RE Unit EYFS	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
F4 What special times do people celebrate and why might these times be very important?	**Stories** **Observations** **Interviews**		In this unit we will explore celebration in general, and two religious celebrations in more depth. These are spring festivals, so, if we do this unit in the spring, pupils can make natural links with what is happening around them and develop their knowledge and understanding of the world. To help on our exploration will be stories behind Holi and Easter, people who celebrate and plenty of observation (e.g. of artworks, objects and photographs) Throughout the unit, we will think about our own celebrations*. We will compare how bits of our own celebrations compare to the festivals we look at in class. *These might include Easter or Holi if pupils belong to families who celebrate them. They can	**Year 1 -** 1.9 How do stories and art express worldviews? **Year 2** - 1.10 How can someone's worldview be seen in the choices they make? **Year 3** - L2.10 How and why do people (in three traditions) use ceremonies to show their commitments? **Year 4 -** L2.12 What brings people meaning and purpose in life? Case studies from three worldviews **Year 5 -** U2.10 How do organised and individual worldviews help people when times get hard? **Year 6** - U2.11 How might someone's worldview affect how they view and	a: formation/expression b: organised/individual c: context g: ways of knowing j: personal worldviews

			also include non-religious celebrations in which pupils participate.	treat the natural world?	

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 What do we celebrate? What do many Christians celebrate in the Spring?	Lots of people celebrate. Some people celebrate for religious reasons and others do not. At Spring, most Christian people celebrate a festival called Easter. The Easter Story.	**[Stories, observation]** Pupils explore and talk about items in celebration box (i.e. from range of celebrations including cards, festival stories etc). Discuss items pupils use in own celebrations – teacher clarifies which of these are/not linked to religions (there may also be some grey area) Explain we will be studying Spring festivals, look for signs of Spring – place bulbs and buds on discovery table, see how they grow during the term. Recap Christian name and symbol (cross). Recall Winter festival (Christmas); introduce Easter – Christian festival in Spring. Introduce Easter story, examine images of resurrection from artists across globe. Look Easter Story books, locate Jesus in images of resurrection, find signs of Spring outside, explore Spring and Easter discovery table.	Celebrate Religious Christian Festival Easter
Lesson 2	Easter traditions and rituals, with a focus on those carried out by one Christian	**[interviews, observation]**	

How do some Christians celebrate Easter?	family. NB, for this lesson, it would be useful to focus on a mainstream Anglican family with fairly traditional Easter practices.	Look at photo of family celebrating Easter – pupils talk about answers to 3 questions in order: What can we see? What do we know? What do we wonder? Find out from family member about how they celebrate Easter, help pupils formulate questions about this. Use images of traditions explained by family member – pupils pick out those showing practices linked to Easter Story. Think about whether the family's Easter is similar to any pupils' celebrations (special story? Special food? Springtime? etc) Take lots of Easter cards, sort them out (e.g. those showing story/other, those showing crosses/other)	
Lesson 3 How do many Christians celebrate Easter?	Easter traditions and rituals, with a focus on those carried out by one Christian family. There might be similarities in the ways Christians celebrate Easter, there might be differences too. NB, for this lesson, it would be useful to focus on a family with a different denominational or cultural background than lesson 2 if possible.	**[interviews, observation]** Find out about pupils' birthday traditions, note similarities and differences. Look at photo of 2nd family celebrating Easter, discuss same 3 questions as L2. Hear from a family member about their Easter celebrations. If families from 2 different Christian backgrounds are participating, mention this, tell pupils there are many Christian backgrounds. Talk about similarities and differences in the families' Easters (draw parallels with class birthdays). Create Easter cards with picture of an Easter practice on front, write/say suitable message for inside. Look at non-fiction books about Easter celebrations, listen to Easter songs.	Similarities differences
Lesson 4 How do many Hindus celebrate Holi?	Holi is a Hindu festival. In the UK, it marks the end of Winter and start of Spring. Ways in which many Hindus celebrate Holi, including traditional	**[interviews, observation]** Explain we are going to look at a Hindu celebration now, recap name Hindu and Aum symbol from unit F3. Find out about how a Hindu family celebrates Holi. Use	Holi Hindu

