

Unit 3.1: Remembering

Key Question: Why remember?

About this unit

This unit builds on work from Unit 1.3 *Worship and festivals* and provides opportunity to explore remembrance in the context of some major faith festivals; include Remembrance Day and festivals of remembrance (religious and secular). Explore actions and rituals associated with festivals, celebrations and times of remembering, and how symbols and artefacts may be used to express the belief of a faith member.

Rituals linked to remembrance and memorial may need to be handled sensitively and consider that these may be purely secular events. Explore religious stories and texts that guide believers to forgive others and look at how forgiveness can lead to reconciliation

Resources: remembering in poetry, literature, The Best Christmas Present in the World by Michael Foreman, video clips

| Programme of study | Teaching and learning outcomes (AT1) | Teaching and learning outcomes (AT2) |
|---|--|--|
| Beliefs & practices investigate the significance of religious festivals and rituals | compare the experiences of different people participating in a religious festival or celebration | consider the positive aspects of participating in religious celebrations |
| Identity & values explore religious teachings of forgiveness and reconciliation | describe the ways in which people of faith have demonstrated forgiveness and reconciliation | recognise situations where they need to forgive or be forgiven and ways they might enable this to happen |
| Meaning & purpose explore how people express their beliefs through personal symbols and artefacts | explain how personal symbols and artefacts relate to religious beliefs | consider why personal artefacts are meaningful |

Prepare for learning

What special times in their life do they remember? What was being celebrated at these special times? What actions did they take part in (giving or receiving gifts, eating special food, singing special songs), how did they feel during the celebration? Collect, share and talk about photos from special celebrations.

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Engage the learner

Look at festivals of remembering, especially linked to the season and the time of year such as Christmas
Watch videos of a variety of different faith celebrations or remembrance, including clips of young faith members talking about special times and celebrations in their own lives
Meet and talk with faith members, finding out how they celebrate the special festivals within their lives and community. Sample special food, music, art, dance, drama relating to religious festivals celebrated in Christianity and one or two other faiths. Look at some of the symbols and artefacts associated with religious celebrations

Identify learning questions

When do we celebrate?
Why do we celebrate specific religious and cultural events?
What happens at a religious celebration or festival?
Who takes part in a festival and why?
What actions or rituals are performed at a celebration or remembrance?
What do different religious celebrations or remembrances have in common?
How might a believer feel a sense of belonging when participating in a festival or a ritual?
How do faith members use symbols and artefacts within their celebrations and how might this affect the way they behave or feel?
Are all festivals happy and joyous? When is remembrance a happy time and when is it a sad time?
What does it mean to forgive? How might a person of faith be encouraged to forgive through remembrance?

Provide new information

Interview a faith member about religious celebrations and festivals in their faith, how they celebrate within their family and within the religious community at their place of worship; explore how it promotes a sense of belonging (Unit 2.1) and look at the rituals involved such as gift giving, special food, music, dance, singing and worship
Consider the use and meaning of symbols and artefacts that a believer from two or three different faiths may wear, own or carry associated with a particular celebration or festival
Participate in a seasonal faith community festival and experience how it may touch the lives of those both inside and outside that group
Watch video clips of a variety of different religious festivals and celebrations
Find out about the beliefs and values of two or three faiths that encourage forgiveness and reconciliation: *Matthew 5:38-40 Jesus talks about not holding a grudge and turning the other cheek; Matthew 6:14-15 Jesus talks of forgiveness*
Look at less joyous festivals and remembrances such as Remembrance Sunday; how is this different to other festivals?

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Search for meaning

Observe a remembrance ceremony and discuss elements such as reflective silence

Take part in a remembrance ceremony and talk about how they felt

Compare two religious celebrations from different faiths - processions, readings, singing, food, symbols, artefacts, actions

Explore why people of faith often feel that it is important to remember

Identify the ways in which belief and values are demonstrated in the way in which members of different faiths may forgive others or be reconciled with those who have hurt them

Explore how symbols and artefacts used or worn by believers reflect their religious beliefs and may help remind them of the teachings they follow

Share new understanding

Plan a celebration and prepare symbolic food for a festive occasion

Roleplay a festival or celebration; sample traditional celebratory food, music, dance and art

Display pictures of traditional festival food from two or more different religions

Respond to music linked to happy and sad occasions

Question participants about their memories of a festival and how they felt as they celebrated

Create group/class/paired collages/montages or videos showing how a religious community celebrate a religious festival; incorporate ideas from prior learning and use websites, photos taken and any evidence gathered from interviewing and meeting faith members

Use Venn diagram model to demonstrate similarities and differences between Christianity and one or two other festivals in terms of rituals, symbols, practices and beliefs

Compare festivals or joyous remembrance and celebration to more sombre festivals of remembrance

Play dilemma games to explore and roleplay a time when it could be difficult for faith members to forgive someone; what teachings would they draw upon to encourage and inspire them to forgive and be reconciled?

Reflect on learning

Reflect on the importance of celebrations and festivals in community life

Make a scrapbook or blog of celebratory events in school and a local faith community

What do you want to be remembered for?

Consider ways that festivals and celebrations may impact on a person's life and the life of their community

Reflect on some religious symbols and artefacts; what do they mean to the people who use them?

Is forgiving someone easy or hard; is this helped by having a religious faith?

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THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

| AT1 (Knowledge & Understanding) | AT2 (Reflection & Response) |
|--|---|
| Describe and make connections between different features of religions, including celebrations , worship and the rituals which mark birth and marriage | Reflect on the significance for faith members of participating in celebrations , worship and the rituals which mark birth and marriage |
| Show understanding of how beliefs, practices and forms of expression influence individuals and communities | Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities |
| Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts , sacred places | Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts , sacred places |
| Identify ways in which diverse communities can live together for the wellbeing of all | Respond thoughtfully to ideas about community, values and respect |