

# Unpacking Christianity in EYFS

**What makes  
every single  
person unique  
and precious?**



**The *EMMANUEL* Project 2020:  
Teaching Christianity effectively in Reception**



## Before you start:

**Religious Education is statutory for all pupils in state-funded schools, including children in Reception, and in addition to the Early Years Curriculum.** RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



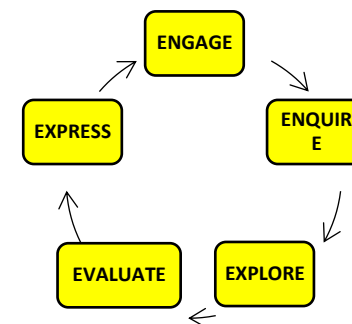
**This unit, one of six for Reception, focuses on the Christian concept of 'incarnation'.** It is important to read the guide to the concept and ensure that teaching and learning reflect this focus. Each unit contains an encounter with another faith.

**It links with common themes in RE syllabuses and complements Early Years work,** especially in Communication and Language / Personal, Social and Emotional Development / Understanding the World

**It is designed as the RE work for a half-term.** Most syllabuses recommend about 30 mins RE a week in EYFS, but teachers should organize this as best suits their setting e.g. blocking the units.

**Learning is developed through an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept. **Extend** contains another faith.



**A resource list is provided as are ideas for continuous and enhanced provision.**

**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use, especially in Reception.

**Further guidance, more units and support materials are found on the Emmanuel Project Flash Drive** (introduction to the Emmanuel Project, overview of the EYFS units, quick quizzes, pictures of Tom and Tessa, scrapbooking ideas).

## Background for this unit

### **'What makes every single person unique and precious?'** lays

foundations for understanding the Christian belief that all humans are made in the image of God, each an 'incarnation', a physical being known and loved by him.



This unit is the second of two underpinned by the idea of 'incarnation' as expressed in the Christian faith. Incarnation simply means 'in a body'. The other unit **'Why do Christians perform nativity plays at Christmas?'** explored the idea of Jesus as God becoming human. Both units also offer pointers to beliefs held by other faiths.

**Teacher-directed sessions and 'Follow-ups'** provide links for children with Christian beliefs about how people are precious to God. These beliefs, for example, are a bit like:

- *looking and acting a bit like our parents*
- *being like someone but also different*
- *having someone know absolutely everything about you*
- *being loved and wanted, never forgotten or left behind*
- *learning that God likes us and wants us to be friends*
- *always being welcome and never turned away*
- *being unique, the only one*
- *everyone coming to your party and making you feel special*

**Continuous provision suggestions** encourage children to experiment with key vocabulary and engage with activities which explore religious traditions and ideas.

The unit draws on Christian material related to 3 areas:

### **Biblical Narrative i.e. things the Christian Bible says e.g.**

- Jesus welcomes the children- Mark 10 v.13-16
- Jesus lost in the Temple – Luke 2 v.41-51
- The Lost Coin – Luke 15 v.8-10
- He knows every hair on your head – Matthew 10 v.30
- Love one another as I have loved you – John 13 v.34-35
- Golden Rule - Do as you would be done by
- Isaiah 43 v.4- You are precious to me and I love you

### **Church Community i.e. what happens in churches e.g.**

- Singing about God's great love, both quietly and loudly, including children's songs like "If I were a butterfly" or 'He's got the whole world in his hands' / God loves you and I love you / God's love is big, God's love is great
- Celebrating with a thanksgiving for a baby or organising an event which helps children in need e.g. for The Children's Society

### **Christian Living i.e. how Christians live their lives e.g.**

- Living out Jesus' two great commandments: Love God, love your neighbour and offering a welcome to others.
- Recognising people are God's treasured possessions and caring and loving others in response to God's love for them.
- Working with people in need e.g. The Children's Society, and 'tending' or looking after people, as one of the 'Five Marks of Mission' i.e. what the church should be doing.

**The diagram below summarises some Christian beliefs about 'incarnation' and lists some key vocabulary to use with children.**



#### Key Vocabulary

- Jesus
- God
- precious
- unique
- Bible
- Christian
- church
- welcome
- believe
- thanksgiving





# What makes every single person unique and precious?

## ENGAGE with the word 'precious' and its meaning

### End of year expectations

The 'I can's' below  
are for assessment.  
R and Y 1 examples  
are given to help  
mixed classes.

Please consult your  
RE leader about  
assessing RE and  
check advice at the  
end of the unit.

**Teacher's Note:** This lesson includes one of Jesus' parables: a precious story for Christians. It is about a woman who lost a precious coin: part of a collection, maybe her savings, or a wedding necklace, and somehow it, or they, got lost. It was so precious she spent money on expensive oil to light her lamp and swept the house to find it.

