



## RE Unit for Year 3 / 4

### What do we celebrate and why?

- Eid-ul-Fitr
- Easter
- Guru Nanak's Birthday + Vaisakhi

Wolverhampton SACRE

Support for the Agreed Syllabus

This unit is one of a series of examples written for SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services.

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| <b>TITLE: What do we celebrate and why?</b> | <b>YEAR GROUP 3 / 4</b> |
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**ABOUT THIS UNIT:**

This unit uses material from Christianity, Islam and Sikhism.

Easter, Eid-ul-Fitr and Guru Nanak's Birthday are the focus. The RE theme covered by this unit is 'celebrations': how and why celebrations are important in religion. It also contributes to the theme 'leaders and teachers'. There are opportunities for pupils to share their own beliefs, ideas and values. In Wolverhampton, it's very important to enable pupils to learn in RE with reference to their own tradition, and with reference to the traditions that are very populous in the borough. Sikhs, Muslims and Christians are the three largest religious communities in Wolverhampton.

**Estimated time for this unit** (in hours) 8-9 hours (with the possibility of dividing the unit into three sections, for each celebration to be dealt with at the appropriate time in the year.)

**Where this unit fits in:**

This unit builds upon the learning from the Reception Year unit on religious festivals and prepares pupils to think more about beliefs in KS2.

**ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:**

- Feeling confident about their own beliefs and identity and sharing them without fear of ridicule
- Being sensitive to the feelings and ideas of others.
- Developing their capacity to respond to questions of meaning and purpose.
- Thinking about the British values of tolerance and respect in relation to different religious communities in our area and region

**Contributions to spiritual, moral, social and cultural development of pupils**

The unit enables pupils to develop:

- Spiritually by learning about and reflecting on important concepts and beliefs that are at the heart of religious traditions and practices
- Socially by considering how religious and other beliefs lead to particular actions and concerns
- Culturally by considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices

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| <b>EXPECTATIONS</b><br><b>At the end of this unit:</b><br><b>Nearly all pupils will be able to</b>   | Re-tell a part of a story from Easter, Eid or Guru Nanak's birthday<br>Respond sensitively to characters and emotions in these stories   |
| <b>Many pupils will be able to</b>   | Describe how Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr and simply explain some of the symbols associated with Easter.<br>Suggest why these festivals are important to the believers.<br>Make a link between these religious festivals and occasions they celebrate   |
| <b>Some pupils will be able to:</b>  | Show that they understand some ways in which these festivals can have an impact on believers today<br>Describe three ways in which Christian/Muslim/Sikh actions at these festivals show their devotion to God<br>Devise four thoughtful questions about what makes a festival special, and suggest ways in which celebrations like this might or might not have some value in their own lives |
| <b>ASSESSMENT SUGGESTIONS</b> <ul style="list-style-type: none"> <li>Give pupils a star template (5 points). In the centre of the star are the words 'What does Eid-ul-Fitr mean for Muslims?' In each of the points pupils identify an important aspect of the festival (worshiping Allah – prayers at the mosque, remembering Ramadan, clothes and cards, giving to charity, visiting family, friends and neighbours)</li> <li>On the reverse of the star, the centre words are: 'A celebration which is important to me is.....' and in each of the points, pupils identify important aspects of the festival for them.</li> <li>Stars may be decorated or illustrated – watch out for the decoration on the Eid-ul-Fitr side (no people, only pattern, flowers etc which will show understanding and respect)</li> <li>A similar task may be done with a cross template. In the centre of the cross are the words 'What does Easter mean for Christians?' with important aspects of the festival in the bars of the cross. On the reverse of the cross the centre words may be as above: 'A celebration which is important to me is.....' or 'Easter Customs'</li> <li>Ask pupils to consider whether these festivals are only for believers. Ask them to come up with four responses – two to support the view that "Religious festivals are only for believers", and two to support the view that "Religious festivals are for everyone", giving examples from the festivals explored in this unit.</li> </ul> |  |

