



Support Materials for Religion, Values and Ethics

Ideas to support RVE within the Humanities Area of Learning and Experience

Suggested age group:
6-7-year-olds

Celebrations

Religions and philosophical convictions:
Christians, Hindus and Muslims



Cyngor Sir Gâr
Carmarthenshire
County Council



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This is one of a series of support materials for RVE produced for teachers with the aim of setting high standards in the study of religion, values and ethics. These resources are offered as suggestions to enable learners to develop knowledge and understanding of religion and belief in ways which foster the four purposes of the Curriculum for Wales and afford opportunities for exploration of the cross-cutting themes and development of disciplinary and wider skills. They are written to align with the What Matters Statements and Progression Steps within the Humanities AoLE. Nothing within these materials is intended to be prescriptive. Teachers are reminded that RVE is to be delivered with regard to the Locally Agreed Syllabus, and the principle of subsidiarity. Access the series of plans and supporting resources at www.retoday.org.uk/rvewales

Supporting RVE in the Curriculum for Wales

These materials are intended to give teachers ideas and inspiration to support critical, objective and pluralistic RVE, in line with the Welsh Government Guidance and their locally agreed syllabus. The materials are not intended to prescribe content, nor specific courses of learning. We urge teachers to be flexible, creative and selective in their use of these materials. Subsidiarity is a key principle within the Curriculum for Wales, so teachers should exercise professional judgement, and critically engage with these materials, to ensure that RVE in their school accommodates their local context, and the needs of learners, and fulfils statutory requirements. The materials can be adapted, amended and used as selectively or as comprehensively as appropriate to each school's individual context.

About these resources

Swansea SACRE is grateful the funding it received from [Westhill Endowment](#) which made this work possible.

These materials have been written to support RVE as part of the Humanities Area of Learning and Experience within the Curriculum for Wales. They are the result of collaboration between Swansea SACRE and RE Today Services.

[RE Today](#) Services is a well-established and highly respected educational charity, working in the UK and internationally to give children a broad and balanced education to support them in the world they live in, through the teaching of high-quality RE in schools. These materials have been written by Lat Blaylock, Editor of *RE Today Magazine*, and National Adviser for Religious Education, and Angela Hill who is RE Today's National Adviser based in Wales.

Jennifer Harding-Richards, RE Adviser to the local authorities within the Partneriaeth region is the project director for these support materials. She can be contacted at Jennifer.Harding-Richards@swansea.gov.uk

We hope these resources are helpful and enjoyable to use. We welcome constructive feedback. Examples of learners' work produced from using the ideas in these materials is always gratefully received.

Title: Celebrations

Suggested age group: 6-7-year-olds

Religions/philosophical convictions: Hindus, Christians, Muslims

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience. This Area encompasses geography; history; religion, values and ethics; business and social studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills. These support materials focus on RVE.

In law, RVE must be critical, objective and pluralistic: these support materials apply these principles.

About this resource:

The Welsh curriculum places the study of religion, values and ethics in the Humanities area of learning and experience. These support materials provide teachers with high quality practical plans which exemplify good learning in RVE about some key celebrations for Hindus, Christians and Muslims. Children are given the opportunity to deepen their understanding of religious concepts relating to celebrations, thinking about how celebrations express religious beliefs, ideas, values and identities.

The work will set high standards in RVE by challenging children to remember new rich knowledge and to think about diversity, noting similarities and differences between religions.

It is intended to be an example of good practice of RVE within the 2022 Curriculum for Wales, Humanities Area of Learning and Experience.

Estimated time for this work (in hours) 4-6 hours of teaching time. Be selective and do the work your school needs to cover in depth, rather than skating over the surface of too much content. In RVE, learners need opportunities to reflect deeply on big questions and ideas: it is sometimes wise to enable learners to 'linger longer, digging deeper.'

