> <p><b>Week 6</b></p>	<p><b>Prior Learning:</b> People like to celebrate important times in their lives</p> <p><b>What do Jewish people and/or Muslims do to make a wedding day special?</b></p> <ul style="list-style-type: none"> <li>• Choose another religion or non-religious world view and explore how they would celebrate a wedding.</li> <li>• Compare and contrast the differences between Christian weddings and your chosen religion/ non-religious viewpoint.</li> <li>• Invite a local clergy to role play a marriage.</li> </ul>	<p>To be able to recall significant elements of a different religious wedding.</p> <p>To be able to recognise symbols and actions associated.</p> <p>To be able to explore questioning of belonging and explore their own ideas</p>
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	<p><b>Autumn 2 Week 7</b></p>	<p><b>Assessment of children’s learning.</b></p> <ul style="list-style-type: none"> <li>• How do people make an occasion special? Set up opportunities for children to play / role paly the occasions discussed using dressing up, small characters. Can they re-enact an occasion of their choosing accurately? Can they then compare this to a different religion?</li> <li>• How do special actions, artefacts help people to express feelings and beliefs on their special days? Children to create a comparison poster on an occasion of their choice including facts on the 3 covered religions.</li> <li>• Ask the children to summarise, which event would they most like to share or join in with and why?</li> </ul>	
<p><b>Key aims addressed by this unit:</b>          Children will build up their knowledge of religious practices and ways of life, including celebrations:  <b>A1. Recall and name different practices for welcoming a baby or having a wedding.</b></p>			



A3. Recognise symbols and actions associated with these ceremonies.

B1. Ask and respond to questions about what communities do, and why.

B.2. Observe and recount different ways of expressing identity and belonging when a baby welcoming or wedding ceremony is held.

C1. Explore questions about belonging and express their own ideas.

#### Attitudes Focus:

Pupils will explore attitudes of:

**Self Awareness:** By becoming increasingly aware of the ways celebration can make us happy.

**Respect for all:** By developing a willingness to learn from the celebrations and special days of others.

**Open-mindedness:** By engaging with the lives of others and expanding their knowledge and understanding of the world.

**Appreciation and wonder:** by developing their capacity to respond to special events in the life of their family, and others, using some simple skills in creative development.