Key Question: L2.5 Why are festivals important to religious communities

The unit 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

Why are festivals important to religious communities

Year group: Recommended Year 3 and 4

Strand: Expressing

Questions in this thread:
F4 Which times are special and why?
1.6 How and why do we celebrate special and sacred times?
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 plus Hindus and/or Jewish people and/or Muslims (other examples can be selected by the school)

Many schools will decide to split this unit teaching about some festivals in Year 3 and some in Year 4. This also allows schools to learn about festivals close to the time they are being celebrated by religious communities. Schools should ensure that there is progression in pupils' learning across the age range. 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.
Note the additional unit L2.5a How do people from religious and non-religious communities celebrate key festivals? This explores some of the same area as this unit, but offers a multidisciplinary approach to the subject.

Step 2: Select learning outcomes

- Use the learning outcomes from column 2 of the key question outlines on p.58.
- 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
• Recognise and identify some differences between religious festivals and other types of celebrations (B2). • Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).	• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	• Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). • Suggest how and why religious festivals are valuable to many people (B2).

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:** • Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this • Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. • For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. • study key elements of festival: shared values, story, beliefs, hopes and commitments. • Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions. • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above. Remember this unit can be split over two years. Note the overlap with unit 2.4 which explores Easter in the context of Jesus's life, and L2.5a which offers methods from sociology and religious studies to study festivals.

Note that your selection of units as part of your long-term plan, and selection of content within units, need to enable a learning journey that makes sense to your pupils.

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. Plan for pupils to revisit and build on their prior learning, applying it to the new context of exploring stories, rituals, celebrations and beliefs through festivals.

<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="3">• 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.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td colspan="2">Exceeding</td></tr>
<tr><td>I can…
You can…
Can you…?
• Give examples of differences between Easter/Divali/Id ul Fitr or Pesach and other non-religious celebrations
• Retell the stories behind Easter
• Retell the stories behind Id ul Fitr
• Retell the stories behind Divali
• Retell the stories behind Pesach</td><td>I can…
You can…
Can you…?
• Make links between beliefs about Jesus and the celebration of Easter
• Make links between the symbols used by churches and Christians in holy week and the celebration of Easter
• Make links between the symbols on a seder plate and their meaning
• Make links between the story of Lakshmi and practices at Divali
• Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach
• Identify similarities and differences between the way two Christian denominations celebrate Easter
• Identify similarities and differences between the celebration of two festivals
• identify some of the celebrations that form a part of my own life
• Make links between things that are important in our community and celebrations that are held or could be held</td><td colspan="2">I can…
You can…
Can you…?
• Express a reasoned response to questions such as Can the real meaning of a festival be preserved, or do the shops and shopping always take over?
• Explain what the story of Divali/Easter/Pesach/Id might mean to a believer today</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="3">• 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.</td></tr>
</table>