| Prior learning   | Vocabulary  | Resources   |
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| It is helpful if pupils have:<br><br>Been introduced to Jesus: birth; some aspects of his life; an insight into Christian belief about him.<br><br>Been introduced to the story of the first revelation of | In this unit, pupils will have an opportunity to use words and phrases related to:<br><b>Christianity:</b><br>Cross, crucifix, Easter, resurrection<br><br><b>Islam:</b><br>Eid, Eid Mubarak, charity<br><br><b>Sikhism</b> | <b>BBC: the 2015 series 'My Life, My Religion' is excellent resource material for this unit, available as class clips through the BBC learning zone. There are 30 minutes each on Christians, Muslims and Sikhs. Notes available from the BBC.</b><br><br><b>Text</b><br>A Bible; a child's Bible<br>Qur'an (cover and stand)<br>The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd<br>Islamic Stories by A Ganeri, Evans Brothers Ltd<br>For features of the Gurdwara and other information about Sikhism, see, eg, Kanwalit Kaur Singh, Keystones: Sikh Gurdwara, A&C Black, ISBN 0-7136-4834-1, or Chris Richards, 1996, Living Religions: Sikhism, Nelson Thornes, ISBN 0-17-428055-6.<br><br><b>RE Today Services</b> ( <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> ) publish relevant items:<br>➤ Say Hello to... (Interactive whiteboard CD and book)<br>➤ RE Ideas: Christianity, RE Today Services<br>➤ Opening Up Easter, ed. Fiona Moss, RE Today Services<br>➤ Opening Up Hinduism, ed. Fiona Moss, RE Today Services<br>➤ Talking Pictures, Fiona Moss and Stephen Pett, RE Today Services<br><br>Published books worth seeking out provide a large range of suitable materials including <b>these for Islam:</b> |

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| <p>the Qur'an to Muhammad and Ramadan</p> <p>Begun to understand Sikh religion and identity from stories and artefacts.</p> | <p>Guru, Gurdwara, Guru Granth Sahib</p> <p><b>Religion in general:</b> celebration, festival, remembrance, scriptures.</p> | <ul style="list-style-type: none"> <li>• Foundations : Celebrations</li> <li>• Big Book - Festival Stories: Hajj Stories</li> <li>• Why Is This Festival Special? - Id-ul Fitr</li> <li>• Video - Ramadan Mubarak</li> <li>• World of Festivals - Ramadan &amp; Id-ul Fitr</li> <li>• Sweet Dates to Eat - Ramadan &amp; Eid</li> <li>• SLP - Ramadan &amp; Eid - Read Aloud Poster</li> <li>• Celebrations - Ramadan and Id-ul-Fitr</li> <li>• Islamic Celebration Around the World</li> <li>• Resource Pack - My Ramadhan Fun Pack</li> </ul> <p><b>And these for Sikhism</b></p> <ul style="list-style-type: none"> <li>• All Kinds of Beliefs Interactive pop-up book of beliefs</li> <li>• Special Ceremonies - Feasts and Fasting. The food of the festival, to make &amp; try.</li> <li>• Start-Up Religion - Visiting a Gurdwara</li> <li>• My Sikh Faith</li> <li>• My First Festivals - Baisakhi</li> <li>• Big Book - My Sikh Faith Red Rainbows Religion Collection</li> <li>• Poster - Vaisakhi - Read Aloud Poster 5 images of Vaisakhi</li> <li>• Holy Places : The Golden Temple</li> <li>• Where we Worship : Sikh Gurdwara</li> <li>• Big Book - A Birthday to Celebrate : Guru Nanak Times to Remember</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>• The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <a href="http://www.bbc.co.uk/learningzone/clips">http://www.bbc.co.uk/learningzone/clips</a></li> <li>• The BBC also offers lots of information and material