Key Question: 1.6 How & why do we celebrate special and sacred times

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul- Fitr. Through art, drama and music the significance of these celebrations to believers is explored, focusing on story, symbol and particular celebrations.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Select a key question

1 .6 How and why do we celebrate special and sacred times

Year group: Recommended Year 1 or Year 2
This unit could be split across two years. The section on Easter could be completed in year 1 and the sections on Judaism and/or Islam in Year 2

Strand: Expressing

Questions in this thread:
F4 Which times are special and why?
L2.5 Why are festivals important to religious communities?
L2.5a How do people from religious and non-religious communities celebrate key festivals?
U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
3.7 How can people express the spiritual through the arts?

Religions and worldviews:
Christians, Jewish people and/or Muslims (other examples can be selected by the school)

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

Step 2: Select learning outcomes

- Use the learning outcomes from column 2 of the key question outlines on p.45
- Select learning outcomes appropriate for the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

Emerging	Expected	Exceeding
• Identify a special time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).	• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).	• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). • Identify some similarities and differences between the celebrations studied (B3).

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines.
	• Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.
	
	This plan has selected the following content to exemplify the learning outcomes. Pupils will:
	• Consider the importance and value of celebration and remembrance in children's own lives.
	• Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.
	• For example, from Easter:
	  ○ Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.
	  ○ Explore feelings of Jesus and disciples.
	  ○ Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.
	• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).
	• Explore the meaning and significance of Jewish rituals and practices during each festival.
	• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.
	• Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control?

NOTE: This unit of work offers around 6-8 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. It can work well if, for example, you explore Christians and Jewish people in the first two terms of the year and then do a thematic unit like this one in term 3. Then pupils can revisit and build on their prior learning, applying it to the new context of exploring sacred texts.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
I can… You can… Can you…? • Identify a special time they celebrate and describe its importance. (A1) • Explain simply what celebration means. (A1) • Describe who Christians think Jesus is (A2)	I can… You can… Can you…? • Describe how a festival is celebrated. (A1) • identify some ways Christians celebrate Easter (A1) • Describe what happens and what is being celebrated at Eid-ul Fitr(A1) • Describe what happens during Ramadan (A1) • retell stories connected with Easter and say why these are important to Christians (A2) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan (B1) • Give reasons why some people like to celebrate important events (C1) • Give reasons why some people use music in celebrations (C1) • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) • Describe the link between a selection of Pesach symbols and the story of Pesach (C1)	I can… You can… Can you…? • Describe why Easter is an important festival to Christians. (A3) • Describe what three symbols tell us about the story of Easter(A3) • Suggest meanings for aspects of different services during holy week (A3) • suggest meanings for a variety of symbols used in the Christian celebration of Easter (A3) • describe items on the seder plate and their meaning (A3) • Describe what happens and what is being celebrated at Eid-ul Fitr (A3) • Describe what happens during Ramadan (A3) • Note similarities and differences between different festivals (B3) • Describe similarities and differences different services celebrated at holy week. (B3) • identify similarities and differences in the way Easter is celebrated by different people (B3) • Note similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach (B3) • Look for similarities and differences between celebrations of Pesach and Easter (B3)

