



RE Year 2 MTP – Y2A: A world of festivals. How and why do we celebrate special times?

Year 2 of the Walsall RE Agreed Syllabus has a focus on stories, celebrations and festivals in different religions. The work can be undertaken in any order, but there is obvious sense of linking to the times of the year when these festivals are happening. Sikh Bandi Chair divas (Liberation Day), Jewish Chanukah and Christian Christmas make this unit a good fit for Autumn, with a study of Easter and Eid ul Fitr tackled later in the year. This work prepares pupils for the start of KS2 when they will be learning from holy books, holy places and sacred journeys.

SACRE Guidance	Week	SACRE Coverage/Lesson ideas	Learning Outcomes (Intended to enable pupils to meet the end of key stage outcomes)
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<p>About this unit</p> <p>This unit starts with pupils' own ideas about celebrating and celebrations. The unit progresses to looking at how 3 religious festivals in particular are celebrated: Bandi Chaur Divas (Liberation day) for Sikhs, Chanukah for Jewish people and Christmas for Christians. These festivals were chosen as 1)they are accessible for the age group, 2) many actions of Sikhs, Jews and Christians at these times are clearly related to reasons for the festivals and stories linked with them; 3) they all fall around the same time of year, Autumn term, meaning pupils will learn about a festival near to the time when it is celebrated.</p> <p>Religions covered:</p>	<p>Autumn 1 Week 1</p>	<p>How and why we celebrate special times? What special times do we celebrate? Big days for everyone.</p> <ul style="list-style-type: none"> • Look at reminders of what a special day is. What makes a day special? • Use the celebrations box with the different cards/ artefacts in for children to explore. • Children to pass box around and explore the items, providing an opportunity to talk about and identify what special times the items relate too and who would they send the object too. • Allow the children to explore their thoughts and feelings relating to these special times. Provide the children with some relatable age-appropriate feelings words they can use. • Children to produce a chart/poster/word brain activity, 	<ul style="list-style-type: none"> • To be able to recall and identify different special times, and why these are important/ special. • To be able to retell or suggest meaning to some stories which are told at special times for three different religions. • To be able to ask and provide questions linked to the community, what they celebrate and why.
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<p>Judaism, Sikhism and Christianity.</p> <p>Prior Learning: That all people celebrate at times that are important for their family and/or the religion or beliefs they follow.</p> <p>Which unit does this build from? FS: Special times: Which times are special and why.</p> <p>Key RE Themes, Concepts and Vocabulary:</p>		<p>which describes a special time in which they can relate to, what presents would they send if any, would they send a card, what would these consist of?</p>	
<p>Story: how and why some stories are sacred and important in religion.</p> <p>Celebrations: how and why celebrations are important in religion.</p> <p>Key Vocabulary: Diwali, Bandi Chhor, Divas, Christmas, Eid ul Adha, Christingle, Abraham, Nativity, Incarnation, Guru Hargobind, Hanukah.</p>	<p>Autumn 1 Week 2</p>	<p>What special days do we enjoy?</p> <ul style="list-style-type: none"> • Discuss with the children as a whole class the different special days in which they enjoy and celebrate. What do these celebrations consist of, what do they do? Where do they go? What is there? What makes it special etc. • Plan a party with the children. Depending on how many groups are in the class, ask each group to pick one aspect of their celebration and each draw, design or make their own items 	<ul style="list-style-type: none"> • To be able to recall and identify different special times, and why these are important/ special. • To be able to retell or suggest meaning to some stories which are told at special times for three different religions.