on its main religion site: <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>• The best gateway for RE sites is: <a href="http://www.reonline.org.uk/ks2">www.reonline.org.uk/ks2</a></li> <li>• You can find and use searchable sacred texts from many religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>• Good quality information and learning ideas on Christianity: <a href="http://www.request.org.uk/infants/">www.request.org.uk/infants/</a></li> <li>• The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: <a href="http://www.cleo.net.uk">www.cleo.net.uk</a></li> <li>• The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> and <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a></li> </ul> <p><b>Website entry points for Sikhism</b></p> <p><a href="http://www.sikhnet.com">www.sikhnet.com</a></p> <p><a href="http://www.sikhs.org">www.sikhs.org</a></p> <p>Channel 4 Learning DVD - Water, Moon, Candle, Tree and Sword</p> <p>CD - Celebrating Festivals: Music CD of festival music from different religions</p> <p>Prayer mat; subha beads; examples of the Shahadah written in Arabic on a variety of objects; examples of Islamic calligraphy and pattern decorations</p> <p>The Miracle Maker video / DVD from the Bible Society (<a href="http://www.themiraclemaker.com">www.themiraclemaker.com</a>)</p> |
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| Key questions                         | LEARNING OBJECTIVES<br>Pupils should learn:   | TEACHING AND LEARNING  | LEARNING OUTCOMES<br>Pupils to be able to say "I can..."   | WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE  |
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| <b>What do you celebrate and why?</b> | <ul style="list-style-type: none"> <li>That we all celebrate some special occasions</li> <li>That Christianity, Sikhism and Islam have special times which are celebrated.</li> <li>That celebrations are similar in some ways and different in other ways</li> </ul> | <b>Thinking about celebrations</b> <ul style="list-style-type: none"> <li>Ask pupils in pairs to share their 'big days'. What is their favourite day of the week? What is the best day they can remember? Are there some 'big days' for the year?</li> <li>Talk to pupils and create a mind map of 'our favourite celebrations'. This may include birthdays, weddings, sporting achievements and religious events. Make a long list: Red Nose Day, New Year, any day when fireworks are used...</li> <li>Develop the mind map further to include where a celebration takes place, decorations used, food eaten, special songs or dances, special words, people attending</li> <li>Pupils write simply about their favourite celebration using the mind map to prompt their thoughts.</li> <li>Alternatively pupils could be asked to work in a group to plan a birthday celebration for a class toy, persona doll or member of staff. What would they need to do to make the event memorable?</li> <li>Discuss why celebrations are important, and establish that each celebration is held for a reason. Introduce the Christian and Muslim festivals that are to be studied.</li> </ul> | <p>All pupils can remember and talk about some 'favourite days'</p> <p>Many pupils can think and talk about why these celebrations happened</p> <p>Some pupils can describe in their own words what happens at two festivals</p> | <p>Using the writing structures of the English curriculum / literacy for Y3 or 4 is a helpful way of setting suitable standards in RE.</p> |



