

*Suggestions for Teaching and Learning*

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

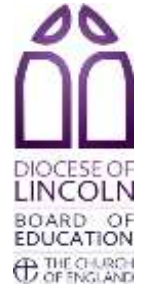
*The questions we might ask:*

- *What different events/times of life do we celebrate?*
- *How do different people celebrate things differently?*
- *How does celebration relate to remembrance?*

**The ideas we might explore**

- Consider different ways in which we celebrate – birthdays, events of national significance (e.g. royal weddings), sporting events (e.g. the football World Cup, the Olympics), key religious festivals, the birth of a new baby, the celebration of the life of someone who has just died, etc.
- Make connections between celebrations that are happy and celebrations that help us remember events, including sad events (e.g. the One Love concert in Manchester after the bombings, Remembrance Sunday)
- Examples of celebrations from religions/non-religious worldviews:
  - Humanism:** naming ceremonies and funerals (celebrating someone's life) – see <https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/>
  - Judaism:** wedding ceremony – key promises and ways in which this connects with Jewish beliefs about the promises between God and his chosen people, the people of Israel; key features of a wedding ceremony (e.g. signing the *ketubah* – marriage contract, drinking from the *Kiddush* – blessing – cup, shattering a glass to remember the destruction of the Jewish Temple in the 1<sup>st</sup> century CE, the last time Jews had a central global focus point for worshipping God – i.e. remembering that not everything in life is joyful and marriage is about walking alongside each other in the challenging times as well as the good ones)
  - Christianity;** confirmation – a person confirming promises that were made during baptism (sometimes by their parents); in some Christian denominations, this is the first time a Christian is able to participate in Holy Communion (the significance of Holy Communion – see *KS2 Compulsory Unit: Community - Christianity*); see [http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml) and

Lincolnshire Locally Agreed Syllabus for Religious Education  
KS2 Additional Unit: Big Questions – Why Do We Celebrate?



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[https://www.youtube.com/watch?v=fQg9WDliZGc&list=PLcvEcrsF\\_9zJxDHG9JtcCmiAgwVFRW3uK&index=25](https://www.youtube.com/watch?v=fQg9WDliZGc&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=25); <https://www.churchofengland.org/life-events/confirmations/confirmation-faqs>, etc.



<p><i>What is 'celebration'?</i></p>	<p><b>Thinking:</b></p> <p>Ask pupils to think about a range of ways in which they celebrate, e.g. birthdays, success in competitions, special moments in life (e.g. weddings), etc. What do the celebrations involve? Are there any common features, e.g. sharing food, dancing, playing music, etc.?</p> <p>Pupils could devise categories for these events, e.g. individual/communal, small/large, fun/dutiful, etc. These could be placed in Venn diagrams to identify how some celebrations might cross over into different categories.</p> <p>Pupils could be asked to complete a piece of extended writing on a particular celebration. This could be something from their own experience or it could be an imaginative piece focused on the experience of a character from history or from a reading text being used in class. They could focus on the following:</p> <ul style="list-style-type: none"><li>• What was being celebrated?</li><li>• Why was celebrating?</li><li>• What activities or events were involved in the celebration?</li><li>• How did the various characters feel during the celebrations? Did they always feel joyful? If not, why not?</li><li>• How long did the celebration last?</li><li>• What happened before the celebration? What happened after the celebration has finished?</li><li>• Why was the celebration important to the characters in the piece of writing?</li><li>• Will the celebration happen again in the future? If so, when?</li></ul>
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KS2 Additional Unit: Big Questions – Why Do We Celebrate?

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<p><i>How might celebration connect with remembering?</i></p>	<p><i>Elements of this lesson will need to be handled carefully, particularly if any pupils have been involved in any sort of traumatic event. This may extend into two sessions, particularly if you choose to focus on Remembrance Sunday.</i></p> <p>Ask pupils to recap the key features of celebrations from the previous lesson. Can they provide specific examples to support what they are saying?</p> <p><b>Thinking:</b></p> <p>Ask pupils to consider whether all the celebrations they can think of are joyful occasions? Can they think of any celebrations that might also involve feeling sad? Why might they feel sad?</p> <p><b>Thinking</b> and <b>Living:</b></p> <p>Introduce the Manchester One Love concert held in June 2017. What features of this concert might pupils recognise from the celebrations they have discussed? How was this event joyful, life-affirming, communal, etc.?</p> <p>Carefully explore some of the reasons why this event was held. What negative events led to this concert being planned? What was the impact of these negative events on the community and how did the One Love concert seek to address this? What might this mean for the people who attended the concert or watched it on TV – what range of different feelings might they have felt when watching the concert?</p> <p>Explore why the One Love concert might have been important for the people who attended/watched it. How might it have helped them deal with the feelings they had about the negative events that happened two weeks earlier? Why might celebrations be useful in helping us deal with negative emotions as well as helping us share positive emotions?</p>
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**Believing, Living and Thinking:**

