



**Special times:  
welcoming a baby and  
enjoying a wedding  
Who? How? Why?**  
How do people  
celebrate special  
times?

**YEAR GROUP: Reception**



***The Telford and Wrekin  
SACRE RE Syllabus:  
Non-statutory  
exemplification***

## ***The Telford and Wrekin SACRE RE Syllabus: Non-statutory exemplification***

**TITLE: Special times: welcoming a baby and enjoying a wedding. Who? How? Why?**

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### **About this unit:**

This unit enables pupils to find out more about celebrations they have experienced and to learn about and from the celebrations of others. The examples are about how different religions celebrate the birth of a baby and a wedding. Role play is good in these examples.

The focus is on enabling children to reflect on what it means to celebrate and why people celebrate.

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.

### **Where this unit fits in**

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This unit will help teachers to implement the Telford and Wrekin Agreed Syllabus 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.

**Estimated teaching time for this unit: 7 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

### **KEY STRANDS ADDRESSED BY THIS UNIT**

#### **AT 1: Learning about Religion**

- Religious practices and ways of life

#### **AT 2: Learning from Religion**

- Questions of Identity, Diversity and Belonging

**ATTITUDES FOCUS:** Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of celebrations in their own lives;
- **Respect for all** by developing a willingness to learn from the celebrations and special days of others
- **Open mindedness** by engaging in positive discussion and debate
- **Appreciation and wonder** by developing their capacity to respond to special events in the life of their family.


### **Background information for the teacher:**


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 through the use of these objects. Any religious celebrations could be used for this unit and adapted to suit your school's needs. There is another unit on annual festivals.


Vocabulary + concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Celebration</b> <b>Special days</b></p> <p><b>Specific religions:</b> <b>Christianity</b> <b>Vocabulary linked to a specific celebration/festival</b></p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>• RE Today publications include ‘Say Hello To....’ and ‘Share a story with...’ – a series of Flashbooks for early years RE.</li> <li>• The series ‘Opening Up RE’ gives good learning suggestions for this unit and also a World Faiths Jigsaw designed for Early Years education can be purchased. <a href="http://www.retoday.org.uk">www.retoday.org.uk</a></li> <li>▪ Dottie and Buzz – puppet videos/DVD from Channel 4/Culham College</li> <li>▪ A Christmas journey – Susie Poole - Stapleford ISBN 9781904637332</li> <li>▪ ‘My Very First Bible Stories – Baby Jesus’ Lois Rock ISBN 0745949509</li> <li>▪ The Easter Story – Lois Rock ISBN 9780745960821</li> <li>▪ ‘Firm foundations’ series – Margaret Cooling – ISBN 1851753338</li> <li>▪ ‘The Hanukkah Story Big Book’ Anita Ganeri ISBN 0237526522</li> <li>▪ ‘The Divali Story Big Book’ Anita Ganeri ISBN0237524694</li> </ul> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>• A range of different religious artefacts is available from Articles of Faith and from Religion in Evidence</li> <li>• Channel 4 broadcasts and videos e.g. Water, Moon, Candle &amp; Sword (video, teachers’ guide and activity book available)</li> <li>• There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: <a href="http://www.islamic-foundation.com">www.islamic-foundation.com</a> . Story books, audio and video tapes and posters are all useful.</li> <li>• The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities.</li> </ul> <p><b>Web:</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ <a href="http://www.request.org.uk/infants/festivals">www.request.org.uk/infants/festivals</a> Video clip of a Christian wedding at: <a href="http://www.request.org.uk/main/dowhat/weddings">www.request.org.uk/main/dowhat/weddings</a></li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from reflecting on celebrations that are important to me</li> <li>• Opportunities for <b>social development</b> come from thinking about why times spent celebrating are enjoyable and happy (SEAL link)</li> <li>• Opportunities for <b>cultural development</b> come from learning about celebrations of people from different cultures to my own.</li> </ul>	