Where this fits in:

This plan can build on previous RVE work, for example learning regarding the basic tenets and practices of the three religions featured. This unit will provide knowledge and understanding to prepare learners to study the Year 3 resources on symbols. Teachers can continue to explore ideas of symbolism with learners in units that follow. Learners may already have some knowledge from lessons, or from their own lives of sacred places. Learners should be made aware that religions are many and are both similar and different – not all people, even those of the same religion – celebrate in the same way. Links to the Humanities AOLE are evident at many points in these materials, which can be seen as a way of working alongside or in integrated provision with social studies, history, business studies and geography. There are also good literacy links, particularly where children are beginning to learn about figurative language. The unit helps children see beyond the surface of a celebration, beginning to consider meanings and symbolic significance of what takes place.

Three religions are a lot to handle for 6-7-year-olds, so feel free to be selective, taking into account prior and next steps in learners' learning. Focussing on a 'main celebration' of each faith may be a good approach, and can give learners insight into some key beliefs and values.

Welsh Curriculum: What matters most? (the 4 Humanities AOLE priorities)	How do these materials connect to the statements of what matters most?
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Learners explore questions of why and how key religious celebrations emerged and are still a part of religious life for many today Learners will gain knowledge about key celebrations from 3 different religions in today's world.
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	- Learners begin to find out about celebrations as expressions of religious identity, belonging, values and convictions - Learners will gain knowledge of different meanings and diverse perspectives in relation celebrations from three religions
Human societies are complex and diverse, and shaped by human actions and beliefs.	- Learners discover facts about how celebrations have emerged and evolved - Learners will gain understanding around the variety of ways in which religious people may celebrate important events or traditions
Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.	- Learners learn about diversity and consider what celebrations mean to individuals and communities - Through studying some key celebrations, learners will gain knowledge and understanding of values that matter to Hindus, Muslims and Christians.

Themes, skills and purposes

As the RVE guidance requires, these support materials have been developed to a model of curriculum design and development that incorporates appropriate opportunities for learning and consideration of cross-cutting themes in the Curriculum for Wales. These cross-cutting themes are: careers and work-related experiences, human rights, diversity, local, national and international contexts and relationships and sexuality education. We have also attended here to the importance of cross-curricular skills of literacy, numeracy and digital competence, as well as the skills integral to the four purposes (creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organising). All these intersecting issues are built into the way these support materials have been constructed.

See this link for further details: <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/>

RVE Progression principles in action:	Contributions to progression in RVE:
Increasing breadth and depth of knowledge.	- Learners find out about religious diversity, gaining rich knowledge of Hindu, Christian and Muslim celebrations - Learners are challenged to use their deepening knowledge to identify meanings and make sense of similarities and differences themselves
Deepening understanding of the ideas and disciplines within the Humanities AOLE.	- Learners use simply some methods from religious studies to make more sense of the world - Learners will gain experience in using different disciplines in their RVE studies, including theological, sociological and historical approaches
Refinement and growing sophistication in the use and application of skills.	- Learners practice the skills of suggesting meanings, making sense of religious materials and interpreting beliefs and values at age-appropriate levels - Learners gain from a wide variety of learning methods a growing understanding of ways to make sense of religion and beliefs and explain what matters about common celebrations
Making connections and transferring learning into new contexts.	- Learners are encouraged to make links between different religions and worldviews, and should also be encouraged to think about celebrations in their own lives - Learners are challenged to use their learning in new settings
Increasing effectiveness as a learner.	- Learners learn how to gain and deploy a rich knowledge of Hindu, Muslim and Christian celebrations - Learners learn to describe and explain religions and worldviews, applying ideas creatively for themselves by, for example suggesting which aspects of celebrations express beliefs and identity most clearly

RVE in these support materials includes the development of positive values, virtues and attitudes which contribute to learners' wellbeing:

- Love of learning:** enjoying discovering new ideas about religion and belief through studying some key celebrations for Hindus' Christians and Muslims
- Respect for all people:** understanding the meaning of celebrations that take place in our communities in Wales, and in the wider world
- Open-mindedness:** being willing to learn about celebrations and their meanings outside of learners' own cultural/belief reference points
- Appreciation and wonder:** exploring the beauty and spectacle of celebrations, whilst enquiring into deeper meaning for believers; thinking about the value of the array of celebrations in our multi-cultural, multi-religious and multi-secular societies