<p>Key questions to explore with pupils</p> <ul style="list-style-type: none"> • What is important in the Sikh story of Bndi Chaur Divas ‘Liberation Day’? • How do Jewish people celebrate a miracle at Hanukah? • Why do Christians give gifts at Christmas? • How do we celebrate big days in our own lives? 		<p>which will then be added to the other groups within the class to produce a whole class special day. For example, one group could create cards, produce pictures or modules of food, party songs they could sing, party games they could play, presents they could give.</p>	<ul style="list-style-type: none"> • To be able to ask and provide questions linked to the communities, what they celebrate and why?
<p>Pupils are encouraged to consider what can be learned from their own experiences of celebrations as well as learning about and from the celebrations of others.</p> <p>Potential curriculum links: English, PE, Design</p> <p>Unit Outcomes:</p> <ul style="list-style-type: none"> • To be able to retell and suggest meanings to some 	<p>Autumn 1 Week 3</p>	<p>Jewish Festivals</p> <ul style="list-style-type: none"> • Today’s lesson is about the Jewish festival of Hannukah- freedom and a miracle. • Show the children the BBC video ‘Religions of the World’ • Invite a guest speaker to talk about Hanukkah. • Tell the children the story and meaning of the special candlestick at Hanukkah. Provide different candles 	<ul style="list-style-type: none"> • To be able to identify and explore sensitively differences between festivals in different religions. • To be able to explore questions and ideas relating to belonging and festivals. Key



<p>stories told at festive times in a chosen religion.</p> <ul style="list-style-type: none"> To notice and respond sensitively to some similarities between festivals in different religions. Explore questions about belonging and festivals, expressing their own ideas using words, music, art or poetry. 		<p>for the children to explore including a Hannukah, with 8 candles plus an extra candle to light the others. Explain to the children how it is used.</p> <ul style="list-style-type: none"> Activities available: create a stained-glass picture of a menorah, make candles, make some menorah seven branched candelabra; allowing the children time to think in which they want to say thank you for as a candle is lit for them; make a Hannukah card. 	<p>words- music, art, poetry.</p> <ul style="list-style-type: none"> To be able to retell and explain meanings to the stories told at festivals for Jewish festivals.
<p>Key strands addressed by this unit:</p> <ul style="list-style-type: none"> -Beliefs teachings and sources -Practices and ways of life -Identity, diversity and belonging -Meaning, purpose and truth 	<p>Autumn 1 Week 4</p>	<p>Jewish Festivals continued.</p> <ul style="list-style-type: none"> Jewish people celebrate Purim- rescue and safety. Tell the story of Esther to the children and identify and discuss the issues of right and wrong from the story. Are there any hidden messages? Provide children with pictures of the characters and the children can label them as being good or bad, then 	<ul style="list-style-type: none"> To be able to identify and explore sensitively differences between festivals in different religions. To be able to explore questions and ideas relating to belonging and festivals. Key



<p>Background information to support teaching staff is available on Short Term Plan document.</p> <p>Contributions to spiritual, moral, social and cultural development of pupils:</p>		<p>continue to use these to re-enact the story.</p> <ul style="list-style-type: none"> If available, show the children artefacts of Kippah, Scrolls, Greggors, and Hamantaschen. 	<p>words- music, art, poetry.</p> <ul style="list-style-type: none"> To be able to retell and explain meanings to the stories told at festivals for Jewish festivals.
<ul style="list-style-type: none"> Spiritually: learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices. Morally: enhancing the values identified for promotion in plural schools, and plural RE, particularly in valuing diversity and engaging in issues of truth, justice and trust. 	<p>Autumn 1</p> <p>Week 5</p>	<p>The Sikh festival of Bandi Chaur Divas 'Liberation Day'</p> <ul style="list-style-type: none"> Sikh people celebrate Bandi Chaur Divas: a story of liberation. Read the story to the children See short term plan. Can the children identify what the hidden message of the story is? Children to complete the sentences provided on planning. Using Indian fabric, if possible, (long silk fabric will also work) get the pupils to hold a piece each and move the fabric gently. Then add on some pieces of ribbon or yellow and orange paper, can they make these jump on the 	<ul style="list-style-type: none"> To be able to recall and explain meanings to the stories told at festive times in Sikh communities. To be able to ask and respond to questions about what Sikh communities do to celebrate and why. To be able to explore questions about belonging and festivals. For pupils to be able to express



