

# KS4 RE Why are festivals important to religious communities?

Spring 2023

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| <b>Expressing Topic:</b> Express ideas and insights about the Nature, significance and impact of religious and worldviews. |
| Know about and understand a range of religions and worldviews.   |
| Express ideas and insights about the nature, significance and impact of religions and worldviews.                          |
| Gain and deploy the skills needed to engage seriously with religions and worldviews.                                       |

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| <b>Subject curriculum intent:</b>   | The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.  |   |  |
| <b>End of KS3 intent/outcome</b>  | <b>End of KS4 intent/outcome</b>   | <b>End of KS5 intent/outcome</b>  |  |
| Students should have an understanding of the three main faiths – Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred.<br>Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world. | Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives.<br>Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.   | Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person’s life. Students will look into big questions surrounding religion’s effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual.<br>Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs. |  |
| <b>Intent for this topic:</b>   | Students should show an understanding of social events and people in their lives. Students should then be able to relate this understanding to religious festivals. Students to should be able to identify at least one festival/event for each of the three main religions, and have explore related symbols, items and practices.<br>Students should show an understanding of why each religion celebrates certain things, the stories behind these, and the traditions involved. Students should be able to take part in discussion around whether religious festivals are viable in society today, and compare religious tradition to newer practices e.g. advent vs advent calendars. |   |  |
| <b>Core vocabulary needed for this subject/topic:</b>   | Christianity, Christians, Bible, Church<br>Judaism, Jewish, Torah, Tenakh, Synagogue<br>Islam, Muslim, Qur’an, Mosque  |   |  |
| <b>Vocabulary pupils will have accessed in other topics or subject areas:</b>   | Festival, traditions, Christmas, culture   |   |  |

| Key vocabulary taught within this topic:                     | Christmas, Easter, Diwali, Hajj, Ramadan, Eid ul-Fitr |   |                  |  |
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| <b>Prior knowledge: what pupils may already have studied</b> |   |   |                  |  |
| Key stage  | Subject   | Topic title   | Term/year taught | Content/What might pupils already know?  |
| KS4  | RE  | What do people believe about God?                     | Year 1 Spring    | Students may know some practices and symbols/items used in some main religions.  |
| KS3  | RE  | How and why do we celebrate special and sacred times? | Year 3 Summer    | Students will have a understanding of some sacred times with the religious year. |
| Links to other subjects: PSHE                                |   |   |                  |  |

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| Key Elements               | <p><b>What times are special and why in different religions?</b></p> <p><b>Why are festivals important to religious communities?</b></p> <p><b>Expressing spirituality through the arts.</b></p> |   |  |   |  |
|                            | B2P4 - P6  | B2P7 - P8   | B2stepL1   | B2 stepL2   | B2 stepL3  |
| Subject specific knowledge | <p><u>To know</u> their preference between two items</p> <p><u>To know</u> there are different religions</p> <p><u>To know</u> a religious picture story</p>                                     | <p><u>To know</u> some religious symbols</p> <p><u>To know</u> some facts about key religions</p> <p><u>To know</u> what is special/important to them</p> <p><u>To know</u> religions have special festivals</p> <p><u>To know</u> religions have special celebrations</p> <p><u>To know</u> religions have leaders</p> <p><u>To know</u> what makes them</p> | <p><u>To know</u> some religious practices</p> <p><u>To know</u> communities they belong to</p> <p><u>To know</u> they have responsibilities and what some of them are</p> <p><u>To know</u> people have different values</p> <p><u>To know</u> some key beliefs of Christianity, Hinduism, Islam and Judaism.</p> <p><u>To know</u> religions offer guidelines to live by</p> <p><u>To know</u> different religions have a different festivals and celebrations</p> | <p><u>To know</u> religion is a way of life for believers</p> <p><u>To know</u> we make choices based on our beliefs and values.</p> <p><u>To know</u> why different festivals are important to different religions</p> <p><u>To know</u> what inspires them</p> <p><u>To know</u> some religions share beliefs</p> <p><u>To know</u> the meaning of some religious symbols</p> <p><u>To know</u> some communities face challenges</p> <p><u>To know</u> beliefs and practices of key religions</p> | <p><u>To know</u> links between stories, beliefs and practices of faith communities</p> <p><u>To know</u> a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p> <p><u>To know</u> how beliefs, practices and forms of expression influence individuals and communities</p> <p><u>To know</u> the challenges of commitment to a community of faith</p> <p><u>To know</u> similarities and</p> |

