

CELEBRATIONS – EID and CHRISTMAS

Nottinghamshire SACRE RE Syllabus

YEAR GROUP: KS1



CELEBRATIONS –EID and CHRISTMAS

KS1

OVERVIEW

About this unit:

Respect for others is a major focus in this unit. By firstly examining people's uniqueness and how special each person is, the unit goes on to enable pupils to investigate Muslim people and the Eid festival culminating in the Big Eid Day (optional) and later the Christmas festival. As both festivals are investigated, similarities with and differences to their own celebrations are explored.

Pupils will have opportunities to develop their skills through investigating the ways Eid is celebrated and exploring journeys, which are high lighted, during the Christmas celebration. The journeys of Mary, Joseph and the donkey, the shepherds and the wise men, as well as the feelings associated with them, are investigated. The unit contributes to positive attitudes through developing the pupils' ability to empathise and reflect on the celebrations of different people, giving and thankfulness.

SESSIONS

1. Respecting others and introducing Muslims
2. Respecting others and introducing Muslims further and Eid
3. Muslim Festival of Eid
4. The Big Eid Day (optional)
- 5A Advent - Christmas Coming
- 5B. Mary and Joseph's Journey
6. Mary and Joseph's Arrival at Bethlehem
7. Other Visitors to Bethlehem
8. Jesus' Birth - What did/do People Think?
9. Jesus, Giving and Thankfulness

WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using the concepts of religious practices and ways of expressing meaning as well as questions of identity, diversity, belonging and values. It contributes to the **continuity and progression** of pupils' learning by:-

- building upon the learning from the FS 'Celebrations'
- anticipating a further study of Festivals and Celebrations in KS1 and KS2, including Eid and Christmas at a greater depth.

POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

Celebration could be a theme in its own right and or could be a follow on from Harvest. Other links are Journeys, Barnaby Bear visits, SEAL – Good to be Me; Going for Goals

Estimated teaching time for this unit: 9 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 9 hours and teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

RE AIMS

To know and understand:

- Muslim people and ways of celebrating their festival, Eid.
- Jesus' birth, together with the journeys involved in this story.

To express ideas and insights about:

- respecting others, including people from different cultures such as Muslims.
- Jesus and his birth, particularly the journeys made, and other people's ideas about Jesus and their own.

To gain and deploy skills:

- Showing a curiosity and talking about Muslims, the festival of Eid, and journeys taken by people in the story of Jesus' birth.
- Reflecting about the ways different people celebrate their important times, help others and are thankful.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by recognising their own uniqueness and their self-worth
- **Respect for all** by beginning to value difference and diversity, and a desire to learn from the celebrations and special days of other people.

THE UNIT WILL PROVIDE OPPORTUNITIES FOR:

- Pupils to consider the different ways people choose to celebrate.
- Pupils to think about the uniqueness of individuals, including their own uniqueness.
- Pupils to think about how they can respect others and understand their views.
- Other opportunities provided by this unit include a multicultural experience including art activities, cooking, and food tasting; drama, enacting a Big Day, enquiry-based learning activities and reflection opportunities.

BACKGROUND INFORMATION FOR THE TEACHER: (Also see Teacher Information paper)

- **In Christian thinking**, Christmas is a Festival of Light, celebrating the birth of Jesus, thought by Christians to be God's son, born to save all people, and part of the Big Story of God's rescue for people.
- **In Muslim thinking**, Eid is a very important festival. Eid –Ul –Fitr is a 3 day feast and marks the breaking of the fast at the end of Ramadan.

RESOURCES – see separate paper

Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **cultural development** come from developing an understanding of people from different cultures and promoting of racial harmony.
- Opportunities for **social development** come from a developing awareness and increasing respect for people with views that may differ from their own.
- Opportunities for **spiritual development** come from thinking about Muslim beliefs and Christian beliefs about Allah/ God.

KNOWLEDGE

Pupils will learn about:-

- The annual Muslim festival Eid, and the annual Christian festival, Christmas.
- Such aspects as stories, artefacts, food, ways of celebrating, gifts and God's gift.

SKILLS

Pupils will:-

Discuss simply, practice suggesting meanings for artefacts, and use observation, reflective and thinking skills.

KEY CONCEPTS and WORDS

Religion, Christian, church, Muslim, Jesus, celebration, festival, Christmas, Eid, value, respect.

EXPECTATIONS: At the end of this unit

Most Y1 pupils will be able to do step 1. Most Y2 pupils will be able to do step 2.

Pupils working at step 1 will be able to :

- Name some things that happen at Eid.
- Tell someone about people that came to see Jesus at his birth.

- Talk about their celebrations.
- Notice ways that Muslims celebrate Eid.
- Start to understand that Muslims celebrate in similar ways.
- Show a curiosity about Muslims, Eid and/or Jesus' birth, and in particular the journeys.

Pupils working at step 2 will be able to :

- Retell the story of Jesus' birth.
- Identify activities that happen at Eid.

- Respond sensitively to the Muslim celebration of Eid.
- Suggest meanings for the Eid festival or Christmas
- Respond sensitively to the story of Jesus' birth and journeys people travelled, noticing the birth's importance to Christians.
- Talk about aspects of the Eid and Christmas celebrations.

Pupils working at step 3 will be able to :

- Describe Eid artefacts and Eid activities, linking with the attitude of Muslims to Eid, and noting its importance.
- Describe the Christmas story in detail and relate this to Christian beliefs.

- Make links between the ways they celebrate and the ways Muslims celebrate Eid and Christians celebrate Christmas. Talk about these, listening, with sensitivity, to others' views about them.
- Make links between the difficult journeys involved in the story of Jesus and difficult journeys they have made.

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by choosing **one** (or more, if necessary) of the following :-

Session 1 – Circle time – talk about what makes us special, what makes others special.

Session 3/4 - Through the pupils' interactions with the Eid experiences, together with discussions about celebrations both in the pupils' and Muslim's lives.

Sessions 5, 6, 7 and 9 – Reflections and discussions around the candle.

Session 7 – Using WS What did the Photographer See? – Look at the chn's thoughts and imagination.

Session 8 – In discussions about the contrast of the poor shepherds and rich wise men, and understanding what Christians believe about Jesus.

Session 9 – Through recall using crib artefacts & Through the discussion on the most important characters, giving reasons for their choices.

G&T: Session 3/4, 8: To extend this work, ask pupils to discuss the relationship between celebrations and beliefs.