<ul style="list-style-type: none"> • Socially: Considering how religious and other beliefs lead to particular actions. • Culturally: Encountering people, literature, the creative and expressive arts and resources from differing cultures and religious communities. 		<p>fabric? Using the yellow and orange paper, allow the children to write on one piece each what makes them feel free? Talk to the children about feelings of freedom.</p> <ul style="list-style-type: none"> • <i>QAR evidence</i> 	<p>their own ideas about what matters to Sikhs.</p>
	<p>Autumn 1 Week 6</p>	<p>Consolidation week</p> <p>Recap this-terms learning with the children. What key vocabulary have we learnt? What festivals have we looked at? Ask the children to create a fact file: Can be poster, electronically, powerpoint, mindmap, A3 etc. Can they remember key vocabulary and key elements?</p>	
	Half Term		
<p>Autumn 2 Week 1</p>	<p>How and why do Muslims celebrate Eid-ul-Fitr</p> <ul style="list-style-type: none"> • Read the story 'My Eid-ul-Fitr'. • Children to learn about Eid and the importance of it. How is it celebrated? Why is it celebrated? Can any of the children discuss their experience? 	<ul style="list-style-type: none"> • To be able to retell and explore meanings to some stories told at festive times in Muslim religion. 	



		<p>Could Miss Wazeem talk to the children.</p> <ul style="list-style-type: none"> • Children to create a poster, factfile or write a diary entry about Eid and its importance. 	<ul style="list-style-type: none"> • To be able to ask and respond to questions about what Muslims communities do to celebrate and why. • To be able to explore questions about belonging and festivals, can the children express their own ideas.
	<p>Autumn 2 Week 2</p>	<p>The Qur'an</p> <ul style="list-style-type: none"> • Talk to the children about the Qur'an and what it is. Why is it important? What can we compare it too? • Why would a book have a special silk cloth and stand? Show the children a Qur'an on its stand. Talk about the importance of the Qur'an as God's message given to humans through his Prophet Muhammed. 	<ul style="list-style-type: none"> • To be able to retell and explore meanings to some stories told at festive times in Muslim religion. • To be able to ask and respond to questions about what Muslims communities do to celebrate and why.



		<ul style="list-style-type: none"> • Can the children reflect on previous learning about the Qur'an and the important events such as fasting during daylight hours. • Can the children create their own front cover for a holy book depicting what is important? 	<ul style="list-style-type: none"> • To be able to explore questions about belonging and festivals, can the children express their own ideas.
	<p>Autumn 2 Week 3</p>	<p>What religious festivals do we and other people celebrate? Some Christian festivals: Christmas.</p> <ul style="list-style-type: none"> • Talk to the children about what Christmas is and why it is important to Christians. Show the children the BBC Religions of the world animation of the Christmas story. Link on STP. And identify the main elements of the story. • Then tell the story of Baby at Bethlehem and ask the children to compare both films- which do they 	<ul style="list-style-type: none"> • To be able to recall and name different festivals? • To be able to retell and show understanding of meanings told at festivals for three different religions. • To be able to ask and respond to questions about what communities do to celebrate and why?



		<p>think is a truer reflection of the real meaning of Christmas best?</p> <ul style="list-style-type: none"> • Can children make a story board depicting the ‘true meaning of Christmas? 	<ul style="list-style-type: none"> • To be able to explore questions regarding belonging and festivals. Can the children express their own feelings?
	<p>Autumn 2 Week 4</p>	<p>What religious festivals do we and other people celebrate? Some Christian festivals: Christmas.</p> <ul style="list-style-type: none"> • Recap to the children the importance of Christmas, what is it, what happened, why is it important? • Encourage the children to think of how Christians think of Christmas as a festival of light- what other festivals does this relate too? • Can children roleplay the story of Christmas? 	<ul style="list-style-type: none"> • To be able to recall and name different festivals? • To be able to retell and show understanding of meanings told at festivals for three different religions. • To be able to ask and respond to questions about what communities do to celebrate and why? • To be able to explore questions regarding



