



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Cultural Explorers

Medium Term Plan: Cultural Explorers: RE

How do festivals bring people together?

Using the K,S,U you have learnt in this unit of work, how do festivals bring people together? Demonstrate your understanding of the festivals you have studied, community and belonging.



Cultural Explorers

Aspect of Study

Features of religion

Faith communities and belonging

Comparing religious ideas and traditions

Religions: Christianity, Judaism, Hinduism, Islam

Transferable Knowledge:

That festivals and events give people a sense of belonging

That different communities celebrate in different ways

Northumberland SACRE Curriculum Aims

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

A. know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives..

During this area of study students should be taught to:

Recall and name beliefs and practices and the meaning behind them.

Recognise symbols and actions that express community, identity and belonging and what difference these might make.

Notice and respond sensitively to some similarities between religions, worldviews and communities.



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders

Substantive Knowledge (subject-specific)

That Christians celebrate Easter, the features of this festival and why it is celebrated.

That Jews celebrate Passover, the features of this festival and why it is celebrated.

That Muslims celebrate Eid, the features of these festivals and why they're celebrated.

That Hindus celebrate Holi, the features of this festival and why it is celebrated.

Disciplinary Knowledge?

Real World Links:

Pupils will explore festivals celebrated and traditions shared by children in the Trust. Opportunities to discuss people who have different beliefs - what to do when we disagree and how to react responsibly (Thrive).

Pupils to learn about festivals from around the world.



Communication – understand and respect that people have different views.

Team-working – respect and listen to other
Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

- Jesus - why is he significant?
- Moses - why do Jews remember him?
- Mohammad - why is he significant?

OPAL links

Pupils to explore and use brightly coloured chalks replicating the holi festival.

Curriculum Coverage

(Previous, expected and what follows on)

Prior Religion-specific Coverage	Religion-specific Coverage	Subsequent Religion-specific Coverage
<ul style="list-style-type: none"> • How do people celebrate? [Reception: Hindus and Christians] • The features of Easter and Palm Sunday [Y1] • Rosh Hashanah and Yom Kippur [Y1] 	<p>That Christians celebrate Easter, the features of this festival and why it is celebrated.</p> <p>That Jews celebrate Passover, the features of this festival and why it is celebrated.</p> <p>That Muslims celebrate Eid, the features of these festivals and why they're celebrated.</p> <p>That Hindus celebrate Holi, the features of this festival and why it is celebrated.</p>	<ul style="list-style-type: none"> • Features and significance of Diwali [Y2] . • Features and significance of the Christmas story [R-Y6] • Jewish commitment to God [Y2] • Buddhist beliefs on kindness [Y2] • Belonging and commitment in Islam [Y3] • Hindu texts [Y3]

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Christian Jew Muslim Hindu Easter Passover Holi Eid-al-Fitr Eid al-Adha Sacred text	Festival Community Belonging	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning

At the start of the topic, recap the names of the major world faiths and their followers. Show children the symbol associated with each. Repeatedly return to this throughout the module.

Christianity (Christian, the cross), Islam (Muslim, the crescent and star), Judaism (Jew, and the term Jewish, the star of David), Hinduism (Hindu and the term Hindi, Aum), Sikhism (Sikh, Khanda), Buddhism (Buddhist, Dharmachakra).

1

- NC OBJ: Recognise symbols and actions that express community, identity and belonging and what difference these might make.

LO: Why do people celebrate different things?

***Note:** Children will have encountered several festivals from a range of traditions already. There is an opportunity to assess working memory. There may need to be a conversation about what the words festival and sacred mean before the learning starts.*

Introduce children to a tradition that you have for Christmas or Easter. Ask the children who else does this and guide them towards realising that different people have different ways of celebrating the same event/festival. **Equalities: celebrating difference.**

Children discuss why this is. Explore idea of a festival - sometimes to celebrate, sometimes to remember something that has happened.

Opportunities for:

Knowledge - Identify some of the features of a festival.

Empathy - Identify how being part of a festival might make somebody feel.

Response - Discuss festivals that are important to me and why this is.

Comparison - Recognise the differences between different people's ways of celebrating.

2

- NC OBJ: Recognise symbols and actions that express community, identity and belonging and what difference these might make.
- Recall and name beliefs and practices and the meaning behind them.

LO: How can a festival come from a story?

Recap some of the festivals discussed last week. Help children understand that often, a festival comes from a story. Discuss the festivals of Easter and Passover with brief overviews of the story (they have already studied both). Why would Christians and Jews want to remember and celebrate these stories?

Explain that stories create belonging by giving people something they share together every time they celebrate the festival. **PSHE link: Community and belonging.**

Opportunities for:

Knowledge - Identify that festivals create belonging and a sense of community.

Empathy - How would celebrating Passover with other Jews help them feel a sense

Response - Express how belonging to a group or community makes me feel.

Comparison - Recognise the similarities between Christian and Jewish traditions.

Sequence of Teaching and Learning

<p>3</p>	<ul style="list-style-type: none">• NC OBJ: Recognise symbols and actions that express community, identity and belonging and what difference these might make.• Notice and respond sensitively to some similarities between religions, worldviews and communities. <p>LO: How can a festival come from a season?</p>	<p>Recap the festivals of Easter and Passover and how they impact the lives of Christians and Jews.</p> <p>Identify with children that festivals don't always have a story but instead help a community to mark an important time. Give the examples of Eid-al-Fitr and Holi. Explore these festivals and why they're marked by Muslims and Hindus. Geography Link: Both are celebrated in India. Identify India and Asia on a map.</p> <p>Compare the two types of festivals - those that originate from a sacred text (use this terminology) and those that originate from a season or time of year.</p> <p><u>Opportunities for:</u> Knowledge - Identify the features of Eid and Holi and how they are celebrated. Empathy - Explore how it might feel to be a part of Eid or Holi - community and belonging Response - Explain what festivals are celebrated together in the Ashington community. Is it the same for everyone? Comparison - Explore the similarities and differences between the festivals studied.</p>
<p>4</p>	<ul style="list-style-type: none">• NC OBJ: Notice and respond sensitively to some similarities between religions, worldviews and communities. <p>LO: How do festivals bring people together?</p>	<p>Recap knowledge of different types of festivals and why people celebrate.</p> <p>Explore with children in more depth the ideas of community and belonging. Festivals are not the only religious traditions that bring people these ideas. Children might also identify and discuss; worship, sacred texts, sacred spaces/buildings and rituals.</p> <p>Answer the enquiry question - that festivals give religious communities an opportunity to celebrate together and bring a sense of belonging and identity. Discuss: British identity and British values.</p> <p><u>Opportunities for:</u> Knowledge - Identify the features of a range of festivals and how they are celebrated. Empathy - Explore how it might feel to take part in a festival - community and belonging Response - Explain what festivals are celebrated together in the Ashington community. Is it the same for everyone? Comparison - Explore the similarities and differences between the festivals studied.</p>