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| <b>How and why do Muslims celebrate Eid-ul-Fitr?</b> | Eid-ul-Fitr celebrates the end of Ramadan, the month during which the prophet Muhammad received the first revelation of the Qur'an. Muslims use special food, objects, words and gifts to celebrate. | <p><b>Learning about a Muslim festival</b></p> <ul style="list-style-type: none"> <li>Focus on 'Eid-ul-Fitr' on the mind map – or include it if pupils had not mentioned it before – extending it as the teaching and learning progresses</li> <li>Show pupils a Qur'an (or picture) on its stand. This is a clue behind the festival. Recall the importance of the Qur'an as God's message, given to humans through his Prophet Muhammad by the Angel Jibril. Encourage pupils to reflect on prior learning and establish that Muhammad received the Qur'an during the month of Ramadan. Muslims remember this important time by fasting during daylight hours. Fasting reminds them about caring for the poor, being patient, keeping going when things are difficult, and about the goodness of Allah. Eid-ul-Fitr is the great celebration to mark the end of the month of fasting. Why is it such an exciting celebration?</li> <li>Refer to the mind map of celebrations, asking pupils to suggest how Muslims might celebrate Eid-ul-Fitr. If possible, ask Muslim pupils who are present in the class how they celebrate Eid-ul-Fitr</li> <li>Read 'My Eid-ul-Fitr'</li> </ul> <p>Explore the important practices and customs of Eid:</p> <ul style="list-style-type: none"> <li>sending Eid cards to friends and family</li> <li>visiting neighbours, friends, family</li> <li>receiving gifts and new clothes</li> <li>going to say prayers at the Mosque</li> <li>remembering Ramadan</li> <li>giving to charity</li> <li>showing happiness</li> </ul> <p>By:</p> <ul style="list-style-type: none"> <li>making Eid cards. These should open from right to left because the Arabic language is written in this direction. Use patterns, buildings, or other decorations for the front (not people) and write a message inside (Eid Mubarak). Talk about why it is good to think of others at special times.</li> <li>making a prayer mat or Qur'an stand. Talk about how these help Muslims to show respect to God.</li> </ul> <p style="text-align: right;"><b>CONTINUED</b></p> | <p><b>All pupils will be able to</b> talk about what happens at Eid-ul-Fitr and say why Muslims give gifts;</p> <p>Say how I think Muslims will feel at Eid-ul-Fitr and talk about whether I have ever felt like that and why</p> <p><b>Most pupils will be able to</b> describe some ways in which Muslims celebrate Eid-ul-Fitr and say why they are important for Muslims:</p> <p>Say what I think about giving to charity and showing kindness to others, making links with what Muslims do at Eid-ul-Fitr</p> <p><b>Some pupils will be able to</b> describe some similarities and differences between the celebration of Eid-ul-Fitr and another celebration</p> <p>Use the right words to describe what makes Muslims care for others and what makes me care for others</p> | <i>Special Times</i> , ed Joyce Mackley from RE Today Services, includes some activities on Eid-ul-Fitr |

