

The questions we might ask:

- *Must include at least one religion/worldview other than Christianity and Islam.*
- *E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism*

The ideas we might explore

- Make links with compulsory units on Life Journey: saying thank you for the birth of a new baby (recap if necessary)
- Think about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God?
- **Christianity:** Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God’s creation); explore different ways in which Christians around the world celebrate harvest; in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the painting *Dalit Madonna* (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus
- **Judaism:** key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the **covenants** (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the **mitzvot** (commandments) – the laws that God asks his chosen people to follow, e.g. the Ten Commandments; Sukkot – the festival of the booths; it remembers the time when God’s chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (*possibly recap the story of Moses*) and God protected them by providing food and shelter; **sukkot** (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God’s protection during their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.

Lincolnshire Locally Agreed Syllabus for Religious Education

KS1 Additional Unit: Thankfulness

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser

<p><i>Saying Thank You</i></p>	<ul style="list-style-type: none"> • Make links with previous work on birth rites in Islam and Christianity – how do Muslims and Christians say thank you for the safe arrival of a new baby and how do they welcome them into the Muslim/Christian community? • What other things do we say thank you for? What different ways do we show our thanks? • Are there some things that only particular people say thank you for? E.g. supporters of Lincoln City FC saying thank you for the team winning the checktrade trophy, pupils in Class 2 saying thank you to Miss Smith for helping them learn and explore new things this year... • Different religious communities have special festivals to say thank you to God – do you only have to say thank you if you believe in God?
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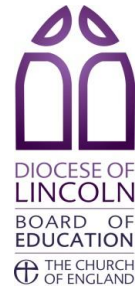
<p><i>Christianity</i></p>	<p>Project work: throughout the term, build up a project book to show pupils' learning</p> <ul style="list-style-type: none"> • Christian beliefs about God, the world and human beings (see <i>Understanding Christianity</i> 'big story' resources for support) • Different ways in which Christians say thank you to God (e.g. at baptism – see previous term, through prayer – speaking and listening to God; saying, 'God, you're awesome', thank you, sorry and please; make connection between lighting a candle to prayer and the description of Jesus as 'the light of the world') • Harvest festival as a way of saying thank you for the gifts of the natural world • Different ways in which Christians around the world celebrate Harvest (use Jyoti Sahi's <i>Dalit Madonna</i> as a stimulus to show that Christians in India celebrate Christmas at harvest time and make connections between the gift of Jesus at Christmas and the gifts of the natural world at harvest time) • Explore the idea of different types of gift, e.g. of time, of talents, of money, etc. Make links between this and what Christians do during Harvest festival • Create a special event that gives gifts, rather than saying thank you for gifts received; make connections with local Christian communities to do this and choose a particular theme to focus on, e.g. giving gifts to the elderly in the local community, giving gifts to refugees newly arrived in Lincolnshire, giving gifts to those who are struggling with health problems, etc.
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<p><i>Judaism</i></p>	<p>Project work: throughout the term, build up a project book to show pupils' learning</p> <ul style="list-style-type: none">• Key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people), mitzvot (the commandments or laws followed by Jewish people to help them keep their covenant with God)• Key people, e.g. Moses and Abraham (could compare with stories about the Prophet Ibrahim in spring term) - https://www.youtube.com/watch?v=RdSQT7DS1II&t=2s&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=12• Key texts, e.g. Torah (https://truetube.co.uk/film/holy-books-torah)• The synagogue (https://truetube.co.uk/film/holy-cribs-synagogue) – key features and activities• Passover – story from the Torah (https://www.youtube.com/watch?v=RdSQT7DS1II&t=2s&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=12), key beliefs contained within this story (e.g. God looking out for his chosen people, God being the most powerful, etc.), key practices (https://truetube.co.uk/film/charlie-and-blue-celebrate-passover)• Share a Passover meal and think about how it connects to the story of Passover and the things for which Jewish people say thank you to God• Sukkot – story of the people of Israel wandering in the desert and building shelters/booths (sukkot) to keep them safe; harvest festival saying thank you for the food that is being harvested (e.g. Etrog fruit); key practices associated with this festival (https://www.youtube.com/watch?v=OZ5rGZc2w3Y; https://www.youtube.com/watch?v=SRHkgWGyn4Y&vl=en – NOT ENTIRELY AGE-APPROPRIATE, pick out sections!!)• Make connections between beliefs about God, beliefs about being God's chosen people, saying thank you for this special relationship and the gifts given by God in the natural world, and celebrating Sukkot as a community• Create a sukkot and think about how it helps Jewish people say thank you to God and feel they belong as part of a Jewish community
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