<b>EXPECTATIONS: At the end of this unit</b>			
<b>ELGs</b> Meet some of the EYFS learning and development requirements with regard to understanding the world and expressive arts and design	<b>ELGs</b> Meet some of the EYFS learning and development requirements with regard to personal, social and emotional development and communication and language	<b>Pupils working at level 1</b> will be able to: <ul style="list-style-type: none"> <li>▪ Name a religious celebration (AT1)</li> <li>▪ Talk about a celebration they have been a part of (AT2)</li> </ul>	<b>Pupils working at level 2</b> will be able to: <ul style="list-style-type: none"> <li>▪ Retell a religious story that relates to a festival</li> <li>▪ Respond sensitively to characters and ideas in the stories and celebrations</li> </ul>
<b>ASSESSMENT SUGGESTIONS</b> A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. In this unit assessment can be made in line with Early Learning Goals and against the criteria for level 1 attainment at Key Stage 1. In this unit, the final activity might give good evidence what children are achieving: <ul style="list-style-type: none"> <li>▪ Take one sensory aspect of one of the special celebrations or days, e.g. music, food, clothing, gifts, promises, stories. Provide examples for the children to listen to or taste or enjoy. Talk to pupils about their favourite food / music / clothes / words / promises: what do they like about it? How does it make them feel? What food and music would they choose once a week on a special day? Talk about how the religious believers might find the music or food or clothes or other factors enhance their experience of this special time.</li> <li>▪ Ask children: what have we learned? Whose special days would you like to share, or join in and why? What did you notice about other people's special days?</li> </ul>			

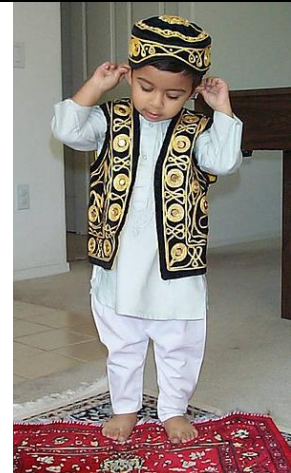
Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<p><b>How do we learn in RE?</b></p> <p><b>Can we play at celeb~rations?</b></p>	<p>Children will have the chance to play based on some learning about celebrations and festivals</p>	<p><b>How do people make an occasion special? Learn in play</b></p> <ul style="list-style-type: none"> <li>• Set up some opportunities for children to play using playmobile or lego figures that encourage them to enact some of the special occasions or special stories that they learn about. A story of Jesus, for example, or a Muslim story about a mosque.</li> <li>• Teachers can use a wide range of play strategies, including guided play, Godly Play, and free flow play.</li> <li>• In free-flow play children: <ul style="list-style-type: none"> <li>✓ use first-hand experiences from their own lives (celebrations at home or in school for example);</li> <li>✓ make up rules as they play in order to keep control (they might decide what is celebrated and how);</li> <li>✓ symbolically represent scenarios as they play, making and adapting play props (e.g. using artefacts and craft materials or lego figures);</li> <li>✓ choose to play – they cannot be made to play;</li> <li>✓ pretend (e.g. imagining presents, giving, song and dance);</li> <li>✓ sometimes play alone (using a ‘cast’ of celebrators);</li> <li>✓ are deeply involved and difficult to distract from their deep learning as they wallow in their play.</li> </ul> </li> <li>• Note the ways in which the fun of celebration enters the play.</li> </ul>	<p>Children can talk and play in relation to times of celebration,</p> <p>They can show in play how they link up simple features of festivity and celebration.</p>	<p><i>The free flow play ideas in the teaching section here come directly from DfE guidance on EYFS, applied to celebrations.</i></p>