### What does the word 'precious' mean?

Gather the children in a circle and tell them you have something PRECIOUS with you. Cupping your hands together, mime passing round something precious but invisible. You are imagining it as you hold it. What is it I am holding so carefully?

Pass the imaginary object from child to child – what is it? Take suggestions from children as passing takes place. Use their ideas to begin to establish a meaning for 'precious'. I wonder what you have that is precious.

Maybe you could refer back to the 'treasure' boxes made in the unit: 'Why is the word 'God' so important to Christians?' if you did this with the children.



**Follow-up:** Make paintings of precious things to bring to a circle time later and talk about.

### What is precious in this story that Jesus told?

Introduce Tom and Tessa (see **Resources**). They have brought some things to show you: a scarf and a robe, a Bible story book.

Is there a note somewhere? Find one tucked into the Bible story book.

**Hi everyone! It's us! Tom and Tessa. We love hunting for things. Mum sometimes forgets where things are and we have to help her find them. We also love it when we have**



*Please read the guide to Christian belief above before you start the lessons as this help you understand and stay focussed on the RE elements of the lessons.*

*You will need to hide the silver coins before the lesson starts. Read the lesson to find out more.*

*In a 'Hot and Cold' Hunt – teacher says warm, warmer, hot, baking etc as*



<p><b>1a</b> I can remember a story Jesus told e.g. the Lost Coin, and know it is special to Christians</p> <p><b>1e</b> I can ask why a story is told, and what I learn from it, including the story of the Lost Coin</p> <p><b>1f</b> I can talk about something which is really precious to me and why</p>	<p><b>the Easter egg hunt at church! Or when we play 'Hunt the Thimble' with Granny and she gives us 'hot and cold' clues.</b></p> <p><b>We thought you would like a story we know from the Bible about something 'precious'; it's a story Jesus told about a woman who lost something very very special.</b></p> <p>Don the scarf and robe in Biblical style or dress up a child. I wonder what this woman has lost. It's a coin.</p> <p>In fact there are 10 gold or silver chocolate coins for children to hunt. Hide the tenth inside something. When nine are found, ask where the tenth is. Direct children to this last coin, using 'hot' and 'cold'.</p> <p>Why did the woman want to find the coin so badly? Why did she look so hard? It was precious to her. Tom and Tessa's mum says the story reminds her that people are precious to God too; he cares what happens to them.</p> <div data-bbox="1303 416 1675 695" data-label="Image"> </div> <div data-bbox="490 745 613 932" data-label="Image"> </div> <p><b>Follow-up:</b> Take photos of children hunting for a coin and cheering when finding the tenth one. Use the photos to retell the story another time. You could show children these examples ( <a href="http://www.freebibleimages.org/photos/lost-coin/">www.freebibleimages.org/photos/lost-coin/</a> ) and plan how you can make your own like them.</p>	<p><i>children get closer to the object and cool, cold, colder as move away from it.</i></p> <p><i>You could read: The Ten Silver Coins (Butterworth &amp; Inkpen) or 'Missing Coin' from The Big Bible Storybook</i></p> <p><b>Bible reference:</b> <b>Luke 15 v.8-10</b></p>
<p><b>ENQUIRE</b> into the idea of people being unique and precious</p>	<p><b>Teacher's note:</b> Do try to meet a baby if possible. It is a great way to show both preciousness and uniqueness.</p> <p><b>How precious is a baby?</b></p> <p>Meet a baby. Talk to mummy or daddy about looking after a baby. Unpack a baby bag and think about things a baby might need. What are the most important things?</p> <p>If possible, watch the baby having a bath. How do we show a baby is precious when we bathe it? How else do mummies and daddies show babies are special? What might happen if a baby is neglected?</p> <div data-bbox="1402 978 1704 1311" data-label="Image"> </div>	<p><b>Teacher needs to organise a baby visit, photos of the class as babies and maybe cake!</b></p> <p><b>For Christians, each individual human is unique, known and loved unconditionally by</b></p>

**Rd** I can talk about something that happens to me now that didn't happen to me when I was little

**Re** I can talk about something interesting in the story of Jesus getting lost

**1d** I can talk about times when people in my family or class have been 'lost and found'

Everyone was a baby once. Look at baby photos of children in the class. Who is who? What can we do now that we couldn't do then? How are we the same and how are we different?