Prior learning	A rich RVE vocabulary	Resources for teachers to explore - you will not need all these, but they show a range of possibilities
It is helpful if learners have: Some prior knowledge and understanding of the three religions. Remind them of earlier study. Use retrieval learning methods to ensure that all learners can access their RVE from the infants as they tackle this new topic in greater depth.	Learners will have opportunities to use words and phrases related to: Celebration Festival Sign Symbol Meaning Gesture Metaphor Image / imagery Hindu artefacts The Aum Symbol. Signs of devotion to gods and goddesses. Christian artefacts Crosses, Palm cross, Hot crossed bun, Nativity figures, Easter / Christmas cards. Muslim artefacts, Prayer mat, topi, Qur'an, Qur'an stand, Star and Crescent Moon, Eid cards.	Resources • A selection of simple favourite information books about Hindus, Christians and Muslims. • Photo packs/picture packs featuring celebrations in Hinduism, Christianity and Islam. • Resources for Birthdays (cards, candles, a pretend present) • Visual cues for celebrations including Harvest, Easter, Christmas, Eid, Ramadan, Divali. • Christian stories: Noah and the Ark, Daniel and the Lions, David and Goliath, Jesus' last days • Muslim stories: The Night of Power, Muhammad at the gates of Makkah • Hindu Stories: Rescuing Sita (Divali stories) • Christian, Hindu and Muslim songs or music. • The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables learners to view and judge numerous works of learner art on key religious and spiritual ideas from young people. • BBC Bitesize RE for KS2 is also a good starting point: • The best gateway for RE sites is: www.reonline.org.uk • TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/search/?sft_key_stages=1&sfm_length=0+500++++&sort_order=relevance+desc • A primary school's guide to Holy Week: https://www.westminster-abbey.org/teaching-resources/holy-week-a-short-guide-for-primary • Holy Week on REQuest.org.uk: https://request.org.uk/resource/restart/2017/03/14/holy-week-and-easter/ • BBC Key Stage 1 Story of Easter: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgq47h Virtual Tours: • Cumbria SACRE share their excellent resources for free online - links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ • Birmingham Faith Visits is a super project: 18 short films from 6 major religious buildings in Birmingham, all suited to children in primary schools and with lots of support resources: https://birmingham-faith-visits.theartssociety.org/ • For further information try https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/ Print resources • Talking Pictures: visual learning about Jews, Christians, Muslims from RE Today • What happens in? 6 beautiful cutaway whiteboard pictures and poster cards from major religious buildings with an ideas book from RE Today • Inspiring RE: Hindus, Muslims, Christians, Living without God, series edited by Fiona Moss, RE Today Stories • More examples of faith stories can be found from the NATRE shop online at https://shop.natre.org.uk/category/.stories.isla.pr Many free religious stories available from this starting point with good learning ideas

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

(RVE makes a contribution to this whole school responsibility)

- **Spiritual:** Discussing and reflecting on key questions of meaning that are at the heart of religious traditions and practices.
- **Moral:** Considering what it means to respect others, including religious community members.
- **Social:** Articulating their own and others' ideas about symbolism in religion and their own lives.
- **Cultural:** Encountering people, literature, arts and resources from Hindu, Christian and Muslim cultures.

How do these support materials help develop learners' engagement with the cross-cutting themes?

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum#cross-cutting-themes>

- **Local, national and international contexts:** we will look at examples of celebrations locally, nationally and globally, encouraging learners to take stock of the similarities and differences within and across religions, cultures and geographical locations
- **Careers and work-related experience:** we will draw attention to different jobs of work in the celebration of important events, encouraging learners to think about the roles of those involved
- **Human rights education and diversity:** we will consider, wherever appropriate, the importance of freedom to celebrate important events
- **Relationships and sexuality education:** we will talk about the values of love, generosity, care, forgiveness and community and how celebrations help foster positive relationships in families, social circles and communities

