

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 focussing 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.

<p>Step 1: Select a key question</p>	<p>1.6 How & why do we celebrate special and sacred times</p> <p>Year group: Recommended Year 1 or Year 2 <i>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</i></p> <p>Strand: Expressing</p> <p>Questions in this thread: F4 Which times are special and why? L2.5 Why are festivals important to religious communities? 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?</p> <p>Religions and worldviews: Christians, Jewish people and/or Muslims (other examples can be selected by the school)</p> <p>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.</p>		
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outlines on p.41 • 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. 		
<p>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>	
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	

Step 3: Select specific content	<ul style="list-style-type: none">• 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. <p>This plan has selected the following content to exemplify the learning outcomes.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ 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 what the stories and events means for the children themselves.
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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.

<p>Step 4: Assessment: write specific pupil outcomes</p>	<ul style="list-style-type: none"> • 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. 	
<p>Emerging</p> <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Identify a special time they celebrate and describe its importance. (A1) • Explain simply what celebration means.(A1) • Describe who Christians think Jesus is (A2) 	<p>Expected</p> <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • 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) 	<p>Exceeding</p> <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • 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)
<p>Step 5: Develop teaching and learning activities</p>	<ul style="list-style-type: none"> • 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. 	