

Awareness, Mystery and Value (AMV) 2011

Key Stage 1 Unit 5: How do we celebrate our journey through life? [C&E]

This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways

About this example

This series of approximately 10 lessons is intended to provide a set of learning activities in RE for a Year One class, Spring Term. It was written by Susan Fisher (Golden Valley Primary School) and Dave Francis (Associate Adviser).

The focus here explores how religions and beliefs express aspects of life's journey in a variety of creative ways.

The programme of learning aims to engage pupils through activities that may, e.g:

- identify some important events in their lives and important events that might happen to them as they get older
- learn about how important times in life are marked or expressed by different groups, e.g., birth, marriage, death, being welcomed into a group, naming ceremonies.
- Identify some artefacts and symbols associated with events that mark important times in life.
- Share ideas about what it is that makes important times in life significant or special.

Where the example fits into the curriculum

This example connects with Areas of Enquiry C (Forms of expressing meaning) and E (Expressions of religious beliefs).

The lessons could be used in discreet RE time, or as part of a Creative Curriculum approach where RE links with other curriculum subject around a theme or key question, such as Journeys or Special Places.

It makes cross-curricular connections with Literacy, Design & Technology and Art & Design.

Prior Learning

In *Design & Technology* pupils have had experience of making cards & pictures with a variety of moving parts.

In *RE*, pupils have looked at a small variety of Festivals and Celebrations such as birthdays, Christmas, Divali, Remembrance Sunday.

Featured Religions / Beliefs	Focus 'Key Concepts'		
Christianity	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief
Islam	A. Beliefs, teachings and sources		D. Identity, diversity and belonging
	B. Practices and ways of life		E. Meaning, purpose and truth
	C. Forms of expressing meaning	✓	F. Values and commitments
			✓

Key Question: How do we celebrate our journey through life?

Supplementary Questions

- (a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)
- (b) How do members of a religious faith celebrate these milestones in the journey of life?
- (c) What artefacts, symbols and ceremonies are used at significant times?
- (d) Why are some times in life significant or special?

Resources

The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.

- <http://request.org.uk/life/2014/09/08/baptism/>
- A Christian baptism: <http://www.bbc.co.uk/education/topics/zdykjsx> > 'A Christian Baptism - parts 1 & 2.'
- Festivals Calendar: <http://www.reonline.org.uk/supporting/festivals-calendar/>
- For the story of Muhammad's birth, see, e.g.: <http://www.islamcan.com/islamic-stories/what-happened-before-and-after-the-birth-of-prophet-muhammad.shtml#.VGouPL6YDyc>
- The name Muhammad in Arabic script, e.g., <http://en.wikiquote.org/wiki/Muhammad>
- Mackley, J (ed), 2006, *Exploring The Journey of Life and Death*, RE Today Services.
- Muhammad's story of the thirsty dog, e.g., <http://www.uua.org/re/tapestry/multigenerational/gather/workshop7/workshopplan/stories/149663.shtml>
- 'The Cat's Tale' in Nick Butterworth and Mick Inkpen, 2006, *Animal Tales*, Candle Books.
- For a slideshow of The Wedding at Cana, see, e.g., <http://biblelessons.org/slideshow47.html>
- For *Waterbugs and Dragonflies* by Doris Stickney, see, e.g., <https://www.rainbowsbridge.com/belovedhearts/stories/doris-waterbugsanddragonflies-632617144169637500.aspx> Registered TES Resource users can find a PowerPoint illustrating the story at: <https://www.tes.co.uk/teaching-resources/> > search 'waterbugs'
- Mackley, J (ed), 2004, *Special Times: Learning about and learning from religious festivals*, RE Today Services.
- [Stop, Look, Listen: Animated Bible Stories](#), 4OD - requires registration.
- Hartman, B., & Krisztina Kallai Nagy, 2008, *The Lion Storyteller Bible*, Lion.
- A collection of cards celebrating Eid, Easter, etc.

Expectations		
By the end of this sequence of learning:		
All Pupils are working towards being able to:	Most Pupils (majority class expectation):	Some Pupils:
C1 recognise religious art, symbols and words and talk about them.	C1 recognise religious art, symbols and words and talk about them.	C2 say what some Christian and Muslim symbols stand for and say what some of the art is about.
E1 talk about what they find interesting or puzzling.	E1 talk about what they find interesting or puzzling.	E2 talk about some things in stories that make people ask questions.