Introduce the practices associated with Remembrance Sunday:

- When is Remembrance Sunday held? How frequently is it held?
- What is being remembered?
- What do people do on Remembrance Sunday? Is this connected with any religions? (E.g. connections with parish churches and the war memorials often preserved in churches/churchyards; connections with Islam, Hinduism and Sikhism in relation to troops from around the British Empire in the first and second world wars)
- Is Remembrance Sunday a type of celebration? Why/why not?
- Is it important to remember? Why/why not?

<https://www.britishlegion.org.uk/get-involved/remembrance/remembrance-events/remembrance-sunday>

<https://www.methodist.org.uk/our-work/our-work-in-britain/remembering-world-war-one/resources/>

<https://www.churchofengland.org/first-world-war-centenary>

<https://afma.org.uk/remembrance/>

<https://humanism.org.uk/campaigns/secularism/government-and-faith-communities/remembrance-ceremonies/>

<https://www.independent.co.uk/voices/khadi-poppy-indian-soldiers-commonwealth-troops-remembrance-day-wwi-a8628676.html>

<https://www.bbc.co.uk/news/uk-england-41917784>

<https://www.thenma.org.uk/about-us/>

Pupils could create their own service of remembrance based on what they have found out or produce a persuasive argument (written or spoken) to argue in favour of or against the importance of remembrance events.

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KS2 Additional Unit: Big Questions – Why Do We Celebrate?