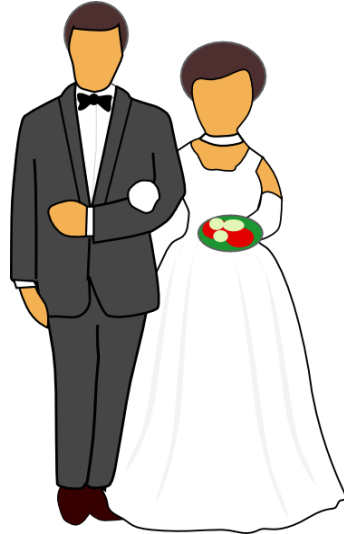
<p><b>What special times do we celebrate?</b></p>	<p>Children will: Find out what special times are celebrated and talk about how celebrations happen.</p>	<p><b>Looking at reminders of special days</b></p> <ul style="list-style-type: none"> <li>• Fill a box with a selection of cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother's Day. A 'Celebrations Box' A 'spent' firework.</li> <li>• Pass the box round for the pupils to choose an item and describe it. Who would you give the card and gifts to? Can they guess when we send each card or which wrapping paper we would use? Run a 'lets make cards' and 'let's play post boxes' activity. Children give cards to each other.</li> <li>• Explore feelings about celebrations. Use a 'Feelings Box' containing 'feelings' pictures or simple words – happy, full of fun, joyful, glad, together, excited: when do we feel these emotions? Can they choose pairs of things from the celebration box and the feelings box.</li> <li>• Talking about some well known celebrations – birthday, Christmas, Eid Divali and others – is good, but will be developed more fully later in the unit. What experiences of celebrations do children – have a birthday baking party, or make a wedding cake and enact the ceremony.</li> </ul> <p><b>Time to choose</b></p> <ul style="list-style-type: none"> <li>• Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Divali celebration? (There is another unit on annual festivals in this scheme of work)</li> </ul>	<div data-bbox="1559 153 1765 582"> <p>Children can talk about a special celebration and how celebration makes people feel.</p> </div> <div data-bbox="1783 153 2101 582"> <p><i>Links to Early Learning Goals:</i> <i>Respond to significant experiences, showing a range of feelings when appropriate. (PSED)</i>  <i>A resource like 'Say Hello to...' from RE today is a good starting point when children first encounter a religion in school.</i></p> </div> <div data-bbox="1559 587 2168 1045">  </div> <div data-bbox="1559 1050 2065 1141"> <p><i>EYFS RE experiences should always include play. This example is about play to learn about Easter.</i></p> </div>
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<p><b>How do you celebrate a special occasion?</b></p> <p><b>Why is a bay-welcome or a wedding such a big day?</b></p>	<p>Children will: Learn what happens at a celebration</p>	<p><b>What special days do we enjoy?</b></p> <ul style="list-style-type: none"> <li>Ask children what occasions they have celebrated. Ask the pupils to bring a photo or two. Maybe mum will come and share a story. Can they think of a special occasion they particularly enjoy celebrating? What do they do? Where do they go? What do they need? What clothes do they wear? Do they sing any special songs? Do they eat special food? Can they make a picture recipe book of some favourite foods? Mime some of the actions and join in some of the songs together.</li> <li>Plan a party with the pupils designing invitations, planning the food, party bags, games and music. Have a pretend party sampling the food and enjoying the games. Depending on the time of the year select a special occasion for the pupils to take part in, for example, use Harvest, Sukkot, Christmas, Easter, Divali, Eid Al Fitr if the Unit is being studied at these times. (See 'What festivals do we celebrate?')</li> <li>All the class play into the celebrations: make food, dress up, swap gifts – make them for each other. Hold a festival in the classroom, and take photos to make a slide show. Choose or draw pictures to do with clothes, food, songs, stories, gifts, families and actions. All these things make a festival special. How about a 6-part collage by the whole class?</li> </ul>	<p>Children can talk about ways in which people celebrate and how they like to celebrate.</p> <p>Children understand different views, cultures and beliefs.</p>	<p><i>Links to Early Learning Goals:</i> <i>Respond to significant experiences, showing a range of feelings when appropriate. (PSED)</i> <i>Use language to imagine and recreate roles and experiences. (C + L)</i></p>
<div> <div>Food</div> <div>Like wedding cake or hot crossed buns</div> </div> <div> <div>Clothes</div> <div>Like a special baby shawl or a wedding dress</div> </div> <div> <div>Songs</div> <div>like 'Happy Birthday' or 'Away in a Manger'</div> </div> <div> <div>Presents</div> <div>Like Christmas presents or gifts at Eid al Fitr</div> </div> <div> <div>Family</div> <div>When everyone gets together and shares photos</div> </div>			 <p><i>In 'Say Hello To' (6 religious stories as flash books for your whiteboard, RE Today) children from faith communities talk about their lives. Ideal for early RE.</i></p> <p><i>The companion resource 'Share a Story' takes 6 faith stories as starting points for further learning.</i></p>	