Try the circle activity song 'Hey you in the Middle' or learn 'I'm a miracle' both from 'All about me' (see **Resources**)



**Follow-up:** Paint or draw pictures of ourselves as babies. Label with what we couldn't do when we were that small.

### Is everyone precious? What is 'unique'?

Share a birthday cake, maybe with a photo of a baby on it. You could sing 'Growing' from 'All about Me' (see **Resources**). Look at photos of the same baby if possible from 'birth day' to age 5. Put them in order. Are we only precious as babies? Are we still precious when we are older?

One reason we are precious is we are unique. What does this mean?

Show the class a 'New Baby' card. Everyone who is born in the world is unique. Christians believe God knows and makes everyone unique. Tom and Tessa are twins. They are the same but also different.

Try watching / listening to this song: **I am special (Bernadette Farrell)** and talking about it. It is one of Tom and Tessa's favourites. What does it say? How do you know it is a Christian song? Search for it online.



**Encounter with Hinduism:** How do we show someone they are precious?

**Teacher's note:** This is a lesson to extend children's knowledge of different faiths and cultures. It is not meant to be part of **this particular lesson** but fits nicely after this point in the unit where comparison with other faiths is more possible.



**God. Each is made in the image of God and of infinite worth.**

**The Bible says: You are precious to me ...and I love you .....Isaiah 43 v4**



**Jehovah's Witness children and some others do not celebrate birthdays but still believe everyone is special.**

**You could read 'Kipper's Birthday' or other birthday story books. Think about how birthdays are one way of reminding people how each person is precious.**

**The story and a possible lesson** are found on p.17.

Use a picture / cartoon of a Hindu child (or appropriate persona doll) i.e. the equivalent of Tom and Tessa, to introduce the festival of Raksha Bandhan, a special Hindu custom which celebrates the special relationship between siblings or other near relatives.

***An alternative or additional Enquire:***

*Teacher's Note:* This is the only Bible story about Jesus between the age of 2 and 30; he was 12 and visiting Jerusalem for the Passover feast with his parents. The sense of the story is that Jesus is now well aware that his true father is God and that he is safe in God's house; he is precious to both God and his earthly parents.



**How do we know someone is precious?**

Have you been lost? What does it feel like? Why do we look for someone if they get lost? How does it feel to be found? Tell stories of being lost and found e.g. in the supermarket or in the park.

People are precious and when they are lost, we are sad or worried and go looking for them.

Tom and Tessa have brought their acting clothes in and their Big Bible Storybook. They want to tell you a story. It is a story in which Jesus gets lost. I wonder what happens in it.

Act out the story with the children. Use everyone to create crowd scenes of villagers on the road to and from Jerusalem and crowds in the Temple.




**OR** use small world figures to tell the story on a cloth on the floor. Use blocks to represent the Temple and create a pathway out of felt.






***Bible Reference for this story: Luke 2 v.41-51***

***There is a simple Reflective Story of Jesus being lost in the Temple in 'A Book of Reflective Stories'. It is complemented by a song. See Resources.***



	<p>Use a picture to focus discussion after the story e.g. <u>Finding of the Saviour</u> (William Holman Hunt - see internet). Why did Jesus' mum and dad look for him? Where did he go to be safe? Why? What was he doing?</p> <div data-bbox="524 258 640 456">  </div> <p><b>Follow-up:</b> Make paper-plate faces with an extra flap as the bottom half. On the flap a smile, under the flap a 'down at corners' mouth.</p> <p>Use them to talk about lost and found feelings, linking to the idea of being precious.</p>	
<p><b>EXPLORE</b> <b>(1)</b> <b>the Christian belief that all are precious to God in Bible Narrative</b></p> <p><i>Ra I can remember something that happens in the story of Jesus welcoming the children</i></p> <p><i>Rf I can talk about what I think is special (or unique) about me</i></p>	<p><b>Teacher's note:</b> Christians learn about God from the Bible at church and home. They believe the Bible teaches that God loves and wants every human being and that this love was demonstrated by Jesus when he came to earth. They believe that all humans are made in God's image.</p> <div data-bbox="504 694 801 1021">  </div> <p><b>What Bible stories teach Christians that people are precious?</b></p> <p>Tom and Tessa have brought in their big book of Bible stories again. What stories do you already know from this book? Find a post-it note on the Bible.</p> <div data-bbox="824 906 1489 1225"> <p><b>Hi everyone! Tom and Tessa here again. We had to act a story about Jesus at church last week. We had to practise. It was fun. Grandad came to see how we were getting on and we acted the play for him. 'Jesus really thought the children were special, didn't he, Grandad?' we said. Grandad smiled at us, 'I think you're right. Everyone is precious to Jesus. He never turns anyone away.' We thought you might like to act out the story too.</b></p> </div> <div data-bbox="1512 928 1697 1157">  </div> <p>Read / tell the story together. Lots of parents bring their babies and children to see Jesus. Tired disciples try to send them away but Jesus says children are welcome and must not be turned away. He welcomes and blesses them.</p>	<p><i>Bible Reference for the story of Jesus welcoming the children: Mark 10 v.13-16. Read the story in the Bible as well as the story book to help with accuracy. Maybe it's time to get a Bible app or to use <a href="http://www.biblegateway.com">www.biblegateway.com</a></i></p>

