

**RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning**

Year 3: Unit 2 Term: Autumn 2 Year:

Is light a good symbol for celebration?

Key Concepts: Light; Belief; Advent; Diwali; Chanukah

Learning Objective: to understand the significance of light as a symbol of belief

Brief Background Knowledge for teachers

Light is used in many celebrations; Diwali (Divali) takes place in late October or early November in most, but not all Hindu communities. It remembers the story of Rama and Sita. Rama is an avatar (human embodiment) of Vishnu, one of the key Hindu Deities. He was banished from the kingdom of Ajodhya with his wife Sita; when she was captured by the many-headed demon Ravenna, he rescued her with the help of Hanuman, the monkey God. Lamps were lit along the path to mark the way for them to return to Ajodhya and so diva lamps form an important part of Diwali. Light symbolises the triumph of good over evil. In the story of Chanukah (Hanukkah), light also demonstrates the power of God; the temple in Jerusalem had been destroyed by Antiochus Epiphanes and the Maccabees led a revolt and regained it. When the temple lamp was relit, there was not enough oil to keep it alight, but several days were needed to prepare some more. Miraculously what was there lasted the 8 days needed, so at Chanukah the usual candlestick with 7 branches is replaced by a Hanukkah with 8 and a slave candle. The slave candle is used to light the candles; one on the first day, two on the second and so on. This story is not in the Old Testament as it happened in the time between the testaments. Christmas also uses light; the New testament refers to Jesus as the Light of the World. This picks up Old Testament imagery; when Moses had spent time with God his face was glowing so that he had to cover it up. The “glory of the Lord shone” around the angels appearing to the shepherds. The approach of Christmas is marked in many churches and Christian communities by the lighting of Advent Candles. Each of the four candles represents a stage in the “big story” of salvation. The first is the Patriarchs (Abraham, Moses etc.) and hope; the second the prophets (Isaiah, Malachi etc.) and Peace; the third John the Baptist and Love; the fourth (usually pink) stand for Mary and Joy. The fifth candle is lit on Christmas Day, is white and stands for Jesus as the Light of the World. In baptism, candidates are given a candle to show that they have passed from darkness to light and Christians are said to live in the light of Jesus.

Expected Learning

Pupils will correctly identify the three festivals and the appropriate faith; they will know the story behind each festival and be able to explain why light is a feature. They will understand the significance of light for life and its symbolic meaning as guide, revelation and understanding. They will be able to describe the beliefs that each festival expresses and compare and contrast beliefs and practice. They will know the artefacts that link to the festivals and their significance.

Developing

Pupils will recognise the key elements of the festivals and the significant artefacts. They will know the faith represented by each festival. They will know some reasons why Christians call Jesus the light of the world

Excelling

Pupils will be able to explain the significance of each festival for the faith and describe how the practice of the festival expresses belief and commitment. They can compare and contrast the way Christians prepare for Christmas with the secular preparations, giving reasons for differences.

Engage:

- Begin with a reflection in the dark and then light a candle and discuss the children’s feelings about light and dark.
- Explore the phrase from the baptism service: *“This is to show that you have passed from darkness into light. Shine as a light in the world to the glory of God the Father”*. How does it feel to be in the dark? How did it feel when a candle was lit? Give a series of statements that the children have to decide are closer to light or dark, include some challenging phrases, and put them on a line from light to dark. Get pupils to discuss in pairs what their answers are.

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Enquire & Explore: (AT1)

- Look at a selection of Christmas cards with images of light and discuss why there are so many. Which ones do they think show the meaning of Christmas best?
- Explore the concept of Jesus as “Light of the World” using the Holman Hunt picture and use the picture as the centre for a thought sheet or another response sheet.
- Explore the festivals of Advent, Chanukah and Diwali and the way that they all use light. Use the three festivals for a differences and similarities sheet – looking at the symbols of light.
- Look at advent wreaths and the meaning of the candles and the way that a candle is lit through advent.

Evaluate: (AT2 Impersonal)

- Does the image of light communicate a deeper meaning to believers than to non-believers?
- What does it mean to pass from darkness into light? How does light make them feel? Does the image of someone as a “light” help the children to see how Christians might feel about Jesus? What does it mean for a Christian to have Jesus as a guiding light?
- Do Christians and non-Christians prepare for Christmas in the same way? Why might it be different?

Reflect & Communicate: (AT2 Personal)

- Who are their guiding lights? In what ways might they be guiding lights for others? Do we need guiding lights? Do we need light? Complete candle templates of what light means to them.
- Produce pictures showing what light means to them and who their guiding lights are.

Evaluation:

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| <ul style="list-style-type: none"> • What went well? | <ul style="list-style-type: none"> • Even better if: |
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Some suggested resources:

- Stories of Diwali and Chanukah (e.g. the Story of Hanukkah by David Adler or by Susanna Davidson or Sammy Spider’s First Hanukkah by Sylvia A. Rouss)
- Holman Hunt’s “Light of the World”
- Christmas Cards with pictures of light
- Advent wreath and candles
- RE Today Publications: Developing Primary RE – Christmas book: the light of the world activities
Reflections: Strategies to support moral and spiritual development

RE SCHEME OF WORK
CLASS RECORD SHEET
Assessment opportunities & activities

Year 3: Unit 2

Term: Autumn 2

Year:

Is light a good symbol for celebration?

Some pupils will have made more progress and be using a developing religious vocabulary to:

- Make a link between the story of Christmas and the symbol of light
- Describe a range of meanings for the symbol of light
- Compare the festivals looking for differences and similarities
- Identify their own response to the festivals and compare it to others'
- Ask some questions and suggest some answers on the meaning of the festivals
- Make links between Jesus and their own "guiding lights"
- Prepare a reflection on what matters to Christians at Christmas and what matters most to them

Most pupils will be able to use an increasing religious vocabulary to:

- Retell the story of Christmas, Diwali or Chanukah by putting pictures into order
- Suggest two reasons why light is a good symbol for Christmas
- From a picture talk about the things that are similar between the festivals
- Suggest meanings for the symbols of light in Diwali or Chanukah
- Ask and respond to questions about why people choose to celebrate with light
- Recognise that different views of the festivals lead to different preparations and practices

Some Pupils will not have made as much progress but will be able to use religious words and phrases to:

- Match pictures from a selection to the celebrations of Diwali, Chanukah and Christmas
- Remember and tell someone three reasons why Jesus might be called "Light of the World"
- Talk about Christmas as a festival of light
- Speak about their own celebrations of light and someone else's celebrations
- Recognise some artefacts that link to one of the festivals