<p><b>What happens on a birthday?</b></p> <p><b>Who joins in?</b></p> <p><b>Why is a birthday special?</b></p>	<p>Children will: learn that a birthday is a celebration of us as special people. They learn about different ways a birthday is enjoyed.</p>	<p><b>Enacting a birthday: how do we make a day special?</b></p> <ul style="list-style-type: none"> <li>• Use a puppet/toy that has a birthday. Why is the puppet/toys birthday going to be special? Talk with the pupils about why they think their birthday is special. How does it make you feel? What are your parents remembering? Draw from the pupils the ideas that it was the day they came into the world, the day their family had a son/ daughter, brother/sister, there is no one exactly like them.</li> <li>• Make a birthday chart to celebrate everyone's uniqueness and record something special about each person. Growing up is what is being marked – shoe sizes, height and growth change all the time, not suddenly, but we remember we are growing at birthdays.</li> <li>• Display a picture of a foetus and talk about it – use some of the words from Psalm 139 as children look at the picture. A prayer to God: <i>'Before I was even born, you knew me. Inside my mummy's tummy, you could already see me. I am wonderfully made!'</i></li> <li>• Use a book such as 'See how I grow' to explore how a baby grows in its first year to celebrate its first birthday.</li> <li>• Read story 'Alfie Gets in First' (Shirley Hughes) and talk about the special days in the story.</li> <li>• Tell story of the Birthday of Guru Nanak – ask children to compare how they celebrate birthdays with the way Sikhs celebrate Guru Nanak's birthday.</li> </ul> <p><i>Note that whilst most families will celebrate birthdays not all cultures do so sensitivity is needed here and teachers' deep knowledge of children's cultural backgrounds makes a big difference. In Sheffield today, the Jehovah's Witnesses are the largest group who don't celebrate birthdays. They don't celebrate because there are no good examples of Birthday Parties in the Bible, and they teach that all days are given by God, so all days are blessed / special not just a few special ones!</i></p>	<p>Children can reflect on and show awareness of themselves and others as being special and unique individuals. They might also share in listening to a story from a faith tradition.</p>	<p><i>Links to ELGs:</i></p> <p><i>Respond to significant experiences, showing a range of feelings when appropriate. (PSED)</i></p> <p><i>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><i>Talking Pictures from RE Today, or 'Puddles the Cat' resources from Gill Vaisey are good ways into this work for young children. See resources section above.</i></p> <div data-bbox="1554 826 2047 1337">  </div>
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<p><b>What happens at a Christian baptism or Christening?</b></p>	<p>Children will: become aware that special celebrations involve special objects and clothes and help people to share special feelings</p>	<p><b>Celebrating birth: how do Christians make the day special?</b></p> <ul style="list-style-type: none"> <li>• Role play a baptism with artefacts, a doll and some water. Spend some time getting ready for this – show a film clip, and ask children in teams to prepare a role play for examples. Can you find some artefacts that children can see? Use? How would the baby be dressed? Who would be there, and what would they say? Who could be the Vicar or Minister?</li> <li>• How were the children in the class welcomed to the world? Have they a picture, or a special object.</li> <li>• Ask the pupils to bring in baby photographs and – if they have them - photographs of their baptism or other welcoming ceremony. Why is this a special occasion? Where do you go? What happens? Invite the Vicar to visit school to role- play a baptism or visit church for the Vicar to demonstrate what happens at a baptism. What special clothes are worn? Why is water used? Why is a candle lit? What promises do parents and God parents make? How do we feel? How does the family feel?</li> <li>• If you have it, use the ‘Baptism’ programme on Dottie and Buzz DVD and then talk about what happens and how the characters feel.</li> <li>• Drop some food colouring into a large bucket, to show what happens. Use water play, and make play dough water drops. Tell children that the food colouring spreads through all the water, just like being a Christian spreads through the whole of life for people who believe it. Ask for questions and thoughts.</li> </ul> <p><b>Promises and hopes</b></p> <ul style="list-style-type: none"> <li>• Ask children to take card outlines of a ‘drop’ of water in light blue and dark blue. On the light drops, they draw (and receive help to write) a promise they would make to a new baby. On the dark drop, they draw and receive help to write a hope parents have for new babies. These water drops make a nice class display, especially if you use some pictures of baby welcoming ceremonies to go with them.</li> </ul>	<p>Children can share in talking about special objects or clothes used at a baptism and how people feel at a baptism.</p> <p><i>Links to Early Learning Goals:</i>  <i>Find out about past and present events in their own and others’ lives, and in those of their families and other people they know.</i>  <i>Respond to significant experiences, showing a range of feelings when appropriate.</i>  <i>Begin to know about their own cultures and beliefs and those of other people.</i></p> <div data-bbox="1507 606 2114 1189">  </div> <p><i>Christian baby-welcoming ceremonies vary, but this is a Christening, from the Anglican tradition.</i></p>
