

People Worth Celebrating- Year 3/4

About the Unit

This unit looks at how people honour their heroes and heroines, beginning from the pupils' own perceptions of who is important to them and why. It explores the qualities which make people worthy of admiration and lead to the celebration of their lives. The content from the Christian tradition explored the way Jesus is recognised and honoured in the celebration of Christmas. His qualities are indicated in the names used for him. The Hindu element in the unit relates to the celebration at Divali of the persons Rama and Sita. Pupils are encouraged to reflect and respond to the idea of festival as a way of recognising value and other possible ways of doing this.

Key Concepts

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.4 Identity, Diversity and Belonging

- a) Exploring how individuals develop a sense of belonging through faith or belief
- b) Exploring the variety and differences that exist within and between religions, values and beliefs

Key Processes

2.1b	specialist vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1c	beliefs and practices	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	Sources	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1e	Religious/spiritual expression	interpret a range of forms of religious expression and understand why they are important in religion
2.2c	reflection on what individuals and communities value	Reflect on the importance of religion and other world views for individuals and communities

Range and Content (traditions and themes)

This unit focuses on the Christian and Hindu traditions.

Themes for this unit:

- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- c) **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- f) **Inspirational people:** figures from whom believers find inspiration.

Curriculum opportunities:

During the course of this unit children may use:

Music- To explore Handel's *Messiah* and various Christmas carols

Art- To explore representations of the Nativity across a variety of cultures; to design and make posters and a special celebration for a chosen hero/heroine; to design and make Divali and Christmas cards

Drama- To re-enact the two stories in focus as part of this unit

History- To explore heroes/heroines from previous historical periods

Literacy- To read the stories in focus and Bible verses; to write in role as a Hindu child celebrating Divali

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 3	Year 4
Basic	Pupils will be able to name a personal hero or heroine and give a reason why they admire this person which relates to his or her qualities. They will retell the two stories explored simply and identify elements in the celebration of the festivals which relate to the central characters. Level 2	Pupils will recognise a variety of reasons for the wish to celebrate individuals. They should be able to distinguish among these reasons. They accept the choices of others which differ from their own. They will recognise qualities in Rama and Sita and Jesus which might make them worthy of celebration, expressing personal judgements. Level 3
Developed	Pupils will recognise a variety of reasons for the wish to celebrate individuals. They should be able to distinguish among these reasons. They accept the choices of others which differ from their own. They will recognise qualities in Rama and Sita and Jesus which might make them worthy of celebration, expressing personal judgements. Level 3	Pupils are able to give feasible explanations of why Rama and Sita and Jesus continue to be celebrated all over the world. Their own celebrations make use of symbolism which they can explain. They can explain differences between their heroes or heroines and the people celebrated in religious festivals. Working towards Level 4
Extended	Pupils are able to give feasible explanations of why Rama and Sita and Jesus continue to be celebrated all over the world. Their own celebrations make use of symbolism which they can explain. They can explain differences between their heroes or heroines and the people celebrated in religious festivals. Working towards Level 4	Pupils demonstrate an understanding of the stories of Rama and Sita and of Jesus and can use these to explain their reasoning about why these persons are celebrated in festivals and to explain the origins of elements of these festivals. They make comparisons between the heroes in both stories and can give reasons for celebrating each, using religious vocabulary. They describe who inspires them as a hero/heroine in a similar way and why. Level 4

Possible assessment tasks:

- Own hero/heroine posters
- Group research task into a chosen hero and their worthy qualities and accompanying discussion
- Divali card designed and written in role as Hindu child
- Christmas card appropriate to the British celebration of Christmas
- Contributions to class celebration/festival for a chosen hero/heroine

Resources

You may find the following resources useful when teaching this unit:

- A simple overview of Divali and the story it celebrates: <http://www.woodlands-junior.kent.sch.uk/Homework/religion/diwali.htm>
- Celebrating Divali- <http://www.bbc.co.uk/schools/religion/hinduism/diwali.shtml>
- Pictures of famous people from magazines/newspapers/Internet
- Art materials
- Celebrity websites (check suitability first)
- Internet sites/Non-fiction books/Biographies/Newspapers/Magazines for researching heroes/heroines
- Digital cameras if appropriate
- Copy of the Rama and Sita story such as: *A Row of Lights*, Lynne Broadbent, RMEP; *Rama and the Demon King*, Jessica Souhami, Frances Lincoln Children's Books; *Seasons of Splendour*, Madhur Jaffrey, Puffin
- *Animated World Faiths*, Quest, Channel 4
- Rama & Sita murti
- Hindu visitor
- Books about Divali such as: *Lighting a Lamp*, Jonny Zucker, Frances Lincoln Children's Books; *The Divali Bigbook*, Anita Ganeri, Evans Brothers, Ltd; *Divali (Why is this Festival Special?)*, Jillian Powell, Franklin Watts
- Hindu puja artefacts
- Divali card
- Art materials
- Diva lamps: Clay, Wax/wicks
- Rangoli patterns: Coloured rice
- Nativity Story DVD
- Versions of the Nativity story
- Handel's *The Messiah* on CD
- Isaiah 9:6-7, 11:1-9
- Nativity art work (different cultural sources)
- Selection of Christmas cards
- Christmas carols
- Art materials, fabric, food, etc as appropriate to planned celebration

