

RE MTP
Value for Life: Thankfulness
Festival – Advent/ Christmas
Derbyshire Syllabus - L2.5 Why are festivals important to religious communities?

Week	Learning Objectives	Activity: Year 3/4	Year 5/6	Assessment
1	Recognise and identify some differences between religious festivals and other types of celebrations (B2).	Discuss celebrations they've attended (weddings/ funerals) Watch Celebrations Around the World - YouTube – eg: Mardi Gras, Christmas. Rewatch and pause at each celebration and discussed whether it was a religious festival or secular. What is worth celebrating? Create a poster for a religious festival.		<i>Can they show the concept behind the festival through images and words?</i> <i>Can they answer the question: What is worth celebrating?</i>
2	1.6 How and why do we celebrate special and sacred times? Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and	Hinduism: Diwali Rama and Sita Share the story of Rama and Sita with the pupils. Watch The festival of Diwali Religious Studies - My Life, My Religion: Hinduism - YouTube Discuss how you can celebrate Diwali without being Hindu. Watch Diwali Leicester - Visit Leicester		<i>Can they recall the story behind Diwali? (revisit this in 3 weeks time- to see if they have retained the knowledge).</i> <i>To be able to explain how Hindus celebrate Diwali?</i> <i>To consider whether non-Hindus can celebrate Diwali?</i>

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	rituals	<p>Lakshmi-goddess of wealth and prosperity Divali is a time when Hindus also remember the goddess Lakshmi who represents good fortune and prosperity. 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.</p> <ul style="list-style-type: none"> • Use a large sheet of paper with an image of Lakshmi in the centre. Around this draw five coins, labelled <ul style="list-style-type: none"> - for myself - for a friend or family member - for the school - for the local community - in the world generally <p>Create Rangoli patterns on paper plates.</p>	
3	Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and	<p><u>Christianity: Christmas</u></p> <p>Sacred or Secular. Brainstorm what the pupils associate with Christmas – you may want to use Christmas cards / advent calendars or other prompts to aid the discussion. The pupils could write their ideas on the "Talk about</p>	<p><i>Can they explain what sacred and secular mean ?</i></p> <p><i><u>Y34-</u> Name 1 sacred and 1 secular elements of Christmas.</i></p> <p><i><u>Year 56 -</u> Name 2 or more sacred</i></p>

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	rituals	<p>Christmas' sheet. Without letting the class know your thinking – separate the biblical and non-biblical ideas into two sets. Once you have finished the discussion ask the pupils if they recognise anything about the two sets you have created. This should begin a discussion on the real meaning of Christmas. Establish the fact that apart from the commercial side - Christmas is one of the most important festivals for Christians.</p> <p>Watch What is Christmas like for Christians? Religious Studies - My Life, My Religion: Christianity - YouTube and jot down as watching, any similarities between Diwali last lesson and this festival – eg: light.</p> <p>What symbols and rituals are most important for Christians? (maybe invite a member of the church to say how they celebrate).</p> <p>Look at the ritual of lighting a candle each Sunday through Advent The Meaning of The Advent Wreath and Candles (christianity.com) Twinkl ppt to unpick the meaning behind this ritual. Make an Advent wreath as a class.</p>	<i>and secular elements of Christmas.</i>
4	Describe how believers express the	<u>Common themes / symbols between Diwali and Christmas</u>	<i>Can they respond verbally about how light and dark makes them</i>

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	<p>meaning of religious festivals through symbols, sounds, actions, story and rituals.</p> <p>Look at the significance of light in many religious festivals.</p>	<p><u>What does light mean to us?</u> (show flickering light on whiteboard or real candle)</p> <p>Class discussion on the significance of light in everyday life - Why do we have lights in our houses? Why do we have lights in the streets? Arrange an atmospheric display of light, for example, use fairy lights in a darkened room, or an optic fibre lamp. How do the children feel 1) in the dark 2) in the light? Why are some people afraid of the dark?</p> <p>Experience a dark room (as much as possible) and then brighten with light – complete response sheet stating how the dark and then light makes them feel.</p> <p><i>For Hindus and Christians Diwali and Christmas is a celebration of Good over evil and light over darkness. List times when light is used in the festivals – show a Christingle orange, Christmas light switch on.</i></p> <p><i>In Christian thinking, Jesus is „the light of the world“ and it is God who says „let there be light“ to create the Earth. Light symbolises goodness in many festivals, acts of worship and rituals, from the candles of baptism and advent to tree lights at Christmas or the star</i></p>	<p><i>feel?</i></p> <p><i>Can they record their responses to light and dark?</i></p> <p><i>Why is light a common symbol in both festivals?</i></p> <p><i><u>Year 56-</u> Can they explain the significance of good triumphing over evil in both festivals?</i></p>
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		<p><i>of Bethlehem.</i></p> <p>Create a word cloud of words/ feelings/ traditions linked to Light. Free online word cloud generator and tag cloud creator - WordClouds.co.uk</p>	
5	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of</p>	<p>Consider questions about the role of festivals in the life of Britain today: Is Children in Need day a bigger festival than Easter? Discuss.</p> <p>Debate verbally one of the following dilemmas:</p> <ul style="list-style-type: none"> *Should everyone be allowed a day off work for their festivals? *Is Christmas for the Christians or for everyone? *Should shops be open on Christmas Day? <p>Produce a letter or a balanced argument.</p>	<p><i>Can they persuade someone about an issue relating to festivals with clear and explained points?</i></p> <p><i>In the persuasive writing, can make reference to sacred and secular in their writing?</i></p>

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	the values and beliefs at the heart of each festival studied, using a variety of media (C2).		
	Identify similarities and differences in the way festivals are celebrated within and between religions (A3).	<p><u>Assessment session:</u> Recall prior knowledge by completing a venn diagram of rituals/ symbols for Diwali and Christmas and common elements in the centre (eg: Light)</p> <p>SEND – can draw images instead of words.</p>	<p><i><u>Y34-</u> Name at least 3 symbols/ stories/ rituals for each of the 2 festivals.</i></p> <p><i><u>Year 56 -</u> Name at least 5 symbols/ stories/ rituals for each of the 2 festivals and at least 2 common elements.</i></p>