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	<p><b>Thinking:</b></p> <p><b>Philosophers' Café:</b> set up the classroom as a café and provide stimulus for discussion with appropriate scaffolding where necessary.</p> <p>Pupils could explore issues of war and peace, making connections with remembrance and celebration:</p> <ul style="list-style-type: none"><li>• Do remembrance services or celebrations of those who have sacrificed their lives during times of war encourage war and violence or peace?</li><li>• What might happen if we no longer hold remembrance services or celebrations of those who have sacrificed their lives during times of war? What difference might this make if we are presented with a situation in which war may start again?</li><li>• Is peace always better than war?</li></ul> <p>Pupils could present their discussions formally or informally at the end of the session.</p>
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<p><i>Examples of celebrations in religions and worldviews:</i></p> <p><i>Judaism (at least two sessions)</i></p>	<p><i>Cf. KS2 Compulsory: Life Journey (Hinduism) – some suggested activities here are the same.</i></p> <p><b>Thinking:</b></p> <p>Ask pupils to sit in silence for one minute with their eyes closed. Once they have finished, ask them to record everything they have listened to. They could share their thoughts – how easy was it to listen? were any sounds more intrusive? Was there anything they heard that they felt they needed to respond to?</p> <p><b>Believing:</b></p> <p>Give pupils the <b>Shema</b>: “Hear, O Israel, the Lord our God, the Lord is one; you will love the Lord your God with all your heart, with all your soul and with all your strength.” (<a href="#">Deuteronomy 6:4-5</a>). Ask them to analyse the text – what is it telling us about Jewish beliefs about God and human beings? <a href="https://www.bbc.com/education/clips/zqkq6sg">https://www.bbc.com/education/clips/zqkq6sg</a></p> <p>Show pupils this clip on the Hebrew word ‘<b>shema</b>’; ask pupils to note down any key words as they listen, including words with which they are unfamiliar (e.g. <b>covenant</b> = contract between God and his chosen people of Israel):</p> <p><a href="https://www.youtube.com/watch?v=6KQLOuIKaRA">https://www.youtube.com/watch?v=6KQLOuIKaRA</a> <a href="https://www.youtube.com/watch?v=9geXjErjvfw">https://www.youtube.com/watch?v=9geXjErjvfw</a> (narrated by a Rabbi; aimed at members of the Jewish faith)</p> <p><b>Believing:</b></p> <p>Explain that Jewish people believe God has chosen them to be his special people and has entered into a <b>covenant</b> with them; this <b>covenant</b> entails certain rights and responsibilities, e.g. the <b>mitzvot</b> (laws or commandments, including the Ten Commandments).</p> <p>Introduce a range of Jewish texts about what it means to live a good life:</p> <ul style="list-style-type: none"><li>• The Ten Commandments (<a href="#">Deuteronomy 5:1-22</a>)</li></ul>
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	<ul style="list-style-type: none"><li>• <a href="#">20 rules for a good life</a> by Rabbi Jonathan Sacks</li></ul> <p>How does living a good life connect with keeping the <b>mitzvot</b>? What might keeping the <b>mitzvot</b> have to do with having a good relationship with God?</p> <p><b>Living:</b> Introduce key celebrations in Judaism. Throughout the learning, find opportunities to answer the questions below:</p> <ul style="list-style-type: none"><li>• How do these celebrations connect with the <b>covenant</b> and the <b>mitzvot</b>?</li><li>• How do these celebrations connect with the idea of remembrance as well as joyfulness?</li></ul> <p><u>Shabbat</u> Shabbat is a weekly celebration for Jewish people. It connects with the story of creation outlined in <b>Genesis 1-2</b>. Pupils could read through this story, focusing on the reasons why Jewish people might believe God thinks it is important to set aside a day of rest.</p> <p>Introduce various practices associated with Shabbat at home and at the synagogue:</p> <ul style="list-style-type: none"><li>• Keeping the <b>mitzvot</b></li><li>• Showing respect to God through resting and keeping a holy day set apart from the rest of the week</li><li>• Spending time together as a family and community</li><li>• Reciting blessings to give thanks to God as the origin of all good things</li></ul> <p>They could consider different ways in which different Jewish people keep Shabbat and ask questions about whether diversity of practice is a good thing when seeking to keep God's laws.</p> <p>They could consider some of the rules associated with keeping Shabbat (e.g. not using electricity) and the way in which technologies have developed to help Jewish people keep these rules. They could invent their own Shabbat technology to help</p>
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	<p>Jewish people keep the <b>mitzvot</b>.</p> <p><a href="https://www.youtube.com/watch?v=JpFw7DqRMEc&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=6&amp;t=0s">https://www.youtube.com/watch?v=JpFw7DqRMEc&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=6&amp;t=0s</a> <a href="https://www.bbc.com/education/clips/zvtfgk7">https://www.bbc.com/education/clips/zvtfgk7</a> <a href="https://www.bbc.com/education/clips/z84wmp3">https://www.bbc.com/education/clips/z84wmp3</a> <a href="https://www.bbc.com/education/clips/zn7tfg8">https://www.bbc.com/education/clips/zn7tfg8</a> <a href="https://www.bbc.com/education/clips/z37s39q">https://www.bbc.com/education/clips/z37s39q</a> <a href="https://forward.com/life/tech/402398/shabbat-friendly-tech-lights-pens-and-even-stoves-for-the-observant/">https://forward.com/life/tech/402398/shabbat-friendly-tech-lights-pens-and-even-stoves-for-the-observant/</a> (for teacher use only) <a href="http://www.kosherimage.com/">http://www.kosherimage.com/</a> (for teacher use only) <a href="http://www.zomet.org.il/eng/?CategoryID=250">http://www.zomet.org.il/eng/?CategoryID=250</a> (for teacher use only)</p> <p>Ensure the key questions are addressed:</p> <ul style="list-style-type: none"><li>• How does Shabbat as a weekly celebration connect with the <b>covenant</b> and the <b>mitzvot</b>?</li><li>• How does Shabbat connect with the idea of remembrance as well as joyfulness?</li></ul> <p><u>Wedding Ceremony</u></p> <p>Learn about the key promises made during a Jewish wedding ceremony and ways in which this connects with Jewish beliefs about the promises between God and his chosen people, the people of Israel.</p> <p>Pupils could consider:</p> <ul style="list-style-type: none"><li>• The preparations before a wedding</li><li>• The key features of a wedding ceremony (e.g. signing the <b>ketubah</b> – marriage contract, drinking from the <b>Kiddush</b> [blessing] cup, shattering a glass to remember the destruction of the Jewish Temple in the 1<sup>st</sup> century CE, the last time Jews had a central global focus point for worshipping God – i.e. remembering that not everything in life is joyful</li></ul>
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	<p>and marriage is about walking alongside each other in the challenging times as well as the good ones</p> <ul style="list-style-type: none"><li>• The importance of family and relationships in Judaism</li></ul> <p><a href="http://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml">http://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml</a> <a href="https://www.myjewishlearning.com/article/jewish-marriage/">https://www.myjewishlearning.com/article/jewish-marriage/</a> <a href="https://www.youtube.com/watch?v=MxQ87qN7E9o">https://www.youtube.com/watch?v=MxQ87qN7E9o</a></p> <p>Ensure the key questions are addressed:</p> <ul style="list-style-type: none"><li>• How does a Jewish wedding ceremony connect with the <b>covenant</b> and the <b>mitzvot</b>?</li><li>• How does Jewish wedding ceremony connect with the idea of remembrance as well as joyfulness?</li></ul>
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<p><i>Examples of celebrations in religions and worldviews:</i></p> <p><i>Christianity (at least two sessions)</i></p>	<p><i>Cf. KS2 Compulsory: Life Journey (Christianity) – some suggested activities here are the same.</i></p> <p><b>Believing</b> and <b>Living</b>:</p> <p>Ask pupils to create a spinner – a card circle with three words, ‘Father’, ‘Son’ and ‘Holy Spirit’, which merge when it is spun. Explain to pupils that Christians believe that there is one God, who is a Trinity of Father, Son and Holy Spirit:</p> <ul style="list-style-type: none"><li>• Father – God, the creator who was pleased with what he had made, sustains it and seeks to bring it back to its original perfection</li><li>• Son – Jesus, God <b>incarnate</b>, who bridges the gap between God and human beings by defeating death</li><li>• Holy Spirit – God, the one who is alongside human beings, supports them and encourages them on their journey through life</li></ul> <p>Set pupils a challenge – in teams, they need to get from point A to point B, but in order to do so, they must construct a bridge using the resources available to them. This bridge must be able to get everyone in the team across from point A to point B. Ask them to reflect on this activity – how easy was it? Could they have done it on their own? Could they have made it from point A to point B without the bridge?</p> <p>Explain to pupils that Christians believe God created the world exactly as he wanted it to be. It was disrupted by Adam and Eve, the first humans, who made a bad choice that brought death and suffering into the world, and separated humans from God (see <a href="#">Genesis 3</a>, the story of the Fall: <a href="https://www.youtube.com/watch?v=jKdb64RiLVE">https://www.youtube.com/watch?v=jKdb64RiLVE</a> [note: this is produced from a faith perspective]). Christians believe God is loving and forgiving, and that he had a plan to bring humans closer to him. This plan involved coming to earth in human form as Jesus (Christians believe Jesus is God <b>incarnate</b> – God in the flesh). Jesus’ teaching and living by example acted as a bridge for humans to cross to get closer to God again. His death and resurrection got rid of the death that had entered the world after Adam and Eve’s bad choice and Christians believe it is now their job to try and get rid of the suffering. If they can do this, the world will return back to what God originally intended it to be and humans will have restored their relationship with God.</p> <p>Ask pupils to connect this story about God with the bridge activity they have carried out at the beginning of the lesson. What</p>
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is point A in the Christian story (humans separated from God)? What is point B (humans back in relationship with God)? What is the bridge (Jesus – God in the flesh [**incarnate**])?