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is worth celebrating?		
Pupils will learn: Look for similarities and differences between religious and non-religious celebrations Think of reasons why some people choose to celebrate significant events	Note the importance of making links with prior learning, giving pupils opportunities to recall and review past learning. Make connections with previous related units (see p.1 & 2 above). Build on prior learning. **What is worth celebrating?** • Ask pupils to think about great parties and celebrations that they've been to. What was being celebrated? • Ask them to consider **why** the celebration took place. Who was it for? **What would you like to celebrate?** • Tell pupils to imagine that all schools are going to be closed for an extra day a year to celebrate something, and they can choose what. Can they think of something that has happened in their life that would be worth celebrating every year? • Extend this to identifying events, people or values that would be celebrated by the whole community. How would it help the community to celebrate this? • Give pupils opportunities to plan the first celebration of this new festival! **What celebrations do you know about?** • Name a selection of celebrations. Sort them into religious celebrations and non-religious celebrations. • Identify differences and similarities between these two different types of celebrations. Which celebrations - Remember story - Are celebrated by everyone - Raise money - Share food exchange gifts - Remind people of beliefs and values **Notes**: Try to use this lesson to make it clear that celebrations and festivals are for the benefit of those who celebrate. They allow people to express their agreement with values or the worth of people and events.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recognise and identify some differences between religious festivals and other types of celebrations (B2).** **Expected** • **Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).** • **Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians celebrate at Easter?		
Pupils will learn: Describe three things that make Holy Week a special time for Christians Describe what three symbols tell us about the story of Easter How to connect stories, symbols and beliefs with what happens at Easter	Recall prior learning: perhaps give some pictures from the gospel Holy Week narrative to label. This will also work as a diagnostic tool for you to be clear what pupils already know. **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. • Note down with pupils the key events in Holy week- the events that Christians remember. **Remembering Easter** • Introduce the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday. - 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? • 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? **Notes:** A video showing a Good Friday and an Easter Sunday service can be found in the Infants section of the RE Quest website **See:** http://request.org.uk/	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** • **Ask questions and give ideas about what matters most to believers in festivals (B2).** • **Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).** **Exceeding** • **Suggest how and why religious festivals are valuable to many people (B2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What was the meaning of Jesus' last meal with his friends?		
Pupils will learn: Give simple reasons for Describe the last supper and make a link to the idea of sacrifice Explain the meaning of the Last Supper and link to the concept being celebrated at Holy communion	• Tell the story of the Last Supper, drawing out pupils' own experiences of sharing special meals together, e.g. birthdays, weddings, school parties. Explain that Jesus was going to die, and he showed the disciples a way of understanding what he was doing. • Tell the story of Jesus washing the disciples' feet. How would you show your friends that you wanted to serve them, not rule over them? A drama activity could be linked to Jesus washing the disciples' feet. Explain that this story is in John's Gospel instead of the story of the bread and wine. What did Jesus want his disciples to do after he was dead? Help pupils to find out about churches that celebrate washing of the disciples' feet. Watch a video of a Eucharist. • Talk about the Last Supper and explain what Jesus was telling his disciples. Talk about the fact that Jesus came to be a servant, and that Christians believe they should follow his example. The story is in Mark 14:12–26. • Reproductions of traditional and modern paintings from different cultures can be used to support the teaching about the Last Supper. The story is in John 13:1–17. • Give pupils a selection of artwork that portrays the last supper. Ask them to choose a piece of work to write a review of the artwork using the sentence starters below - My chosen title would be.... because... - Three good things about this picture are... - I think the bible writers would react to this picture by saying... - I'd like to ask the artist... - I think the artist would reply... - What a Christian might say about this picture is... - What members of another religion might say about this picture might say is... • An alternative strategy for more able pupils would be to compare two paintings, and a video sequence with the text of the Last Supper. Pupils in pairs decide which one represents the Bible story best and why. Picturing Easter: RE Today Services has excellent artwork and lesson ideas A short video of children receiving communion can be found on the RE Quest site. http://request.org.uk/life/spirituality/communion/ Another video of children serving communion in a Catholic church on and in an Anglican church can be found in BBC Bitesize. www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zjfjt39	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** • **Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).** **Exceeding** • **Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).** • **Suggest how and why religious festivals are valuable to many people (B2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does the crucifying of Jesus mean to Christians?		
Pupils will learn: Describe the events of the crucifixion Find out more about the connection between stories, symbols and beliefs and what happens at Easter Give simple reasons for why Jesus was put to death	Tell the story of Pilate condemning Jesus and Jesus being crucified in a simplified version. • Ask a group of pupils to freeze-frame Pilate washing his hands after condemning Jesus to death. • Use a magic microphone to get the views of Pilate, Jesus, the disciple, the crowd, Barabbas and the religious authorities who had Jesus arrested. Emphasise the way that the crowd that had welcomed Jesus now turned against him. How do you think the disciples felt and why? How do you think his family felt? How do you think Jesus felt? Note that Barabbas was freed instead of Jesus. Watch this part of the story from the DVD 'Miracle Maker', alternatively tell the story from a Childrens bible or bible storybook. Explore with pupils the reasons why the Romans wanted to put Jesus to death. • Draw up a charge sheet against Jesus as if you were a Roman or tell the events as if you were Barabbas. • When Jesus was crucified, Barabbas went free. Did Jesus sacrifice himself for Barabbas? • Talk about the Christian belief that 'God in Jesus was making peace with the world' in the events of this story. It's a hard concept, but some pupils will be able to make links to their understanding of sacrifice. **Notes**: The Miracle Maker (DVD) is an invaluable help to teaching about Jesus. https://www.amazon.co.uk/Miracle-Maker-DVD-Ralph-Fiennes/dp/B00004XQT9	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** **Exceeding** • **Suggest how and why religious festivals are valuable to many people (B2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians believe happened on Easter Sunday morning?		
Pupils will learn: Find out more about what the story of Easter might mean to a Christian today Explain links between the death of Jesus and some key Christian beliefs Consider questions such as why do Christians call this day Good Friday? What sort of celebrations would you expect to see in a church on Good Friday? On Easter Sunday?	Explain to the pupils that they are going to roleplay a visit from Mary, the mother of Jesus. She is coming to visit them just after she has seen her son, Jesus, die on the cross. • **Share** a good Children's Bible or retelling of the death of Jesus on Good Friday. **See**: Luke 23 13-25, 32-48 • **Ask** the pupils to work in pairs to **devise** three questions to ask Mary. Either the teacher or another willing adult takes the role of Mary, the mother of Jesus and pupils **'hotseat'** Mary. • **Read** an extract from the bible showing the women finding the stone rolled away from the tomb. **See**: Luke 24 1-12 • The pupils work in pairs again to **devise** three questions to ask Mary when she comes to visit them on Easter Sunday. • 'Mary' comes to visit again and responds to the next set of questions. Give pupils the opportunity to write a poem showing the difference between Good Friday and Easter Sunday for Christians **Good Friday** What did he think when he... He must have... What do you think? What did Mary think when he... She must have.. What do you think? **Easter Sunday** What did he think when he... He must have... What do you think? What did Mary think when he... She must have.. What do you think? How might these two days be marked in Church? Give pupils a research task to find out what happens in different services? Are their different types of celebrations in different churches e.g. Methodist and Catholic? Ask the pupils to speculate as to why this day might be called Good Friday. Work on Easter would be well supported by the REToday publication Opening up Easter Waterbugs and Dragonflies by Doris Stickney explores the topic of life after death well. www.amazon.co.uk/Water-Bugs-Dragonfiles-Explaining-Children/dp/0829816240	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recognise and identify some differences between religious festivals and other types of celebrations (B2).** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** • **Ask questions and give ideas about what matters most to believers in festivals (B2).** • **Identify similarities and differences in the way festivals are celebrated within and between religions (A3).** **Exceeding** • **Suggest how and why religious festivals are valuable to many people (B2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why is Divali significant to Hindus?		
Pupils will learn: Retell the story of Rama and Sita, identifying the experiences and feelings of Rama and Sita at different points and explaining the significance of this story to Hindu beliefs/celebrations about Divali Make links between the story of Rama and Sita at Divali and the idea of overcoming evil in life today Consider questions such as who influences me to be good or bad? Look for similarities and differences between the way Divali is celebrated by different people and Divali and another festival	**Rama and Sita** Share the story of Prince Ram and Princess Sita with pupils. Put them into groups and give each group a section of the story. • Ask each group to create silhouette puppets for each of the characters in their part of the story and fix it to a wooden stick with tape • Produce a background on a computer, hold the silhouettes in front to project onto an interactive whiteboard • Narrate their section of the story • Talk about the struggle between bad and good in the story **Struggling to be good:** Give each pupil a silhouette of either Rama, Sita or King Dasreth from the story. Read the story again focusing on the choices each character had to make. • On the inside of the silhouette write a possible good or bad thing that that the character might have been tempted to do in the story • Write on the outside of the silhouette the deed the character actually did **Overcoming temptation**: The story of Divali is helpful to Hindus because it helps them to think about the temptations they face. • Ask pupils to list some temptations that Hindu children face- much the same as other children. • Write a list of 5 temptations. Ask pupils to give each one a mark out of ten for how tempting it is and then write a suggestion for how they could overcome the temptation. The story is, among other things, about good overcoming evil. Pupils could identify who represents what – and how these are personified. E.g. Explore Ravana – the many headed evil monster. • Pupils could draw their own 'visual metaphor' for evil: what 10 words of evil or symbols would their ten headed 'statue of nasty' include? Link to artefacts of Hindu murtis (gods and goddess images). Note that evil and nastiness has many aspects – but good still wins in the story.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recognise and identify some differences between religious festivals and other types of celebrations (B2).** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** • **Ask questions and give ideas about what matters most to believers in festivals (B2).** • **Identify similarities and differences in the way festivals are celebrated within and between religions (A3).**