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|                                |   | <p>happy, sad, excited or lonely</p> <p><b>To know</b> that other people have thought and opinions and to respect these</p>   | <p><b>To know</b> that different festivals have religious meaning</p> <p><b>To know</b> where worship takes place</p> <p><b>To know</b> how simple artefacts are used</p> <p><b>To know</b> about religious life and practices</p> <p><b>To know</b> some religious symbols and words.</p> | <p><b>To know</b> how followers receive guidance on how to live.</p> <p><b>To know</b> why it is important for different people to belong to a religion</p> <p><b>To know</b> some forms of religious expression.</p>                  | <p>differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p><b>To know</b> similarities and differences within and between different religious festivals</p> <p><b>To know</b> the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p><b>To know</b> different ways of life and ways of expressing meaning including rules for living and forms of worship</p> <p><b>To know</b> we make choices based on our beliefs and values.</p> <p><b>To know</b> what is worshiped and why.</p> <p><b>To know</b> why religion is a way of life for believers and find out more about it.</p> |
|                                | B2P4 - P6   | B2P7 - P8   | B2stepL1   | B2 stepL2  | B2 stepL3   |
| <b>Subject specific skills</b> | <p><b>Is able to</b> demonstrate an awareness of stillness and quiet</p> <p><b>Is able to</b> engage in moments of individual reflection, they carry out ritualised actions in familiar circumstances.</p> <p><b>Is able to</b> demonstrate a preference.</p> <p><b>Is able to</b> show curiosity in outside world.</p> | <p><b>Is able to</b> listen to and follow religious stories; they communicate simple facts about religions and important people in religions.</p> <p><b>Is able to</b> observe an event to recognise that certain</p> | <p><b>Is able to</b> recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern top themselves.</p> <p><b>Is able to</b> describe objects</p>   | <p><b>Is able to</b> identify some religious practices, pupils will respond sensitively to the experiences and feelings of others.</p> <p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others'</p> | <p><b>Is able to</b> compare aspects of their own experiences with that of others; make links between their own values and their attitudes and behaviours.</p> <p><b>Is able to</b> identify what inspires them, making links between aspects of their</p>  |