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|  |  | <ul style="list-style-type: none"> <li>• making some of the food associated with Eid and having an Eid party in class. Talk about how food helps to make a celebration special. Compare their own experiences of special food with Muslim celebrations of Eid.</li> <li>• suggesting a 'snack fast' for a day or longer, whereby the pupils donate snack money for the day to a selected charity. Talk about why this is a good thing to do. Why is it good to give things up? Why is it good to help others?</li> <li>• using face paint instead of henna to create mendi patterns on the palms of hands using geometric and flower designs. Talk about what impact this has on how people see them, making some connections with Muslim experiences. E.g. Muslims are proud to show that they belong to their religious community, and are happy for people to know it. How do pupils feel about people knowing about their commitments – such as through wearing a scarf for a football team or a t-shirt for a pop band?</li> <li>• Ask pupils to suggest what this festival teaches about what is important to Muslims (e.g. worshipping Allah, family, belonging to a community, caring for others, remembering and following the example of the Prophet, celebrating the giving of the Qur'an). Use these ideas and place them on a target board – closest to the middle means most important, further out means less important. Explain why they have chosen one idea as the most important (there is no specific correct answer for this, so pupils can explain their own ideas).</li> <li>• Talk about what is most important about any of the pupils' own celebrations and see if they can make any links or explain any differences between the importance to Muslims and to themselves.</li> </ul> |  |  |
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| Key questions  | LEARNING OBJECTIVES<br>Pupils should learn:  | TEACHING AND LEARNING   | LEARNING OUTCOMES<br>Pupils to be able to say "I can..."  | WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE  |
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| <b>How and why do Sikhs celebrate Guru Nanak's Birthday?</b> | Sikhs celebrate the birthday of their Guru. They use special food, objects, words and gifts to celebrate. They remember stories of the guru. | <p><b>Pupils' experience of birthdays</b></p> <ul style="list-style-type: none"> <li>• Ask what would a birthday be like without presents? Alone? With no cake? With no memories?</li> <li>• What are the essential for a good birthday?</li> <li>• Ask pupils to write a story called the best birthday ever, or the worst birthday ever.</li> <li>• Compare the two possibilities, isolating and discussing the most important parts of the celebrations (link to literacy)</li> </ul> <p><b>Sikh celebrations of the Guru's birthday</b></p> <ul style="list-style-type: none"> <li>• Pupils find out from books and websites the main celebrations of the birthday of Guru Nanak. These include a continuous reading of the Guru Granth Sahib; a street procession of the Guru Granth Sahib; banners are put up at the gurdwara to show the celebration is going on; gurdwaras are decorated with flowers and lights; Sikhs dress up in smart or new clothes and join together for special services; sometime firework displays are arranged. Talk about what these celebrations show about the importance of Guru Nanak to Sikhs. Why do they celebrate in this way?</li> <li>• Pupils prepare a fact list: 6 things Sikhs remember on Guru Nanak's birthday.</li> <li>• Tell some stories of Guru Nanak that show what kind of man he was. Why is he remembered and followed by millions today? Talk about some of the messages of these stories, such as ideas of equality and fairness. Why are they good messages for people today? Can pupils give examples from their own lives that link with these ideas?</li> <li>• Compare the pupils' own celebrations with the birthday of the guru. What can we learn?</li> </ul> | <p><b>All pupils will be able to</b> say two ways in which Sikhs celebrate and two ways in which I celebrate that are similar</p> <p><b>Most pupils will be able to</b> give three reasons why Guru Nanak is important to Sikhs</p> <p><b>Some pupils will be able to</b> make links between Sikh celebrations and one other religious festival, noting two similarities and two differences:</p> <p>Describe how Guru Nanak inspires Sikhs and talk about something or someone who inspires me, explaining similarities and differences.</p> | <p>Local celebrations at some of Wolverhampton's Gurdwaras are a rich source of learning here. Make a community link, and let the learning flow.</p> <p>Two stories remembered at Guru Nanak's birthday can be obtained from <a href="http://shop.retoday.org.uk/category/stories.sikh.pr">http://shop.retoday.org.uk/category/stories.sikh.pr</a> including some activities</p> |