EXPECTATIONS		From these support materials:
Nearly all learners will be able to:		• Recognise some key religious celebrations • Explain, in basic terms, the meaning and significance of at least one key religious celebration for each religion studied here • Describe some of the ways that believers mark important celebrations • Reflect on their own experiences of celebrations in relation to what they learn here
Most learners will be able to:		• Explain with reference to key religious sources the background of at least one religious celebration for each religion studied • Use their new knowledge to describe and explain some of the key symbols and practices that are part of religious celebrations • Talk about some of the beliefs and values that underpin these celebrations • Recognise and be able to explain some similarities and differences within and across religious celebrations
Many learners will be able to:		• Describe values from the three religions, and explain how these are expressed through the celebrations studied • Identify and describe similar beliefs and ideas expressed symbolically in different religious or secular contexts, through celebrations • Make links between their own times of celebration and those from the religions studied here
Some learners will be able to:		• Deploy their knowledge to express, independently, meanings of celebrations • Apply ideas such as imagery, symbolism, gesture or body language in relation to celebrations • Interpret simply a diverse range of ideas about the meaning and significance of celebrations
Assessment and achievement Some possible ideas for gathering evidence of progress and attainment • Record ideas from class and group discussions • Easter alphabet and adjectives activity • Pysanky egg designs • Creating diya lamps and Diwali cards • Eid-ul-Fitr invitation designs		

What do you celebrate and why? Sub-Lenses: search for meaning and purpose, identity and belonging, authority and influence, the journey of life			
RVE applications:	Suggestions for teaching and learning activities	Learners will be enabled to:	Connections and ideas
Core knowledge: Celebrations foster a sense of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Celebrations, identity, community, music, dance, stories, remembering/com memorating Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	Thinking about celebrations - Ask learners in pairs to share their 'big days'. - What is their favourite day of the week? - What is the best day they can remember? - Talk to learners and work together to create a mind map of 'our favourite celebrations'. This may include birthdays, weddings, sporting achievements, cultural events and religious events. What are the stories that get told at their big celebrations? Where? How? Food? Music? Stories? - Develop the mind map further to include thoughts about where a celebration takes place - decorations used - food eaten - special songs or dances - special words - people attending - Learners write simply about their favourite celebration using the mind map to prompt their thoughts. Alternatively, learners could be asked to work in a group to plan a birthday celebration for a class toy, persona doll or member of staff. What would they need to do to make the event memorable? - Discuss why celebrations are important and establish that each celebration is held for a reason. What celebrations or festivals do the learners know about? Which religions do they come from? What are the celebrations about? What do people do to celebrate? Learners could use the categories on the mind map to talk about a festival that they know about.	Understand what is meant by celebration Offer ideas about why celebrations are important, and how they connect with stories, and important events in people's lives Describe some features of celebration, thinking carefully about differences and similarities Recall facts and ideas about religious celebrations with which learners are already familiar	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

What can we learn about Easter from the things we associate with it? Sub-Lenses: search for meaning and purpose, identity and belonging, authority and influence, the journey of life			
RVE applications:	Suggestions for teaching and learning activities	Learners will be enabled to:	Connections and ideas
Core knowledge: Celebrations foster a sense of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Easter, Easter cards, cross, Easter eggs, holiday (from holy day) Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we associate with Easter? - Encourage learners to note examples from Welsh life and experience such as celebration of Easter in local churches, noting the similarities and differences between different types of churches. Encourage learners to reflect on their own experiences of celebrating Easter in Wales (and perhaps elsewhere if they have experienced Easter in other parts of world or if they have family or friends who have). Ask learners to bring one or two objects or pictures into class which they associate with Easter (make sure to have a variety of Easter cards, a Easter egg, a cross, and some other typical artefacts associated with Easter in case learners' objects are not varied enough). Spread out all the materials. Ask questions about anything that doesn't clearly connect to Easter, asking the learner who brought it to say something about it. This can give opportunities for learners to discuss Easter in different cultures and households and to talk about cynefin. Allow time to look at what's been gathered and to talk to classmates about what they see. Discuss, as a class, 'what can we learn about Easter from these things?' As learners make suggestions, ask them to give reasons for their responses. Can they come up with 5 adjectives that sum up Easter from looking at the pictures and objects associated with Easter. Perhaps the class could work to together to try to categorise the things which are to do with religious celebrations or Easter and those which are maybe not. This will be challenging for many learners but can lead to in-depth exploration - After considering the pictures and objects brought by the class, set up a writing activity that enables learners to learn about the stories and celebrations of Holy Week and Easter: they might define key words, sort and organise sentences, match phrases or create in a group an 'Alphabet of Easter': A... /Bunny / Cross / Donkey / Eggs ... etc - Ask learners to think about Easter time. How do they know that Easter is coming? Encourage learners to consider the idea of Easter always being at springtime, having time off from school, what is in the shops, on TV, places that they may go to, etc. Here, you may wish to discuss with learners why do people have time off from school or work over Easter? Tell learners that the word holiday originates from 'holy days' and, in Wales/UK, days off from school and work are often scheduled because of Christian festivals, e.g. Easter holiday, Christmas holiday. What do learners think of this? This is a good opportunity to talk about how Wales and UK have traditions based on Christianity, but also to think about whether this will/should change now that Wales/UK is home to people of many different faiths or of none. - Having thought about many things that are associated with Easter, tell learners that for many Christians, Easter is the most important time of year. Ask learners to think about reasons why this might be, encouraging them to draw on their prior learning and their personal knowledge and experiences.	Use the right words to identify images and artefacts associated with Easter Explain connections between images and artefacts and Easter celebrations Offer ideas about images and artefacts have religious significance to the celebration of Easter Describe some features of Eastertime and suggest adjectives to arrive at some conclusions around what Easter is like for those who celebrate it Talk about the importance of holy days as 'holidays' and understand that some holidays in Wales and UK are based on Christian traditions Discuss the idea of Christian festivals as holidays in the context of multi-faith, multi-secular Wales	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