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. • Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do you celebrate and why? What stories do your family tell?		
Pupils will learn: Identify a special time they celebrate and describe its importance. Explain simply what celebration means. Describe how a festival is celebrated. Look for similarities and differences between different festivals Think of reasons why some people like to celebrate important events	**Thinking about celebrations** 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? Talk to pupils and work together to create a mind map of 'our favourite celebrations'. This may include birthdays, weddings, sporting achievements, cultural events and religious events. What are the stories that get told at their big celebrations? **Where? How? Food? Music? Stories?** Develop the mind map further to include thoughts about where a celebration takes place - decorations used - food eaten - special songs or dances - special words - people attending Pupils write simply about their favourite celebration using the mind map to prompt their thoughts. 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? Discuss why celebrations are important and establish that each celebration is held for a reason. What celebrations or festivals do the pupils know about? Which religions do they come from? What are the celebrations about? What do people do to celebrate? Pupils could use the categories on the mind map to talk about a festival that they know about. If not already discussed, introduce Easter. What might Christians be celebrating at Easter?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Identify a special time they celebrate and explain simply what celebration means (A1).** **Expected:** • **Identify some ways Christians celebrate Christmas/Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).** • **Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2).** • **Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).** **Exceeding:** • **Identify some similarities and differences between the celebrations studied (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What happened at Easter and how does it make people feel?		
Pupils will learn: retell stories connected with Easter and say why these are important to Christians talk about features in stories about Easter that made people feel happy or sad and compare them parts of celebrations that make others happy or sad. Describe why Easter is an important festival to Christians Think of reasons why some people use music in celebrations	**This section could be done in an RE day, or in short bursts over a week, following the story.** **Engaging with the story** 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, snippets from the BBC Bitesize website or RE Quest website: • Procession into Jerusalem (Palm Sunday) • Turning over the tables in the Temple • Washing his friends' feet and the Last Supper • Being betrayed by Judas, arrested and denied by Peter • Crucifixion • The empty tomb and Easter Sunday morning As a response to the story you could - organise pupils to produce art works depicting the sequence of events in the Holy Week and Easter narrative - decorate some leaves for a tree with some key moments from the story - write the story in 30 simple sentences and give each pupil one sentence to illustrate, then create a 30-page class book of the story in pupils' pictures **Creating a timeline** Choose or create pictures of the parts of the story you have shared and ask pupils to work together in groups place these in order on a timeline. Add in extra pictures showing Jesus being born, choosing disciples, performing miracles and telling parables. This helps pupils to understand the life of Jesus as a whole. **Creating a mystery play** • After hearing the story pupils could use figures and props to re-tell part of the story on a small scale. Different groups could use different props and materials to create three or four key parts of the story. For example: - Playmobil figures showing Palm Sunday - The Last Supper in Lego	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).** **Expected:** • **Identify some ways Christians celebrate Easter (A1).** • **Re-tell stories connected with Easter and say why these are important to believers (A2).** • **Ask questions and suggest answers about stories to do with Christian festivals (B1).** **Exceeding:** • **Suggest meanings for some symbols and actions used in religious celebrations, including Easter (A3).** • **Identify some similarities and differences between the celebrations studied (B3).**

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	- Playdough figures and scenery for the garden of Gethsemane - Good Friday painted and the story retold - The empty tomb created under a table Each group could act as storytellers as the class perform their own mystery play which could be performed for a partner class or photographed to create a class retelling of the story. **A happy or sad story?** Tell 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. Ask pupils to make a face which can be sad if turned one way up or happy if turned upside down. When pupils have made their face 'happy or sad' get them to talk by asking questions of wonder like these: • I wonder - can anyone think of what makes us turn from sadness to happiness? • I wonder- why it is hard to turn from sadness to happiness? • I wonder - can anyone talk about how the Easter story turned the disciples' feelings upside down? **Music for Holy Week and Easter** You will ideally need four pieces of music that express the story of Easter. Choose a mixture of contemporary music and classical pieces e.g. Woah, He is Alive and Down to Earth by Stephen Fischbacher, Crucifixion by John Stainer and The Hallelujah Chorus by G.F. Handel Ask pupils to: • Think of the music that they like to hear when they are happy and when they are sad. • Talk about any music that can make them happier when they are sad. Ask them to say why. Play them these four items, one by one. While they listen ask pupils to: • Create four 'swirly patterns' on paper, to go with the music. The patterns should be made in colours and shapes that fit the mood of the music • After each of the pieces of music ask pupils to answer a series of questions related to the words and the music. These questions will need to be specific to music chosen. Some general questions could include What parts of the Easter story is this song about? Which character from the Easter story might connect with this music? Which would be the best day in holy week for a Christian to listen to this music? Why?	

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	Notes: *The Miracle Maker (DVD) is an invaluable help to teaching about Jesus. This 90-minute animated life of Jesus is available to buy.* *Clips of the story can be found at See:* www.bbc.co.uk/education/topics/zdykjxs/resources/1 *Palm Sunday, Turning over the tables, Last Supper, Crucifixion* *The story of Easter is available in many child friendly versions. The story can be found in several places in the Bible for example Luke19:28- Luke 24:12* *Further ideas on teaching about Easter Opening Up RE: Easter RE Today Services* *Other possible music for use in this work is suggested in the spirited music section of the NATRE website. It is good to connect with learning in the music curriculum in this work, and to use both child friendly and more challenging music**. See:** www.natre.org.uk.* *Woah, He is Alive by Stephen Fischbacher, from the CD 'Something Fischy' 2000,* *Down to Earth by Stephen Fischbacher, from the CD 'Down to Earth' 2009, See:*www.fischy.com *Understanding Christianity* offers many ideas and resources for exploring Easter. Accessible through training, see www.understandingchristianity.org.uk or contact courses@retoday.org.uk for details.	