	<p>How can we act this out? Everyone can take part. A whole crowd of children is needed.</p> <p>Think about when we send others away e.g. when we don't want them to play. How do you know that the people were important or precious to Jesus? What does a Christian learn from the story about how to treat people?</p>  <p><b>Follow-up:</b> Learn, or listen to, a welcoming song a Christian might use e.g. 'God welcomes all, strangers and friends, God's love is strong and it never ends' (<a href="http://vimeo.com/30474032">http://vimeo.com/30474032</a>) <b>OR</b> The Circle Song (Bernadette Farrell – Share the Light)</p>	
<p><b>EXPLORE (2)</b></p> <p><b>how Christians show that all are precious to God in their Church Community</b></p> <p><i>Rc I can recognise why a 'thank you' song to God is important to a Christian</i></p> <p><i>1b I can use the right words to talk about a Thanksgiving service for a baby e.g. Christian, church, welcome, vicar</i></p>	<p><b>Teacher's note:</b> <i>In many churches, the vicar or some church members stand by the door on Sunday morning as 'welcomers'; they want to welcome everybody just like Jesus did.</i></p> <p><i>Some families like to have their babies christened (baptised) and welcomed into the church family but sometimes the vicar is asked if he will help a family just say 'thank you' for their baby. There is a service of 'thanksgiving' for this occasion in the Church of England.</i></p>  <div data-bbox="495 831 1120 1045"> <p><b>THANKSGIVING SERVICES</b></p> <p>There is a special, but simple, service of thanksgiving, which is a lovely time when you can be with friends and family, ask for God's blessing and pray for your baby. It's different from a christening so read on to discover whether this is something to explore further with your local church.</p> </div> <p><i>If you involve Church of England clergy, please specify that you do NOT want to see a BAPTISM. This is covered in KS1. 'Thanksgiving' is more appropriate here.</i></p> <p><b>How do some churches show babies are precious to God?</b></p> <p>Produce a large envelope and out of it take a photo of a baby girl and a note from Tom and Tessa.</p> <div data-bbox="544 1249 1453 1391"> <p><b>Hi everyone. Tom and Tessa here. This is our baby cousin. She is called Beth. We are going to have a special <u>thanksgiving</u> service at our church for Beth with stories and songs and prayers. Her mum and dad don't go to church</b></p> </div> 	<p><b>A Thanksgiving is not a Christening / baptism. No water is used and the child is not made a church member. See <u>Appendix 1</u>. Thanksgiving Service for a child can be found at: <a href="https://churchofenglandchristenings.org/for-parents/thanksgiving-service/">https://churchofenglandchristenings.org/for-parents/thanksgiving-service/</a></b></p> <p><b>Other churches also have thanksgiving services for children which parents may be able to tell you about.</b></p>

	<p><b>much but they still want to say thank you to God for little Beth.</b></p> <p><b>'God welcomes us all,' our vicar said and then he asked us if we'd like to help in the Thanksgiving service. We are really excited. See if you can find out what happens at a Thanksgiving service.</b></p> <p>What does 'thanks-giving' mean? Can you hear the word 'thanks' in it? Christians love to say thank you to God for all the good things in life. They have lots of 'thank you' songs. Maybe you know one e.g. 'Thank you Lord for this new (fine) day' (This could be adapted to 'Thank you Lord for Baby Beth'.)</p> <p>Make a special area to be the church. Bring the children in and act out what happens at a thanksgiving service very simply. Use a doll as the baby. Say some of the special words. Use the outline in <b>Appendix 1.</b></p> <p>Act out the story of 'Jesus welcoming the children' again as part of the 'service' and maybe sing or listen to a song too. Another possibility is the older song 'Jesus loves the little children' which includes the word 'precious'.</p> <p>The baby is given a book of stories about Jesus. Wrap one up beforehand so it can be unwrapped in the 'service'.</p> <div data-bbox="1317 536 1680 818" data-label="Image"> </div> <p><b>Follow up:</b></p> <div data-bbox="499 874 633 1107" data-label="Image"> </div> <p>Make a 'Welcome' banner with everyone's faces painted on pieces of material and stuck on.</p> <div data-bbox="949 874 1680 1166" data-label="Image"> </div> <p>How do we welcome people in school? Welcoming shows people they are loved and special.</p>	<p><i>He knows my name / I am not forgotten (e.g. Israel and New Breed/ Watoto choir / Hillsong Kids) – these songs give insight into a sense of being cared for by God. Could be used e.g. for dance, or as background. Tom &amp; Tessa may hear them at church. 'I am not forgotten' is used a lot for dance.</i></p>
<p><b>EXPLORE (3)</b></p>	<p><b>Teacher's Note:</b> <i>Jesus taught his followers many things about God; he taught with authority and he taught often by parables, stories with meanings. Once he said, 'I'm giving you a new commandment; love one another as I have loved you.'</i> On another</p>	<p><i>'Neglect' is recognised e.g. by Childline, and in</i></p>