What do Christians remember and celebrate at Easter?

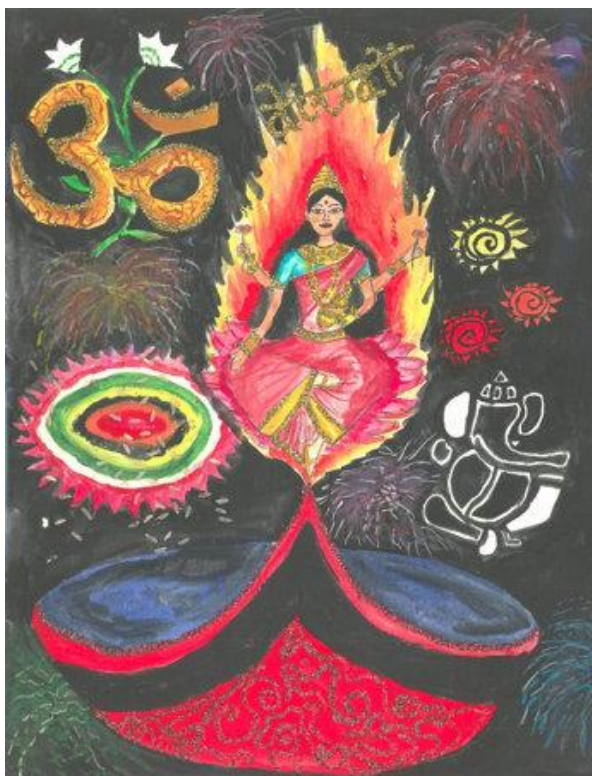
Sub-Lenses: search for meaning and purpose, identity and belonging, authority and influence, the journey of life