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| <p><b>How and why do Sikhs celebrate Vaisakhi/Baisakhi?</b></p> | <p>Vaisakhi/Baisakhi is the Sikh new year celebration. It recalls the institution of the Khalsa, where a ceremony of commitment was introduced as a way for Sikhs to demonstrate their love for God and the Guru. It is celebrated with a continual reading of the Guru Granth Sahib Ji, the cleansing and raising of the flagpole, and processions.</p> | <p><b>The story of Vaisakhi</b></p> <ul style="list-style-type: none"> <li>Introduce pupils to the story of Vaisakhi, either reading an account or using the BBC clip 672 (see right). Stop the story/clip at significant points and ask pupils to say how the crowd would be reacting – e.g. when the Guru says they need to defend their faith; when he calls for volunteers; when one steps forward; when the Guru has blood on his sword; when the five volunteers emerge etc.</li> </ul> <p><b>Celebration of Vaisakhi today</b></p> <ul style="list-style-type: none"> <li>Ask pupils to come up with some ideas for how this story could be remembered today. How might Sikhs celebrate the birth of the Khalsa? Make a list of the ideas.</li> <li>Use clip 673 to show celebrations of Vaisakhi today. Did pupils suggest any that are used today?</li> <li>At the celebration, Sikhs visit the gurdwara, covering their heads and removing shoes as a sign of respect. They demonstrate the equality of all, symbolised through the shared meal (Langar). Five men take on the role of the first Sikhs (Panj Piare), the five Beloved Ones. The flagpole is washed with milk for the new year. The Guru Granth Sahib Ji is read from cover to cover over the two days and nights of the festival. As the Guru Granth Sahib Ji is the last living Guru, it is treated with great respect, and put to bed at night. The celebration includes processions through the streets, with music, singing, chanting of the scriptures and prayers.</li> <li>Ask pupils to write five words and draw five simple illustrations to show what is most important to Sikhs at Vaisakhi. Remind them why the number '5' matters in this story.</li> <li>The BBC programme 'My Life My Religion: Sikhism' has an excellent clip on the Vaisakhi celebrations in Birmingham 2014.</li> </ul> | <p><b>All pupils will be able to</b> retell the story of Vaisakhi simply</p> <p><b>Many pupils will be able to</b> make links between the story of Vaisakhi and how Sikhs celebrate today</p> <p><b>Some pupils will be able to</b> explain how standing up for your beliefs is important to Sikhs and to others, and talk about the beliefs I am willing to stand up for.</p> | <p>The BBC learning zone class clips library has some short, helpful clips exploring Vaisakhi. <a href="http://www.bbc.co.uk/learningzone/clips/">http://www.bbc.co.uk/learningzone/clips/</a> Clips 672 and 673 are useful starting points on the background to the festival and ways it is celebrated.</p> |
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| Key questions                                      | LEARNING OBJECTIVES<br>Pupils should learn:   | TEACHING AND LEARNING  | LEARNING OUTCOMES<br>Pupils to be able to   | POINTS TO NOTE  |
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| <b>How and why do Christians celebrate Easter?</b> | Easter celebrates the resurrection of Jesus<br>Christians use special food, objects, words and songs to celebrate | <p><b>Learning about a Christian Festival</b></p> <ul style="list-style-type: none"> <li>Look back at the mind map from the start of the unit. See what it said about Easter.</li> <li>Ask pupils to talk in pairs about Easter, sharing what they know. Gather together everything they remember about Easter – the stories and the celebrations. Discuss how pupils celebrate Easter. (This should be possible for non-Christians who will associate Easter with the secular practice of giving Easter eggs). What questions do they have about Easter? Make a list and see if you can address them as you explore Easter.</li> </ul> <p><b>Engaging with the story</b><br/>Tell the key parts of the story of Holy Week. The story can be told simply or interspersed with extracts from the Miracle Maker film or snippets from the BBC Learning Zone website:</p> <ul style="list-style-type: none"> <li>Procession into Jerusalem (Palm Sunday)</li> <li>Turning over the tables in the Temple</li> <li>Washing his friends' feet and the Last Supper</li> <li>Being betrayed by Judas, arrested and denied by Peter</li> <li>Crucifixion</li> <li>The empty tomb and Easter Sunday morning</li> </ul> <p>As a response to the story you could</p> <ul style="list-style-type: none"> <li>organise pupils to produce art works depicting the sequence of events in the Holy Week and Easter narrative</li> <li>get pupils to work on short scenes as shadow puppet plays</li> <li>decorate some leaves for a tree with some key moments from the story</li> <li>write the story in 30 simple sentences and give each child one sentence to illustrate, then create a 30 page class book of the story in the pupils' pictures</li> </ul> <ul style="list-style-type: none"> <li>Focus on the Easter day experience of the women from Matt 28:1-10 (see 'Special Times' – RE Today, for this story and activity) or create a feelings graph based on how the women felt that day.</li> </ul> <p><b>Why do Christians celebrate Easter?</b><br/><b>A happy or sad story?</b><br/>Tell the pupils that the stories of Holy Week and Easter are special or holy for Christian people because they are about turning sadness to happiness, or turning sorrow to joy. Talk about which parts of the story are sad and which are happy.<br/>Ask pupils to make a face which can be sad if turned one way up or happy if turned upside down.</p> <p style="text-align: right;"><b>CONTINUED</b></p> | <p><b>All pupils will be able to:</b> Identify some ways in which Christians celebrate Easter;<br/>Suggest what the symbol of the empty cross represents;<br/>Suggest meanings for some of the images and object linked with Easter</p> <p><b>Many pupils will be able to:</b><br/>Talk thoughtfully about why Easter is a special celebration for Christians;<br/>Ask questions about what is most important about Easter week for : Christians;</p> <p><b>Some pupils will be able to</b><br/>Describe the key events of the Easter story and say why they are important to Christians<br/>Ask questions about Jesus' death and resurrection and its importance for</p> | <p><i>The Miracle Maker (DVD) is an invaluable help to teaching about Jesus. This 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society: <a href="http://www.biblesociety.org.uk/miraclemaker">www.biblesociety.org.uk/miraclemaker</a></i></p> <p><i>Clips of the story can be found at <a href="http://www.bbc.co.uk/learningzone/clips">www.bbc.co.uk/learningzone/clips</a></i><br/><i>Palm Sunday -clip 290</i><br/><i>Turning over the tables -clip 4584</i><br/><i>Last Supper -clip 4444 or 676</i><br/><i>Crucifixion- clip 677 or 7023</i></p> |