Vocabulary

hero	heroine	festival	celebration	Rama	Sita	Divali
Jesus	Christmas	Nativity	inspiration			

Glossary of Key Terms

Divali

Divali is an important 5-day festival in Hinduism. The name Divali means 'row of lights'. Divali involves the lighting of small clay lamps (divas) filled with oil to signify the triumph of good over evil. During Divali celebrants wear new clothes and share sweets and snacks with others. They also make rangoli patterns using coloured rice at the entrance to doorways. In Hinduism, Divali marks the return of Lord Rama to his kingdom after defeating (the demon king) Ravana, the ruler of Lanka in the epic story, the Ramayana.

On the most significant day of Divali, Hindu homes worship Lakshmi, the goddess of wealth, and Ganesh, the God of auspicious beginnings, and then light lamps in the streets and homes to welcome prosperity and well-being. Some Indian business communities begin the financial year on the first day of Divali wishing for good luck the following year.

Rama and Sita

Rama and Sita are the hero and heroine from the Ramayana, the epic story celebrated at Divali. A simple version of the story is available here: http://www.virtualmuseum.info/collections/themes/diwali/pdfs/ramayana_story.pdf

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

Not all religious traditions specifically celebrate individuals at the centre of festivals. The Buddhist tradition's celebration of the Buddha's life at Wesak would be relevant, as would the marking of the birthdays of the Sikh gurus e.g. Guru Nanak and Guru Gobind Singh. On the other hand, the Jewish and Muslim traditions mark events, occasions and ideas rather than people.

The unit assumes a basic knowledge of the stories of Rama and Sita and the birth of Jesus by the children. If this is not present then more emphasis should be placed on this.