**how Christians try to treat everyone as precious in the way they live**

***Rb** I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them*

***1c** I can suggest why Christians might think stories and words from the Bible are important e.g. the Golden Rule*

occasion he said, 'Do for others what you want them to do for you.' This is known as the Golden Rule and has parallels with rules in other religions.



### **How are Tom and Tessa taught to live their lives?**

Tom and Tessa have brought something really special today. Open a tin of buns / little cakes. They had to ice lots of cakes. They could have done with your help!

*What rules do you think there are for icing cakes? Decide and get icing.*

I wonder why Tom and Tessa need these cakes. Is it for a birthday? .. or a Thanksgiving service? No. A label on the outside of the tin should say: **'Bake and Brew' morning for The Children's Society.**

The Children's Society was started by Christians; it helps children. Some children get very lost and need to be found.

Some children are treated meanly and nobody makes them welcome. Some children have mummies and daddies who neglect them; they do not look after them properly and these children need help from outside their family.



Read the note in the tin.

**Hello everyone. Tom and Tessa here! We have made some cakes for 'Bake and Brew' and these are left for you to ice. At our church we hold 'Bake and Brew' to raise money for the Children's Society.**

**We want to help others because we would want someone to help us if we were in trouble. We also know everyone is precious to God. We want to help people now just like Jesus told his followers.**

**Do you know Jesus' Golden Rule? It helps us live the right way.**

Hide words on golden card round the room for children to hunt. **"Do for others what you want them to do for you."** Rearrange them and read together – it would be fine to put numbers on the back to help.

Work out how to end these sentences .... And this will help you decide how to help others.

**Safeguarding training, as a form of child abuse.**


*To 'tend' the needy, just like Jesus did, is one of the Church of England's Five Marks of Mission and demonstrates that all are precious to God.*

*Jesus' Golden Rule comes from the Bible: Matthew 7 v.12.*

**The Children's Society say: We fight child poverty and neglect and help all children have a better chance in life.**

*The Church of England Children's Society began in 1881, working with 'waifs and strays'. It is now the Children's Society, a social justice organisation working for, and with, children. It fund-raises at*



	<ul style="list-style-type: none"> <li>• When I am sad, I need .....</li> <li>• When I can't do my work, I need .....</li> <li>• When I have lost something, I need ...</li> <li>• When I want to play, I need .....</li> <li>• When I do something naughty, I need .....</li> </ul> <p>Is Jesus' Golden Rule a good rule for everyone? Would it help us in our class?</p> <p>You can eat the cakes on this occasion but why not plan a 'Bake and Brew' of your own!</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Follow-up:</b> Plan making and icing cakes for a 'Bake and Brew' and raise money for The Children's Society or another charity for children.</p> <p>You can find out more about 'Bake and Brew' and 'Icing Parties' on the Children's Society website.</p> </div>  </div>	<p><b>Christingle and at 'Bake and Brew'.</b></p>
<p><b>EVALUATE</b> children's learning in teacher-led sessions and any relevant aspects of enhanced provision</p>	<p><b>Teacher's note:</b> <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Check out the KS1 SOLO taxonomy hexagons and use the key vocabulary on page 4 to create big floor hexagons for this unit to use as a class.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>	<p><b>See 'Assessing RE in your school' p. 17-18 for decisions about how /what to assess.</b></p> <p><b>Different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Use the sample KS1 Solo Taxonomy hexagons on the Emmanuel Project Flash drive to help create some to use in this unit.</b></p>

## EXPRESS your RE learning so it can be shared with others

**Teacher's note:** You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Act one of the Jesus stories** to another class, to the head teacher or your 'Open the Book' team. Write a sentence to introduce it using the words 'precious' and 'unique'.
- **Invite the vicar to see your work** on 'Thanksgiving' or tell the story of Beth's Thanksgiving in situ in a local parish church.
- **Create a 'Welcome' banner** for the entrance to your EYFS area or a good display of work for outside your classroom which you can show to visitors.
- **Invite parents to a 'Precious and Unique' display** and allow children to show what they have done and what they know about the meaning of 'precious'. Sing songs from the unit and explain why everyone is unique and precious.
- **Hold a 'Bake and Brew'** to raise money but also tell others about your learning.
- **Create a display of 'baby' paintings** for parents to see and invite everyone else in to see it. What are the parents' memories of precious times with their baby sons and daughters? Can these be added?



