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Religious Education in the Foundation Stage class: *What does it look like?*

Legal requirements for teaching EYFS children

It is a legal requirement for schools with Early Years and Foundation Stage children to follow the requirements of the **Early years foundation stage profile (2017 handbook)**:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564249/2017_EYFSP_handbook_v1.1.pdf

It is also a legal requirement for children in the Foundation Stage (children in Reception classes) in maintained and Church Controlled schools to access religious education as laid down in **Living Difference III**, the Agreed Syllabus for Religious Education in Hampshire, Southampton, Portsmouth and Isle of Wight schools. Pages 17 to 22 of *Living Difference III* relate specifically to teaching RE at the Foundation Stage. It, in addition to FS plans and supporting material, is available from <http://www.hants.gov.uk/re> and <http://re.hias.hants.gov.uk/>.

This booklet aims to provide clear guidance and some practical ideas about how the statutory RE can be developed in a Foundation Stage classroom within and alongside the statutory framework for EYFS.

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It is worth remembering that the fundamental principle for Foundation Stage children is that their needs and stages of development are recognised as the starting point for all their learning. With that in mind, teachers will need to find ways of exposing children to material and experiences that will enrich their access to the required areas of learning and development and RE. The two areas of learning with the richest potential for developing learning in RE are *personal, social and emotional development* and *understanding the world*.

Teachers will also discover that children's experiences within their learning in RE can be enriched and consolidated through children's developing skills in *communication and language*, and *expressive arts and design*.

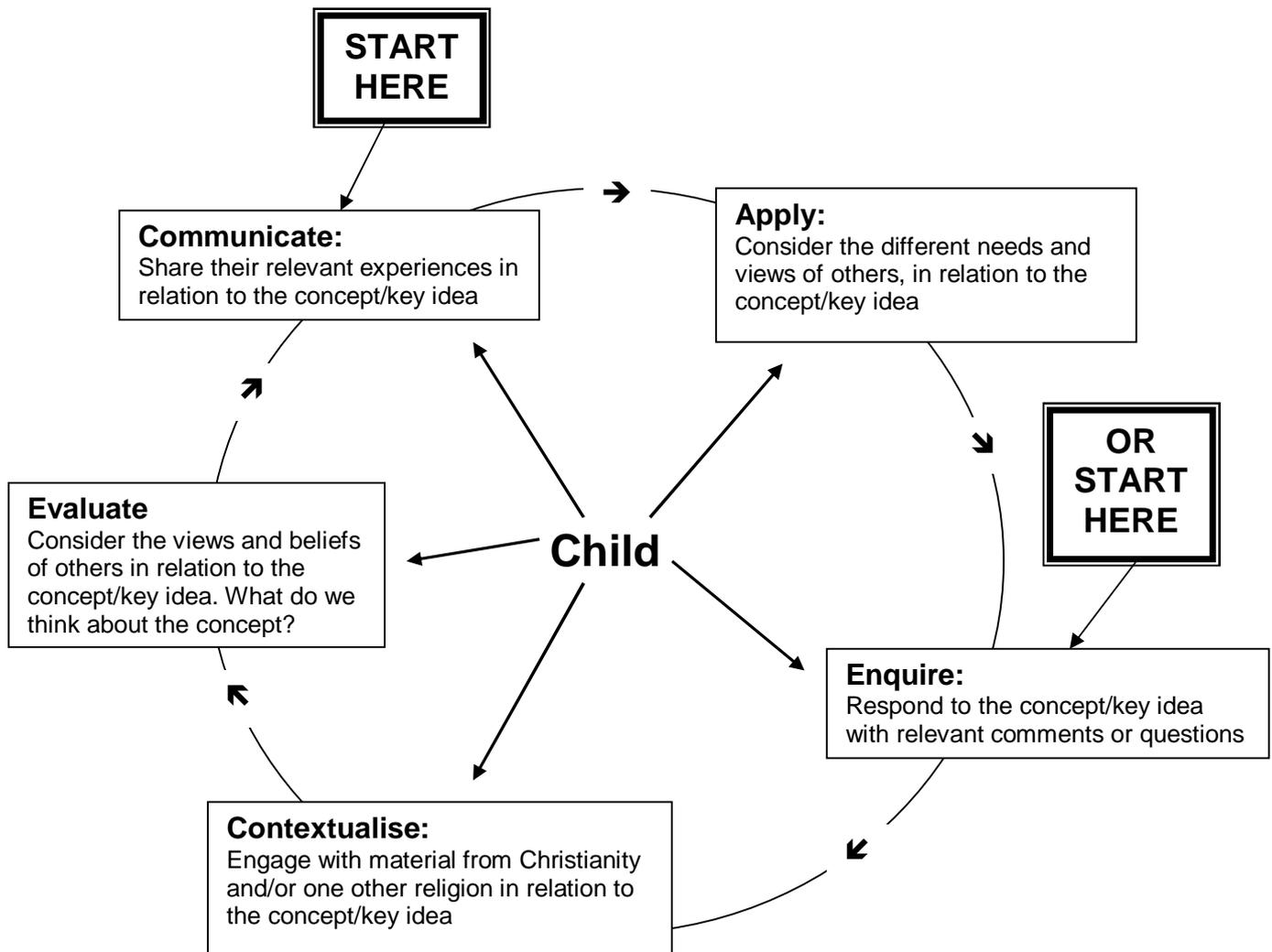
Learning in RE requires that children engage with a simple concept or key idea (such as *belonging* or *special* or *celebration*) within their own experiences and within the experiences of religious people. The areas of learning above enable them to access and pursue these ideas within the Foundation Stage classroom.

