Royal Greenwich Agreed Syllabus for Religious Education 2019-24

Celebrations



www.royalgreenwich.gov.uk

Celebrations

What this unit contains Where the unit fits and how it builds upon previous		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. 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 acti
further thinking		• To understand how celebrations are important for individuals and communities						
			SMSC/Citizenship					
			 inclusion of all people in celebrations 					
Vocabulary			 sharing of foods with everyone 					
festival	church	celebration						
joyful	Christian	sharing						
Christmas	Jewish	Nativity						
Hannukkah	Jesus	latkes						
Christingle	Synagogue	prayer						
en locingre								

Session I Key Question: How are special occasions celebrated?

Learning outcomes	AT I	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
Learning outcomes Pupils should: • consider how important celebrations are to families • explain how and why they and their communities have celebrations • reflect on and share their own experiences of celebrations	AT I V		 Suggested teaching activities Create a class mind map showing what pupils know about celebrations in their own experiences. Keep this for future sessions. Talk about when people celebrate, e.g., special anniversaries such as birthdays, weddings, the birth of a baby, or occasions such as passing a test, scoring a goal. Why are these experiences shared with others? Discuss and agree answers to the following questions: Is it important to celebrate special events? How do people feel before the celebration when they are getting ready and after the celebration (e.g. anticipation, excitement, pride)? Which celebrations or occasions might mean you wear special clothes / eat special food / put up decorations / send cards? How and what do you celebrate in your family? In groups pupils should either depict a celebration in art work or dramatise a celebration to share with the class. 	 note, resources Resources: Art materials Pictures of national and international celebrations, e.g. sporting, secular and religious Teacher's note: you are looking in relation to any celebration for: preparations e.g. ordering food, cakes, invitations, venues personal anticipation, excitement how different people contribute to the preparation of the celebration
	~	~	As preparation for the next lesson ask pupils if they have attended a celebration which involved a visit to a place of worship. Those who have, could describe how it is different from a party at home.	 someone alive or in the past who is the focus

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

Learning outcomes	AT	AT	Suggested teaching activities	Sensitivities, points to
	I	2		note, resources
Pupils should:consider the importance of food in celebrations	~	~	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.	Resources: Materials to make invitations Food and food pictures
 share a celebration and consider what it is like to share in a celebration 		r	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?	This lesson is an opportunity for cross-curricular links
	~	r	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.	
		~	Bring in foods. If possible make some simple celebration foods (party cakes, non-cook coconut ice, marzipan fruits)	
			Make invitations (containing a suitable illustration for the celebration).	
	~		Experience the party and record what it is like to experience a celebration.	

Learning outcomes	AT I	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should:		~	In this session you are going to focus on the religious festival of	Resources:
 learn that often as well as community celebrations, religions involve particular celebrations 	v		Christmas and use this to find out more about religious celebrations. 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.	Christingle information sheet Internet and DVD clips: Espresso, LGFL site for subscribing schools.
 identify the difference between a festival and other celebrations 	v		Revisit the mind-map from session I 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?	http://www.tts- group.co.uk/celebrations-and- special-times-cd-rom- bbc/1003510.html
 recount the story linked to the festival 			Make a class mind map of what pupils already know about Christmas and organise the knowledge;	http://shop.retoday.org.uk/categ
 begin to understand its significance and symbolism for believers 	~ ~		 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 	Websites http://www.childrenssociety.org. uk/what-you-can-do/fundraising- and-events/christingle/how- make-
			Through examining the symbolism of a Christingle discuss symbolism of the use of light for believers in this festival.	christingle?gclid=CKOAi82u7cw CFVVgW0wodZ_

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

Learning outcomes	AT I	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should:	~		Using the same headings as the previous lesson introduce pupils to the	Resources:
			Jewish festival of Hanukkah:	Costumes (dressing up)
 know about the festival of Hannukkah 			• Tell the story of the festival, or you could watch a DVD of the story	Music
 be able to recount the story linked to the festival 			 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 	Visitors to the school e.g. someone who can explain how the festival is marked in the home
 begin to understand its importance and symbolism for believers 		~	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.	Hannukiah (the candlestick)
	~		Draw out the inner meaning of the festival as a festival where Jews believe God showed them that he is always with them	