RVE applications:	Suggestions for teaching and learning activities	Learners will be enabled to:	Connections and ideas
Core knowledge: Celebrations foster a sense of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Easter, Holy Week, Passion plays, cross, crucifixion, resurrection, Jesus, Palm Sunday, Last Supper Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about Christians and their celebrations of Holy Week and Easter? - Pose the question 'What do Christians remember at Easter?' Use responses to gauge prior knowledge. Teach learners about the events of Holy Week. Tell the children some stories from the last week of Jesus' life: entering Jerusalem on Palm Sunday, Healing, the Last Supper, the death of Jesus and the Empty Tomb. Music, dance and drama are good tools for this learning. There are many clips and resources easily accessible to support this, e.g. https://request.org.uk/resource/restart/2017/03/14/holy-week-and-easter/ or by using the PowerPoint resources here: https://www.westminster-abbey.org/teaching-resources/holy-week-a-short-guide-for-primary. Ensure that learners are familiar with the sequence of events: - Procession into Jerusalem (Palm Sunday) - Turning over the tables in the Temple - Washing his friends' feet and the Last Supper - Being betrayed by Judas, arrested and denied by Peter - Crucifixion - The empty tomb and Easter Sunday morning Consider using illustrations/artworks of the events and pegging them, in order onto a 'washing line', working collaboratively, as a class. The National Gallery has some good images: http://www.nationalgallery.org.uk/paintings/the-easter-story. Discuss with learners what the artists of these images are trying to show us about the events? How do they do this? This can deepen learners' understanding and appreciation of the significance of each event. - Use the example of Michael Sheen's Passion Play in Port Talbot to make sure there is a local understanding of Easter in Wales. https://www.bbc.co.uk/news/uk-wales-south-west-wales-13176102 - what does this say about what Easter means to Christians. What about its importance as a festival in Wales? - Ask learners to think back to the objects and pictures they considered. What connections can they find? Are any of these pictures/objects symbolic of the events of Holy Week? How? Suggest connections to learners as this can require some sophisticated thinking. - Watch this clip from the BBC <i>My Life, My Religion</i> series, where Nathan from Liverpool celebrating Easter: https://www.bbc.co.uk/programmes/p02mww94.	Understand some key events of Holy Week Explain connections between at least one of events of Holy Week and Easter celebrations today celebrations Begin to understand how symbols, such as those on the Pysanky eggs can help Christians to remember key events of Holy Week Describe some ways in which Christians may celebrate Easter Offer ideas about why Easter is such an important festival for Christians	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

	Discuss: What does Nathan do that shows the importance of Easter to his Christian faith? How do these activities link to the events of Holy Week? • Pysanky Easter Eggs. Look at some online examples of these Ukrainian eggs with learners and find out together about their history and importance to Christians in Ukraine. Can learners spot some symbols linked to Christianity on them, e.g. spots for Mary's tears, nets for Jesus' disciples who were fishermen, a cross for Jesus and his love, fish for Christianity, a triangle for the Father, Son and Holy Spirit. Help learners find out about the symbolism and use their knowledge to create their own pysanky linked to Easter. Pysanky are placed in Easter baskets in the Ukraine. Learners can find out about the other items contained in the baskets, and their symbolism, and even go on to recreate a basket. As a creative challenge, ask learners to design a Pysanky Easter Egg that shows how people in Wales celebrate Easter. • Have a quiz about all the children know and have learned about Easter • Set up a written tasks that asks learners to show their understanding of one thing Christians remember at Easter and one way in which they remember this. Encourage them to be creative and illustrate their work. To extend this, ask them to write a sentence to explain why Easter is an important festival for Christians.		
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What do Hindus remember at Divali? Sub-Lenses: search for meaning and purpose, identity and belonging, authority and influence, the journey of life			
RVE applications:	Suggestions for teaching and learning activities	Learners will be enabled to:	Connections and ideas
Core knowledge: Celebrations foster a sense of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Divali, Rama and Sita, rangoli patterns, light, diva lamps, Lakshmi Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about Divali? What's the story and what's the celebration? - Encourage learners to note examples from Welsh life and experience such as local Divali celebrations. You could use this clip about Divali in Cardiff from BBC to show learners (it might be hard for 6-7s, but is engaging) https://www.bbc.co.uk/bitesize/topics/zt42tfr/articles/zkkvt39 - Set up a writing activity that enables learners to respond to the title question: What story comes from the beginning of the celebrations of Divali? To show they know about why Hindus thank the goddess Lakshmi at Divali time and to know the meaning and the key features of the Hindu festival of Light known as Divali - Celebrating Divali: thanksgiving for coming home safely. - Read the story of the return of Rama from exile and his reunion with Sita. Role-play the story. Make masks with painting and collage materials. - Discuss the main features of the way Hindus celebrate Divali. Talk about the meaning and symbolism. - Use a range of books to illustrate Hindu family life as background, particularly through the eyes of the children. - Make divas out of clay. Make Divali cards using appropriate decorations and add an appropriate greeting, colour Rangoli patterns. Hold a Divali party and make and taste Divali sweets and other foods. Keep talking about the big key idea: light versus darkness - light wins! - Talk about Lakshmi (the Hindu goddess of good fortune) at Divali, where the goddess is thanked for her benefits and prosperity in the last year, and devotion to her asks for the next year's blessings. - Ask learners to think about what they would like the following year to bring for them. Natural links to the festivals celebrated by any child in any family can be made here.	Explain in simple terms what is Divali Re-tell the story of Rama and Sita (most 7-year-olds). Explain connections between the story of Rama and Sita and Divali celebrations Talk about the meaning and symbolism of Divali start to be able to explain what this shows about Hindu beliefs and values Understand and respond creatively to different ways in which Hindus celebrate Divali Talk about their own experiences of celebrations and festivals	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