*These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well*

# Appendix 1 ~ Thanksgiving for the birth of a child

This is a Church of England service for parents who want to give thanks for a new baby or child. It is not the same as baptism or Christening which is about joining the Christian community. Some parents may opt for baptism later or wait till their child can choose. See an explanation: <https://churchofenglandchristenings.org/for-parents/thanksgiving-service/>



~~~~~

The vicar welcomed everyone to the church: 'We are here to give thanks for baby Beth, with her family and friends, and to support her mummy and daddy with our prayers and our love.'

First they sang a song e.g. Thank you, Lord, for this fine day. Then the vicar read the story from the Bible of Jesus welcoming the children. Tom and Tessa helped act it. The minister reminded everyone 'God never turns us away; we are all precious and unique to him.' Everyone sung a song of welcome.

The vicar asked Beth's mummy and daddy to bring Beth to the front of the church so everyone could see her. He asked them some special questions. *I wonder if you can guess the answers!*

- Do you receive this child as a gift from God? / **We do.**
- Do you wish to give thanks to God and seek his blessing? / **We do.**
- What name have you given this child? / **Her name is Beth.**

The vicar reminded everyone how Jesus took the children carefully in his arms and blessed them. Beth's mummy passed Beth carefully to the vicar, who was good at holding her! The vicar said special words to bless Beth.

- Heavenly Father, we praise you for baby Beth; surround her with your blessing that she may know your love, be protected from evil and know your goodness all her days.

Then he asked God to help Beth's mummy and daddy love and care for Beth. He asked God to give them wisdom, patience and faith and help them provide all Beth needed.

Tom and Tessa came forward to give Beth a Thanksgiving present from the church. It was a book of stories about Jesus and the wonderful things he said and did on earth. There was a Bible book for Beth's mummy and daddy too. 'Take it as your guide through life,' the vicar said.

Then everyone prayed together: God our creator, we thank you for the gift of Beth, entrusted to our care. May we be patient and understanding with her, ready to guide and to forgive, so that through our love she may come to know your love; through Jesus Christ our Lord. Amen

They finished with the Lord's Prayer, which Jesus taught his followers. Then everyone clapped Beth and, as the last song ended, everyone went to take photos of Beth and have a drink and some cake together.



## Resources and ideas for continuous / enhanced provision:

|                                |                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Construction</b>            | Building a church or the temple in Jerusalem with pictures to help                                                                                                                                                                                                                                                                                                               |
| <b>Book area</b>               | It's Good to be Me! Boosting Self-Esteem to Find Your Inner Hero. Louise Spilsbury (Author)<br>Books about being unique or special in some way e.g. <i>Stink bug saves the day: Bill Myers / The Smartest Giant in Town: Julia Donaldson / The Rainbow Fish: Marcus Pfister / Giraffes Can't Dance: Giles Anderson</i><br>Where's Wally type-books, involving hunting for things |
| <b>Listening corner</b>        | "All about me" CD for children to select tracks and sing along<br>The Big Bible Storybook audio CDs for listening along with Tom and Tessa                                                                                                                                                                                                                                       |
| <b>Writing / mark-making</b>   | Speech bubbles- what I'm good at<br>Post box - pictures and writing about who they want to be like<br>Interactive display- writing about things which they would like to be able to do and things which they are proud of<br>Baby cards                                                                                                                                          |
| <b>ICT / technology</b>        | Finger prints under visualizer/ microscope<br>Photograph each other pretending to hunt for something                                                                                                                                                                                                                                                                             |
| <b>Sand/ water / malleable</b> | Small world figures in sand to tell stories or coins or other objects to find in different media<br>Mirror at the bottom of the water tray to see themselves and how they change<br>Water challenge- to see how many 'precious people' they can rescue in their nets in a set amount of time (using stop watch or sand timer)<br>Baby dolls to bathe and look after              |
| <b>Music / role play</b>       | Link to one of the stories e.g. hunting for the silver coin or looking for Jesus in the Temple - a range of dressing up clothes for children to choose who they want to be / Pictures of the stories to remind children of key moments<br>Birthday party role-play area or new baby in the family role play                                                                      |
