Subject: Religious Education	Year group: Year 1	Topic: Festivals & Celebrations	Initiation & activation
members. They know that other childr	k about past and present events in their own lives and in the lives of family en don't always enjoy the same things, and are sensitive to this. They know veen themselves and others, and among families, communities and traditions.	Vocabulary:	activities:
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Re-tell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which	 Do children know: about events leading up to and taking place during Christmas and Easter? that Christmas celebrates Jesus' birth and Easter his resurrection? how and why Christians celebrate Christmas and Easter GD – Do children know: why Christmas and Easter are so important for Christians? that for Christians Easter is more important than Christmas? that different Christians celebrate Christmas and Easter in different ways? 		
they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.			
Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.			
Notice and respond sensitively to some similarities between different religions and worldviews.			
Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions			

using speech, prose, music, art or poetry.		
Find out about and respond with ideas to examples of co-operation between people who are different.		
Find out about questions of right and wrong and begin to express their ideas and opinions in response.		