

TITLE OF UNIT

Who says thank you? Thanksgiving in Christian and Hindu life and worship

YEAR GROUP Y1

ABOUT THIS UNIT:

This unit considers the importance of the family and worship within our society. Children will be given the opportunity to reflect upon the importance of their own family, the Christian family and Hindu family. They will then compare the similarities and differences between Christian family life to Hindu family life. Important key features of both faith families and worship will be explored. Pupils will learn about these topics using first-hand experiences. This may be the first time many pupils learn about Hindu traditions, so teaching needs to take time to build up a simple knowledge base sensitively.

Estimated time for this unit (in hours) 8-10 hours of teaching time

Where this unit fits in:

This unit will help teachers to implement the Tower Hamlets Agreed Syllabus for RE by providing pupils with the opportunity to explore how different faith families worship. It will develop pupils' understanding of the Christian and Hindu faiths and illustrate the impact that religion can have on believers' lives.

Issues of continuity and progression

This unit enables pupils to make progress particularly by providing opportunities for identifying the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. As the pupils move through school, this knowledge will be deepened and they will further enrich their experiences by reflecting more deeply about the concept of worship.

KEY STRANDS ADDRESSED BY THIS UNIT

- knowledge and understanding of religious practices and lifestyles } AT1
- knowledge and understanding of ways of expressing meaning }
 - skill of asking and responding to questions of identity and experience } AT2
 - skill of asking and responding to questions of values and commitments }

ATTITUDES FOCUS

- **Self-awareness:** the unit enables children to think about their own family life and the lives of others.
- **Respect for all:** the unit provides for children to develop and express attitudes of acceptance and sensitivity to others who are different.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Learned about some of the key principles of the Christian and Hindu faith	In this unit, pupils will have an opportunity to use words and phrases related to: General Thanksgiving Christianity Cross, water, oil, prayers, promises, new life, font, baptism, God, Jesus, John the Baptist, River Jordan, sins, wash away, Hinduism Hindu, mandir, (place of worship), shrine, rakhi (bracelet), Prashad, Lakshmi, Divali, gods and goddesses,	Text My Christian Faith Big Book My Hindu Faith Big Book My First Bible stories (stories about John the Baptist) My Hindu Life (Everyday Religion) Dilip Kadodwala & Sharon Chhapi Hindu Mandir (Where We Worship) Angela Wood Web www.request.org.uk/infants (Milestones in Family Life – a video loop on Baptism) www.dottieandbuzz.co.uk/prog3/index.html (video clips about baptism) www.reonline.co.uk www.topicbox.co.uk/re (Information about Hinduism) www.mandir.org/photogallery is a good start for pictures of Hindu worship. DVD / Video / visual BBC Faith Stories BBC Places for worship Channel 4 Water, Moon, Candle, Tree & Sword (for Christian and Hinduism) RE for 5-7 year olds (the Teachers' Guide is particularly useful for background information)

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

The unit enables pupils to develop:

Spiritually by learning and reflecting important concepts, experiences and beliefs at the heart of Christianity and Hinduism

Morally by exploring the influence of family, friends and beliefs and teachings

Culturally by considering the relationship between religion and culture and how they influence Christian and Hindu families

EXPECTATIONS

At the end of this unit:

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| Nearly all pupils will be able to achieve Early Learning Goals | <ul style="list-style-type: none">▪ I can talk and answer questions about my own and others' culture▪ I can talk about water being an important symbol for both Christians and Hindus |
| Nearly all pupils will be able to work at level 1 | <ul style="list-style-type: none">▪ I can talk about my experience of a Baptism service in Church▪ I can use some religious words and phrases to talk about Christian and Hindu family life▪ I can talk about some of the things that Christians and Hindus do to welcome a new baby into their families▪ I can talk about some of the things I do with my family and say why it is different to someone from another faith (AT2) |
| Some pupils might be able to work at level 2 | <ul style="list-style-type: none">▪ I can talk about the differences between Thanksgiving for Christians and for Hindus▪ I can retell the story of John the Baptist and how Jesus was baptised in the River Jordan |

ASSESSMENT SUGGESTIONS

Provide for the pupils to show what they learned by reflecting on the significance of baptism for Christians. Also to reflect on the importance of thanksgiving for Hindus through worship at the Mandir and in the home.

AT2 Talk about what it would be like if we could 'clean up' bad things in the world. Ask pupils 'If you could wash away bad things in the world – what would they be? Write these in large water droplets.

