

Year: 1

Term: Summer 2

Theme/Unit: *Special food*

Key concept: *Special*

# RE KS1

## Intended learning outcomes:

Children will be able to:

- Step 1** express creatively their response to foods that are *special* to them
- Step 2** recognise how different foods are important to different people
- Step 3** simply describe why some foods are *special*
- Step 4** simply describe what Christians think about when they share their *special* food (*bread and wine*) (symbol)
- Simply describe how Hindus share their *special* food (*Prashad*)
- Step 5** in simple terms discern something of the value of bread and wine for Christians/ of Prasad for Hindus.

Unit to take 6 hours

## Assessment opportunities:

Evidence can be gathered when children:

- 1 talk about/make a collage of their own *special* food
- 4/5 complete writing/talking – *What food is special for Christians? Why is it special? How would Christians feel if they could not have their special food?*
- 4/5 talk about Hindu Prashad and discuss its importance to Hindus.

Evidence for children's books

## Sequence of activities:

### Step 1 – Communicate: *What food is special to me?*

- Teacher to describe/show photographs of food that is special to them (e.g.: photos of sharing special food with family, wedding/birthday cake), and give reasons.
- Talk with partners – share ideas of their own special foods.
- Children produce a collage showing a food that is special to them, e.g.: birthday cake, party food, Christmas dinner, Easter egg.

### Step 2 – Apply: *Does everyone have the same special food?*

- Annotate collage – “My ... is special to me because ...”.
- Discussion – *Are there any foods that are special to all of us? Is this food always special? What if you had it every day? Is it special to everyone?*
- Develop the idea that food can be special for different reasons, and that different people have different special foods.

### Step 3 – Inquire: *What makes some foods special?*

- In groups, make a list of foods which you think are special and when reporting back explain why. Sort photos into special/not special sets.
- Discuss what makes certain foods special. *Do you have your special food on your own? Who do you share your food with? What are you doing? When you have your special food, what does it make you think about?*
- Draw a picture of an occasion when you share your special food? Annotate picture with – “*Special food makes me think about ...*”.

### Step 4 (a) – Contextualise: *What food is special for Christians?*

- Read/act out story of the *Last Supper* from an infants Bible. <https://www.bbc.co.uk/programmes/p0114z3b>  
BBC clip shows last supper
- <https://request.org.uk/resource/life/spirituality/communion/> 3 short clips to describe/show communion
- Use books, artefacts and pictures to explain how Christians (Rev.Amanda, Hannah Lowry, Petra) share their special food (celebrate Communion). Teacher explains/demonstrates how the bread and wine is shared.
- Discuss/draw and annotate the symbolism of bread and wine for Christians.

### Step 5 (a) – Evaluate: *Is it important for Christians to have their special food?* (Bread and wine)

- What if Christians were not allowed to share their special food? Would it matter? Why? Why not?* Discuss.

### Step 4 (b) – Contextualise: *What food is special for Hindus?*

- Use books and pictures to explain Prashad. Explain/draw/annotate how Hindus offer special food to God during worship called Prasad. Hindus believe that Prasad gives them a special blessing and cleanses their bodies, minds and spirit. It is offered and then everyone shares it. Watch this film clip to explain Prasad further: [Charlie and Blue Hear all about Hindu Worship - TrueTube](#)

### Step 5 (b) – Evaluate: *Is it important for Hindus to have their special food?*

- What would happen if they did not have their special food? Would it make any difference? Why? Why not?* Discuss.

## Resources:

- Food topic box from the RE Centre (tel: 01962 863134)
- Story of the *Last Supper*. (simple bible)

- Books showing Christian Holy communion/ artefacts.
- Books and pictures to explain Prashad.

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

**Spiritual:** developing the ability to be reflective about their own beliefs and their interest in different people's faiths, feelings and values.

**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:

- The **last supper** is the story of **Jesus'** last meal with his **disciples**
- During the meal, **Jesus** shared bread and wine with his **disciples**
- Christians** remember this in church when they share the **bread and wine** together.
- In most **Protestant** churches, the **bread and wine** are seen as **symbols** of **Jesus'** body and blood
- Hindus** have a special food called **Prasad**
- This is offered to God during **worship**
- Hindus** share **Prasad** during **worship**