

Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Celebrations



Celebrations

What this unit contains	In this unit, through a focus on celebrations and festivals, pupils consider the place of celebration in people’s lives and are given the opportunity to learn about the beliefs of two religions, Christianity and Judaism. They will learn the meanings of the festivals for believers, the way in which the festivals are celebrated around the world, and about their own lives and communities from it.																			
Where the unit fits and how it builds upon previous learning	This unit complements learning in other parts of school life and in other elements of the Agreed Syllabus. It focuses on common human experiences with regard to celebrations and festivals.																			
Extension activities and further thinking	<ul style="list-style-type: none"> • Be able to explain the significance and symbolism of the ways in which the festivals are celebrated • To understand how celebrations are important for individuals and communities 																			
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">festival</td> <td style="width: 33%;">church</td> <td style="width: 33%;">celebration</td> </tr> <tr> <td>joyful</td> <td>Christian</td> <td>sharing</td> </tr> <tr> <td>Christmas</td> <td>Jewish</td> <td>Nativity</td> </tr> <tr> <td>Hannukkah</td> <td>Jesus</td> <td>latkes</td> </tr> <tr> <td>Christingle</td> <td>Synagogue</td> <td>prayer</td> </tr> <tr> <td>doughnuts</td> <td>worship</td> <td></td> </tr> </table>	festival	church	celebration	joyful	Christian	sharing	Christmas	Jewish	Nativity	Hannukkah	Jesus	latkes	Christingle	Synagogue	prayer	doughnuts	worship		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> • inclusion of all people in celebrations • sharing of foods with everyone
festival	church	celebration																		
joyful	Christian	sharing																		
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Hannukkah	Jesus	latkes																		
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doughnuts	worship																			

Session 2 Key Question: What is it like to share a celebration?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • consider the importance of food in celebrations • share a celebration and consider what it is like to share in a celebration 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Investigate why and how special foods are often shared at a celebration, e.g. a community celebration, sharing together. What sort of foods can pupils recall belonging to particular celebrations? E.g. hot cross buns, Christmas cake, birthday cakes etc.</p> <p>Working in small groups, plan a small class celebration to mark a particular occasion, e.g. completing a particular piece of work or delivering a class assembly. Who will be invited?</p> <p>Consider different types of special celebration food needed – make sure all pupils are able to eat foods so consider food laws followed in the class, food preferences, allergies etc. Discuss the importance of sharing, including everyone and being involved.</p> <p>Bring in foods. If possible make some simple celebration foods (party cakes, non-cook coconut ice, marzipan fruits)</p> <p>Make invitations (containing a suitable illustration for the celebration).</p> <p>Experience the party and record what it is like to experience a celebration.</p>	<p>Resources:</p> <p>Materials to make invitations</p> <p>Food and food pictures</p> <p>This lesson is an opportunity for cross-curricular links</p>

Session 3 Key Question: What is a Religious Festival? – the Festival of Christmas

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • learn that often as well as community celebrations, religions involve particular celebrations • identify the difference between a festival and other celebrations • recount the story linked to the festival • begin to understand its significance and symbolism for believers 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>In this session you are going to focus on the religious festival of Christmas and use this to find out more about religious celebrations.</p> <p>Explain to children that not all the people who celebrate the time around the festival and share some of the ‘things people do’ believe in the religious meaning of the festival.</p> <p>Revisit the mind-map from session 1 and identify any religious celebrations listed. If none were, suggest celebrations that pupils might have identified and then locate Christmas as the focus for the session. What is the difference between a festival and other celebrations?</p> <p>Make a class mind map of what pupils already know about Christmas and organise the knowledge;</p> <ul style="list-style-type: none"> • the story of the Festival (you could watch a DVD of the story) • how the festival is celebrated at home and in a place of worship – foods, cards, presents, services etc. • which religion the festival belongs to • what the message of the festival is to Christians <p>Through examining the symbolism of a Christingle discuss symbolism of the use of light for believers in this festival.</p>	<p>Resources:</p> <p>Christingle information sheet</p> <p>Internet and DVD clips: Espresso, LGFL site for subscribing schools.</p> <p>http://www.tts-group.co.uk/celebrations-and-special-times-cd-rom-bbc/1003510.html</p> <p>http://shop.retoday.org.uk/category/cd.pr</p> <p>Websites</p> <p>http://www.childrenssociety.org.uk/what-you-can-do/fundraising-and-events/christingle/how-make-christingle?gclid=CKOAI82u7cwCFWgW0wodZ_</p>

Session 4 Key Question: What is a Religious Festival? – the Festival of Hannukkah