| <b>Creative area</b>           | Making people/ face using clay, play dough, lollypop sticks<br>Self-portraits using mirrors to help<br>Heart and hand art: collage, printing, painting – use printing to create a welcome banner                                                                                                                                                                                 |
| <b>Investigative area</b>      | Match photos with birthday cards with numbers from 1 upwards<br>Different people to collect and sort (possibly provide a tally chart)<br>Putting puzzles together – possibly puzzles of their own faces – why do we need all the pieces – every piece is special                                                                                                                 |
| <b>Small world</b>             | Model church out of Lego or other building materials and use Duplo figures to make people to go into the church                                                                                                                                                                                                                                                                  |
| <b>Cookery</b>                 | Make birthday cake buns or cakes for 'Bake and Brew'. Work with icing. Make cake pops.                                                                                                                                                                                                                                                                                           |



## Other faiths - Raksha Bandhan: A Hindu festival for brothers and sisters

Look at different kinds of bracelets or wrist bands e.g. loom bands.

What are they? Who wears them?

Look at some real rachis. Buy or find pictures on the internet. Also find a picture of a sister tying a rakhi on her brother's arm.

Explain what is happening. If possible, talk to a Hindu mum or dad about this custom. How does it show that brothers and sisters are special and precious?

Make wrist bands with various materials. Practise tying threads around a pipe or suitable wrist!



**What does Raksha Bandhan celebrate?** It celebrates love between brothers and sisters.

**When is it celebrated and by whom?** August, Hindus

**What do people do to celebrate?**

The main custom is the giving of a bracelet of woven threads called a rakhi. The rakhi is traditionally given to a brother from his sister. It represents the sister's promise to pray for her brother and the brother's vow to protect his sister. The brother and sister will often exchange gifts as well with the sister typically providing some sweets to eat and the brother giving money.



Today, people other than brothers and sisters will participate. Sometimes the ceremony is shared by close friends, cousins, priests, and soldiers.

**History of Raksha Bandhan** There are many stories about the rakhi. It became popular in the 1500's after a widowed queen name Rani Karnavati sent a rakhi to the Mughal Emperor asking for help in defending her city. After this event, sisters would offer a rakhi to their brothers as a reminder that they should protect their sisters from foreign invaders.

**Other useful facts:**

- The word Raksha means protection. The brother promises to protect his sister. The word Bandhan means "to tie" or "bond". The sister ties the rakhi around her brother's wrist.
- It is thought that the protection offered by the rakhi lasts for one year so the festival and ceremony must be repeated each year.
- Sisters can buy the rakhi or make their own from coloured threads and beads.

# Assessing RE in your school – end of year expectations

As RE is statutory for Reception, **your subject leader should advise you how to assess in line with school policy and any legal requirement e.g. from the locally agreed (or diocesan) syllabus.**

The grid below is based on generic end of year expectations (see Emmanuel Project flash drive), loosely tied to the Suffolk Agreed Syllabus, and adapted to the specifics of this unit. *If you need to use the assessment structure of a different syllabus, you may find similar statements there.*

**How to use the grid:** **SELECT** a year group. **CHOOSE 2 strands** to assess – so that you cover each strand twice in a year, making for good evidence. **FIND** the best time to do the assessment by checking the left column of the lessons. **SET an activity** to help pupils show the 'I can' and **RECORD** how they do. You may want to use the simple system of: **Beginning / Working towards / Expected / Greater depth.**

|    | Attainment Target 1 - Learning about religion and belief                                             |                                                                                                                            |                                                                                                                        | Attainment Target 2 - Learning from religion and belief                                          |                                                                                                         |                                                                                 |