What do Muslims remember at Ramadan and Eid-UI-Fitr? Sub-Lenses: search for meaning and purpose, identity and belonging, authority and influence, the journey of life			
RVE applications:	Suggestions for teaching and learning activities	Learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Which religions / philosophical convictions? Muslims Key ideas/ vocabulary: Ramadan, fasting/sawm, mosque, Eid-UI-Fitr, Eid cards, mosque, mehndi patterns Symbolism, identity, diversity, equality, respect. Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about Muslim symbols and celebrations? - Encourage learners to note examples from Welsh life and experience such as - Set up a writing activity that enables learners to What events started the celebration of Ramadan and Eid-UI-Fitr? To reflect on events in their own live and link them with festival and celebration in Islam. - Why do Muslim people not have lunch for a whole month? Using pictures, film clips, artefacts and information books, children are to work in small groups to find out about the significance for Muslims of fasting during Ramadan. Talk about how we feel when we are hungry. Many Muslims say fasting helps them to be patient, or kind, or generous. - Watch a clip of Ramadan and Eid-UI-Fitr from the point of view of a family See: https://www.bbc.co.uk/programmes/p02mwdxj - Together, as a whole class, discuss how fasting during the month of Ramadan gives Muslims a wonderful sense of community and that fasting is one of the duties Muslim people choose. Do children think it would make you feel good to help those with no food, even if you were hungry? - Teach learners that fasting during Ramadan is an important part of being a Muslim and it is called 'sawm'. Ensure learners know some details around how the fast is undertaken, e.g. that it is during daylight hours and families and friends may come together at the end of the day, at nightfall to eat a simple meal - Using post it notes children ask learners to record the different ways in which Eid-ul-Fitr is celebrated (e.g. giving of cards, new clothes, day off school, special lunch, family getting together, going to Mosque, Mehndi patterns) together talk about the symbolic meaning of these. Can they spot similarities between other festivals they have studied? - Make some symbols and images -logos, if you like - for all the different things the children found out happens at Eid. - Challenge learners to design an Eid-UI-Fitr invitation that shows some of the aspects of Eid-UI-Fitr and Ramadan. Encourage learners to include things like giving to charity, prayers at mosque, receiving new clothes, visiting neighbours. Similarities and differences - Place three hoops or chalk circles on the floor; labelled Eid-ul-Fitr, Easter and Divali. Read out statements and/or show pictures of things that happen or are remembered at Eid-UI-Fitr, Easter and Divali. Learners decide which hoop to stand in. Some statements/pictures should mean that they could stand in any of the hoops. After this , make a class list or picture showing the similarities or differences between the festivals	Describe what is meant by Ramadan and Eid-UI-Fitr Explain the importance of fasting during the month of Ramadan Describe some of the ways in which Eid-UI-Fitr is celebrated Respond creatively to learning about Ramadan and Eid-UI-Fitr, thinking about what these important events show about Muslim beliefs and values Explore the differences and similarities between celebrations studied here	Connections to the Humanities AO1: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.



Remembering Divali

Jemma

Age 14

From rangoli patterns and storytelling to the possibility of joyful celebration or a changed life this year, Divali celebrates light and the ways it triumphs over the darkness.



A Day to Remember: Eid-UI-Fitr

Usman

Age 8

Everyone smiles, and there are presents for the children. We eat and drink because Ramadan is over.



Remember Easter!

Alicia

Age 8

This is my Easter celebration. The cross is a reminder of when Jesus died on the cross. The tissue paper is chosen in all the colours of the rainbow. The fish, the cross and the cup are symbols to remind us of the Easter story.