

Unit 3.2: Remembering

How do we remember?

About the Unit:

This unit is broader than Christmas alone. It provides an opportunity to explore remembrance in the context of some major festivals, particularly in the Jewish faith. There are some opportunities for pupils to experience rituals linked to remembrance which may need to be handled sensitively.

Where the Unit fits:

This unit follows on from the Units 1.2 *Gifts and Giving* and 2.2 *Light and Dark*.

Key Vocabulary:

Remembrance Day, memory, Rosh Hashanah, Wesak, Purim, Eid-ul-Fitr, Bonfire Night, ritual, ceremony, service, cenotaph, celebration, names of appropriate artefacts

Suggested Resources:

artefacts (particularly Jewish ones), appropriate audio-visual material, poetry, literature (e.g. *Always Adam*, a book about Grandfather's prayer shawl)

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
1	Know and be able to talk about a family celebration they remember	Talk about how it feels to celebrate
2	Retell what happens in a celebration and know the key symbols and artefacts relating to this celebration	Talk about what it feels like to take part in a celebration and how this helps them to remember the event
3	Make links between how the festival helps people remember religious events e.g. how do Christians remember Christmas?	Consider the feelings of people involved in the celebration. How does the celebration/festival help them remember?
4	Describe and explain how religious beliefs can be expressed in different ways within a celebration	Suggest what people might learn/gain from taking part in religious ceremonies

Points to Note/Further Suggestions:

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>CELEBRATIONS</p> <p>(1) explore a variety of celebrations, including religious festivals</p> <p>(2) develop a feeling of what celebration or major religious festivals mean to people through exploration of the arts</p> <p>(3) observe the ceremonial use of artefacts</p> <p>WRITINGS</p> <p>(1) watch, read, discuss and listen to a wide range of stories and religious writings from various sources, appropriate to their level of understanding</p>	<p>(a) describe some beliefs linked to major festivals</p> <p>(b) describe the significance of the actions of members of faith groups at a celebration</p> <p>(c) describe and give reasons for the use of key symbols or artefacts relating to major celebrations</p> <p>(a) recognise that a belief is related to an action, as demonstrated in a religious story</p>	<p>(a) describe what it was like to participate in a celebration in the style of a religious festival</p> <p>(b) link the actions of members of faith groups at a celebration to personal experience</p> <p>(c) describe personal reactions and feelings relating to the use of an artefact in school worship</p> <p>(a) express an opinion about the action of a member of a faith group in a story</p>	<p>Connect</p> <ul style="list-style-type: none"> In a Circle Time of stillness, begin with a poem about remembering. Ask for comments about the poem. Think about our own memories which stand out clearly even though they happened a long time ago. Children to choose a happy memory and share it with a friend, sharing it with the group if they want to. Sensitive suggest there are some memories which are sad/regretful and we find hard to share and wish we could destroy them, e.g. things we've done and are sorry for. Ceremonial activity/ritual: Have an object, e.g. pinch of salt, pebble, piece of paper with a bad memory written on it, and place in bowl of water or safe receptacle for burning. In this way, get rid of the sad memory, e.g. each child have a pebble, hold it and think of their sad memory. At the end of the lesson, each child gets up and leaves the pebble at the front of the class. <p>Consider and Respond</p> <ul style="list-style-type: none"> Introduce pupils to a festival of remembrance, e.g. Rosh Hashanah (Jewish); Wesak (Buddhism); Eid-ul-Fitr (Islam). Observe a remembrance ceremony and discuss what happened. What was used? Play music and discuss children's response. How does it make you feel? Observe a 1-minute silence. List the 'ingredients' of a ceremony, e.g. processions/ readings/ singing/ food/ symbols/ artefacts/ actions and look at another celebration and compare. What makes a ceremony? Can you have a ceremony that does not include these? What ceremonies help them remember? How do Christians remember Christmas? <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Plan a memorable Christmas celebration based on one part of the Christmas story using some elements of ceremony identified. Take part in such a ceremony, e.g. Christingle, Crib service. Talk about how it feels taking part in the celebration and how pupils think it will help them to remember the meaning of Christmas. <p>Review</p> <ul style="list-style-type: none"> Create a group response to the celebration, e.g. hang memories on a Christmas tree or make a montage of photographs

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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