



**RE Topic:** How do we celebrate special times?

**Year: 1 Term:** Autumn 1

**Key Knowledge/Content:**

Children will build up their knowledge of religious practices and ways of life, including celebrations:

- Recall and name different practices for welcoming a baby or having a wedding A3 and recognise symbols and actions associated with these ceremonies
- Ask and respond to questions about what communities do, and why.
- Observe and recount different ways of expressing identity and belonging when a baby welcoming, or wedding ceremony is held.
- Explore questions about belonging, and express their own ideas

**Key vocabulary with definition:**

**Prior vocabulary:**

- Birthday- The anniversary of the day on which a person was born, typically treated as an occasion for celebration and the giving of gifts
- Wedding- A marriage ceremony, especially considered as including the associated celebrations.
- Celebration.

**New vocabulary:**

- Christening - A Christian ceremony at which a baby is christened; a baptism.
- Muslim- A follower of the religion of Islam.
- Shahadah - The Muslim profession of faith.

**Links to:**

**Prior learning:**

To discuss how things should be celebrated in different ways and experienced some celebrations in school.

**Future learning:**

To deepen their learning and research specific festivals, discuss why they are important.

**By the end of this unit**

**All children can:** recognise what happens at a celebration in different religions.

**Most children can:** demonstrate an understanding of different celebrations.

**Some children can:** demonstrate and explain the difference between celebrations and be able to explain what happens in a religious celebration.

**Background understanding for teachers and parents:**

Children of this age are naturals when it comes to celebrating and having a good time! When introducing religious concepts to them it is useful to start with examples from their own non-religious experiences. Involving all their senses helps children to become familiar with symbols and artefacts which they will not see every day and start to develop awareness that feelings and beliefs can be expressed using these objects.

**Curriculum Driver (one):**

Communication

**Evidence outcome:**

To confidently discuss celebrations and talk about celebrations that they have been a part of.