**Thinking:**

Ask pupils to use the resources available to them to build a structure that will support an object (e.g. a book or pencil case) – which sorts of materials do they need to use? What qualities do these materials have? Reflect on the idea of strength – what makes the structure strong enough to support the object? Explore different synonyms for strength, e.g. powerful, sturdy, firm, tough, etc.

**Believing and Living:**

Introduce the Christian **sacrament of confirmation** (literally, ‘with/together strengthen’) as a key celebration in Christianity; this is a rite of passage in which a person confirms the promises that were made at their baptism – it strengthens their relationship with God and their commitment to the Christian faith.

Throughout the learning, find opportunities to answer the questions below:

- How does this celebration connect with Christian beliefs about God and human beings?
- How do these celebrations connect with the idea of remembrance as well as joyfulness?

[http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml)

<https://www.britannica.com/topic/confirmation>

<https://www.churchofengland.org/life-events/confirmation>

<https://www.churchofengland.org/life-events/confirmations/confirmation-faqs>

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/book-common-prayer/order-confirmation>

<https://oca.org/orthodoxy/the-orthodox-faith/worship/the-sacraments/chrisation>

<https://orthodoxwiki.org/Chrismation>

<https://request.org.uk/life/rites-of-passage/the-roman-catholic-sacraments/>

<http://www.aboutcatholics.com/beliefs/catholic-confirmation-explained/>

<https://parish.rcdow.org.uk/hatfieldsouth/sacramental-prep/confirmation/>

Ask pupils to record what happens during the service of **confirmation** in at least one Christian denomination (note: this service is called **chrismation** in the Orthodox church). They could consider the following questions:

- What is **confirmation/chrismation**?
- Does it happen at a particular point in a person's life/the Christian year?
- How does it connect with Christian beliefs about God/human beings?
- Are there any biblical texts that connect with the **sacrament** of **confirmation/chrismation**?
- What is the 'laying on of hands' and how does this connect with **confirmation/chrismation**?
- What impact does this **sacrament** have on those who participate in it?
- Do all Christians have to be confirmed?
- How does the **sacrament** of **confirmation/chrismation** relate to participating in **Holy Communion/Mass/Eucharist** for some Christians?

Pupils could record their findings as a vlog/website/presentation/podcast, etc.

**Thinking:**

"It is really important to celebrate a commitment to your religion because it helps you strengthen your relationship with God." Ask pupils to explain whether they agree or disagree with this statement. They must be able to show their process of reasoning – what evidence do they have for their point of view? Can they acknowledge different points of view? Etc.

<p><i>Examples of celebrations in religions and worldviews:</i></p> <p><i>Islam (at least two sessions)</i></p>	<p><i>Cf. KS2 Compulsory: Life Journey (Islam) – some suggested activities here are the same.</i></p> <p><b>Believing:</b> Treasure hunt activity: solve the riddles to find all the pieces of the puzzle; once complete, the puzzle shows the Arabic word for God ('Allah') – introduce the idea that Muslims believe in one God (the puzzle only makes sense when it is complete and whole) and they are committed to finding out more about him (searching for the puzzle pieces). The word for the oneness and uniqueness of God is <b>tawhid</b>. Label a basket 'one God' and leave it at the front of the classroom.</p> <p><b>Thinking:</b> Play two pieces of music, one that is harmonious, e.g. <a href="https://www.youtube.com/watch?v=iT-ZAAi4UQQ">https://www.youtube.com/watch?v=iT-ZAAi4UQQ</a>, and one that is not, e.g. <a href="https://www.youtube.com/watch?v=b1Ph0sa0Gc0">https://www.youtube.com/watch?v=b1Ph0sa0Gc0</a> – which do the pupils prefer and why? What does the word <b>harmony</b> mean (lit. 'joined together' from the Greek)? Why might things being joined or connected together be a good thing? Ask pupils to come up with some examples of things that are better when they are joined together harmoniously (e.g. sports team, choir, friends, etc.)</p> <p><b>Believing:</b> Introduce the idea that Muslims believe God made everything just as he wanted it to be: <b>muslim</b> (lit. 'in submission to the will of God', i.e. in harmony with the way God wants it to be). Ask pupils to make connections between learning in science and the idea of harmony in the natural world, e.g. the idea of balance in the ecosystem.  Label a basket 'harmony' and leave it at the front of the classroom. Ask pupils to record their learning on these two key ideas: one God and harmony, referring to technical vocabulary. This could be a piece of structured writing, a visual representation, a recorded audio clip, etc.</p> <p><b>Living:</b></p>
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### **Eid ul-Adha**

Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son, Ismail, and the Prophet was willing to do so.

Introduce the story of Eid ul-Adha: God asks the Prophet Ibrahim to do something that seems to be wrong; the Prophet Ibrahim is willing to do it to show his respect for God, but God stops him before he can go through with it.

Revisit some of the 99 Names of Allah: what do Muslims believe God is like (e.g. All-Wise, All-Compassionate, All-Just)? Ask pupils to consider whether they think God would really want the Prophet Ibrahim to do something that is wrong.

Eid ul-Adha is celebrated towards the end of the period of **hajj** (pilgrimage) – *cf. KS2 Compulsory – Community (Islam) and KS2 Additional – Pilgrimage for possible teaching ideas about hajj*. One of the key focuses of the **hajj** is the **Kaabah**. This is a place of worship dedicated to the one God that Muslims believe was originally built by the Prophet Ibrahim.

Introduce different practices associated with the festival of Eid ul-Adha. Draw pupils' attention to the idea of celebrating what Muslims believe God is like and what he wants the world to be like – everything in harmony, everything fair, everyone treated fairly, everyone trying to do the right thing.

<https://www.youtube.com/watch?v=XAxHfkWmr1g> (from 2.40) – ask pupils to identify key words from the clip and work out why they might be important to Muslims (e.g. 'family', 'give', 'pray')

<https://www.bbc.com/education/clips/zk34wmn>

Introduce key practices, e.g. prayer, special foods, giving gifts – could use artefacts, e.g. Eid cards, particular foods, henna, etc. Think about ways in which the festival is about celebration *and* remembrance.