These key ideas or concepts lay the foundation to exploring more complex concepts such as *community*, *holy* or *sacred*, *ritual* and *ceremony* when they are older in Key Stage 2. The key to effective RE is to enable the children to be exposed to and engage with the **key idea** (ie the concept such as *belonging*, *celebration* or *special*) that has been identified, either through child initiated learning or supported by their teacher. Teachers should provide opportunities for children to think about that idea within their own experience and personal and emotional development and then expose them to how religious people experience and respond to that key idea in their lives.

The agreed syllabus states that *planning must ensure inclusion of at least two units relating to a Christian context and two units which focus on the religion explored within KS1 at the school. It is recommended that five to six units of work are taught annually.*

The following units of work are set out in the five steps required by the cycle of learning in the agreed syllabus. Although they must be explored with children in the order specified, the timing for each step can be flexible. The most effective learning is achieved when the learning takes place in a blocked unit, which might be one whole day, or several consecutive afternoons within one week.

The agreed syllabus for RE, *Living Difference III*, requires that children engage with five steps in their learning as indicated in the diagram below.



These five steps are identified in the units in this publication and illustrate their overlap with the EYFS Early Learning Goals. On the following pages there are units that illustrate how a focus on a concept/key idea offers opportunities for learning in RE whilst simultaneously learning according to the guidelines for EYFS in the 2017 guidance.

When planning with *Living Difference III*, the appropriate age-related expectations must be used to ensure that there is progress over time. Intended learning outcomes for FS children are informed by and working towards **end of Year 1 age-related expectations** which are reproduced at the end of this booklet.

Key idea/concept: *Celebrating birthdays*

Unit: *Jesus' Birthday*

Step 1 – Communicate:

What is our experience of birthday celebrations?

Step 2 – Apply:

How do birthday celebrations make us feel?

Step 3 – Enquire:

What is a birthday celebration for?

Step 4 – Contextualise:

How do Christians celebrate Jesus' birthday?

Step 4 – Evaluate:

Is celebrating Jesus' birthday important to Christians?



Key idea/concept: ***Celebrating birthdays***

Unit: ***Jesus' birthday***

RE development according to <i>Living Difference III</i>	EYFS guidance (Early Learning Goals)
<p><u>Step 1: Communicate - What is our experience of birthday celebrations?</u></p> <ul style="list-style-type: none"> • Read a birthday story eg <i>Kipper's Birthday</i> by Mick Inkpen (ISBN 9780340932063). Discuss. Key question – <i>Why do we have birthdays?</i> • Have a birthday celebration for the class goldfish or a persona doll or class teddy • Children make cards, decorations, have a cake, sing 'happy birthday' and play some simple party games 	<p>Children listen attentively with sustained concentration to follow a story without pictures or props. (<i>Communication - Listening and attention</i>)</p> <p>Children answer questions about why things happened. (<i>Communication - Understanding</i>)</p> <p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (<i>Communication - Speaking</i>)</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour. (<i>Personal, Social and Emotional Development - Managing feelings and behaviour</i>)</p> <p>They can listen to each other's suggestions and plan how to achieve an outcome without adult help. (<i>Personal, Social and Emotional Development - Self confidence and self awareness</i>)</p>

- Make a class display with the children of features of birthday celebrations eg cards, presents, parties, candles
- Circle time – *think about when it was your birthday. What did you do? ‘When it was my birthday I ...’*
- Children draw/paint/collage etc about own birthday experiences when they are celebrating

Step 2: **Apply** -
How do birthday celebrations
make us feel?