- I can choose three artefacts that I think matter most to Christians for Baptism from a table of 6, and say why I chose them e.g. card, candle, cake, baptismal candle, present, new clothes
- I can talk about some of the features and objects used in Hindu worship

Success criteria...

- I can use some religious words and phrases to recognise some features of religious life and practice
- I can recall the story of John the Baptist and talk about the importance of water for Christians
- I can recognise and talk about symbols used in Baptism (Choose 3 from a collection of items on a table) and say why they are used
- I can talk about some of the things Hindus do in their daily lives
- I can talk about why saying 'thank you' is important.
- I can talk about how religious people say 'thank you' to God.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	POINTS TO NOTE
Who is in a family?	<p>To understand the concept of what it means to belong to a family</p> <p>To talk about the good things of belonging to a family</p>	<p><u>Introduction: Families for everyone</u></p> <ul style="list-style-type: none"> ▪ Who is in a family? – make a brainstorm cloud with people who belong to a family Mum, Dad, Brothers, Sisters etc.....extended family members Grandparents, Uncles, Aunties etc Photo bank of the class teachers family members – maybe set up as a family tree ▪ <u>Main Lesson</u> ▪ Teacher to introduce belonging to a family by sharing and talking about members of their family ▪ <u>Circle Time</u> activity. Children to be given the opportunity to talk about their family. Sensitively approach the idea that not all families are the same with a Mum & Dad and brothers & sisters, we are all different and every family is special! ▪ <u>Activity</u> – My Family Worksheet (differentiated) Children to draw pictures of family members and label/write about why they are important to them. ▪ Speak and listen: “I am thankful for my home because...” 	<p>To be able to describe what a ‘family’ is;</p> <p>To talk about their own life at home.</p> <p>To identify something they are thankful for at home.</p>	<p>Sensitivity needs to be shown for some children who belong to ‘split’ families or live in the care of the LA.</p>
What are the signs of belonging in Christianity ?	<p>To know and understand about the Christian family</p> <p>To name some of the things Christian families do together</p>	<p><u>Introduction: Whole Class focus on discussion about Christianity</u></p> <ul style="list-style-type: none"> ▪ Ask them ‘What is a Christian’? – listen to their ideas. Consider: A Christian is someone who believes in God, and worships Jesus, so someone who believes in God and Jesus belongs to the Christian family. <p><u>Main Lesson</u></p> <ul style="list-style-type: none"> ▪ Introduce Christianity to the children by sharing ‘My Christian Faith’ Big Book. Talk about the things a Christian family do together like Going to Church together, praying together, reading the Bible together, Sunday School. Also watch the Video Faith Stories ‘Christianity’ ▪ Using www.request.org.uk/infants on the IWB, look at how a Christian family spend their time. ▪ Re-cap what we have learned about a ‘Christian Family’ – make a list or brainstorm 	<p>To be able to recognise what Christian families do together e.g. Go to church on a Sunday, worship Jesus, read from the Bible.</p>	<p>Extension Activity for higher achievers: In jotter, draw a picture of 2 things a Christian family might do together. Write sentences to go with the pictures they have drawn.</p>