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|  |  | <p>When pupils have made their face 'happy or sad' get them to talk by asking questions of wonder like these:</p> <ul style="list-style-type: none"> <li>• I wonder - can anyone think of what makes us turn from sadness to happiness?</li> <li>• I wonder- why it is hard to turn from sadness to happiness?</li> <li>• I wonder - can anyone talk about how the Easter story turned the disciples' feelings upside down?</li> <li>• I wonder – how would the disciples feel about Jesus coming to new life?</li> <li>• I wonder – how do Christians feel about Jesus' resurrection?</li> </ul> <p>Make a card for Easter with a collage of dark/sad colours on the outside and inside the card a collage of the cross with happy/bright colours, depicting the happiness felt at Jesus' risen again. Explain that Jesus having new life is called the resurrection. Christians celebrate Easter because they believe that Jesus' resurrection opens a 'door' to heaven, so that people can come to Jesus to get close to God.</p> <p><b>How do Christians celebrate Easter?</b></p> <p><b>Identifying symbols</b></p> <p>Give the pupils a selection of objects to look at e.g. a palm leaf, a piece of bread and a glass of red wine, bowl of water and a small towel, a prickly branch woven into a circle, a hot crossed bun, an empty cross.</p> <p>Talk with the pupils how in Holy Week Christians try to remember what happened to Jesus. Ask the pupils to think about each of the objects and say what it might help Christians to remember.</p> <p><b>Remembering Easter</b></p> <p>Introduce the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday.</p> <ul style="list-style-type: none"> <li>- Can the pupils suggest what Christians might do within this service?</li> <li>- Which of the objects might they use?</li> <li>- Which of the following words would best describe each of these services: serving, weeping, praising, rejoicing?</li> </ul> <p>Ask the pupils to work in pairs to create an advert for one of the 4 services. Encourage them to consider the symbols they use and the colours they use in the poster.</p> <p>Many churches show the story of Easter in their stained-glass windows. This could be explored as part of a visit.</p> <p><b>Symbols:</b></p> <ul style="list-style-type: none"> <li>• Ask pupils: why is the egg used at Easter – symbol of new life; why is this celebration important for Christians?</li> <li>• Introduce the symbols of the crucifix and the empty cross, asking pupils what they both represent.</li> </ul> <p style="text-align: right;"><b>CONTINUED</b></p> <ul style="list-style-type: none"> <li>• Explore some ways Christians celebrate: e.g. Pysanka – the art of decorating eggs in</li> </ul> | Christians, expressing my own responses |  |
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|  |  | <p>the Ukraine. Painted rings on the eggs represent life without end, red represents love; Greek Orthodox dye eggs red to symbolise the blood of Christ; games like rolling the egg down a hill or cracking an opponent's egg are said to represent the stone being rolled away from the tomb.</p> <ul style="list-style-type: none"> <li>The stories of Tattybogle and Rechenka's Eggs parallel the Easter message of new life</li> </ul> <p><b>What really matters at Holy Week and Easter?</b></p> <p><b>Remember Ten</b></p> <ul style="list-style-type: none"> <li><b>Set up</b> a table or tray with ten items that are associated with Holy Week and Easter on it. My examples are: a hot crossed bun, a chocolate egg, a cuddly toy rabbit, a daffodil, a palm cross, a crucifix and an empty cross, an Easter card, a glass of wine (or a small bottle) and a toy plastic donkey. Variations on this are all possible.</li> </ul> <p><b>Count and Learn</b></p> <ul style="list-style-type: none"> <li><b>Play</b> 'Kim's game': ask the pupils to look at the tray, then cover it and ask them if they can remember all ten things on the tray.</li> </ul> <p><b>What links...</b></p> <ul style="list-style-type: none"> <li><b>Ask</b> one child to suggest two of the objects that belong together, and say why: "rabbit and donkey are both animals" / "these two are both crosses" / "bun and egg can both be eaten". Give several pupils the chance to do this, and accept all answers – none are wrong here!</li> <li><b>Ask</b> pupils to identify which objects link to different times in Holy Week e.g. Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.</li> </ul> <p><b>Take away one by one</b></p> <ul style="list-style-type: none"> <li><b>Discuss</b> with the pupils whether you can have Easter without these things. Talk about the different answers. It's probably true that without the empty cross, there is no Easter, so is the empty cross the most important thing?