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • know about the festival of Hannukkah • be able to recount the story linked to the festival • begin to understand its importance and symbolism for believers 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>Using the same headings as the previous lesson introduce pupils to the Jewish festival of Hanukkah:</p> <ul style="list-style-type: none"> • Tell the story of the festival, or you could watch a DVD of the story • find out how the festival is celebrated in someone’s home and in a place of worship – lighting candles, increasing from 1 to 8 each night; singing history song; foods, cards, presents etc. • emphasise the religion to which the festival belongs <p>Dramatise the story with groups of pupils being the characters. At significant points “Freeze Frame” the action and ask ‘characters’ how they are feeling at that moment.</p> <p>Draw out the inner meaning of the festival as a festival where Jews believe God showed them that he is always with them</p>	<p>Resources:</p> <p>Costumes (dressing up)</p> <p>Music</p> <p>Visitors to the school e.g. someone who can explain how the festival is marked in the home</p> <p>Hannukiah (the candlestick)</p>

Christingle information sheet

There are many examples of symbolism to be found at Christmas, one of these is the ceremony of Christingle, which means 'Christ - Light.'

- the orange represents the world
- the cocktail sticks are the four seasons
- the raisins, nuts and sweets represent all good things that God gives and are the fruits of the earth – God's gift
- the red ribbon represents Jesus' blood shed for the world
- the candle symbolises Jesus as the light of the world

Some people suggest that the red ribbon represents the love of Jesus surrounding the world and its peoples.

The Christingle Ceremony probably began in the practice of the Moravian Church. The children, whose families were poor themselves, brought produce to the church on Christmas Eve for distribution to those even poorer. The priest gave them, in exchange, oranges decorated with goose quills laden with fruit and a candle. The children sang carols by the light of the candles and then carried their Christingles home, spreading the light of Christmas in the darkened world.

Today the Children's Society uses the Moravian ceremony to raise money for children in need. At some point during the Christian season of Advent, Candlemas and Epiphany children and adults collect money which they bring to the Christingle service in church. All those participating are given a Christingle. The services are also held outside the United Kingdom; in the South Atlantic island of St. Helena, where oranges are in short supply, they use bananas to make their Christingles.



To make a Christingle you will need:

An orange

Foil - about 10cm square

A white candle about 10cm tall

4 cocktail sticks

Red ribbon (or red adhesive tape)

Raisins, sultanas, nuts, jelly and sweets –e.g. dolly mixtures

- make a hole in the top of the orange.
- fasten the red ribbon or tape around the centre.
- place the foil around the base of the candle to catch the drips and insert the candle firmly in the hole.
- put nuts & fruit on cocktail sticks and insert in the orange.

The Orange of Christingle

The orange of Christingle, the world reminds us of,
And how our God created us, and on us sheds His love.

*O sing about Christingle, your voices loud employ
Your praises bring to God our King for Jesus and His joy.*

The candle of Christingle, with shining flame so bright:
Reminds us of our loving Lord who is the world's true Light.

O sing about Christingle...

The red band of Christingle, which plainly we can see; Reminds us of how Jesus Christ was
killed upon the tree.

O sing about Christingle...

The four sticks of Christingle, with which the orb we spear,
Reminds us how God cares for us, through the seasons of the year.

O sing about Christingle...

The whole of the Christingle, it is a joy to see;
It shines to show how our Father God loves even you and me.

O sing about Christingle...

Sung to the tune of 'The Holly and the Ivy'



Alternative song: *(tune: Give me oil in my lamp)*

Verse 1

Round orange, round orange you serve as a sign
That God made the round world with purpose divine

Chorus

*The power of love is always the same:
Be glad, give thanks, Rejoice in God's name.*

Verse 2

Red ribbon, you tell of the bloodshed and pain
Which led to forgiveness when Jesus was slain?
Repeat chorus

Verse 3

Bright candle, the message you carry is clear
The true light from God found a home with us here.
Repeat chorus

Verse 4

Ripe fruits freely given this truth you recall
When God hands out presents they're meant for us all

Verse 5

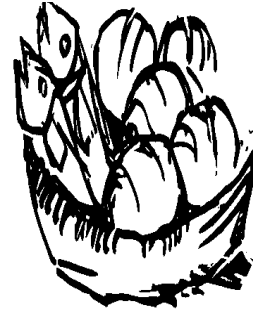
Christingle, Christingle
Shine out in the night.
To kindle among us
That marvellous light.

Celebrations

Here are things we celebrate at home, in school or in church. Draw a line from each word to the correct place. Some can be celebrated in more than one place so use more than one line.

Christmas		Birthdays
Wedding		Baptism
Leaving School		New Job
Mothering Sunday		Eucharist
Christingle		Passing Exams
End of Term		Carol Service
Holy Communion		Harvest
New baby		Retirement
Anniversary		Easter

Food of Belonging



Can you match the food on the left to the words on the right?

Birthday cake

The Last Supper

Fish

Mince pies

Eggs

Bread and wine

Spaghetti

Curry

China

Christmas

India

Italy

Holy Communion

Fridays

Easter

Birthday