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	At Diwali any arguments and differences are forgotten and friendships are rekindled for the New Year. Rama returns to the kingdom from which he had been banished and so all families and friends should be able to improve their relationships. • Pupils could write a play showing how the celebration of Divali helped to show two friends how to get over a disagreement. **Lakshmi-goddess of wealth and prosperity** Divali is a time when Hindus also remember the goddess Lakshmi who represents good fortune and prosperity. • Explore and interpret a visual image of the Hindu goddess Lakshmi. An image and explanation can be found at www.koausa.org/Gods/God6.html. What do the symbols around her tell you about her? Share the story of Lakshmi and the Clever Washerwoman. Hindus believe that Lakshmi brings blessings and good fortune. Business people open new accounts and bless their books at the temple, writing a special prayer at the front of their accounts. • Use a large sheet of paper with an image of Lakshmi in the centre. Around this draw five coins, labelled - for myself - for a friend or family member - for the school - for the local community - in the world generally • Ask pupils to reflect on and then write in the blessings and good fortune they would wish for the members of each category. Old accounts are closed and new accounts are opened, with the books being taken to the mandir for puja. Rangoli patterns made with coloured paste are drawn on the doorstep to welcome Lakshmi. Families meet together wearing their best clothes and jewellery. Gifts of sweets are given to friends and neighbours, and greetings cards are sent. Happy Divali' cards are sent to friends and family: look at some examples with pupils. • design their own Divali cards	**Exceeding** • **Suggest how and why religious festivals are valuable to many people (B2).**