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Introduction and links to cross-curricular curricular learning strategies

This scheme of learning was built around three planning questions:

1. What are we trying to achieve?
2. How do we organise learning to achieve our aims?
3. How well are we achieving our aims?

Key Question: How do we celebrate our journey through life?
Supplementary Question (a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 1 Pupils will:</p> <ul style="list-style-type: none"> identify some important events in their lives and important events that might happen to them as they get older. 	<p>1. Introduce children to the key question – How do we celebrate our journey through life? Explain the word <i>celebration</i> and the variety of ways in which people mark special events in their lives.</p> <p>Ask the children such questions as: <i>What are special times? Why and how do we celebrate them?</i> Get a list of ideas from the children and record their responses on a flipchart to share with children at the end of the unit, e.g., birth of a new baby /christenings/ birthdays/ starting school / joining a new group / passing a driving test/going to university / weddings / funerals etc. [Point out that not all families celebrate all of these things in the same way.]</p> <p>Share with the class a collection of photographs of possible special events such as a birthday cake, L plates, graduation picture, Hindu wedding photo, retirement party, memorial stone, Divali celebration.</p> <p>If you have an interactive whiteboard, you can ask children to sequence the pictures appropriately. Alternatively print out pictures for small groups of children to sequence and display.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> talk about what they find interesting or puzzling. E1 	<p>Key vocabulary: celebrate, christening, weddings, retirement, memorial. ---- Prepare a range of Clip Art celebration pictures. ---- The sequencing activity could be used as a Critical Skills Challenge for groups of children to create a time line to display.</p>

Key Question: How do we celebrate our journey through life?
Supplementary Question (a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death)

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 2 Pupils will:</p> <ul style="list-style-type: none"> identify some important events in their lives and important events 	<p>2. Circle Time Activity. Remind children of the key question for this Unit of Work – <i>How do we celebrate our journey through life?</i></p> <p>Explain that the focus of this lesson is family celebrations: <i>why and how we celebrate these occasions.</i></p> <p>Ask the children about what special things they have for a family celebration, e.g., a cake, cards, party, presents. Going around the</p>	<p>Pupils:</p> <ul style="list-style-type: none"> talk about what they find interesting or puzzling. E1 	<p>Some families such as Jehovah Witnesses do not celebrate birthdays so it will be important to include alternative celebrations for those children.</p>

<p>that might happen to them as they get older</p>	<p>circle, ask the children to give their responses to such questions as: <i>How does the celebration make you feel? Why is it special? How did you celebrate a birthday or a special family occasion?</i></p> <p>Ask the children if they have any other family traditions which they celebrate with a special tea, special treat etc. [If this lesson coincides with the birthday of a class member, if appropriate, a plate of biscuits could be passed round for a celebratory treat!]</p> <p>Talk about sending celebration cards, asking the children for ideas on how they might chose a card for a particular person depicting their interests / age etc.</p> <p>Invite the children to design and make a celebration card.</p>		<p>The celebration card design activity could be linked to D & T lesson: making a card with moving parts.</p>
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Key Question: How do we celebrate our journey through life?
Supplementary Question (b) How do members of a religious faith celebrate these milestones in the journey of life?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 3 Pupils will:</p> <ul style="list-style-type: none"> learn how the birth of a baby might be celebrated by Christians believers; learn how baptism is conducted in some churches and understand some of the symbolism and significance. 	<p>3. Remind children of the key question for this Unit – <i>How do we celebrate our journey through life?</i></p> <p>Show the first two sections of the RE:request slides on baptism, showing what baptism is, and why Christians are baptised.</p> <p>Ask the children if they know whether they have been baptised or have seen a baptism? What do they know about it? Can they remember one of the reasons why Christians are baptised?</p> <p>Explain that Christians generally have their babies baptised or christened in a church, and show them the next sections of the RE:request baptism slides, showing the two main types of baptism: infant baptism and believer’s baptism.</p> <p>Outline the preparations for the baptism – choosing the godparents; visiting the minister; choosing a Christian name for the baby; obtaining a christening gown; arranging a party to follow. Point out the use of some of the symbolism in the act of baptism – the baby is held up; the sign of the cross on the forehead; the use of water.</p> <p>Show the children some artefacts – e.g. gown, candle, cross, presents. Ask the children such questions as: <i>Why might parents take</i></p>	<p>Pupils:</p> <ul style="list-style-type: none"> recognise religious art, symbols and words and talk about them. C1 	<p>Key vocabulary: infant and believer’s baptism, godparents. ---- Website: www.request.org.uk > baptism.</p> <p>Depending on the class, it may be appropriate to invite the children to bring in any photographs, artefacts, etc., that they may have of their own christening to share with the class next time.</p>