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<table>
<tr><th>LESSON OBJECTIVES</th><th>Teaching and learning ideas and activities</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">How do Christians celebrate Easter?</td></tr>
<tr>
<td>Pupils will learn:

Describe what three symbols tell us about the story of Easter

identify some ways Christians celebrate Easter;

Find out more about different services during holy week

Consider questions such as why do people come together at sad times?

Look for similarities and differences different services celebrated at holy week.</td>
<td>
Identifying symbols
Give 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.
Talk with pupils how in Holy Week Christians try to remember what happened to Jesus. Ask pupils to think about each of the objects and say what it might help Christians to remember.

Remembering Easter
Introduce the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday;
- Can pupils suggest what Christians might do within this service?
- Which of the objects might they use?
- Which of the following words would best describe each of these services: serving, weeping, praising, rejoicing?
Holy Week traditions: here are some examples of the things Christians might do during Holy Week:
<table>
<tr><td>Palm Sunday</td><td>Wave palm branches; sing songs like Ride on, ride on in majesty.</td></tr>
<tr><td>Maundy Thursday</td><td>Queen distributes ‘Maundy money’ to poor people; priests often wash the feet of some people in congregation, remembering Jesus’ actions at the Last Supper; eat bread and drink wine (Holy Communion) as Jesus did.</td></tr>
<tr><td>Good Friday</td><td>Hot cross buns are made to remember Good Friday. Statues in churches are covered up with purple cloth – a sign of mourning. Priests often wear red as a sign of suffering and sacrifice; some churches hold long services from midday ‘til 3pm (the time Jesus was on the cross), they may read the whole of the Passion from John’s Gospel. It is a sad day.</td></tr>
<tr><td>Easter Sunday</td><td>Churches – priests might wear yellow as a sign of new life; statues are uncovered; lots of candles are lit; celebration of joy that Jesus has risen; many parents give Easter eggs as a sign of new life.</td></tr>
</table>
</td>
<td>
These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).
Expected:
• Identify some ways Christians celebrate Easter (A1).
• Ask questions and suggest answers about stories to do with Christian festivals (B1).
• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).
Exceeding:
• Suggest meanings for some symbols and actions used in religious celebrations, including Easter (A3).
</td>
</tr>
</table>

