

Key Vocabulary

Festival- is a celebration

Eid al-Fitr is an Islamic festival celebrated by Muslims.

Passover (also known as Pesach) is a Jewish festival celebrated by Jews.

Vaisaki is a festival celebrated by Sikhs.

Harvest- a celebration of the food that is grown on the land.

Haggadah- is a book with the story of how the Israelites fled from Egypt.

Sedar- is a special plate used for Sedar meal during Passover.

Khalsa- In Punjabi, Khala means "the pure". It refers to both a special group of initiated Sikh warriors, as well as a community that considers Sikhism as its faith.

Important Facts

Festivals always retell an old story of faith!

Eid al-Fitr

The festival begins when the first official sighting of the new moon is seen in the sky. Muslims celebrate Eid to thank Allah for the help and strength he gave them in practising self-control through Ramadan. Eid is celebrated with special services out doors and inside of Mosques, processions through the streets and a celebratory meal eaten during the day time. People wear their best or new clothes.



Passover (Pesach)

Pesach is celebrated to remember how the children of Israel left slavery behind them when they were led out of Egypt by Moses over 3000 years ago. The Passover festival lasts for 7 days. The first 2 nights of Passover are celebrated with the Sedar meal.



Vaisaki

Vaisakhi is one of the most important dates in the Sikh calendar. Vaisakhi is celebrated to commemorate the year Sikhism was born as a collective faith (1699). Vaisakhi marks the creation of the Sikh community – the Khalsa.

Gurdwaras (Sikh temples) are decorated and visited. Parades, dancing and singing happen throughout the day

Harvest

In Britain, harvest festivals are often celebrated in churches by bringing baskets of food to give thanks to God. People enjoy singing, praying, listening to stories and decorating the church.



Key People and Places	Quiz
<p>Allah –Islamic word for God.</p> <p>Muslim- a believer in God whom they called Allah and his messenger Prophet Muhammed.</p> <p>Jews- a believer in God and Moses.</p> <p>Guru Nanak- was the founder of Sikhism and the first of the ten Sikh Gurus.</p> <p>Sikh- is a follower of the religion Sikhism. Sikh means ‘discipline’.</p> <p>Gurdwara- Place of worship for Sikhs.</p> <p>Mosque- a place of worship for Muslims.</p>	<p>1) When does Eid Al Fitr happen? a) after Easter b) after Diwali c) after Ramadan d) after Pesach</p> <p>2) When do muslims know when to celebrate Eid Al Fitr? a) When new moon is sighted b) When full moon is sighted c) When half a moon is sighted d) When crescent moon is sighted</p> <p>3) What is the hebrew word for Passover? a) Hanukkah b) Eid Al Fitr c) Vaisaki d) Pesach</p> <p>4) How many days does Pesach last for? a) 7 days b) 5 days c) 3 days d) a day</p> <p>5) When do Jews eat the Sedar meal? a) on the last 3 days b) on the last 2 days c) on the last day d) on the last 5 days</p> <p>6) What celebration commemorate the year Sikhism was born as a collective faith? a) Eid Al Fitr b) Harvest c) Vaisaki d) Pesach</p> <p>7) What does the Khalsa mean? a) pure b) dirty c) fire d) light</p> <p>8) What is Harvest? a) is a festival celebrated by Sikhs. b) celebration of the food that is grown on the land c) is a festival celebrating the end of Ramadan d) a celebration of food being collected</p> <p>9) Harvest is a time to be.....? a) Helpful b) Thankful c) Greedy d) Happy</p> <p>10) What do Jews read during a Passover mean? a) Quran b) Bible c) Haggadah d) Torah</p>
Key Dates	Useful websites
<p>Guru Nanak- (29 November 1469 – 22 September 1539)</p> <p>Sikhism was founded in 1469 by Guru Nanak in the Indian region of Punjab.</p>	<p>http://www.bbc.co.uk/religion/religions/judaism/holydays/passover_1.shtml -Passover</p> <p>https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid -Eid Al Fitr</p> <p>https://www.youtube.com/watch?v=5d2Mft72CXg -Harvest</p> <p>https://www.youtube.com/watch?v= fffDtJWUaM -Vaisaki</p>

selected from these).

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief

- recognise a special time pupils celebrate and explain simply what celebration means
- identify and name at least three different religious festivals, giving two facts about each one
- identify a belief that connects to a festival, e.g. 'they do it because they believe ...'

Understand the impact

- give simple examples of the ways a festival makes a difference, e.g. to emotions, to families
- talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences
- notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness

Make connections

- think, talk and ask good questions about big days in different religions
- talk about links between how people celebrate today and old stories
- notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts

Throughout this unit, make connections with pupils' prior learning from earlier in the year, where they have studied festivals which Jewish, Christian or Muslim people celebrate. This is a chance to introduce some festivals the children have not already thought about. It is recommended that these come from three different religions and that you spend two or more lessons on each festival. Examples might include those celebrated by some members of the class, Diwali, Holi, Eid-ul-Fitr, Vaisakhi, Guru Nanak's birthday, Pesach and Harvest. Non-religious celebrations include New Year and – maybe – Red Nose Day!

For each festival you choose, plan a range of activities including story, enactment and multi-sensory work

- Talk about the people who celebrate the festival, what time of year it happens and what the best things about it might be. Tell the story of the festival's origin (festivals always retell an old story of faith!).
- What does this festival give to your five senses? Look at, touch and handle pictures, videos and artefacts, listen to songs and prayers, smell and taste foods and drinks associated with the festival. Can children remember how all five senses are used in the three festivals they learn about? Which parts do they like the best?
- Explore the meaning of the festival. Is it about goodness winning over evil? How? Who are the goodies and baddies? What happens in the festival story to bring light or to send evil away?
- Find out about the symbols in the festival: are there trees/lights/dances/clothes/weather/food/clothing/stars/angels/stones/others? Can children suggest a meaning for some of the symbols and contribute a symbolic leaf/candle/star/other to a classroom display?
- What values and beliefs does the festival show off? Is it about God as a comforter, presence, rescuer or leader in the community? Are there values of peace, kindness, caring, generosity or remembrance being celebrated? Which ones, and how? Are they similar to others?
- Consider the importance and value of celebration and remembrance in pupils' own lives. You might invite them all to:
 - think about a toy they have had for a long time, and talk about the memories that go with this toy. If the toy could talk, what conversation would they have? What have they 'been through' with the toy?
 - ask parents or carers if there is a particular object, gift, place or song that is full of meaning or brings back good memories for the child. Parents and carers are often happy to help with this kind of focus – but be sensitive. Could children bring in the item, or a picture or description of it, to share and talk about?
- Use these personal remembrances from some children (some might be too personal to share) to focus the understanding of why festivals and all their fun are full of meaning. Have a talk session in which the children think, talk and ask good questions about big days in different religions, talk about links between how people celebrate today and old stories and notice simple similarities between different festivities such as special or sacred food, music, stories, gatherings prayers or gifts.
- Can children draw and perhaps label five of their favourite things from the festivals they have learned about?
- Can children contribute to a display? Make three sections to show all the information they have learned about the three festivals studied, and a fourth central section that shows what the festivals share: stories, food, prayers, special clothes, lights, symbols ...