- Talk about feelings at a birthday celebration. *Do celebrations make you feel happy? Are there some times when a celebration is not good? (When the music is too loud, when they have food I don’t like, when I have a tummy ache)*

Children talk about the ideas and processes which have led them to make music, designs, images or products.
(Expressive Arts and Design - Being imaginative)

Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences.
(Personal, Social and Emotional Development - Managing feelings and behaviour)

Children talk about the ideas and processes which have led them to make music, designs, images or products.
(Expressive Arts and Design - Being imaginative)

Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences.
(Personal, Social and Emotional Development - Managing feelings and behaviour)

Step 3: Enquire -
What is a birthday celebration for?

- Invite a new mother and her baby into class to tell the children about the celebration of the birth day ... visitors to see the baby, cards, presents, flowers etc
- Children bring in pictures of when they were first born for a display ... "Our Birth Days". Emphasise that a birthday celebration is to remember a birth day

Step 4: Contextualise -
How do Christians celebrate Jesus' birthday?

- Use a Christian persona doll or pictures of a Christian child to illustrate that the story they are about to hear is very important to this Christian child and other Christians. Tell a simple version of the birth of Jesus (see page 9)
- Drama: retell the story to the class or group with the children taking on different roles. Take digital photos, write captions together to add to the displays

Children know the difference between past and present events in their own lives.
(Understanding the world - People and communities)

They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
(Understanding the world - People and communities)

After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence. *(Communication – Understanding)*

Step 5: Evaluate -
Is celebrating Jesus' birthday important to Christians?

- Use the Christian persona doll to suggest that, if s/he was ill and in bed, s/he would not be able to celebrate Jesus' birthday, would it matter? *How would s/he feel?* Children express their responses
- Ask the pupils *Is it important for Christians (or the persona doll) to celebrate Jesus' birthday? Why/Why not?* Discuss

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences.

(Personal, Social and Emotional Development - Managing feelings and behaviour)

They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

(Understanding the world - People and communities)

When Jesus was born

This is the story that Christians tell about the day Jesus was born.

Hundreds and hundreds and hundreds of years ago there was a lady called Mary. She was standing in her house, minding her own business, when something amazing happened. She saw a very bright light in the room with her. In the middle of the light she could see a person ... this was an angel.

Then the angel started to speak.

"Don't be afraid Mary," the angel said. "God has sent me to speak to you. I have some very good news. You are going to have a baby and you will call him Jesus. When this baby grows up he will be very special. He will become a king." Mary was puzzled!

Some time later, Mary and her husband Joseph had to go on a long journey. When they got to the town at the end of their journey all the hotels and places to stay were full up. Whatever would they do? They were very tired.

Eventually they found somewhere to stay and that night Mary had her baby and they called him Jesus, just as the angel had said. They didn't have a cot or anywhere to put the baby, so they laid him gently in a box of hay, where the animals usually eat.

In a field nearby were some men who were looking after some sheep. There was a very bright light in the sky. In the middle of the light was a person. It was the angel again!

"Don't be afraid," the angel said. "I have some very good news for you. A special baby has been born. He will make people very happy. "

Then the whole sky was full of angels and they were all singing.

When the angels had gone the men went to find Mary and the baby Jesus and they told Mary about what the angels had said.

And this is the story that is told about the day that Jesus was born. Jesus' birth ... day.

Key idea/concept: Celebrating new life
Unit: Celebrating new life at Easter

Step 1 – Communicate:

How could we celebrate new life?

Step 2 – Apply:

What do other people feel about celebrating new life?

Step 3 – Enquire:

What is a celebration?

Step 4 – Contextualise:

How do Christians celebrate new life at Easter?

Step 4 – Evaluate:

What do we think about new life celebrations?



Key idea/concept: Celebrating new life
Unit: Celebrating new life at Easter

RE development according to <i>Living Difference III</i>	EYFS guidance (Early Learning Goals)
<p><u>Step 1: Communicate</u> - <u>How could we celebrate new life?</u></p> <ul style="list-style-type: none"> • Have a walk around the school grounds to look for signs of new life (eg spring bulbs, buds on trees, catkins and early spring flowers) • Grow seeds in the classroom and water. Look for signs of new life • Show/explore other examples of new life (eg frogspawn in the school pond, chicks hatching, lambs on a farm) • Talk to the children about 'new life' happening every spring and prepare for a celebration of new life • Ask the children what they might do in the celebration. Eg: <ul style="list-style-type: none"> - decorating the room to remember new life - sending cards with signs of new life on the front - singing songs about new life - sharing food which reminds them of new life - sharing a new life cake. 	<p>Children know that the environment and living things are influenced by human activity. <i>(Understanding the world - the world)</i></p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. <i>(Expressive arts and design - Exploring and using media and materials)</i></p>

- Prepare for and have the celebration. Make cards, mobiles, hats, badges, learn a song, grow cress etc

Step 2: Apply -
What do other people feel about celebrating new life?