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	Ask 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. **Rejoicing and weeping** Ask pupils to think about times when they have had a chance to rejoice at a special occasion. What did they do to make that occasion memorable and important? Share with pupils that unfortunately there also times when we come together to weep because something sad has happened. Can they think of a time like this in their life? What did they do to make that occasion memorable and important?	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What matters most at Easter?		
Pupils will learn: Describe the link between a selection of Easter artefacts and the story and celebration of Easter suggest meanings for some symbols used in the Christian celebration of Easter; Look for similarities and differences in the way Easter is celebrated by different people	**Remember Ten** • **Set up** 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. **Count and Learn** • **Play** 'Kim's game': ask pupils to look at the tray, then cover it and ask them if they can remember all ten things on the tray. **What links...** • **Ask** one pupil 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! • **Ask** pupils to identify which objects link to different times in Holy Week e.g. Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. **Take away one by one** • **Discuss** with pupils whether you can have Easter without these things. Talk about the different answers. It's probably true that without the cross, there is no Easter, so is the cross the most important thing? **Three reminders** • **Invite** pupils to choose 3 of the objects that they think are the best reminders of the story. **Most important?** • **Invite** them to say which of the objects might matter most to a Christian person, or might help them to remember Jesus' story. Ask pupils to use a paper template – a big circle divided into three 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. **Notes**: We have focused on one festival from Christianity in depth. Some schools will want to choose another festival to study as well such as Christmas, Harvest or Pentecost. This could be done during an RE day at the time that these festivals are celebrated by Christians.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).** **Expected:** • **Identify some ways Christians celebrate Easter (A1).** • **Re-tell stories connected with Easter and say why these are important to believers (A2).** • **Ask questions and suggest answers about stories to do with Christian festivals (B1).** **Exceeding:** • **Suggest meanings for some symbols and actions used in religious celebrations, including Easter (A3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Jewish people tell the story of Passover (Pesach) every year?		
Pupils will learn: Find out more about the items on the seder plate and their meaning Consider questions such as how might these foods help people remember this festival? Look for similarities and differences between celebrations of Pesach and Easter Describe the link between a selection of Pesach	***Sharing the story*** Read the story of the Passover (shown below) up to the end of the third paragraph where Pharaoh reneged on his promise to let the Jewish people leave Egypt. Set up a conscience Alley activity. Choose a capable thinker and speaker who volunteers from the class to "face Moses' dilemma" by walking conscience alley. Set up an alleyway between desks in the class, and stand your volunteer Moses at one end. Set the dilemma- what should Moses do. Before they respond, invite six to eight pupils to join in the drama by coming to stand on one side of the alley to offer reasons that suggest why Moses should 'give in fighting against Pharaoh and stay as slaves' and on the other side to offer give reasons why Moses should 'continue following God '. The volunteer Moses walks the alley, moving from side to side. S/he must ask each adviser 'what is your advice to me today?' and listen to the replies, asking some why questions and other questions as appropriate. At the end, s/he waits and thinks while the advisers all sit down again. The teacher can ask the volunteer for their decision, and also to comment on the advice received, whether it was surprising, helpful, thought provoking and so on. The teacher then needs to tell the end of the story. **Responding to the story through music** Listen to a piece of music that shares the story of Passover such as on *Two Candles Burn* by Stephen Melzack or search on Passover or Pesach music. Once pupils have listened to some music ask them to work in groups to create a piece of music to show the changing emotions of the story. Where will the music sound jubilant/sad/ angry? **Responding to the story every year** Share with pupils the key aspects of the Seder meal. Explain that Jews do not eat food with yeast in so they can remember the haste in which their ancestors left Egypt having no time to let their bread rise. Matzot can be bought in many shops. Share the different foods on the Seder plate. Explain the symbolism of each item. Ask pupils to work in pairs and focus on one item on the Seder plate - What is it? - What part of the story does it represent? - What does it tell you about how Jewish people felt at the time?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected:** • **Identify some ways Pesach is celebrated (A1).** • **Re-tell stories connected with Pesach and say why these are important to believers (A2).** • **Ask questions and suggest answers about stories to do with Pesach (B1).** • **Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).** **Exceeding:** • **Suggest meanings for some symbols and actions used in**

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symbols and the story of Pesach	**Reflecting on the story for themselves** Ask each child to choose an idea from the seder plate. Choose from growth and new life, sadness, freedom, sacrifice, hope, slavery or joy. On one side of their plate draw and write a sentence about something that reminds them of this idea e.g. someone that sacrifices for me, something that makes me cry, something that gives me hope. ...makes me hopeful/cry etc. because ... On the other side of the plate draw that part of the seder plate with a sentence to explain the meaning of the food The ... reminds Jews about... **THE PASSOVER STORY** For many years the Jewish people had been slaves ruled over by the Pharaoh of Egypt. They were working hard building pyramids and temples and were treated cruelly. The Pharaoh issued an order that all the new-born sons should be killed. A son was born to a woman called Yocheved. She wanted to save him so asked her daughter Miriam to put him in a basket amongst the reed in the River Nile. The basket was found by the Pharaoh's daughter who took the baby back to the palace and adopted him as her own son. She called him Moses. His mother was employed as a nursemaid at the palace. As he grew up, Moses saw how the Jewish people suffered, and one day he killed a man he saw beating a slave. He ran away from the palace and went to live in Midian where he had his own family. One day whilst walking in the desert he came across a bush that was burning but did not turn to ash. It told Moses it was God and that Moses should go and ask Pharaoh to free the Jewish people from slavery. God proved to Moses that it really was Him by turning a staff into a snake, and then back again. The Pharaoh would not let the Jewish people leave Egypt and God sent down plagues to try and encourage him to do so. These included a plague of frogs, turning the water to blood, hailstones and wild animals. Under the threat of each plague the Pharaoh said the Jewish people could leave, but when the plague had gone he would change his mind. Moses told Pharaoh that if he did not let the people free a tenth plague would be brought on the Egyptians and all the first-born Egyptians would be killed. The Jewish people were told to put a cross of lamb's blood on their	**religious celebrations. (A3).**

