

Year group; 3  
 Teacher;  
 Subject; RE  
 Unit; opposites attract

<b>Year group 3</b>	<b>Term; Autumn Unit 2</b>
<b>Title (key question for unit)</b> How and why do people celebrate religious festivals?	
<b>About this unit, (key learning, attitudes and skills to be developed)</b> In this unit the children will explore the importance of truth in their own lives. They will learn about the festival of Divali as an expression of the Sikh faith and its importance to the members of that religious community.	
<b>Expectations (based on level of attainment)</b> <b>At the end of this unit most pupils will: (level 3)</b> <ul style="list-style-type: none"> <li>• Be able to demonstrate knowledge of key beliefs i.e. victory of the truth, light over darkness and good over bad.</li> <li>• Be able to explain why the Gurdwara is decorated with lights at Divali.</li> <li>• Demonstrate an understanding that their personal experiences and feelings about truth can influence their actions.</li> </ul> <b>Some pupils will not have made so much progress and will: (level 2)</b> <ul style="list-style-type: none"> <li>• Describe Sikh ideas expressed in the story of the release of Guru Hargobind.</li> <li>• Describe experiences and feelings they share with others.</li> </ul>	
<b>Key vocabulary</b> Celebrate Festival Truthful Secular religious Sikh Divali	<b>Resources</b> Story of the boy who cried wolf Sikh Divali story. Candles - e.g. night lights Sweets ingredients Pulses Plasticene
Time: 4/5 hours	
Curriculum links: ICT, English, PSHCE, art and design, maths	

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Breadth of study:				
Skills developed:				
AT1 Learning about Religion: Knowledge and Understanding of:				
<ul style="list-style-type: none"> <li>• Beliefs and teachings.</li> <li>• Practices &amp; Lifestyles</li> <li>• Expressing Meaning</li> </ul>				
AT2 Learning from religion: Response, Evaluation and Application of Questions of:				
<ul style="list-style-type: none"> <li>• Identity &amp; Experience</li> <li>• Values &amp; Commitments</li> </ul>				
Key questions	Learning objectives	Teaching activities	Learning outcomes	Points to note
Why do people celebrate?	Children should learn; <ul style="list-style-type: none"> <li>• To describe experiences and feelings they share with others</li> </ul>	<ul style="list-style-type: none"> <li>• Thought shower - What do you celebrate? Record suggestions randomly on the flipchart, then use coloured markers to group the ideas e.g. family celebrations (birthdays, weddings etc,) religious celebrations e.g. (Christmas, Easter), achievements e.g. passing exams, gymnastic awards, football team wins.</li> <li>• Discuss - Are these all celebrated in the same way?</li> </ul> <p><u>Activity - group work.</u> Children choose one of the celebrations listed on the flipchart (try to ensure a mixture of religious and secular celebrations are represented). Each group prepares a short role-play of their celebration.          All groups present their piece.</p> <p><u>Plenary</u> Discuss how the children felt during their celebration. Draw out similarities between the feelings they experienced.</p>	I can demonstrate an understanding that personal experiences and feelings can influence my attitudes and actions. L3	

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<p>Why is truth important?</p>	<p>Children should learn;</p> <ul style="list-style-type: none"> <li>that personal feelings and experiences about telling the truth can influence their actions.</li> </ul>	<p>Tell the story of the boy who cried wolf.          Discuss the actions of the boy: what did he do? Why did he do that? What was the outcome?          Pair talk - What else could he have done?  <u>Activity</u> Select one child to be the boy. Divide the class into 2 groups and ask them to make two lines with a gap between them. The first group think of reasons why the boy should 'cry wolf', the second group think of reasons why he should not. Then as the 'boy' to walk slowly between the lines whilst each group shouts their reasons at him.  <u>Plenary</u> The 'boy' describes his thoughts as he walked down the lines and makes a decision on what he would do using the 'advice' from his classmates.</p>	<p>I can explain how common/shared beliefs of what is right and wrong affect behaviour. L3</p>	
<p>What are Sikhs celebrating at Divali?</p>	<p>Children should learn;</p> <ul style="list-style-type: none"> <li>to recount the key events in the Sikh Divali story.</li> <li>To identify the key ideas of victory of the truth, good over bad as expresses in the Sikh Divali Story.</li> </ul>	<ul style="list-style-type: none"> <li>Read the Sikh Divali story, explaining that Guru Hargobind was put in prison because he did not want to be dishonest, but the Mogul Emperor wanted him to do something that would involve being untruthful. (Emphasise that this is different from the Hindu Divali story they learned about last year.)</li> <li>Ask the children to identify the main characters - emperor, 52 Hindu Kings, Guru Hargobind.</li> </ul> <p>Activity</p> <ul style="list-style-type: none"> <li>Children work in pairs/groups, using copies of the text, highlight 'evidence' that describes what each character did. It might be helpful to allocate specific characters to each group.</li> <li>Feedback - build up a list of adjectives that describe each character.</li> <li>Ask: Who was good? Who was bad? How do you know?</li> </ul> <p>Plenary</p> <p>Discuss motives of the emperor and Guru Hargobind: why did Guru</p>	<p>I can identify the effects of actions on others when considering moral dilemmas. L2</p> <p>I can demonstrate some knowledge of key religious beliefs, ideas and teachings. L3</p>	

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		Hargobind refuse to leave prison without the 52 kings? What does that tell us about his character? Was he being honest when he planned his special robe? Is it hard to be truthful like Guru Hargobind?		
How is Divali celebrated? (possibly 2 sessions)	Children should learn; <ul style="list-style-type: none"><li>To explore Sikh family and community celebrations</li><li>To raise their own questions and develop a sense of enquiry about religion and life experiences.</li></ul>	Arrange for the classroom to be full of lights when the children enter. Remind the children of the story of Guru Hargobind. <u>Activity</u> In pairs children explore internet to find out about how Sikhs celebrate divali (e.g. <a href="http://www.Coppschool.lancsngfl.ac.uk">www. Coppschool .lancsngfl.ac.uk</a> ) Group work ideas: <ol style="list-style-type: none"><li>1. Make divas using plasticene and night lights</li><li>2. Make Divali sweets</li><li>3. Make Rangoli patterns using pulses.</li></ol>	I can describe what messages and meanings are expressed through some religious symbols. L2  I can demonstrate some knowledge of the function of objects/ places/ people within religious practices and lifestyle L3	

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Skills Development Overview						
	AT1 Learning about religions : Knowledge and Understanding of			AT2 Learning from religion : Response, Evaluation and Application of Questions of		
Level	<u>Beliefs &amp; Teachings</u>	<u>Practices &amp; Lifestyles</u>	<u>Expressing Meaning</u>	<u>Identity &amp; Experience</u>	<u>Meaning &amp; Purpose</u>	<u>Values &amp; Commitments</u>
L2 (Yr2)			I can describe what messages and meanings are expressed through some religious symbols. L2			I can identify the effects of actions on others when considering moral dilemmas. L2
L3	I can demonstrate some knowledge of key religious beliefs, ideas and teachings. L3	I can demonstrate some knowledge of the function of objects/ places/people within religious practices and lifestyles. L3		I can demonstrate an understanding that personal experiences and feelings can influence my attitudes and actions. L3		I can explain how common/shared beliefs of what is right and wrong affect behaviour. L3
L4 (Yr6)						I can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious teachings. . L4