

DIWALI and CHRISTMAS CELEBRATIONS

Nottinghamshire SACRE RE Syllabus

YEAR GROUP: KS1



DIWALI and CHRISTMAS CELEBRATIONS

KS1

OVERVIEW

About this unit:

Through firstly looking at their own celebrations, this unit enables pupils to focus on the celebrations of other people, noticing similarities with their own celebrations.

The unit contributes to developing skills and positive attitudes through developing the issue of respect. It is initially introduced through the children focussing on how special and unique each person is. Respect for others is continued through the children investigating the Hindu people and their celebration of Diwali.

During the exploration of the Christian celebration of Christmas, the aspect of gifts and gift giving is highlighted and the children are asked to think about how Christians celebrate Jesus' birth in Church and the children can be gift bringers.

SESSIONS

1. Respecting others and introducing Hinduism.
2. Hindu Celebration of Light - Diwali
- 3-4 Diwali afternoon
5. Intro Christmas - gifts, Jesus' birth
6. Wise Men's story and gifts
7. How is Jesus' Birthday Celebrated In Church?
Can I Investigate Jesus' Birth Further?
8. Jesus' Gifts and Children's Special Gifts.

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 together with questions of identity, diversity and belonging. It contributes to the **continuity and progression** of pupils' learning by:-

- building upon the learning from the FS Celebrations
- anticipating a further study of various Celebrations and Festivals in both KS1 (eg Hanukkah) & KS2 (including Diwali & Christmas at 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. The theme 'Light' or 'Gifts' are also strong links. Also linked with SEAL – 'Good to be me'.

Estimated teaching time for this unit: 8 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 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.

AIMS IN ACTION

To know and understand:

- the celebration of the festival of Diwali and Hindu people.
- Jesus' birth, including the gifts given at his birth.

To express ideas and insights about;

- special, important people in their lives.
- ways in which they can 'give' to others.

To gain and deploy skills in:

- talking thoughtfully about special people in their lives, writing feelings words about Christmas and reflecting about giving at Christmas.
- Investigating what Christians believe and how churches celebrate Christmas.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by recognising their own uniqueness and their self-worth
- **Respect for all** by developing a willingness to value difference and diversity, with an increasing acceptance of others.

THE UNIT WILL PROVIDE THE 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 and bring happiness to others and understand their views
- Other opportunities provided by this unit include a multicultural experience including displays, enquiry-based learning activities, various art opportunities, cooking, drama, and ICT together with a food tasting opportunity and time for reflection.

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

- **In Hindu thinking**, Diwali is a very important festival. It is a Festival of Light, celebrating good overcoming evil in the story of Rama and Sita.
- **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.

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 differ from their own.

KNOWLEDGE

Pupils will learn about:-

- The annual Hindu festival of Diwali and the Christian festival of Christmas.
- Stories, artefacts, food, drama and dancing celebrations, gift bringing, events in homes and places of worship.

SKILLS

Pupils will:-

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

KEY CONCEPTS and WORDS

Celebration, festival, religion, Christian, church, Jesus, God, Christmas, Hindu, Diwali, artefacts, symbol, hope, love, peace , happiness.

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 Diwali
- Tell someone 3 things that happened in the Mary and Joseph story at Christmas
- Talk about their own celebrations.
- Observe Hindu artefacts
- Start to recognise that Hindus celebrate in similar ways.
- Talk about good and bad in familiar situations.

Pupils working at step 2 will be able to :

- Identify activities that happen at Diwali
- Retell the story of Jesus' birth
- Suggest meanings for the Hindu artefacts.
- Respond sensitively to the Hindu celebration of Diwali.
- Talk about issues of good and bad.
- Respond sensitively to the story of Jesus' birth, noticing its importance to Christians.
- Talk about bringing gifts to others.

Pupils working at step 3 will be able to :

- Describe Diwali activities and Hindu artefacts, linking with the attitude of Hindus to Diwali, noting its importance.
- Describe the ways Christian celebrate Christmas and relate this to the Christmas story and Christian beliefs.
- Make links between the basis of the Diwali story of good overcoming evil, and examples in their lives. Talk about issues of good and bad.
- Talk about and start to listen to others' ideas about being gift bringers and link with examples in their own lives and other peoples' lives.

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 to do **one** (or more, if necessary) of the following :-

Sessions 3 and 4 - Through the children's interactions with the Diwali experiences, together with discussions about celebrations both in the children's and Hindus' lives.

Session 6 – Revisiting the Christmas story using babble gabble and the website.

- Through drama- acting out scenes from the story of Jesus' birth

Session 8 – Through recapping Christmas celebrations in churches and through their suggestions about they being 'gift bringers'.

G&T: To extend this work, ask pupils to describe the importance of Diwali to Hindus and ask them to explain the basis of the Hindu story (of good overcoming evil), relating this to their own lives.