The celebration of the chosen hero/heroine might include an assembly/act of worship to recognise their worth, or a particular quality which they display/displayed in their life.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><i>To be able to identify people who are heroes/heroines to them</i></p> <p><i>To be able to identify times these people's lives are celebrated</i></p> <p><i>To be able to identify the important aspects of the lives of these people</i></p>	<p>Who do you admire/value enough to celebrate their lives?</p>	<p>Personal heroes/heroines, some known personally to the pupils or their communities.</p> <p>Birthdays, victories, funerals, retirements, prizes e.g. Nobel prizes, sports awards, Oscars, music accolades</p>	<p>Provide a poster/collage of a variety of famous faces to stimulate discussion of personal heroes/heroines or hold a quiz to name the personalities and the reasons for their fame.</p> <p>Ask the children to draw their own hero/heroine (famous or personal) or find a photo of them on the Internet and surround them with associated words, symbols, photos and pictures to create a poster. Share these with the class and consider through discussion whether there is a time when these people and their lives are celebrated.</p> <p>Invite the children to create pages for a 'This is Your Life' book about their chosen hero/heroine. What would they include? Use the Internet to research them or set as a homework task.</p>	<p>Children can identify their own personal heroes/heroines</p> <p>Children can find out about them and select important and appropriate information about their lives that could be celebrated</p> <p>Children begin to show some understanding about how and when these people are celebrated</p>	<p>Pictures of famous people from magazines/newspapers/Internet</p> <p>Art materials</p> <p>Celebrity websites (check suitability first)</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><i>To be able to identify someone who has made an impact on the world and explain why they are worthy of celebration</i></p>	<p>Who do you and others admire because they've made an impression on the world?</p> <p>When and how are they celebrated?</p> <p>Do you need to have met someone to admire them?</p>	<p>People who have made an impression on or an improvement to the world</p>	<p>Look at people who have made a difference to the world through leadership, action or discoveries.</p> <p>Ask small groups to undertake a research task to present information about a chosen hero and explain their choice. Findings could be presented on paper, as a Powerpoint presentation or a short 'documentary' film.</p> <p>Make a chart documenting the chosen heroes and the qualities that led them to being worthy of celebration. Discuss how some heroes are celebrated even though we have no personal contact with them.</p>	<p>Children can undertake research to find out about a chosen hero. SEN children may need some adult support to do this.</p> <p>Children can identify the qualities which make them worthy of celebration</p>	<p>Internet</p> <p>Non-fiction books/ Biographies</p> <p>Newspapers Magazines</p> <p>Digital cameras if appropriate</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><i>To be able to retell the story of Rama and Sita using some specialist vocabulary</i></p> <p><i>To be able to identify the qualities of Rama and Sita that are worth celebrating</i></p>	<p>What is it about Rama and Sita that Hindus celebrate at Divali?</p>	<p>The story of Rama and Sita</p> <p>Their qualities</p>	<p>Explain that religious traditions have heroes/heroines who they may feel they know in a special way and who are celebrated in festivals.</p> <p>Read, tell or show footage of the story of Rama and Sita. Ask pupils to note down the qualities of the main characters and then dramatise the story using drama (freeze frames, hot-seating, puppets, small world) or depict it using text and pictures.</p> <p>Discuss what is worth celebrating about Rama and Sita. Display the children's ideas around a murti of Rama and Sita.</p>	<p>Children can retell the story of Rama and Sita using means appropriate to their abilities and interests</p> <p>Children can identify what it is about Rama and Sita which makes them worthy of celebration</p>	<p>Copy of the Rama and Sita story such as:</p> <p><i>A Row of Lights</i>, Lynne Broadbent, RMEP</p> <p><i>Rama and the Demon King</i>, Jessica Souhami, Frances Lincoln Children's Books</p> <p><i>Seasons of Splendour</i>, Madhur Jaffrey, Puffin</p> <p><i>Animated World Faiths</i>, Quest, Channel 4</p> <p>Rama & Sita murti</p> <p>Hindu visitor</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p><i>To be able to explain what happens at Divali and relate this to the story of Rama and Sita</i></p> <p><i>To be able to draw, write and make Divali artefacts to show my understanding of the festival</i></p>	<p>How do Hindus celebrate the contribution of Rama and Sita to the world?</p>	<p>The celebration of Divali</p>	<p>Recall what the pupils already know about the celebration of Divali and relate it to Rama and Sita, recognising that Hindu worship/puja will centre on them at this time. Explore the celebration of Divali further using the Internet and books.</p> <p>Design and write a Divali card that a Hindu child might send to you to explain how and why they are celebrating Divali.</p> <p>Explore diva lamps and rangoli patterns as important visual aspects of celebrating the festival. Have a go at creating these as part of a way of sharing the festival at school. You may wish to dress in clothes and eat food appropriate to the celebration also.</p>	<p>Children can talk about different aspects of celebrating Divali and relate this to the story of Rama and Sita</p> <p>Children can design an appropriate Divali card and write about celebrating the festival</p> <p>Children can share in the festival through the making of diva lamps and rangoli patterns or through the wearing of appropriate clothes and the eating of food</p>	<p>Books about Divali such as:</p> <p><i>Lighting a Lamp</i>, Jonny Zucker, Frances Lincoln Children's Books</p> <p><i>The Divali Bigbook</i>, Anita Ganeri, Evans Brothers, Ltd</p> <p><i>Divali (Why is this Festival Special?)</i>, Jillian Powell, Franklin Watts</p> <p>Hindu puja artefacts</p> <p>Divali cards Art materials</p> <p>Dival lamps Clay Wax/wicks</p> <p>Rangoli Coloured rice</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To be able to explore the qualities of Jesus through investigating Bible verses, music and art relating to the Nativity story</i></p> <p><i>To be able to recognise and discuss the way Jesus is celebrated in Christmas celebrations around the world</i></p>	<p>What do Christians believe is worth celebrating about Jesus?</p> <p>How do they show it?</p>	<p>The stories of the Nativity of Jesus. The description of the coming Messiah, in Isaiah which is applied to Jesus.</p> <p>The qualities of Jesus and how Christians feel about him.</p>	<p>Recall the Christmas story or if necessary, read, watch or tell it.</p> <p>Explain that the symbolism of the stories shows what Christians think about Jesus. Ask pupils to draw conclusions from the stories e.g. poverty, kingliness, holiness, sent by God, peacefulness.</p> <p>Look at carols which tell the Christmas story through music and listen to Handel's <i>Messiah</i> and note what these pieces of music add to the picture we have of Jesus.</p> <p>Explore the passage in Isaiah that proclaims the coming of the Messiah. Brainstorm the qualities of the Messiah and display these around a Nativity picture or a set-up crib.</p> <p>Explore works of art depicting the nativity. What does the event mean to the people in the pictures?</p> <p>Explore some Nativity artwork from a range of cultural origins to see how Christians mark the birth of Jesus. Discuss other ways in which they celebrate worldwide, concentrating on the spiritual aspect of Christian Christmas celebrations.</p>	<p>Children can identify the qualities of Jesus that are celebrated through the Nativity story and other Bible verses</p> <p>Children can explore how these are presented in music and art across a range of cultures</p>	<p>Nativity Story DVD</p> <p>Versions of the Nativity story</p> <p>Handel's <i>The Messiah</i> on CD</p> <p>Isaiah 9:6-7, 11:1-9</p> <p>Nativity art work (different cultural sources)</p> <p>Selection of Christmas cards</p> <p>Christmas carols</p>

			<p>Design and make a suitable card for a modern Christian child in Britain to send, indicating what Jesus means to them.</p>		
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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><i>To be able to plan for and implement a celebration for a chosen hero/heroine</i></p>	<p>How should heroes/ heroines be celebrated?</p>	<p>Pupils' own planned festival</p>	<p>Ask pupils as a class to select one of the heroes or heroines they considered earlier and plan a celebration for them. Design and make invitations, cards, decorations, clothes, awards, menus etc especially to celebrate the chosen person.</p> <p>Allocate aspects of the celebration to different groups/teams to work on. Prepare for the special event and enjoy it together. Discuss how they feel about their hero or heroine.</p>	<p>Children can plan an appropriate celebration to mark the life of a chosen hero/heroine</p>	<p>Art materials Fabric Food etc as appropriate</p>