- Talk about feelings at a celebration.
 - *Does everyone like celebrating? Why/why not?*
 - *Would you want to celebrate if you felt poorly? if the song was too noisy? ... if the sandwiches were horrible?*
 - *Would you want to celebrate new life every day? Why/why not?*
 - *What other things do you celebrate?*

Step 3: Enquire -
What is a celebration?

- Ask pupils what a celebration is. The class Teddy doesn't know what a celebration is and he needs the pupils to explain what people do in a celebration.

They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

(Communication - Speaking)

They can carry out instructions which contain several parts in a sequence.

(Communication - Understanding)

Pupils should be able to identify some of the activities:

- *special clothes or hats*
- *sending cards*
- *decorate the room*
- *sing songs*
- *share food*
- *remember something special*

NB Emphasise the “remember something special” element in preparation for Step 4

Step 4: Contextualise -
How do Christians celebrate new life at Easter?

- Make a display of Easter cards, Easter decorations, Easter cakes, Easter bonnets etc
- Through a Christian persona doll or through a picture of a Christian child (eg the big book *My Christian faith* by Alison Seaman ISBN 9780237519322) explore how Christians celebrate Easter with reference to the display. When Christians celebrate new life they remember a special story
- Tell a very simple story of Easter, see page 15 (or refer to *Easter for Infants* – RE Centre publication tel: 01962 863134 or *The Beginner’s Bible* ISBN 9781859855546.)

They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

(Understanding the world - People and communities)

After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

(Communication - Understanding)

<p>As you tell the story, show some images of Jesus</p> <ul style="list-style-type: none"> • Ask a Sunday school teacher to visit the class to show the pupils some of the things Christian children do and make to celebrate Jesus' new life (chocolate eggs, Easter cards, decorate eggs etc) <p>Step 5: Evaluate - <u>What do we think about new life celebrations?</u></p> <ul style="list-style-type: none"> • Through the Christian persona doll or the picture of a Christian child you have used, ask pupils to think about the new life celebrations they have explored • Discuss: <p><i>Do you think the persona doll likes the new life celebrations? Why/why not?</i></p> <p><i>What do you think s/he likes best?</i></p> <p><i>What do you think helps him/her to remember Jesus' new life?</i></p> <p><i>If s/he did not have the new life celebration, do you think s/he would forget the story about Jesus' new life?</i></p> <p><i>Do you think it is important for Christians to have new life celebrations to remember Jesus' new life? Why/why not?</i></p>	<p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. <i>(Understanding the world - People and communities)</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. <i>(Personal, Social and Emotional Development - Managing feelings and behaviour)</i></p> <p>They recount experiences and imagine possibilities, often connecting ideas. <i>(Communication - Understanding)</i></p>
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Jesus has a new life

This is a story that Christians tell at Easter time.

Jesus lived a long, long time ago. He was a very kind man and he wanted to help people. He told them stories and he told them how to behave. He wanted people to be good and kind to each other.

Jesus had lots of friends and lots of people came to hear him speak and to listen to his stories. Some people didn't like him though. Some people thought that he might cause trouble and they didn't like all the crowds listening to him. They thought that he might make all the crowds cause trouble!

So one day something very sad happened. Jesus was arrested and put in prison and then he was killed. This was a very sad day for all his friends. But it is not the end of the story. This story has a happy ending.

Three days later, Jesus' friends saw an angel who told them that Jesus had a new life. Then they saw Jesus for themselves and he did have a new life. They were all really happy.

Key idea/concept: *Celebration*

Unit: *Jews celebrating Shabbat*

Step 1 – Communicate:

What is our experience of celebration?

Step 2 – Apply:

How do celebrations make us feel?

Step 3 – Enquire:

What do we need for a celebration?

Step 4 – Contextualise:

How do Jews celebrate Shabbat?

Step 4 – Evaluate:

Is celebrating Shabbat important to Jews?



Key idea/concept: *Celebration*
Unit: *Jews celebrating Shabbat*

RE development according to <i>Living Difference III</i>	EYFS guidance (Early Learning Goals)
<p><u>Step 1: Communicate - <i>What is our experience of celebration?</i></u></p> <ul style="list-style-type: none"> • Children talk about any celebrations they have had • Children listen to a story about a celebration [eg a Shirley Hughes story] • Have a celebration with the class for something unconventional (eg the first day of summer or a “Happy Monday” celebration) 	<p>Children recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. <i>(Communication - Speaking)</i></p> <p>They listen attentively with sustained concentration to follow a story without pictures or props. <i>(Communication - Listening and attention)</i></p> <p>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <i>(Personal, Social and Emotional Development - Managing feelings and behaviour)</i></p>

Step 2: Apply -

How do celebrations make us feel?