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|  | <p><b><u>Is able to</u></b> observe religious patterns.</p> <p><b><u>Is able to</u></b> express likes and dislikes.</p> <p><b><u>Is able to</u></b> engage in moments of reflection in group times.</p> <p><b><u>Is able to</u></b> take part in activities based on simple questions with support.</p> <p><b><u>Is able to</u></b> recognise pictures of festivals and celebrations.</p> <p>Is able to identify a special time they celebrate and explain simply what celebration means.</p> <p>Is able to talk about ways in which Jesus was a special person who Christians believe is the son of God. - compare to other religions.</p> <p><b><u>Is able to</u></b> see single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b><u>Is able to</u></b> recognise religious chant/prayer/text.</p> <p><b><u>Is able to</u></b> make their own contribution to festivals and celebrations.</p> <p><b><u>Is able to</u></b> respond appropriately to simple questions about familiar religious people</p> | <p>things occur in certain events.</p> <p><b><u>Is able to</u></b> say what they believe is happening.</p> <p><b><u>Is able to</u></b> talk about what they can see when looking at something.</p> <p><b><u>Is able to</u></b> listen to a range of faith stories.</p> <p><b><u>Is able to</u></b> say what they believe in.</p> <p><b><u>Is able to</u></b> act out simple stories and celebrations</p> <p><b><u>Is able to</u></b> asks and answers questions about festivals and celebrations</p> <p><b><u>Is able to</u></b> express views and feelings.</p> <p><b><u>Is able to</u></b> increasingly able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p><b><u>Is able to</u></b> communicate their feelings about what is special to them</p> <p><b><u>Is able to</u></b> reflect on what makes them happy, sad or excited</p> <p><b><u>Is able to</u></b> say who is special to them</p> <p><b><u>Is able to</u></b> communicate simple facts about religion and</p> | <p>or events in simple terms.</p> <p><b><u>Is able to</u></b> give ideas about the existence of God.</p> <p><b><u>Is able to</u></b> identify things they find interesting or puzzling.</p> <p><b><u>Is able to</u></b> make observational drawings.</p> <p><b><u>Is able to</u></b> describe things in simple terms.</p> <p><b><u>Is able to</u></b> retell elements of simple stories.</p> <p><b><u>Is able to</u></b> act out sections of a festival or celebration</p> <p><b><u>Is able to</u></b> describe an action of a character.</p> <p><b><u>Is able to</u></b> recognise how people can live a religious life</p> <p><b><u>Is able to</u></b> know that we all make decisions about how we live</p> <p><b><u>Is able to</u></b> identify what is involved belonging to a family</p> <p><b><u>Is able to</u></b> make simple comparisons</p> <p><b><u>Is able to</u></b> ask questions about religions</p> <p><b><u>Is able to</u></b> retell parts of a festival story.</p> <p><b><u>Is able to</u></b> collect examples of what people do, give, sing, remember or think about at</p> | <p>experiences and feelings.</p> <p><b><u>Is able to</u></b> recognise their own responsibilities and values and those of others.</p> <p><b><u>Is able to</u></b> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p><b><u>Is able to</u></b> recognise how followers receive guidance on how to live.</p> <p><b><u>Is able to</u></b> explain why it is important for different people to belong to a religion</p> <p><b><u>Is able to</u></b> show respect to religious artefacts.</p> <p><b><u>Is able to</u></b> identify some similarities and differences between the celebrations studied.</p> <p><b><u>Is able to</u></b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b><u>Is able to</u></b> recognise their own values and those of others.</p> <p><b><u>Is able to</u></b> describe some of the key rules and why they are important</p> <p><b><u>Is able to</u></b> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> | <p>own and others' experiences. Compare key features of their class to others</p> <p><b><u>Is able to</u></b> describe some of the key rules and say why they are important within a community.</p> <p><b><u>Is able to</u></b> explain the significance of holy books to religions.</p> <p><b><u>Is able to</u></b> describe and suggest meanings for some religious symbols. E.g. Fish, cross</p> <p><b><u>Is able to</u></b> identify what inspires them, making links between aspects of their own and others' experiences.</p> <p><b><u>Is able to</u></b> compare key features of their class to others</p> <p><b><u>Is able to</u></b> describe some of the key rules and say why they are important within a community.</p> <p><b><u>Is able to</u></b> use research skills to find out about a place of worship.</p> <p><b><u>Is able to</u></b> describe and suggest meanings for some religious symbols.</p> <p><b><u>Is able to</u></b> suggests meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr,</p> |
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|   |  | important people in religions.<br><br><u>Is able to</u> focus on key religious celebrations. | religious celebrations studied, and say why they matter to believers. | <u>Is able to</u> show respect to religious artefacts.<br><br><u>Is able to</u> describe forms of religious |  |
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| <p><b>Suggested Content for learning:</b><br/>Teachers can select content from these examples, and add more of their own.</p> | <ul style="list-style-type: none"> <li>• Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this</li> <li>• Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</li> <li>• Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.</li> <li>• notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.</li> <li>• Study key elements of festival: shared values, story, beliefs, hopes and commitments.</li> <li>• Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent).</li> <li>• Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?</li> <li>• Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</li> </ul> |  |   |   |  |