**Thinking:**

“It is really important that our celebrations help us remember the important people and stories from our religion.” Ask pupils to explain whether they agree or disagree with this statement made by a Muslim child. They must be able to show their process of reasoning – what evidence do they have for their point of view? Can they acknowledge different points of view? Etc.

**Eid ul-Fitr**

Eid ul-Fitr is a festival that marks the end of the month of **Ramadan**, during which Muslims fast during daylight hours.

**Thinking:**

Ask pupils what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel? Do they think it will be easy or difficult? How do they think they might feel by the end of the week? Frustrated? Cross? Surprised? Proud?

**Living:**

Introduce the month of **Ramadan** during which Muslims **fast** (no food or drink) between the hours of sunrise and sunset. Make connections between this and the Five Pillars of Sunni Islam (the fourth pillar, **sawm** = fasting during the month of **Ramadan**).

Pupils could create an eating/drinking diary for that day – what things do they eat and drink between getting up and going back to bed? How might they feel if they couldn't have these things? What would it feel like to 'break the fast' (**iftar**) with family and friends after the sun has gone down? Pupils could plan an **iftar** meal that they would want to share with friends and family if they were fasting during the month of **Ramadan**.

**Thinking:**

How might **fasting** help Muslims think about people around the world who don't have enough to eat or drink? What might they do as a result of their own experience of fasting?



**Believing and Living:**

**Eid ul-Fitr** is a festival that marks the end of the month of **Ramadan**. Introduce pupils to key practices associated with this celebration.

Ask pupils to consider ways in which the celebration of **Eid ul-Fitr** connects with Muslim beliefs about the oneness of God, the rights and responsibilities of human beings, the global Muslim community (**ummah**) and the idea of **harmony**.

<https://www.youtube.com/watch?v=XAxHfkWmr1g> (Eid ul-Fitr and Eid ul-Adha – KS2)

[https://www.youtube.com/watch?v=fmm4pCXRkuU&index=13&list=PLcvEcrcF\\_9zK0g\\_Ey3yl7k5LA5v1M7NNs](https://www.youtube.com/watch?v=fmm4pCXRkuU&index=13&list=PLcvEcrcF_9zK0g_Ey3yl7k5LA5v1M7NNs) (Eid ul-Fitr – KS2)

<https://www.bbc.co.uk/news/av/world-23625730/eid-al-fitr-celebrations-around-the-world-in-90-seconds> (Eid ul-Fitr around the world)

<https://www.theguardian.com/world/gallery/2017/jun/25/eid-al-fitr-around-the-world-in-pictures> (Eid ul-Fitr around the world)

[https://www.amazon.co.uk/Eid-Al-Fitr-Festivals-Around-](https://www.amazon.co.uk/Eid-Al-Fitr-Festivals-Around-World/dp/1489678085/ref=sr_1_1?s=books&ie=UTF8&qid=1530645908&sr=1-1&keywords=eid+around+the+world)

[World/dp/1489678085/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1530645908&sr=1-1&keywords=eid+around+the+world](https://www.amazon.co.uk/Eid-Al-Fitr-Festivals-Around-World/dp/1489678085/ref=sr_1_1?s=books&ie=UTF8&qid=1530645908&sr=1-1&keywords=eid+around+the+world) (Eid ul-Fitr around the world)

**Thinking:**

Ask pupils to consider whether remembering is just about thinking about the past or whether it can also be about remembering those around the world today who do not have what they need to live a good life. How might the month of **Ramadan** and the festival of **Eid ul-Fitr** help Muslims celebrate what they have and remember those who do not have enough?