- Talk about feelings at a celebration. *Do celebrations make you feel happy? Are there some times when a celebration is not good? (eg when the music is too loud, when they have food I don't like, when I have a tummy ache)*

Step 3: Enquire -

What do we need for a celebration?

- Using pictures or a range of items, discuss with the class what is needed for a celebration (eg friends and family, special food, something nice to wear, songs to sing, something special to think about)
- Draw, paint or create a collage identifying features of a celebration

They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

(Communication - Speaking)

They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

(Communication - Speaking)

Children talk about the ideas and processes which have led them to make music, designs, images or products.

(Expressive Arts and Design - Being imaginative)

Step 4: Contextualise -
How do Jews celebrate Shabbat?

- Using a Jewish persona doll, tell the children how s/he celebrates the beginning of Shabbat every Friday evening (see notes on pages 20 - 21)
- Role play a Shabbat meal with the class

Step 5: Evaluate -
Is celebrating Shabbat important to Jews?

- Use the Jewish persona doll to suggest that, if s/he was ill and in bed, s/he would not be able to celebrate Shabbat. *Would it matter? How would s/he feel?* Children express their responses

They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

(Understanding the world - People and communities)

They recount experiences and imagine possibilities, often connecting ideas.

(Communication - Understanding)



Celebrating Shabbat

Many Jewish families all over the world celebrate in their homes on a Friday evening to welcome the day of rest, Shabbat, which is the Saturday.

Although there may be a number of variations in the traditions and celebrations, there are common elements that have been carried out in Jewish families for hundreds of years.

You will find below some basic traditions that will enable you to role play a Jewish Friday evening, welcome to Shabbat, meal with your class.

Basic requirements

- White table cloth
- 2 candle sticks (silver if possible but not essential) and candles
- Grape juice and glasses/beakers
- The Kiddush cup. A special goblet for blessing the wine
- 2 plaited loaves of white bread (challah...singular, challot...plural) available from many supermarkets, or make your own
- A challot cover which is usually a white cloth embroidered with Jewish symbols, but a white napkin would do
- Skull caps for the male members of the family (kippa)

Traditions and practices

- The house is cleaned in preparation for the Friday evening meal. The silver candlesticks are polished and all the food is cooked in preparation for the special meal. The table is set with the best cutlery and china and the 2 plaited loaves (challot) are placed on the table near where the father will sit. The challot are covered with the special white cloth.
- The mother lights the candles at the required time, which will be sundown on the Friday evening. She covers her eyes and says a special prayer in Hebrew and then waves her hands over the candles 3 times. Some families sing a Jewish song to mark the lighting of the candles.
- It is traditional for the father to bless his children. They stand by him and he lays his hands on their heads and asks God to bless and keep them safe.
- The father then pours out the wine (grape juice) and says a prayer (in Hebrew) thanking God for the fruit that makes the wine. All the family will sip the wine (grape juice) after the prayer.
- The 2 plaited loaves are uncovered and a Hebrew prayer is said thanking God for the bread. The loaves are then torn or cut up and shared around the table and everyone eats the bread.
- Then the meal is served and the family enjoy talking together and relaxing.

Key idea/concept: *Power*

Unit: *Hindu God Ganesh*

Step 1 – Enquire:

What does power mean?

Step 2 – Contextualise:

What are some Hindu stories about powerful Ganesh?

Step 3 – Evaluate:

What do we think about Ganesh's power?

Step 4 – Communicate:

What are my experiences of power?

Step 4 – Apply:

How does power affect what I do?



Source
<http://en.wikipedia.org/wiki/Ganesha>

Key idea/concept: *Power*
Unit: Hindu God Ganesh

RE development according to <i>Living Difference III</i>	EYFS guidance (Early Learning Goals)
<p><u>Step1: Enquire -</u> <u><i>What does power mean?</i></u></p> <ul style="list-style-type: none"> • <i>What is power? What is strong? Ask the pupils how they recognise something that is powerful and strong</i> • Teacher make a list of their ideas with pictures if possible <ul style="list-style-type: none"> - tractors, bulldozers, large engines, steam rollers etc - animals – horses, bulls, elephants, people etc - power tools, power showers etc • Children consider and say what they can do that is powerful/strong. <i>How can they show that they are powerful?</i> • Have a collection of pictures of powerful objects/animals and weak objects/animals for children to sort pictures into groups - <i>powerful</i> and <i>not powerful</i> (see pages 29 - 30) 	<p>They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. <i>(Communication - Speaking)</i></p>

Step 2: Contextualise -
What are some Hindu stories about powerful Ganesh?