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| <p><b><u>Suggested learning activities:</u></b></p> | <p>Sensory stories<br/>Listen to music<br/>Re-enact celebrations<br/>Listen to sermons<br/>Explore artefacts<br/>Explore picture stories<br/>Role play<br/>Dress up<br/>Match artefacts to pictures</p> | <p>Sequence pictures to tell a story<br/>Talk about artefacts</p> | <p>Caption images<br/>Match artefacts with names<br/><br/>Role play<br/>Multiple choice questions<br/>Comprehension<br/><br/>Re tell a story</p> | <p>Storyboard<br/><br/>Discuss significance of artefacts<br/><br/>Closed questions</p> | <p>Discussion explore meanings of stories<br/>Open questions</p> |
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| <p><b><u>Resources in school (Fiennes Stock Cupboard)</u></b></p> <p>Christianity:</p> <p>Pottery statue of Mary (FRAGILE!)</p> <ul style="list-style-type: none"> <li>• Pottery Chalice + Saucer (FRAGILE!)</li> <li>• Crucifix necklace</li> <li>• Doll</li> </ul> <p>Battery Powered Candles</p> <ul style="list-style-type: none"> <li>• Photos</li> <li>• Bell</li> <li>• Ornaments (x8)</li> <li>• Large, Wooden Crucifix</li> <li>• Mary Statue</li> <li>• Candle x3 (Satchel)</li> <li>• Crucifix x3 Satchel</li> </ul> <p>Books:</p> <p>New Testament and Psalms</p> <p>Good News Bible</p> <p>Holy Scriptures</p> <p>A man with a vision</p> <p>Christmas</p> <p>Children's Illustrated Bible</p> <p>The Birth of Jesus</p> <p>Creation</p> <p>Messiah</p> <p>Jesus in Galilee</p> | <p>Hinduism:</p> <p>Items:</p> <p>Candle holders (x11)</p> <p>Necklaces (X6)</p> <p>Silver plate</p> <p>Spoon</p> <p>Wind chime</p> <p>Rocks (x4)</p> <p>Henna Glove</p> <p>God/dress statues (X4)</p> <p>Goddess picture</p> <p>Photo pack</p> <p>Celebration Cards (x8)</p> <p>Artefacts (including bell)</p> <p>Hindu Collection</p> <p>Hindu god Statue</p> <p>A/V:</p> <p>DVD:</p> <p>'Festivals'</p> <p>'Festivals 2'</p> <p>'Animated World Faiths'</p> <p>Audio:</p> <p>Cassettes</p> <p>Books/ Documents:</p> <p>Teachers notes</p> <p>Our Culture: Hindu</p> <p>Photo pack: Hinduism</p> <p>Hindu Manir</p> <p>Hindu Dharma</p> <p>My Hindu Life</p> <p>Hinduism</p> | <p>Islam:</p> <p>Items:</p> <p>Kufi cap (x2)</p> <p>Flag of Pakistan (x2)</p> <p>Henna Powder</p> <p>Beads (White)</p> <p>Beads (Wooden)</p> <p>Bag</p> <p>Scroll in a pouch</p> <p>Gold temple</p> <p>A gift for life</p> <p>Blue bag.</p> <p>DVD's:</p> <p>The message of Islam</p> <p>The miracles of our life</p> <p>The miracles of the Qur'an</p> <p>The final prophet</p> <p>The secret</p> <p>Books/ Documents:</p> <p>The Holy Qur'an</p> <p>The Noble Qur'an</p> <p>Ramadan</p> <p>Photo pack: Islam</p> <p>The Life of the Prophet Muhammad</p> <p>Muhammad: The messenger of Allah</p> <p>Answers to the Non-Muslims' Common Questions about Islam</p> <p>Who is Allah &amp; his Prophet</p> <p>A Brief Illustrated Guide to Understanding Islam</p> <p>Imran Learns about Allah</p> <p>You must know this man</p> <p>Islam at a Glance</p> <p>The Qur'an (Heinemann)</p> <p>Our Culture: Muslim</p> <p>Imran Learns about Ramadan</p> <p>Imran Learns about the Qur'an</p> |
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|  | India<br>Specials! Hinduism<br>Discovering religions: Hinduism | School Worship File: Islam<br>Muslim Artefacts Teaching Pack<br>The Qur'an & Modern Science<br>The Prophet and the Blind Man<br>Islam: the FAQ's<br>3 men: 1 mission<br>Didsbury Mosque details<br>Eid cards (x4)<br>Photo pack |
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**Evidencing Work**

There must be a **balance** between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.