

Year: R

Term: SUM 2

Intended learning outcomes:

Children will be able to:

Step 1. Communicate: express creatively their response to their own experiences of *special clothes*

Step 2. Apply: recognise how their responses to *special clothes* apply to their own lives

Step 3. Inquire: recognise the characteristics of *special clothes*

Step 4. Contextualise: recognise that *special clothes* are significant in the religion/s studied

Step 5. Evaluate: in simple terms, recognise something of the value of *special clothes* in the traditions studied.

Assessment opportunities:

Evidence can be gathered when children:

- 1 talk about *special clothes*
- 2 discuss feelings in different situations
- 3 sort words
- 4 role play, and paint and label pictures
- 5 respond in Step 5.

Theme/Unit: *Special clothes*

Key concept: *Special*

Sequence of activities:

Step 1 – Communicate/share their own responses to special clothes

- Talk about special clothes – uniforms, party clothes, etc. *When do they wear them? Why?*
- Ask for photos to be sent in via Seesaw of the children/their families in any special clothes (party, wedding, rainbows, football, karate, etc.)
- Design special clothes.
- Look at PowerPoint of people with uniforms and special clothes on. When would you wear these?

Step 2 – Apply; Are our Special Clothes all the Same?

- Do we all have the same type of special clothes?
- How are our special clothes the same? Different?
 - Discuss feelings when wearing special clothes. *When do you not like to wear special clothes?*

Step 3 – Inquire into the meaning of the word *special*

- Discuss – *what does special mean? What makes clothes special?* (Adults share their thoughts too)
- Card sorting – sort pictures of clothes into *special* and *not special* groups. (Children will have different ideas – discuss different ways of sorting)

Step 4a – Contextualise special clothes within Christianity

- Rev.Amanda to visit – show special clothes – explain when they are worn. OR watch short video (see link in folder) about the different colour robes worn by ministers for different occasions.
- Children draw pictures.

Step 4b – Contextualise special clothes in Hinduism

- Show pictures/video of special clothes for a Hindu wedding and/or celebration, e.g. Divali and discuss why they are special. Children paint/draw and label? Ask Mrs Amliwala to visit with her special Hindu clothes? Watch video of Hindu wedding – see link in folder.
- **MOST** Hindus dress in traditional clothes but **SOME** don't – *it's important not to generalise.*

Step 5 – Evaluate/Reflect on special clothes

- *How would vicar feel if she or he could not wear special clothes? How would all the Christians in the church feel – would it matter?*
- *Would it matter if a Hindu could not wear a special sari? Or if a baby could not wear christening clothes? How would they feel?*

Resources:

- Pictures/posters of christening/vicar/priest/Hindu wedding.
- Hindu clothes.
- See video links in folder on staff share.
- CBeebies 'What's on my head' Short video clips about different head gear.

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Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks

Children will know that:

- Many people have clothes that are **special** – for their job, for occasions or for a particular purpose
- Many people who are **religious** will have **special** clothes
- A **Christian** priest or vicar may wear a special robe called a **cassock** to show they are a priest
- Some children who are **baptised** into the **Christian** church will wear a special Christening outfit for the baptism
- A **bride and groom** at a **traditional Hindu** wedding will wear **special** clothes that may include **traditional** Indian dress and **customs**