|----|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
|    | Strand a) beliefs, teachings and sources                                                             | Strand b) practices and ways of life                                                                                       | Strand c) forms of expression                                                                                          | Strand d) identity and belonging                                                                 | Strand e) meaning, purpose and truth                                                                    | Strand f) values and commitments                                                |
| YR | <b>Ra</b> I can remember something that happens in the story of Jesus welcoming the children         | <b>Rb</b> I can recognise something a Christian might do to follow the Golden Rule which Jesus taught them                 | <b>Rc</b> I can recognise why a 'thank you' song to God is important to a Christian                                    | <b>Rd</b> I can talk about something that happens to me now that didn't happen when I was little | <b>Re</b> I can talk about something interesting in the story of Jesus getting lost                     | <b>Rf</b> I can talk about what I think is special (or unique) about me         |
| Y1 | <b>1a</b> I can remember a story Jesus told e.g. the Lost Coin, and know it is special to Christians | <b>1b</b> I can use the right words to talk about a Thanksgiving service for a baby e.g. Christian, church, welcome, vicar | <b>1c</b> I can suggest why Christians might think stories and words from the Bible are important e.g. the Golden Rule | <b>1d</b> I can talk about times when people in my family or my class have been 'lost and found' | <b>1e</b> I can ask why a story is told, and what I learn from it, including the story of the Lost Coin | <b>1f</b> I can talk about something which is really precious to me and say why |

# Resources for this enquiry:

**Tom and Tessa** are imaginary Christian characters who enable you to talk about things Christian children learn or do. They are also used in the Key Stage 1 units of the Emmanuel Project and provide a context for pupils' learning which is easier to handle than talking abstractly about religious people.

You can create your own Tom and Tessa by enlarging and using our cartoon characters. However, you could create your own similar characters using persona dolls or suitable photos of children. The names 'Tom' and 'Tessa' are immaterial; feel free to change them.

Sometimes Tom and Tessa help by sharing scenarios from their own lives or by bringing in a bag of Christian artefacts or books! Here are suggestions for this unit:

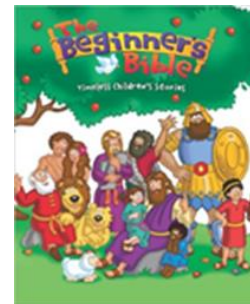
- Children's story Bible
- CD/ downloads of children's Christian songs
- Picture of a local church
- Dressing up clothes for Bible Stories
- Chocolate coins for hunting

## Some recommended story resources:

- The Big Bible Storybook (Scripture Union)
- The Big Bible Storybook (audio)
- The Lion First Bible (Lion Hudson)
- The Beginner's Bible (Zondervan)
- The Jesus Bible Storybook (Scripture Union)
- The Ten Silver Coins – Butterworth and Inkpen (Candle)
- When Jesus was lost in the Temple - Print out a tiny book of the story for free at Lambsongs:  
<http://www.lambsongs.co.nz/New%20Testament%20Books/When%20Jesus%20Was%20Twelve%20Col.pdf>

## Other resources:

A soft-play fabric church - <https://www.tts-group.co.uk/soft-play-fabric-church/1003550.html>

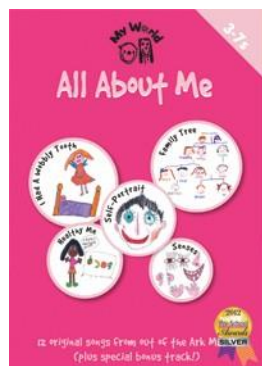


**The Guild of Storytellers** work for the Discovery Centre at the Cathedral in Bury St Edmunds and can be contacted there. Their **Book of Reflective Stories Bk 1** has the story of Jesus lost in the Temple. There is also an accompanying song for this story.

**The Finding of the Saviour – William Homan Hunt.** An amazing picture which it pays to look at in sections rather than all at once.



### Songs to learn and enjoy



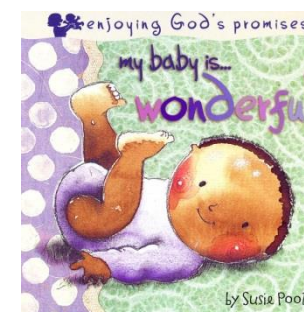
**All About Me** is a brand new collection of 12 songs that will help children learn amazing things about themselves. Scroll down to listen to song clips. [www.outoftheark.co.uk](http://www.outoftheark.co.uk)

**Special to God** - downloadable song from [www.learn2soar.co.uk](http://www.learn2soar.co.uk) The lyrics run: *Everybody is important to God / And when you think that you don't matter a lot / Don't forget that you're a child of the King*

**Everybody is special to God** from [www.Gottalife.com](http://www.Gottalife.com) - Sing Out: Volume 1 – listen to clip on line

**The Circle Song** – Bernadette Farrell (Come and Join the Circle - see original on the 'Share the Light' CD.

**My Baby is Wonderful** (Susie Poole) in the 'Enjoying God's Promises' series would be really helpful as books which Tom and Tessa's mum and dad read to them when they were very small. They are about how they belong to God as well as their parents. Also in the series: My Baby is Safe, My Baby is God's, My Baby is loved. See samples on the internet.



**All the initial ideas for this unit were worked on by Claire Howard and Sarah Webster (Worlingham CEVC Primary School) and Lyndsay Blankley (St Luke's Beccles) at the Emmanuel Project days and revised by Helen Matter (Diocesan Schools' Adviser), with some help from Kate Hayward-Brackenbury in 2019. Thank you all for your hard work!**