<p>Why is baptism important for Christians?</p>	<p>To know that children are welcomed into the family of the Church through baptism and through dedication/ Ceremonies</p> <p>To suggest what the actions and symbols mean</p> <p>To retell what happens at a traditional Christian infant baptism or Christening.</p>	<p><u>At a baptism of a baby, who is saying ‘thank you’?</u></p> <p><u>Introduction</u></p> <ul style="list-style-type: none"> Introduce Baptism by sharing the Christian story of Jesus being baptised by John the Baptist. Watch the appropriate clip on the Miracle Maker video. See if the children can pick out the similarities and differences between this baptism and infant baptism or Christening. <p><u>Main Lesson</u></p> <ul style="list-style-type: none"> Listen to stories and / or watch video about infant baptism. Freeze-frame the video at key moments. Ask children what they notice and what questions they would like to ask. After watching, children could sequence pictures of baptism and match sentences to pictures. Talk about the importance of baptism in Christianity by bringing in real artefacts (from a family baptism day) and discuss the significance of these objects and why they are special (robe, blanket, shawl, cards, photo album, picture of vicar, font etc, video of event, candle, icing from cake etc) A baptism means the person being baptised has joined God’s family and has been given a name and is known by God. <u>Activity:</u> To make a card for the baby’s baptism, using a range of collage materials and choosing thoughtful words for the occasion. Talk about how the parents feel when a baby is born, and when the baby is baptised. Talk about the symbol of the cross made on the baby’s head. Discuss that it is a sign of Jesus. Children could cut out a cross shape from paper / card and with support, write on it a word of hope for the baby eg happy, loved, special, honest, secure & safe, cared for Prepare to enact a ‘pretend baptism’ by choosing parents and godparents from the class, dressing a life-size baby doll in a Christening gown, getting a baptism candle, greetings cards, making a baptism cake to share with the class afterwards. Ask the children to bring in any Christening photos and artefacts / gifts from their own family. Display them in the classroom. Visit Church (or refer to a church visit already made) and hold a ‘pretend’ baptism service. Children to wear their ‘best’ clothes. Vicar to talk to children about the symbols used in baptism. Gifts that are given to the baby in Church eg Baptism robe, a candle, special Bible, font, and the baptistery where adults can be baptised too! On return to school, the children will celebrate by having a baptism party for the baby. Set up a role-play area for baptism. Include a model font (e.g. bowl), doll in white gown, baptismal candles. Before opening the 	<p>I can remember the story of Jesus being baptised.</p> <p>I can give an account of what happens when a Christian family brings a baby to be baptised</p> <p>I can respond to the idea of thanking God for a new baby for myself.</p>	<p>These activities all need careful context - setting for children from plural backgrounds.</p> <p>Sensitive teaching will keep parents informed on the aims of RE.</p> <p>When enacting a religious event in class, teachers will emphasise that it is an activity for learning, and not the real thing. Such enacting needs sensitive handling, but is powerful for memory and learning.</p>
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		<p>role-play area, discuss each artefact in turn. Role-play baptising a baby. Focus on the water and link to the idea of how in baptism water is used as a symbol to mark a 'fresh' – clean start a new beginning with God. Water is the symbol of this when a baby is baptised. Talk about the ways this ceremony says thank you to God for the new baby.</p> <ul style="list-style-type: none"> ▪ Talk about 'fresh starts.' Ask the children if they have had any 'fresh starts.' For example, when they have fallen out with friends and family. Talk about when we say sorry and we are forgiven. We can then make a 'fresh start' with that person. 		
Who is a Hindu?	<p>To know about some of the things Hindus do within their families</p> <p>To think about how Hindu people thank the gods and goddesses in their home worship.</p>	<p>Saying thank you in Hindu worship: How and why?</p> <p><u>Introduction</u></p> <ul style="list-style-type: none"> ▪ Find out from the children what they already know about Hindus through discussion. ▪ Talk about the fact that Hindus believe there is one God, but that God has many forms. A Hindu chooses one or more of these forms to worship. ▪ Look at pictures of some of the gods and goddesses. If appropriate, collage some examples of these murtis (images) ▪ Watch BBC Faith Stories to develop children's knowledge of Hinduism. ▪ Talk about the different ways people think of God: Muslims have 99 names for Allah, Christians see God in Jesus. Hindus have many murtis or statues for the different forms of the divine. 	<p>I can identify some features of Hindu life.</p> <p>I can think about Hindus as a religion different from some others.</p>	<p>Note that some children from non-Hindu families may have misunderstandings about Hindu traditions, particularly the worship of the Divine One in Hindu practice. RE's aim here is to clarify the area.</p>