			<p>belonging and festivals. Can the children express their own feelings</p>
	<p>Autumn 2 Week 5</p>	<p>Christian festivals: Easter- How and why do Christmas celebrate Easter?</p> <ul style="list-style-type: none"> • Discuss what Easter is and why it is important to Christians. • Explore symbols of Easter e.g Easter eggs, chicks, hot cross buns. Include and talk about the specific symbols of the Christian Easter, including the cross, Pascal candle, palm cross, Easter garden with empty grave and more. What are the meanings of these things? Why do they matter? How are they connected to stories of Jesus? How are these used at Easter? Activity choices: Draw the symbols. Taste hot cross buns. Have a range of crosses available to show the children. Talk about the crosses – which one is their 	<ul style="list-style-type: none"> • To be able to recall and name different festivals • To be able to retell and suggest meanings to some stories told at Easter • To be able to ask and respond to questions about what Christian communities do to celebrate, and why • To be able to explore questions about belonging and festivals, expressing their own ideas



		<p>favourite cross? Why? Children create their own crosses. Paint a salt dough egg to decorate.</p>	
	<p>Autumn 2 Week 6</p>	<p>What did we notice about all the festivals what can we learn?</p> <ul style="list-style-type: none"> • Can the pupils describe what it means to people within different religions to celebrate their important festivals? • Collect a range of words from the children which relate to the feelings surrounding these special festivals. Do the children feel these emotions? If so when and why do they feel them? • Do the people within different religions have similar feelings when they celebrate their special times? • Host a class discussion/debate about the different festivals and their importance. Can all children contribute a fact or emotion/feeling towards each festival? Can the children compare 	<ul style="list-style-type: none"> • To be able to recall and name the different festivals. • To be able to retell and suggest meanings to some of the stories told at festival times for 3 different religions. • To be able to ask and respond to questions about what communities do to celebrate and why. • To be able to respond sensitively to the similarities between



		<p>similarities and differences in the festivals, can the children begin to show an understanding of importance in acceptance?</p>	<p>the festivals from the different religions.</p> <ul style="list-style-type: none">• To be able to explore questions about feelings, belonging and festivals.• To be able to express their own ideas using key vocabulary accurately and incorporating the words music, art and or poetry.
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	<p>Autumn 2 Week 7</p>	<p>Assessment/ Consolidation week</p> <ul style="list-style-type: none"> • Recap with the children the different festivals they have learnt about. Can the children recognise which festival is which and what artefacts and objects relate to each festival? • What were the artefacts and objects used for and what do they mean? • What have the children learnt about the different festivals, can they think of questions they would like to ask to find out about the different festivals? • Have a carousel lesson where children must complete a quiz/ fact finding activity- where they must correctly identify the artefacts / images for each festival- being able to use key vocabulary and learning independently. 	<ul style="list-style-type: none"> • To be able to recall and name the different festivals. • To be able to retell and suggest meanings to some of the stories told at festival times for 3 different religions. • To be able to ask and respond to questions about what communities do to celebrate and why. • To be able to respond sensitively to the similarities between the festivals from the different religions. • To be able to explore questions about
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			<p>feelings, belonging and festivals.</p> <ul style="list-style-type: none"> • To be able to express their own ideas using key vocabulary accurately and incorporating the words music, art and or poetry.
<p>Key aims addressed by this unit: Children will build up their knowledge of religious practices and ways of life, including celebrations:</p> <p>A1. Recall and name different festivals.</p> <p>A3. Retell and suggest meanings to some stories told at festive times in 3 religions.</p> <p>B1. Ask and respond to questions about what communities do to celebrate, and why.</p> <p>B.2. Notice and respond sensitively to some similarities between festivals in different religions.</p> <p>C1. Explore questions about belonging and festivals, expressing their own ideas using words, music, art or poetry.</p>			

**Attitudes Focus:**

Pupils will explore attitudes of:

Self Awareness: By feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule, developing a realistic and positive sense of their own religious, moral and spiritual ideas.

Respect for all: By developing skills of listening and willingness to learn from others, even when others' views are different from their own. Being sensitive to the feelings and ideas of others.

Open-mindedness: By being willing to learn and gain new understanding and go beyond surface impressions.

Appreciation and wonder: by developing their imagination and curiosity.
Developing their capacity to respond to questions of meaning and purpose.