	<p><i>their children to be baptised? Why do you think the baby has water sprinkled on its head?</i></p> <p>Encourage the children to work together to make an invitation to a baptism using some of the objects and symbols in the design.</p>		
<p>Key Question: How do we celebrate our journey through life?</p> <p>Supplementary Question (b) How do members of a religious faith celebrate these milestones in the journey of life?</p>			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 4</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn about the importance of the name for a new baby; learn the ceremonies and the symbolism when a Muslim baby is born. 	<p>4. Remind children of the key question for this Unit of Work – <i>How do we celebrate our journey through life?</i></p> <p>Explain that within this lesson we will be looking at the importance of a name given to a new baby within the Islamic Faith.</p> <p>Ask the children to find out why they were given their name and what it means. Discuss this with the group. <i>What would they like to be called?</i></p> <p>Explain that some names are chosen because of religious belief. Ask the children to design a card with their name on and draw something on it which describes them, e.g., a ball if they like ball games.</p> <p>Find out some common Muslim names and their meaning, e.g., Daniyal = intelligent; Abdullah = servant of Allah; Muhammad = praised; Fatima = motherly; Habiba = beloved; Amina = trustworthy.</p> <p>Outline the special birth ceremonies for Muslim babies, e.g:</p> <ul style="list-style-type: none"> soon after the birth of a baby the Imam or the father whispers in the baby’s ear the Muslim call to prayer: Allah is most great.... sugar, honey or a soft date is placed in the baby’s mouth – to make the child sweet tempered; on the seventh day the Aqiqah celebration takes place when the baby’s name is given. Also on the seventh day the baby’s hair is shaved off and weighed. Traditionally an equivalent amount of silver or gold is given to charity. <p>Ask the children to say what they think the most important part of the ceremony is. Can they give a reason?</p>	<p>Pupils:</p> <ul style="list-style-type: none"> recognise religious art, symbols and words and talk about them. C1 talk about what they find interesting or puzzling. E1 	<p>Key vocabulary:</p> <p>Allah, Aqiqah, charity.</p> <p>----</p>

Key Question: How do we celebrate our journey through life?

Supplementary Question (c) What artefacts, symbols and ceremonies are used at significant times?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5 Pupils will:</p> <ul style="list-style-type: none"> listen to the story of the birth of Muhammad and a story Muhammad told; learn about Muhammad as an example to follow; begin to learn about the importance of Arabic in the Muslim faith. 	<p>5. Remind children of the key question for this Unit of Work – <i>How do we celebrate our journey through life?</i></p> <p>Read the story of the birth of Muhammad (see resources) and ask the children to say what they found interesting about the story. What did they think the most important part was? Encourage them to write the name ‘Muhammad’ and one of the meanings of the name, e.g., ‘praised’ or ‘praiseworthy’, on a fairly large piece of paper, leaving a space for more writing. Note that when Muslims say the name of Muhammad they add ‘Peace and blessings of Allah be upon him’.</p> <p>Then show children the name Muhammad in Arabic, e.g., as found at http://en.wikiquote.org/wiki/Muhammad. Explain that Arabic is written from right to left and see if they can follow your movements by tracing the letters in the air. Can they add the Arabic name to their paper?</p> <p>Explain that, for Muslims, Muhammad was the prophet / messenger who revealed the message of Allah about the right way for people to live. This message was written down in the Holy Qur’an, but Muhammad himself was a good example of how to live a good life in obedience to Allah. That is why many Muslims celebrate his birthday.</p> <p>Tell the children Muhammad’s story of the man who took trouble to give a thirsty dog a drink, e.g., from RE Today, ‘Exploring the Journey of Life and Death’ or from the UUA website (see resources). Point out that Muhammad said that people would be well rewarded for being good to all living creatures.</p> <p>Ask the children to suggest some words that describe the man in the story. Explain that many Muslims would be offended if children were asked to draw pictures of Muhammad, and ask them to talk to a partner about what <i>symbol</i> they might choose to represent the kindness shown by the man in the story. Ask them to add their chosen symbol to their papers.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> talk about what they find interesting or puzzling. E1 say what some of the Muslim words and symbols stand for. C2 	<p>Key vocabulary: praiseworthy, Makkah, Ka’ba, prophet, reveal, Allah, Qur’an, Arabic. ----</p> <p>Websites: http://www.islamcan.com > story of Muhammad’s birth Muhammad’s name in Arabic. Muhammad’s story of the thirsty dog.</p>