<p><i>Examples of celebrations in religions and worldviews:</i></p> <p><i>Hinduism (at least two sessions)</i></p>	<p><i>Cf. KS2 Compulsory: Life Journey (Hinduism) – some suggested activities here are the same.</i></p> <p><b>Believing:</b></p> <p>What is God like? Mind map or artwork – emphasis the extent to which pupils relate <i>human qualities</i> to God. Recap/introduce the Hindu concept of God/Ultimate Reality = <b>Brahman</b> and key beliefs in Hinduism:</p> <ul style="list-style-type: none"><li>• <b>Brahman</b> (salt and water – life force in all things, not personal God like in other religions, but impersonal, doesn't have human qualities)</li><li>• <b>Atman</b> (the soul; a bit of <b>Brahman</b> in every living thing, not just human beings)</li><li>• <b>Samsara</b> (the eternal cycle of birth, life, death and reincarnation experienced by every <b>atman</b> – example of an apple: tree cutting, fresh fruit, rotten apple) – connect with the <b>Trimurti</b> (three key Hindu deities that represent this cycle of life)</li><li>• The <b>Trimurti: Brahma, Vishnu and Shiva</b> – a way of trying to better understand <b>Brahman</b>, the Ultimate Reality/life force in all things, and worship him</li></ul> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml</a> <a href="http://www.bbc.co.uk/religion/religions/hinduism/deities/brahma.shtml">http://www.bbc.co.uk/religion/religions/hinduism/deities/brahma.shtml</a></p> <ul style="list-style-type: none"><li>• <b>Moksha</b> (liberation from the cycle of <b>samsara</b>) = the ultimate goal for every <b>atman</b></li><li>• <b>Dharma</b> (duty) – fulfilling one's <b>dharma</b> allows the <b>atman</b> to move closer to <b>moksha</b> (= liberation from the cycle of <b>samsara</b>)</li><li>• <b>Karma</b> (literally, 'action': good <b>karma</b> [action] helps you fulfil your <b>dharma</b> and get closer to <b>moksha</b>; bad <b>karma</b> [action] prevents you from fulfilling your <b>dharma</b> and moves you further away from <b>moksha</b>)</li></ul> <p><a href="https://www.youtube.com/watch?v=Uq6_HUMtQtI&amp;t=1s&amp;index=38&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs">https://www.youtube.com/watch?v=Uq6_HUMtQtI&amp;t=1s&amp;index=38&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs</a></p>
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### **Thinking:**

What are your duties? What actions help you carry them out? What happens if you don't do them? Etc.  
(Philosophers' café – different stimulus questions on different tables; pupils move around the tables and discuss the different questions, recording answers – café, so tea and cake provided!)

### **Believing, Living and Thinking:**

*Cf. KS2 Compulsory: Community (Hinduism) – some of the suggested activities here are the same.*

#### **Raksha Bandhan**

Introduce pupils to the festival of **Raksha Bandhan**, the festival of brothers and sisters. Ask them to consider the following questions:

- How does this festival connect with Hindu beliefs about **dharma**?
- What sorts of different practices do Hindus carry out during this festival? Has it always looked the same or has it changed throughout history/in different areas of the world?
- How does this celebration help Hindus remember what is important about family, duty and community?

<http://kids.baps.org/thingstoknow/festival/11.htm>

[https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrsF\\_9zJxDHG9JtcCmiAgwVFRW3uK&index=32](https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=32)

Pupils could create a timeline/video diary/visual overview of the festival representing the experience of a Hindu child in the UK/elsewhere in the world.

#### **Holi**

Introduce pupils to the festival of **Holi**, a spring festival that celebrates good triumphing over evil. Ask pupils to analyse different stories associated with this festival, e.g. the story of Holika and Hiranyakishipu (also sometimes known as Holika and Prahlad) or the story of Krishna and Radha. How do these stories connect with Hindu beliefs about **Brahman**, the **trimurti** and