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	• what cards would be good for children, teenagers, older members of the community? • Ask them to make British and Indian Divali cards (context adds meaning to this simple activity). • Can they write 4 or 6 lines of poetry to go in the cards that explores the celebrations? • If possible, invite a Hindu visitor to answer pupils' questions about how Divali is celebrated in their family, Mandir and community. Pupils should plan how the visitor is to be welcomed, and what questions they will ask. Can they write a magazine article, or even make a DVD about the visit? • Pupils can use video or websites to explore how Divali is celebrated in the UK today – for example in Leicester and Coventry. Try BBC Local and BBC Religion and search for Divali celebrations. There is These resources are often contemporary and inviting (see Notes). Show photographs or film of Divali being celebrated in both England and India. Place still images and photographs on the tables and ask pupils to annotate them with sticky notes showing what they know, what questions they have, what similarities and differences they note between celebrations in England and India. Compare the stories and celebrations of Divali with another festival the pupils have studied. What are the similarities? What are the differences? **Notes**: Divali is marked and taught in differing depths in schools. Ensure that what is taught in this lesson/s does not simply regurgitate old knowledge but looks at the meaning behind the festival and explores new ideas with pupils. This work may well take between two and three lessons. BBC Bitesize clips show the stories and some Divali celebrations. My Life My Religion shows an explanation of Divali through the eyes of a young person and celebrations in Leicester **See:** www.bbc.co.uk/programmes/p02n5hl0	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Muslims celebrate at the end of Ramadan?		
Pupils will learn: Describe the similarities and differences between Id and Easter Consider questions such as is it hard to make sacrifices? Are links between being generous and being self disciplined? Look for similarities and differences between sacrifice at Easter and Id as the end of a time of sacrifice Think of reasons why Muslims celebrate Id ul Fitr Describe ways in which Ramadan and Eid show commitment to Allah	Focus on this as a celebration not of relief at the end of Ramadan, but of the opportunity it affords to believers to move closer to God. Discuss the saying, 'No pain, no gain'. Can pupils think of how this is true? Consider the sacrifice it has been for Muslims to fast and spend extra time with God? Think about the ways in which fasting might make a person feel: hungry, disciplined, strong, weak, obedient to Allah, glad. Why do they think Muslims do this? • Challenge pupils to think of a discipline that would develop them physically, mentally or spiritually. • Learn about what Muslims do at the celebration of Eid-ul-Fitr. Why do people visit the mosque, get new clothes, share food, spend time with friends and family and give money to charity? • Have a class discussion about Id ul Fitr. You might choose to do this as a philosophy for children (P4C) style debate. Consider whether there are links between being generous and being self-disciplined: what makes it easy to be generous? What makes it hard? What makes it easy to go without food? What makes it hard? • Discuss the similarities and differences between Eid and another festival they have studied. Eid is the end of a time of sacrifice. How does this compare to the idea of sacrifice at Easter?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** • **Ask questions and give ideas about what matters most to believers in festivals (B2).** • **Identify similarities and differences in the way festivals are celebrated within and between religions (A3).** **Exceeding** • **Suggest how and why religious festivals are valuable to many people (B2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Jewish people celebrate Pesach every year?		
Pupils will learn: Describe the link between a selection of Pesach symbols and the story of Pesach Give simple reasons for why Jewish people celebrate Pesach annually Make links between the ideas of Pesach e.g. sacrifice, hope, sadness or joy and their own life	**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. ***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 newborn 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.*	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Retell some stories behind festivals ((A2).** **Expected** • **Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).** • **Ask questions and give ideas about what matters most to believers in festivals (B2).** • **Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).** **Exceeding**