Key Question: How do we celebrate our journey through life?

Supplementary Question (c) What artefacts, symbols and ceremonies are used at significant times?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 6 Pupils will:</p> <ul style="list-style-type: none"> reflect on the idea of a promise; learn about a wedding that Jesus attended and what happened there; learn about some of the features of weddings portrayed in paintings. <p>Art: (4c):</p> <ul style="list-style-type: none"> Pupils find out about differences and similarities in the work of artists in different times and cultures. 	<p>6. Remind children of the key question for this Unit of Work – <i>How do we celebrate our journey through life?</i></p> <p>Explain that one important ceremony for many people happens when people get married. Do they know the words ‘marriage’ and ‘wedding’?</p> <p>Ask the children such questions as, <i>What is a promise? Why might people make promises in front of others? Why do Christians say that weddings are important? What are the symbols used in most weddings? Why do people wear special clothes for a wedding ceremony?</i></p> <p>Start with the word wedding on a large piece of paper and ask the children what they know about this ceremony. Note down their answers in blue marker and keep the paper for the next lesson.</p> <p>Read a version of the Bible story ‘The Wedding at Cana’, or read ‘The Cat’s Tale’ by Nick Butterworth. What questions do children have about the story?</p> <p>Use an electronic whiteboard to show enlarged versions of two reproductions of The Wedding at Cana in art. Ask the children a) <i>What can we see?</i> b) <i>What draws our eyes?</i> c) <i>How does the artist show what s/he thinks is important about this wedding?</i> Point out that some pictures reflect the place and the time when they were painted. Most of these paintings reveal beliefs about Jesus. d) <i>What is being said about Jesus?</i></p> <p>Explain that, for Christians, the story may tell of how Jesus made a bad situation better. Many Christians apply this teaching to the way we treat each other and that a marriage, or a friendship, for example, is made better when people follow the teaching of Jesus.</p> <p>Ask the children for their stories about how a bad thing was made better, e.g. what happened when someone hurt themselves.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> recognise religious art, symbols and words and talk about them. C1 say what some of the Christian words and symbols stand for. C2 talk about some things in stories that make people ask questions. E2 	<p>Key vocabulary: marriage, wedding, promise, Christian. ----</p> <p>The wedding at Cana, (Gospel of John, 2. 1-11)</p> <p>‘The Cat’s Tale’ in ‘Animal Tales’ by Nick Butterworth and Mick Inkpen.</p> <p>Google images has many versions of the Wedding Feast at Cana. A slideshow can be found at http://biblelessons.org/</p>

Key Question: How do we celebrate our journey through life?
Supplementary Question (c) What artefacts, symbols and ceremonies are used at significant times?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 7 Pupils will:</p> <ul style="list-style-type: none"> develop their understanding of the idea of a promise and of the ring as a symbol of a promise; reflect on the meaning of weddings and other commitments. 	<p>7. Remind children of the key question for this Unit of Work – <i>How do we celebrate our journey through life?</i> and of a possible meaning of the story of the Wedding at Cana.</p> <p>Explain that the ring that a couple exchange at a wedding is a symbol of their promises to love one another. Ask, <i>Why might a ring be a good symbol for a promise?</i> and <i>Why are promises important to us, and what happens if they are broken?</i></p> <p>Encourage the children to make friendship bracelets for each other using long coloured pipe cleaners twisted together with coloured beads threaded through at intervals. As they work, ask them to reflect on the Christian idea that Jesus had come to make things better: how could he do this, do they think?</p> <p>Retrieve the original piece of paper with their ideas about weddings from the last lesson and ask the children what they have found out about weddings and promises. Add their comments in red. Then let them take time to reflect upon the importance of weddings for Christians and others too. Explain that not every couple gets married; many people make a commitment to love each other without a marriage ceremony.</p> <p>Assessment: Provide a fairly large sheet of paper for each child, with a picture of a wedding in the centre, and ask them why most Christians believe that marriage is important. Ask them to add questions they would like to ask around the picture and words they think are important in helping a marriage work well.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> say what some of the Christian words and symbols stand for. C2 talk about some things in stories that make people ask questions. E2 	<p>Key vocabulary: marriage, wedding, promise, friendship, commitment, love. ---- Long coloured pipe cleaners & beads.</p>