	<p><b>dharma?</b></p> <p>Explore some of the practices associated with <b>Holi</b> – how is the festival celebrated similarly and differently around the world? What impact might this festival have on the environment and how might this connect with Hindu beliefs about respecting all living things?</p> <p><a href="https://www.holifestival.org/">https://www.holifestival.org/</a> <a href="https://www.bbc.co.uk/bitesize/articles/z6vh8xs">https://www.bbc.co.uk/bitesize/articles/z6vh8xs</a> <a href="https://www.youtube.com/watch?v=AbFikJ8KFZ8">https://www.youtube.com/watch?v=AbFikJ8KFZ8</a> <a href="https://www.youtube.com/watch?v=qeguiNi3Uac&amp;list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&amp;index=36">https://www.youtube.com/watch?v=qeguiNi3Uac&amp;list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&amp;index=36</a> (BBC Teach – Holi)</p> <p><b>Thinking:</b> “Celebrating the stories about important figures in Hinduism helps Hindus to remember how to fulfil their <b>dharma</b>.” Ask pupils to explain whether they agree or disagree with this statement. They must be able to show their process of reasoning – what evidence do they have for their point of view? Can they acknowledge different points of view? Etc.</p>
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<p><i>Examples of celebrations in religions and worldviews:</i></p> <p><i>Sikhism (at least two sessions)</i></p>	<p><b>Thinking:</b></p> <p>Ask pupils to think about the people who most influence them in their lives. Who is most influential and why? Do they think the same people will stay influential throughout their lifetime? Why/why not? Why is it important to listen to and learn from others? How does this connect with family, school and society? Identify the importance of teachers in the lives of the pupils (even if they don't always realise it!). What would a world without teachers be like? Ask pupils to provide reasons for what they say and show that they can think about more than one point of view.</p> <p><b>Believing:</b></p> <p>Introduce pupils to the historical origin of Sikhism in India around 1500CE; consider the historical context at the time, particularly in relation to Hinduism and Islam in India. How is Sikhism different from these religions? Ask pupils to carry out research about <b>Guru Nanak</b>: who was he and why was he important? What does the term '<b>guru</b>' mean and how does this relate to the discussion at the beginning of the lesson? How do Sikhs celebrate the festival of <b>Guru Nanak Gurburab</b> and how does this relate to <b>Guru Nanak</b>? What does this festival tell us about the importance of <b>Guru Nanak</b> to Sikhs? Are there other <b>gurus</b> in Sikhism? Why is the holy book of Sikhism known as the <b>Guru Granth Sahib</b>?</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zkjpkmn">https://www.bbc.co.uk/bitesize/articles/zkjpkmn</a> <a href="https://www.bbc.co.uk/bitesize/articles/zr86cqt/">https://www.bbc.co.uk/bitesize/articles/zr86cqt/</a> <a href="http://sikhresources.com/resources-key-principles-and-beliefs-of-sikhi/">http://sikhresources.com/resources-key-principles-and-beliefs-of-sikhi/</a> <a href="https://blog.bham.ac.uk/cpur/2017/05/31/origins-of-sikhism/">https://blog.bham.ac.uk/cpur/2017/05/31/origins-of-sikhism/</a> <a href="https://www.bbc.co.uk/religion/religions/sikhism/history/history_1.shtml">https://www.bbc.co.uk/religion/religions/sikhism/history/history_1.shtml</a></p> <p><b>Believing and Living:</b></p> <p>Introduce the story of the origin of the Sikh <b>Khalsa</b>. Who was <b>Guru Gobind Singh</b> and what did he ask of the members of the Sikh community in 1699? How does this connect with the festival of <b>Vaisakhi</b> celebrated by Sikhs in the UK and around the world today? What happens during the festival of <b>Vaisakhi</b>? How might celebrating this festival help Sikhs feel part of a</p>
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Lincolnshire Locally Agreed Syllabus for Religious Education  
KS2 Additional Unit: Big Questions – Why Do We Celebrate?

*Suggestions for Teaching and Learning*

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



	<p>worldwide community?</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z6ggy9q">https://www.bbc.co.uk/bitesize/articles/z6ggy9q</a> <a href="https://www.bbc.co.uk/newsround/43737417">https://www.bbc.co.uk/newsround/43737417</a> <a href="https://www.yorkshireeveningpost.co.uk/news/people/what-is-the-vaisakhi-sikh-festival-1-9724190">https://www.yorkshireeveningpost.co.uk/news/people/what-is-the-vaisakhi-sikh-festival-1-9724190</a> <a href="https://www.coventrytelegraph.net/news/coventry-news/when-is-vaisakhi-2019-16064640">https://www.coventrytelegraph.net/news/coventry-news/when-is-vaisakhi-2019-16064640</a></p> <p><b>Thinking:</b> Many festivals in Sikhism celebrate and commemorate events that happened many hundreds of years ago. What recent events do the pupils think we might celebrate or commemorate hundreds of years in the future? Ask them to give reasons for their answers, explaining why it might be important to celebrate or remember their chosen event.</p>
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<p><i>Summative: Why do we Celebrate?</i></p>	<p><b>Believing, Living and Thinking:</b> “In order to celebrate properly, you have to have one eye on the present and one eye on the past.”</p> <p>Using all the learning that has taken place over this unit, ask pupils to answer this question, showing that they:</p> <ul style="list-style-type: none"><li>• Can understand different ways in which religious and non-religious people celebrate special times, events and people</li><li>• Can explain different practices that are carried out during these celebrations</li><li>• Can describe some ways in which celebrating connects with remembering</li><li>• Can show that they can present arguments from more than one point of view</li></ul> <p>Pupils might produce a group presentation, a visual/musical/dramatic representation of their learning, an extended piece of writing, a whole class debate, a lesson plan for younger/older pupils, etc.</p>
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