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	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 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.*** **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? **Reflecting on the story for themselves** Ask each pupil 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.....	• **Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What can we learn from celebrations and festivals?		
Pupils will learn: Consider questions such as Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Look for similarities and differences between the beliefs that festivals express Explain what the story of Divali/Easter/Pesach/ Id might mean to a believer today	This last lesson offers an opportunity for reflection, comparison and a summing up of the learning. If you split the unit over the two years do part of this in Year 3 and part of it in Year 4 • Recap on work in unit and summarise that religious festivals: 1. are connected with a story of event of significance to the religious community 2. express beliefs about the faith 3. involve celebrations for individuals and for the whole community 4. have an impact for the believer • Identify and talk about festivals and celebrations pupils take part in. What story or event do they recall? How do they celebrate at home or in the community? Similar to Divali, Easter and Eid ul Fitr and different? In what ways? • Discuss why festivals are important: how do we feel? Why is it important to get together as a community? Why is it important to remember? Why is it important to celebrate? Choose to focus your enquiries on one of the four festivals studied • Consider questions: pupils can make up their own, but here are some to start the enquiry: 1. Should Eid/Easter/Divali/Pesach be a day off work for Muslims/Christians/Hindus/Jewish people in London or the UK? 2. Is Comic Relief day a bigger festival than Easter? 3. Can people who are not Hindus/Christians/ Muslims/Jewish people share the celebration? Would they like to? 4. What are the main beliefs that Divali/Easter/Eid/Pesach expresses? 5. Does light win over darkness, good over evil? How? When? Why? 6. Can the real meaning of a festival be preserved, or do the shops and shopping always take over?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recognise and identify some differences between religious festivals and other types of celebrations (B2).** **Expected** • **Ask questions and give ideas about what matters most to believers in festivals (B2).** • **Identify similarities and differences in the way festivals are celebrated within and between religions (A3).** • **Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).** **Exceeding** • **Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of**

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	• Ask the pupils to say how people would feel if their festival was forbidden or banned. Could their religion and way of life continue without celebrations? Talk about how this question identifies the importance and impact of the festival. • Use philosophy for children methods or a circle time to discussion to talk about a question that relates to your festival studies e.g. - Does light conquer darkness? (Divali) - Does fasting make you a better person? How? (Ramadan and Eid- ul Fitr) - Is love stronger than death? (Easter) - Can God free people from slavery (Pesach)? Spend time discussing what the question might mean with pupils. Would they reword the question? What examples can they think of? What are the best ways to recall important past events and stories, and to bring communities together?	**each festival studied, using a variety of media (C2).** • **Suggest how and why religious festivals are valuable to many people (B2).**

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