<p>How do Hindus worship in their home?</p> <p>Why is worship in the home important to Hindus?</p>	<p>To understand about the Hindu family</p> <p>To know about the main aspects of Hindu worship both at the mandir and at home</p> <p>To know about the importance of the 'rakhi' for Hindus</p> <p>To know about the importance of the festival of Raksha Bandhan to brothers and sisters in the Hindu tradition</p>	<p>Worship at home: what happens?</p> <ul style="list-style-type: none"> ▪ Worship is a very special time for Hindu families. The act of worship is 'puja.' This can be in the Mandir or in the family shrine. Most Hindus worship at home on their own or with their families. ▪ Set the role-play area into a shrine. Images of gods are displayed in the form of pictures and statues. ▪ Hindus begin the day with a prayer within the home. It is called the Gayatri Mantra. This is a special time to begin the day with families in the home. ▪ Watch the 'Water: Hinduism' programme from Water, Moon, Candle, Tree and Sword (Stop, Look & Listen, Channel 4 Learning). Ask the pupils to identify special objects in the home that may be used during worship. E.g. a small candle lamp, murtis (images of God), fruit and flowers, a bell and a water pot, a spoon, an incense burner. ▪ Talk about the festival of Raksha Bandhan. (Raksha means 'protection' and Bandhan means 'to tie.') <p>This is a festival which celebrates family unity, especially the bond between brothers and sisters. On this day, the sister ties a bracelet, called a rakhi, on her brother's right wrist. Show pictures or images of different designs. The rakhi symbolises the love between brothers and sisters, and is also meant to ward off evil. In turn, a brother promises to protect his sister, and gives her a gift as a token of his love.</p> <ul style="list-style-type: none"> ▪ Design and make own rakhi, to give to a friend or family member. Write a message for the person to show your care for them. 	<p>I can talk about some of the traditions for Hindu family worship.</p> <p>I can respond sensitively to religious beliefs and actions different from my own</p> <p>I can recognise some key features of Hindu worship at home</p> <p>I can think about saying thank you for myself.</p> <p>I can write my own message to a special friend or family member</p>	<p>Curriculum links: RE often links to literacy, PSHE and SEAL. In this activity, links to art and design are easily made. As well.</p>
<p>What is a mandir?</p> <p>How does worship express thanks?</p>	<p>To know about the Hindu place of worship</p> <p>To begin to understand that worship is a way of saying 'thank you' to the gods and goddesses for life's good gifts.</p>	<p>Giving thanks at the Mandir</p> <ul style="list-style-type: none"> ▪ Begin the lesson by recapping what the children have learned during this topic. Discuss the Christian place of worship and then introduce the Mandir. A Mandir is a place where Hindus worship God together. Show some pictures of Mandirs around the world. ▪ Look at the features of the Mandir and talk about the statues and pictures that are important called 'murtis.' These show a different way of thinking about God. ▪ Discuss some of the things Hindus do when they enter the mandir, such as taking off shoes to show respect and ringing the bell. ▪ Show some of the acts of worship Hindus carry out such as dancing, giving gifts of fruit or money, singing bhajans. Play some Hindu music and let the children explore and respond to the music, using brightly coloured scarves. ▪ Talk about the idea that saying 'thank you' can be done with symbols and in many actions as well as words. 	<p>I can recognise a Hindu place of worship.</p> <p>I can identify a Hindu way of saying 'thank you' to the gods and goddesses.</p>	

<p>What is the significance of Divali for Hindus?</p> <p>Where do we find a 'thank you' in this story?</p>	<p>To know about why Hindus thank the goddess Lakshmi at Divali time</p> <p>To know the meaning and the key features of the Hindu festival of Light known as Divali</p>	<p>Celebrating Divali: thanksgiving for coming home safely.</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 pupils to think about what they would like the following year to bring for them. 	<p>I can recognise that Divali is a festival of religious thanksgiving.</p> <p>I can think about the coming year for myself</p> <p>I can explore how Hindu families enjoy the festival of Divali.</p>	<p>Natural links to the festivals celebrated by any child in any family can be made here.</p>
<p>What do Hindus offer to the gods and goddesses during worship and festivals?</p>	<p>To know about 'Prashad' during worship.</p> <p>To think about giving thanks by sharing food.</p>	<p>Sharing food together: a way of celebrating</p> <ul style="list-style-type: none"> ▪ Introduce the act of sharing 'Prashad' during worship and festivals for Hindus. When Hindus leave the mandir, they are given Prashad. This is food that has been offered to God. It is usually sweets, nuts or fruit. It is never meat because most Hindus do not eat meat. When sharing the food blessed in the presence of the gods, this is done thankfully, for the community and the individual. ▪ Make a collage or paint pictures of the Prashad. 	<p>I can say how sharing prashad food expresses thanks to the gods and goddesses.</p>	
<p>Why is being thankful important?</p>	<p>To reflect on the importance of being thankful</p>	<p>Learning from the worship of others</p> <ul style="list-style-type: none"> ▪ Pupils to express or write about something they are thankful for in their own lives. 	<p>I can talk about something I am thankful for in my own life</p>	
<p>What have we learned in this unit of RE?</p>	<p>To be able to say what has been learnt about Hindus, Christians and saying 'thank you'</p>	<p>Reflect on 'who says thank you?'</p> <ul style="list-style-type: none"> ▪ Conclude that everyone in the world says 'thank you' for some things and it doesn't matter which faith family they belong to, it is of equal importance to everyone. ▪ Children could fill in a 'smile' to make a class display of things that make them thankful, to with faith, family or school. ▪ Children could all thank someone in the school for something they have done. The experience of thanking and being thanked should be part of school life. 	<p>I can experience thanking and being thanked for myself.</p>	<p>This is where spiritual and social development are most easily seen in this unit.</p>