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

Learning outcomes	AT	AT	Suggested teaching activities	Sensitivities, points to	
	I	2		note, resources	
Pupils should:	~		Describe the religious observance of the festivals studied e.g. using clips	Resources:	
			that show people in a place of worship (church or Synagogue) or in the	Costumes (dressing up)	
 understand that many festivals have a religious significance; 			home celebrating. Watch previous clips or look at posters for a different emphasis.	Music	
			Ask the pupils whether they have ever attended a place of worship to	Visitors to the school e.g.	
• explain that worship, both at home and in a			celebrate a festival. If so let them describe what they have seen and how a service has developed. Emphasise that this is the main part of the	someone who can explain how a festival is marked in the home	
place of worship, is a key part of the religious festival celebration;			festival for believers.	Hannukiah (the candlestick)	
	~	~	Either:		
• explain the importance of the festival to	•		• discuss how you think a believer feels during a festival		
believers			• visit a place of worship leading up to or during the season of the festival to find out how it is made ready and what will happen there		
			• invite a visitor to talk to the pupils about a festival they celebrate in a place of worship and what a service at the time of the festival means to them		
			them.		
	~	~	Ask pupils to think about the festival through the eyes of a young child in the community that is celebrating. How do they learn what the festival means to their family?		
			Either:		
			• compose a piece of joyful music for a celebration		
			• make up and perform a celebration dance (P.E.)		
			• make a card for Hannukkah / Christmas		

Session 6 Key Question: What have we learnt about the festivals?

Learning outcomes	AT I	АТ 2	Suggested teaching activities	Sensitivities, points to note, resources
 Pupils should: identify the key feature of one of the festivals; link the different aspects of the festival into a coherent whole; evaluate what they have learnt about the festival. 	•		 Draw together what has been learnt under different headings for each festival. Who? – which groups celebrate How? What? – is done to celebrate When? – time of year Where? – In the home, place of worship. Why? – understanding the inner meaning behind the festival Present what has been learnt in one of the following: a class book wall display labelled by the children in a school assembly (through drama, dance or music) completion of a new mind map (compare to first one) presentation to another class or whole school of any images or clips taken of drama, visits etc. during the unit 	Resources: Assessment criteria should emphasise the meaning of the festival, not just how it is celebrated

Christingle information sheet

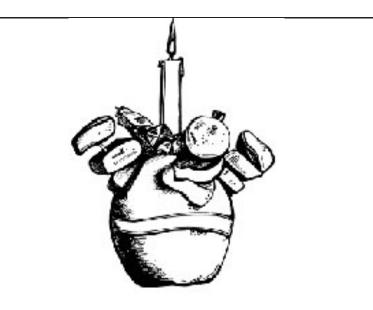
There are many examples of symbolism to be found at Christmas, one of these is the ceremony of Christingle, which means 'Christ - Light.'

- 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
- $\ensuremath{\,^\circ}$ 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...

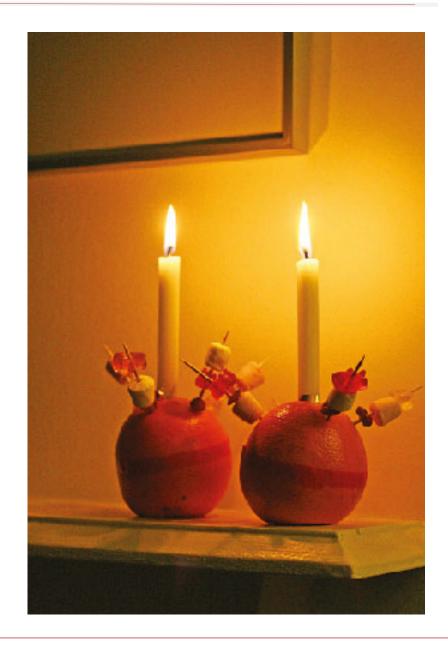
The four sticks of Christingle, with which the orb we spear, Reminds us how God cares for us, through the seasons of the year.

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 I

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	designed by If reepil.com	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	China
The Last Supper	Christmas
Fish	India
Mince pies	Italy
Eggs	Holy Communion
Bread and wine	Fridays
Spaghetti	Easter
Curry	Birthday