- Tell the pupils that the Hindus have a very powerful God who is very important to them. They think about God being so powerful, he is as powerful as an elephant
- Ask the pupils to close their eyes and visualise elephants. Ask them to describe them by answering questions:
Are they big or small, weak or strong, heavy or light etc?
Are they soft or hard, kind or cruel, rough or smooth etc?
How high do you think an elephant is?
How wide do you think an elephant is?
*How **powerful** do you think an elephant is?*
- Show pictures/models of Ganesh. Discuss his qualities and ask the pupils to comment on him (see pages 27 and 40)
- Tell the story of Ganesh (see page 28) and then ask the pupils to act out the story.
How does the story show that he is powerful?

They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

(Communication - Speaking)

After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

(Communication - Understanding)

- Children make a model or paint a picture of Ganesh. Show how powerful he is
- Show pictures of a Hindu in front of a shrine to Ganesh (see page 27). When Hindus think about God helping them, they think about God being so powerful he is like an elephant
- Use a Hindu persona doll to talk about how important Ganesh is to the doll

Step 3: Evaluate -
What do we think about Ganesh's power?

Discuss with children:

*Is an elephant a good way of showing **power**? Why/why not?*

What if the God Ganesh was like a rabbit or a hamster? Would he still seem so powerful? Why/why not?

Would Hindus then feel God was powerful if they thought about God being like a rabbit?

Children talk about the ideas and processes which have led them to make music, designs, images or products.
(Expressive Arts and Design - Being imaginative)

They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
(Understanding the world - People and communities)

They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
(Communication - Speaking)

Step 4: Communicate -
What are my experiences of power?

Discuss with the children:

*What is powerful to them?
Is anything at home powerful?*

What is powerful in school? Is anything else powerful? The wind? Rain/sun?

Are people sometimes powerful? Who? How do they show that they are powerful?

- Talk about something they think is powerful. *How do they feel?*
- Children paint a picture about power that they have come across or used

Step 5: Apply -
How does power affect what I do?

Discuss with the children:

If someone is powerful, how do you feel about them?

Children talk about how they and others show feelings, talk about their own and others' behaviour.
(Personal, Social and Emotional Development - Managing feelings and behaviour)

Children talk about the ideas and processes which have led them to make music, designs, images or products.
(Expressive Arts and Design - Being imaginative)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is

Do you like people to be powerful or weak?

Do you have power? How do you show your power?

Do people with power always show their power? Why/why not?

Is power good or bad, do you think?

- Act out little scenes which show power (NOT violence!)

unacceptable. They adjust their behaviour to different situations, and take changes of routine in their stride.

(Personal, Social and Emotional Development - Managing feelings and behaviour)



Ganesh and the Moon

One day Ganesh went to a great feast. There was so much food there and lots of lovely sweets that he ate and ate and ate until he was really full up. He was so full that he could hardly walk. His tummy was huge!

Ganesh staggered home after the feast, but he had eaten so much food that his tummy couldn't hold the food any longer and it burst open! Well, Ganesh felt really bad that he had been so greedy, so he quickly tied up his tummy with a snake and hoped that nobody had seen him. But they had. The moon had seen him, and the moon laughed and laughed at Ganesh.

Now, Ganesh was a really powerful God and he really didn't like anyone laughing at him, so he got really angry and shouted at the moon. "Don't you laugh at me. I shall make you invisible!" and he did. The moon could no longer be seen at all.

Of course, the moon was really upset by this, and said that he was really sorry to Ganesh and when Ganesh had calmed down he realised that he had used his powers a bit hastily. So Ganesh decided to do something else. He used his special powers to make the whole moon be seen for one day each month and then a little bit more of it would become invisible each day until it could not be seen at all and the next month it would start all over again, with the moon coming into full view all over again.







Key idea/concept: *Special*

Unit: *Special clothes*

Step 1 – Communicate:

What is our experience of special clothes?

Step 2 – Apply:

How do special clothes make us feel?

Step 3 – Enquire:

What does special mean?

Step 4 – Contextualise:

What special clothes do Christians wear?

What special clothes do Hindus wear?

Step 4 – Evaluate:

Are special clothes important?