</li> </ul> <p><b>Three reminders</b></p> <ul style="list-style-type: none"> <li><b>Invite</b> pupils to choose 3 of the objects that they think are the best reminders of the story.</li> </ul> <p><b>Most important?</b></p> <ul style="list-style-type: none"> <li><b>Invite</b> them to say which of the objects might matter most to a Christian person, or might help them to remember Jesus' story.</li> </ul> <p><b>Ask</b> pupils to use a paper template – a big circle divided into 3 is good – and make three drawings of the things that matter most at Easter. Give time to make this a beautiful piece of work. In small groups, pupils speak and listen about these pieces of work.</p> <p>Go back to the list of questions pupils asked at the start of the focus on Easter. Which questions can they answer now? What new questions do they have? Who could they ask? Consider inviting a local Christian to hear what pupils have learned about Easter and then ask him/her the questions.</p> |  |  |
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| Key questions   | LEARNING OBJECTIVES<br>Pupils should learn:   | TEACHING AND LEARNING   | LEARNING OUTCOMES<br>Pupils to be able to   | POINTS TO NOTE                                       |
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| <b>What can we learn from Eid, Easter and Guru Nanak's birthday / Vaisakhi?</b> | <p>To talk thoughtfully about different celebrations.</p> <p>To reflect upon, and capture their learning about three religions simply</p> | <p><b>What did we learn?</b></p> <ul style="list-style-type: none"> <li>Ask pupils to think about how it feels for Muslims to celebrate Eid, for Sikhs to celebrate Vaisakhi and for Christians to celebrate Easter. Collect all the 'feelings words' they think of.</li> <li>Ask pupils if and when they feel these emotions.</li> <li>Ask pupils what is the same and what is different about the two festivals.</li> <li>Ask pupils what they like about Eid and about Easter.</li> </ul> <p><b>Simple activities to capture the learning:</b></p> <p>A. <b>ISLAM.</b> Give pupils a star template (5 points). In the centre of the star are the words 'What does Eid-ul-Fitr mean for Muslims?' In each of the points pupils identify an important aspect of the festival (worshiping Allah – prayers at the mosque, remembering Ramadan, clothes and cards, giving to charity, visiting family, friends and neighbours). On the reverse of the star, the centre words are: 'A celebration which is important to me is...' and in each of the points, pupils identify important aspects of the festival for them. Stars may be decorated or illustrated – watch out for the decoration on the Eid-ul-Fitr side: follow Islamic rules - no people, only patterns and flowers will show understanding and respect.</p> <p>B. <b>CHRISTIANITY:</b> A similar task may be done with a cross template. In the centre of the cross are the words 'What does Easter mean for Christians?' with important aspects of the festival in the bars of the cross. On the reverse of the cross the centre words may be as above: 'A celebration which is important to me is...' or 'Easter Customs'</p> <p>C. <b>SIKHISM:</b> Give pupils a large outline of the Sikh symbol, the Khanda, and ask them decorate one side with all the key words and meanings they have discovered about the festivals of the Sikhs. On the reverse they use some general words to describe what matters most in celebrations and festivals they enjoy.</p> <p>Ask pupils to consider whether these festivals are only for believers. Ask them to come up with four responses – two to support the view that "Religious festivals are only for believers", and two to support the view that "Religious festivals are for everyone", giving examples from the festivals explored in this unit.</p> | <p><b>All pupils will be able to:</b><br/>Re-tell a part of a story from Easter, Eid or Guru Nanak's birthday<br/>Respond sensitively to characters and emotions in these stories</p> <p><b>Many pupils will be able to:</b><br/>Describe how Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr and simply explain some of the symbols associated with Easter.<br/>Suggest why these festivals are important to the believers.<br/>Make a link between these religious festivals and occasions they celebrate</p> <p><b>Some pupils will be able to:</b><br/>Show that they understand some ways in which these festivals can have an impact on believers today<br/>Describe three ways in which Christian/Muslim/Sikh actions at these festivals show their devotion to God<br/>Devise four thoughtful questions about what makes a festival special, and suggest ways in which celebrations like this might or might not have some value in their own lives</p> | Circle time is a good place for this final activity. |

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