	throwing of colours and greeting of 'Holi Hei'.	non-fiction texts, photographs (may be helpful to have useful captions) or films to f ind out more about Holi celebrations in general. Use gulal powder (or poster paint if none available) for pupils to throw at cheap/old white T-shirts, covering them in colour. Help them talk about how this was a bit like actions of Hindus at Holi. Look at books about Holi. Hide letters of words relating to Holi in sand tray – pupils to retrieve and spell words, exploring discovery table (with Holi items and images added). Think about ways in which Holi celebrations might be similar to/different from any pupils' celebrations.	
Lesson 5 What story do many Hindus remember at Holi?	At Holi, many Hindus remember the story of Krishna covering Radha and the gopis in colour. The love between Krishna and Radha, and the fun his actions in the story brought, are important for many Hindus at Holi.	**[Story]** Pupils observe and describe artwork of Krishna covering Radha in colours, adult tells the story. Link the story to Holi practice of throwing colours. Pupils talk about expressions on faces in the artwork (joyful, having fun, loving). Discuss how these emotions link to Hindu Holi celebrations today. Pupils cover white paper with bright Holi inspired colours and stick image of Radha and Krishna on top – use these as prompts for pupils to explain orally about the festival practices and link to the story. Labelling images of Radha and Krishna/Hindu Holi celebrations, Filling bubble writing words of emotions linked to Holi in bright Holi colours.	Krishna Radha
Lesson 6	Sum up the learning. Show knowledge of Easter and Holi stories and practices. Be able to talk well about at least 2 celebrations using key vocabulary (in	**[Observation]** Have a range of images showing Holi and Easter practices and stories – pupils to classify. Look back at celebration box – identify any items in there linked to	

What special times do people celebrate and why might these times be very important?	bold above). Talk about their own celebrations and how they are the same and different.	Easter or Holi or to their own celebrations. Have display board split into 3 or 3 large pieces of paper labelled 'Holi', 'Easter', 'My Celebration'. Pupils to each produce pictures for at least 2 sections. Orally, or in writing pupils to explain what their picture shows. Extra images created for the display, tasting Easter related foods, covering laminated images of themselves with colour, Holi-style	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: Pupils will know that: • Lots of people celebrate important events and festivals • Some celebrations may be linked to religions and others may not Easter is a festival celebrated by most Christians • There are practices carried out by Christians at Easter (and know a variety as exemplified by the two focus families) • Not every Christian has exactly the same practices at Easter; people's actions during celebrations in general are not completely uniform • Holi is a Hindu festival during which the story of Krishna covering Radha in colours is remembered • There are practices carried out by many Hindus at Holi (and know a variety including throwing of colour) Engaging with religious worldviews: Pupils will: • Encounter at least three ways of knowing in RE • Engage with and observe a range of items and artefacts linked to celebration • Find out about roots of religious festivals through associated stories, and explore the stories further by observing related artworks • Hear from at least two different families from the same religious background • Observe images of practices during celebrations Understanding themselves: Pupils will • Make frequent comparisons between times when they celebrate and the festivals studied, looking at comparable elements e.g. card/gift giving, food, stories, emotions involved, special clothes worn, showing what is important to them, etc.	**Lesson 3** https://greekherald.com.au/community/church/one-faith-many-homes-how-greek-orthodox-families-celebrate-easter-globally/ Easter in Greece | Greek Easter Traditions for families NATRE members might find the Easter around the world unit useful from https://natre.org.uk/mailing-category/primary-series-inspiring-re/christians-2/ **Lesson 4 and 5** • Myra Plays Holi! by Sheena Garg • Festival of Colors by Kabir and Surishtha Seghal. NATRE members can access PPT and unit include image of Krishna covering Radha with powder and photos of Holi being celebrated with informative captions: https://natre.org.uk/mailing-category/primary-exploring-religion-worldviews/exploring-hindu-worldviews/