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	doors to save their first born. The angel of death came, and the Pharaoh's own son was killed amongst many others. The Pharaoh now let the Jewish people free and they quickly packed up a few belongings and fled before the Pharaoh could change his mind. They were in such a hurry that they did not have time to let their bread rise so took unleavened bread with them on their journey. Moses led the Jewish people out of Egypt. When they reached the Red Sea, Moses touched the sea with his staff and a great miracle happened. The sea parted and the Jews passed through the pathway in the sea and escaped to freedom. ***Based on the story in the book of Exodus found in the second book of the Hebrew Torah.*** Notes: Passover music can be found at www.theholidayspot.com Clips of the festival and story can be found at See: www.bbc.co.uk/education/topics/zdykjxs/resources/1	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Muslims celebrate at Id-ul–Fitr?		
Pupils will learn: Describe what happens and what is being celebrated at Eid-ul Fitr Describe what happens during Ramadan Think of reasons why some people choose to fast during Ramadan Look for similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach	**What happens at Id-ul-Fitr and Ramadan?** Begin by watching a clip of Ramadan and Id-ul-Fitr from the point of view of a family **See:** www.bbc.co.uk/education/clips/z434wmn Ramadan is a time when Muslims fast during the daylight hours. This means that Muslims have to get up very early, while it is still dark, and eat a large breakfast to last them through the day. They won't eat or drink again until it is dark. During Ramadan Muslims spend longer than normal reading the Qur'an and thinking about God. Ramadan is a time when Muslims feel hungry, it helps to think about people who don't have enough food. Recount what Id-ul- Fitr means. The festival of breaking the fast. Muslims have spent a month fasting during daylight hours, having an extra prayer time and giving charity, zakat. This means Id-ul-Fitr is time for a party. In groups ask pupils to create a fact file, pictorial and written for Id-ul-Fitr and Ramadan. Ask pupils to design an Id-ul-Fitr invitation that shows some of the aspects of Id-ul-Fitr and Ramadan. Encourage pupils to include things like giving money to charity, prayers at the mosque, receiving new clothes, visits to neighbours. **Notes**: Schools may well choose whether to study Judaism and/or Islam within this unit. Note that Id-ul- Fitr is also covered in 1.2 Who is a Muslim and what do they believe. Have a look at *Picturing Islam, Picturing Muslims* for extensive background knowledge and classroom resources: https://shop.retoday.org.uk/9781910261545	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected:** • **Identify some ways Muslims celebrate Id ul-Fitr. (A1).** • **Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).** **Exceeding:** • **Suggest meanings for some symbols and actions used at Id-ul-Fitr (A3).** • **Identify some similarities and differences between the celebrations studied (B3).**

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<tr><td colspan="3">How and why do people celebrate special and holy times?</td></tr>
<tr><td>Pupils will learn:

Describe what happens and what is being celebrated at Eid-ul Fitr

Describe what happens during Ramadan

Think of reasons why some people choose to fast during Ramadan

Look for similarities and differences between the celebration of Id-ul-Fitr and Easter or Pesach</td><td>Recall/embedding learning: similarities and differences
Place three hoops or chalk circles on the floor; labelled Id-ul-Fitr, Easter and Pesach. Read out statements and/or show pictures of things that happen or are remembered at Id-ul-Fitr, Easter and Pesach. Pupils have to decide which hoop to stand in. Some of the statements you read, pictures you show should mean that they could stand in any of the hoops.

After this activity make a class list or picture showing the similarities or differences between the festivals.

Summing up: making connections
Revisit the key question. Encourage pupils to answer it in the light of their learning in this unit.

What is the difference between something being special and something being holy?

Think about the following ideas:
<table><tr><td>Rest</td><td>Hope</td><td>Freedom</td><td>Self-control</td></tr><tr><td>Joy</td><td>Community</td><td>Sadness</td><td>God</td></tr></table>
Can pupils connect any or all of these to festivals studied?
Are any of these ideas important in pupils’ own lives? Can they say when and why?</td><td>These activities will help pupils to work towards achieving the following outcomes:
Emerging:
Identify a special time they celebrate and explain simply what celebration means (A1).
Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).
Expected:
Identify some ways people celebrate festivals (A1).
Re-tell stories connected with festivals and say why these are important to believers (A2).
Ask questions and suggest answers about stories to do with festivals (B1).
Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).
Exceeding:
Suggest meanings for some symbols and actions used in religious celebrations (A3).
Identify some similarities and differences between the celebrations studied (B3).</td></tr>
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