Key idea/concept: *Special*
Unit: Special clothes

RE development according to <i>Living Difference III</i>	EYFS guidance (Early Learning Goals)
<p><u>Step 1: Communicate –</u> <u><i>What is our experience of special clothes?</i></u></p> <ul style="list-style-type: none"> • Children talk about their own special clothes – uniforms, party clothes etc <i>When do they wear them?</i> <i>Why?</i> <i>How do they feel when they wear them?</i> • Children dress up/role play wearing special clothes (party/nurse/fireman) • Children design special clothes • Have visitors – policeman/woman, nurse, etc to talk about their special clothes <p><u>Step 2: Apply –</u> <u><i>How do special clothes make us feel?</i></u></p> <ul style="list-style-type: none"> • Discuss with the children their feelings when wearing special clothes. <i>When do you not like to wear special clothes?</i> • Show photos – fireman at a party? Doctor wearing a party dress in hospital? Discuss - <i>Are there some</i> 	<p>They recount experiences and imagine possibilities, often connecting ideas. <i>(Communication - Understanding)</i></p> <p>They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. <i>(Understanding the world - The world)</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour. <i>(Personal, Social and Emotional Development - Managing feelings and behaviour)</i></p>

<p><i>places when you have to wear the right sort of special clothes?</i></p> <ul style="list-style-type: none"> • Use persona doll – tell a story about one day she made a mistake and wore her pyjamas to a party ... <i>how did she feel?</i> • Children dress classroom dolls in <i>special</i> and <i>not special</i> clothes 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (<i>Communication - Speaking</i>)</p>
<p>Step 3: <u>Enquire</u> – <u><i>What does special mean?</i></u></p> <ul style="list-style-type: none"> • Discuss – <i>what does special mean? What makes clothes special?</i> • Card sorting – sort pictures of clothes into <i>special</i> and <i>not special</i> groups (see some suggestions on pages 36 - 37) 	<p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. (<i>Communication - Speaking</i>)</p>
<p>Step 4a: <u>Contextualise</u> – <u><i>What special clothes do Christians wear?</i></u></p> <ul style="list-style-type: none"> • Priest/vicar to visit – show special clothes – explain when they are worn. Children discuss their responses • Teacher and pupils bring in examples of christening clothes for display. Show pupils pictures of a Christian baby being christened in a church. Teacher and then 	<p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (<i>Understanding the world - People and communities</i>)</p>

<p>children role play using a doll (focus on <i>special clothes</i> for this special time)</p> <ul style="list-style-type: none"> • Pupils draw pictures of the special clothes for the vicar or the Christian baby being christened <p>Step 4b: Contextualise - <u><i>What special clothes do Hindus wear?</i></u></p> <ul style="list-style-type: none"> • Show pictures of Hindu special clothes. Have some special Hindu clothes to dress up in (eg an Indian red/gold sari for Hindu wedding – show pictures) • Children sort pictures of Hindu special clothes and Christian special clothes (use some of the cards on pages 36 – 37) <p>Step 5: Evaluate – <u><i>Are special clothes important ?</i></u></p> <ul style="list-style-type: none"> • Discuss with the children: <i>How would vicar feel if she or he could not wear special clothes?</i> <i>How would all the Christians in the church feel if the vicar did not wear the special clothes – would it matter?</i> <i>Would it matter if a baby could not wear christening clothes?</i> 	<p>Children talk about the ideas and processes which have led them to make music, designs, images or products. <i>(Expressive Arts and Design - Being imaginative)</i></p> <p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. <i>(Understanding the world - People and communities)</i></p> <p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. <i>(Communication - Speaking)</i></p>
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Would it matter if a Hindu could not wear a special sari? How would they feel?
Involve a Hindu persona doll to help pupils engage with the idea



Source: http://www.request.org.uk/main/dowhat/baptism/infant_lg.jpg





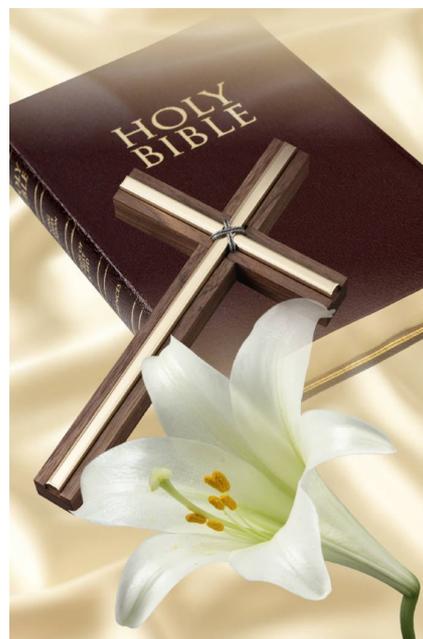
Suggested resources available to borrow from the RE Centre by subscribing schools

(Telephone 01962 863134)