Key Question: How do we celebrate our journey through life?
Supplementary Question (d) Why are some times in life significant or special?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 8	8. Remind children of the key question for this Unit of Work – <i>How do</i>	Pupils:	NB These sessions are

<p>Pupils will:</p> <ul style="list-style-type: none"> reflect on ideas about what happens when people die; learn about the Christian belief in life after death; develop their understanding of promises and of the mystery of life. 	<p><i>we celebrate our journey through life?</i></p> <p>Explain that this lesson is about bereavement (see notes), that is, the feelings experienced after a loss, most seriously when someone close to a person dies.</p> <p>Begin by reading together one of the books which have been written to help children through death and bereavement, e.g., ‘Waterbugs and Dragonflies’ by Doris Stickney (see resources). Doris wrote the story to try to explain to children in her neighbourhood the death of a five-year-old friend. Ask the children if they think the story might have helped those children, and why. Do they think the story gives an answer to the question ‘what do Christians believe happens when someone dies?’ Are there other answers?</p> <p>Ask the children to think about the part in the story where the new dragonfly cannot keep his promise to return to his old waterbug friends. Ask the children to say why they think that might be an important part of the story.</p> <p>Explain that Christians believe that God raised Jesus up after his death and that his friends all saw him – this is called the Resurrection. They believe this shows that death is not the end. Christians remember all the good things Jesus said and did in his life by re-telling the stories about him and by following his command to ‘love one another’. A special time for Christians when they remember Jesus’ death and resurrection is Easter [more on this next time].</p> <p>Ask the children to work with a partner to make a poem called ‘The Waterbug’s Promise’. Before they start, ask the whole class for words that might go into the poem, e.g., waterbugs, disappear, lily stem, promise, up, beautiful, dragonfly, surface, bounce, waiting, new life, sun, air, mystery, puzzle.</p>	<ul style="list-style-type: none"> talk about what they find interesting or puzzling. E1 talk about some things in stories that make people ask questions. E2 	<p>not intended as bereavement counselling, but sensitivity needs to be shown according to personal circumstances within the class. Thinking about loss may also affect children who have lost family through, e.g. divorce.</p> <p>Key vocabulary: bereavement, promise, resurrection, love, Easter.</p> <p>----</p> <p>TES Resources ppt: Waterbugs and Dragonflies</p>
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Key Question: How do we celebrate our journey through life?

Supplementary Question (b) How do members of a religious faith celebrate these milestones in the journey of life?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 9	9. Remind children of the key question for this Unit of Work – <i>How do</i>	Pupils:	Key vocabulary:

<p>Pupils will:</p> <ul style="list-style-type: none"> • identify some important features of the Easter story; • learn about Christian beliefs about Easter; • reflect on the feelings of the friends of Jesus when he died and when he appeared to them after his death. 	<p><i>we celebrate our journey through life?</i></p> <p>Explain that this lesson looks again at the end of life – and the belief in the next life that is shared by many religions, including the two we have thought about this term, Christianity and Islam.</p> <p>Ask the children to identify the pictures on cards (see notes), match them up and say why they go together and what they might have in common. Show them one more pair of cards: one with a Christian cross and some Easter eggs and one with the words, ‘Jesus – Easter – New Life’. Ask the children why these might go together.</p> <p>Tell the Easter story, e.g. using 4OD’s ‘Stop, Look, Listen: Animated Bible Stories’ series, or ‘The Lion Storyteller Bible’, stopping from time to time to check understanding of the feelings of Jesus’ friends at each part of the story.</p> <p>Remind the children of the story of Jesus turning water into wine at the Wedding Feast at Cana and how Christians believe that Jesus came to make things better. Ask, how the Easter story changed from something bad to something amazing and how Jesus’ friends’ feelings changed.</p> <p>Provide the children with a ready-made page outlining four parts of the story: (1) The women go to the garden early on the Sunday morning; (2) Suddenly there is an earthquake. An angel appears and rolls away the stone; (3) The women run to tell the disciples what has happened; (4) They meet Jesus and he tells them not to be afraid.</p> <p>Ask them to draw a happy, sad or worried face next to each part of the story according to how they think the women would have been feeling. They should then complete a sentence, ‘Christians are happy on Easter Sunday because they believe....’</p>	<ul style="list-style-type: none"> • talk about what they find interesting or puzzling. E1 • recognise religious art, symbols and words and talk about them. C1 • say what some of the Christian words and symbols stand for. C2 • talk about some things in stories that make people ask questions. E2 	<p>Easter, celebration, resurrection, rising from the dead, grief, happiness, spirit.</p> <p>----</p> <p>Prepare some cut-out cards showing: an acorn, a tree, a carrot seed packet, a carrot, some eggs, a baby chick, a pregnant woman, a baby, a Christian cross and Easter eggs, the words ‘Jesus – Easter – New Life’.</p> <p>Ready-made drawings and the story of the women at the tomb are available in ‘Special Times’, RE Today.</p> <p>4OD’s Stop, Look, Listen: Animated Bible Stories, requires a registration and you may have to wait for advertisements before showing the programme.</p>
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Key Question: How do we celebrate our journey through life?
Supplementary Question (b) How do members of a religious faith celebrate these milestones in the journey of life?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 10 Pupils will:</p>	<p>10. Remind children of the key question for this Unit of Work – <i>How do we celebrate our journey through life?</i></p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about what 	<p>Key vocabulary: Easter, Eid, Ramadan,</p>

<ul style="list-style-type: none"> • identify new learning about religious celebrations; • learn about 'blessings' of life; • reflect on their own blessings. 	<p>Remind the children of their answers they gave in the first lesson to the questions about special times and how they are celebrated. [<i>What are special times? Why and how do we celebrate them?</i>]</p> <p>Ask them, What new things have you learnt, e.g., about the way that different religious communities celebrate? [e.g., birth of a new baby / christenings / birthdays / weddings / funerals etc.] What do they think were the most interesting or puzzling things they learnt about?</p> <p>Show the children a selection of cards used by Christians and Muslims to celebrate important times, e.g., Easter and Eid cards. Point out any symbolism on the cards and ask the children what they think the symbols stand for.</p> <p>Explain that Muslims celebrate Eid ul Fitr at the end of the Ramadan fast; at this time they thank Allah for helping them through the month of giving up eating and drinking during daylight hours. Christians celebrate Easter after the time of Lent, where Christians are also encouraged to 'give something up'. Many Christians and Muslims regard Ramadan and Lent as a time for prayer, study, remembering the blessings of life and thinking of others in need.</p> <p>Ask the children to think of things that are 'blessings' in their or their family's lives and then ask them to make their own card of celebration, showing something lovely in their life. Encourage them to add some words about how this makes them feel.</p>	<p>they find interesting or puzzling. E1</p> <ul style="list-style-type: none"> • recognise religious art, symbols and words and talk about them. C1 • talk about some things in stories that make people ask questions. E2 • say what some of the Christian words and symbols stand for. C2 	<p>Lent, fast, blessed, blessing. ----</p> <p>Bring in some Easter and Eid celebration cards. Provide some blank card for children's own celebration cards.</p>
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RECORD OF ATTAINMENT

KS1 Unit 5: How do we celebrate our journey through life? (C&E) Year 1

All pupils – working towards (Level 1)	Most pupils - majority class expectation: (Level 1)	Some pupils: (Level 2)
C1 recognise religious art, symbols and words and talk about them.	C1 recognise religious art, symbols and words and talk about them.	C2 say what some Christian and Muslim symbols stand for and say what some of the art is about.
E1 talk about what they find interesting or puzzling.	E1 talk about what they find interesting or puzzling	E2 talk about some things in stories that make people ask questions.