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<p><b>What other ways to celebrate do people have?</b></p> <p><b>How do Muslims and Sikhs welcome a new baby to the family?</b></p>	<p>Children will: develop awareness of celebrations of key life events for Sikh families and Muslim families, beginning to learn about the diversity of faith traditions. They will think about their own names and their meanings</p>	<p><b>Baby is welcome!</b></p> <p><b>How do Sikh people welcome a new baby?</b></p> <ul style="list-style-type: none"> <li>• This ceremony could be enacted. Persona doll work is often very effective.</li> <li>• Tell a story of the naming of new baby by Sikh parents.</li> <li>• Watch video/DVD showing inside a Gurdwara – show artefacts – romala, chauri, posters of images of the Gurus and the Guru Granth Sahib. Share how Sikh mums and dads choose a name for their child: opening holy book, looking for the first letter at top of left hand page, putting amrit (sugar and water) on baby's tongue. What questions do the children want to ask about this? How can we find the answers?</li> <li>• In Sikh communities, girls have Kaur in their name – it means 'Princess'. Boys have Singh in name (it means 'Lion'). Role play a Sikh naming ceremony. Why do the children think these names are chosen? Talk about the honour these names give to every person.</li> <li>• Talk about meaning of names. Talk about why names are important. Look up meaning of names of children in class. Children can draw a picture to represent what their name means.</li> </ul> <p><b>How do Muslim people welcome a new baby?</b></p> <ul style="list-style-type: none"> <li>• Muslim parents whisper the Shahadah, the statement of faith in Allah, into a baby's ear immediately after birth. First words are especially important, and Muslim mums and dads want to share their most precious beliefs with the baby straight away.</li> <li>• Discuss with children about the earliest thing they remember hearing. What makes them remember it? What sounds, and especially what words do they like to hear? Play a range of sounds for children to identify. Talk about the saying 'words that are music to my ears' – what does it mean, and how does it make sense of the Muslim parent's way of welcoming a baby?</li> <li>• If they were to whisper something into a baby's ear what would it be? Talk about why they want to say those words. Teach children about other aspects of Muslim baby-welcoming ceremonies: celebration food: you could make sweets/biscuits to share and taste. Children might taste some sweet things. They could design and make a card for a Muslim baby.</li> </ul>	<div data-bbox="1570 153 1771 815"> <p>Children can: talk about a time of celebration and show something they have made that links to the celebration.</p> </div> <div data-bbox="1778 153 2112 815"> <p><i>Links to Early Learning Goals:</i></p> <p><i>Begin to know about their own cultures and beliefs and those of other people. Have a developing respect for their own cultures and beliefs and those of other people.</i></p> <p><i>This part of the unit might be best suited to classrooms where Sikh and Muslim children are found, but any teacher will make a good contribution to cultural development by using this work.</i></p> </div> <div data-bbox="1570 820 1816 1294"> <p><i>Muslim parents teach children to pray from an early age. Special clothes for Eid Al Fitr may be one of the pleasures of the festival.</i></p> <p><i>Shout and whisper – an activity from RE Today</i></p> </div> <div data-bbox="1823 820 2112 1294">  </div>
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<p><b>What do Christian people do to make a wedding a special day?</b></p>	<p>Children will learn about different ways of celebrating at a wedding, including the promises Christians make when they get married.</p> <p>They will talk about promises and why they matter, and why it is a bad idea to make a promise and not keep it.</p>	<p><b>How do Christians make a special day for a wedding?</b></p> <ul style="list-style-type: none"> <li>• You might begin with some cooking! What sort of cake do you need for a wedding?</li> <li>• Make flowers, invitations, and have a dancing competition. What is a good present to give at a wedding?</li> <li>• Show children pictures of a wedding. Talk about the special clothes being worn, the building they are in. Identify who the people are.</li> <li>• Children can talk about weddings they have been to – who was there, what happened. If possible show a DVD of people getting married. Plan a wedding – with children taking the parts. Have a reception. Invite the local clergy into school to ‘marry’ the couple or ask to use the church for this activity.</li> <li>• Look at the promises people make when they get married. Ask children what they think about those promises – who do people make those promises to? Which do they think are the most important promises people make to each other? If they could make a promise to someone what would it be? Collect several examples and ask children which promises would make other people happy.</li> <li>• Make a ‘Promise Box’ that children contribute to. Can children whisper a promise to a friend?</li> </ul> <p>The wedding and marriage ceremonies in other traditions, religions or communities could also be explored, celebrated and enacted. Enable play based learning, through for example dressing up or using small world figures.</p>	<p>Pupils can talk thoughtfully about promises and about special ways of making a day stand out.</p>	<p><i>ELGs:</i> <i>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. (PSED)</i></p>
				