Easter topic box

(exemplar contents from several boxes)

- 3 x Easter posters (Living Religions 5/Last Supper/Easter PCET)
- Artefact: Cross from El Salvador
- Artefact: Palm Cross
- Artefact: Resin statue - The Last Supper
- Artefact: Standing crucifix
- Book: *An egg for Babcha* Barratt
- Book: *Deedee's Easter Surprise* Kinnear
- Book: *Easter Blueprints*
- Book: *Easter* Fiona French
- Book: *Easter* (First Festivals) Rock
- Book: *Hope and new life! An Easter Story* Zucker
- Book: *The story of Easter* Cole/Lowndes
- Easter greeting card
- CD ROM – *Cracking Easter* – Stapleford Centre
- Information pack containing planning, notes on preparation for Easter, teacher guidance to accompany *The Story of Easter* and *An egg for Babcha*, useful websites and IT advice
- DVD *Jesus*



Shabbat topic box

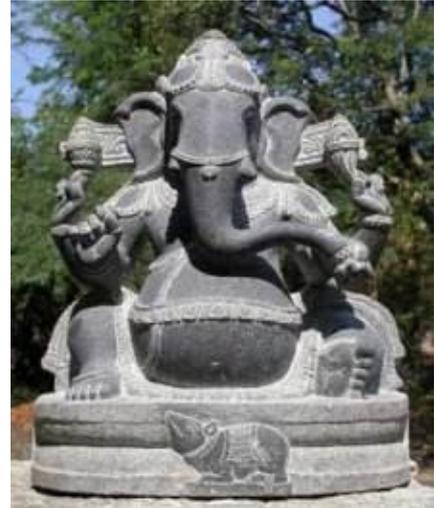
(exemplar contents from several boxes)

- 2 x Challah loaves (non-edible)
- 2 x posters
- CD *Two candles burn*
- Board book *Shabbat shalom*
- Book: *A day to rest* Broadbent/Logan
- Book: *Belonging* Ruth Nason
- Book: *My Jewish faith* Anne Clark
- Book: *Shabbat Shalom!* D J Taylor
- Book: *The Friday nights of Nana* (Hest)
- Booklet: *The Shabbat Experience*
- Challah cover
- Havdalah candle
- Havdalah set comprising:
 - Kiddush cup
 - Havdalah candle holder
 - Spice box
 - Tray
- Information pack including planning
- Pair of Sabbath candlesticks and two candles
- Yamulkah / Kippah – (small cap)



Ganesh topic box (exemplar contents from several boxes)

- 5 posters - Ganesha
- A4 Ganesh picture (black and white)
- Artefact: Brass Ganesh plaque
- Artefacts: 2 Wooden Ganesh murti & 2 metal Ganesh murti
- Artefacts: 2 plastic Ganesh murti
- Book: *The Elephant-Headed God and other Hindu Tales* Debjani Chatterjee
- Booklet: *Ganesha*
- Booklet: *Ganesh Naik/Varma*
- Information pack including planning and stories
- Puja set (9 piece)
- Puppet Ganesh



Special clothes topic box

(exemplar contents from several boxes)

- Big book: *Special clothes* Hughes
- Book: *Religious articles (What's special?)* Ganeri
- Book: *Religious costumes* Galford
- Book: *Religious dress* Mayled
- Book: *Special occasion clothes* Bingham
- Photopack: *People in religion* Folens
- Information pack
- Buddhist dress:
 - orange monk's robes
- Christian dress:
 - first communion veil
 - rosary beads
- Hindu dress:
 - wedding sari and instructions
- Islamic head coverings:
 - 2 x male prayer hat (topi)
 - Hijab (female head covering)
- Jewish dress:
 - prayer shawl (Tallit)
 - black/gold kippah or yamulkah (male)
 - pearl kippah (female)
- Sikh five Ks:
 - Kangha (comb)
 - Kachha (shorts)
 - Kara (bangle)
 - Turban (reminder of Kesh, uncut hair)
 - Kirpan (ceremonial short sword)



Age-related expectations

excerpt from *Living Difference III*

When planning with *Living Difference III*, the appropriate age-related expectations must be used to ensure that there is progress over time.

Intended learning outcomes for Foundation Stage children are informed by and working towards **end of Year 1 age-related expectations** which are reproduced here:

End of Year 1 age-related expectations

Communicate	Children can talk about their own responses to their experiences of the concepts explored.
Apply	They can identify how their responses relate to events in their own lives.
Enquire	They can identify and talk about key concepts explored that are common to all people (Group A concepts).
Contextualise	They can recognise that the concept is expressed in the way of life of the people studied.
Evaluate	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.