<p><b>Finishing off (or doing this all along the way)</b></p> <p><b>What have we learned about special days and celeb~rations for different people?</b></p> <p><b>What did you enjoy, and what would you like to do some more of today?</b></p>	<p>Children think and talk about their own big days and those of others.</p> <p>They notice that people celebrate different things and in different ways.</p> <p>They use an increasingly wide vocabulary of emotions to describe what happens on special days</p> <p>They notice similarities and differences in the ways people celebrate.</p>	<p><b>Review and check learning: How do special actions, clothes and objects help people to express beliefs and feelings on special days?</b></p> <ul style="list-style-type: none"><li>▪ Remind children of the highlights of their learning in this unit of RE</li><li>▪ Explore together how people might feel at the special times they have been learning about, welcoming a baby or enjoying a wedding. Note that people might be praying (talking to God) on special occasions like these, or being quiet and thinking about their new baby or their wedding. They might be saying sorry to God, they might be celebrating with other people e.g. friends and family, and saying thank you to God. Use some photographs of people at the celebrations.</li></ul> <p><b>Try talking about beliefs</b></p> <ul style="list-style-type: none"><li>▪ Talk with the children about some of the beliefs these people are expressing e.g. belief in God’s love and care, or in light being better than darkness, or in rescue when we are in danger, or in new life and new hope. What helps pupils to think quietly or to celebrate happily? How do they feel when they are on their own? How do they feel when they are doing things with their friends and family?</li><li>▪ Take one sensory aspect of one of the special celebrations or days e.g music, food, clothing, gifts, promises, stories (all these are found at all baby welcomes and weddings!). Provide examples for the children to listen to or taste or enjoy. Talk to pupils about their favourite food / music / clothes / words / promises: what do they like about it? How does it make them feel? What food and music would they choose once a week on a special day? Talk about how the religious believers might find the music or food or clothes or other factors enhance their experience of this special time.</li><li>▪ Ask children: what have we learned? Whose special days would you like to share, or join in and why?</li></ul>	<p>Explore and talk about some features of religious life</p> <p>Identify with the feelings religious people have on special days</p> <p>Think and talk about their own special occasions</p>	<p><i>Sensitive teaching will make space both for the children who have too little experience of celebration in their young lives and for those who are from particular family backgrounds in religious terms.</i></p>
<p><b>The DfE’s EYFS guidance on positive relationships says:</b></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><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 planned RE unit helps learners in all these areas.</p>				