



**KS2 Religious Education Year 4 Spring 1 – 7.5 hours**

**Theme/Unit:** Paschal candle

**Key concept:** Ritual

**Enquiry:** *Why are rituals important?*



**Unit Summary:**

In this unit the children will understand the purpose of rituals in the lives of someone who is a Christian and why Christians light a Paschal candle. They will look at rituals in their own lives and whether these have a religious element or not but why they are still important.

**Prior Knowledge:**

Children will have read and looked at stories to do with God and Jesus and in particular different stories about how other people within the Bible are divine too. Each of these Christians have their own rituals which the children can then compare.

**Year 3/4 Objectives:**

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

**Key Vocabulary:**

Paschal	Relating to Easter
<b>Ritual</b>	A <b>ritual</b> is a sequence of activities involving gestures, words, actions, or objects, performed in a sequestered place and according to a set sequence
<b>Vicar</b>	is a representative, deputy or substitute; anyone acting "in the person of" or agent for a superior
<b>Tomb</b>	A large vault, particularly underground, for burying a body

**Spiritual:** providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

**Moral:** developing an ability to understand and appreciate the viewpoints of others on these issues.

**Social:** sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

**Cultural:** willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

**Text drivers/Resources:**

- Paschal candle (available to borrow from the RE Centre 01962 863134)
- CD-ROM, DVD or website.
- Vicar.

5-Step Enquiry: <i>Why are rituals important?</i>		Assessment
<b>Step 1</b>	<p><b>Enquire: What are rituals?</b> As a class, discuss and record the everyday routines that are performed in school and at home, eg: taking the register, reading a bedtime story, lining up for lunch. Record findings on a large flip chart for future reference. Provide the class with thinking time to establish a definition/explanation of the meaning of the word ritual, followed by a cross-reference to a dictionary definition. NB: It may be useful to display this definition in the classroom “a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order” Oxford Dictionaries. In groups or as a class, discuss the difference between a ritual and a routine. Children produce simple explanations of the word.</p>	<p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>• Produce a speech bubble for a Christian about why the ritual is important</li> <li>• Use a word bank to help</li> </ul> <p><b>Learned:</b></p> <ul style="list-style-type: none"> <li>• Explain why the ritual is important. Use because, as well as, otherwise to link sentences.</li> <li>• Present to the class, explain their thoughts</li> </ul> <p><b>Deeper:</b></p> <ul style="list-style-type: none"> <li>• Identify any remaining questions – what other questions might someone ask to understand the ritual?</li> <li>• Show sensitivity to understanding this ritual</li> </ul>
<b>Step 2</b>	<p><b>Contextualise: How do Christians use the Paschal Candle in a ritual?</b> Tell the story of the women visiting the tomb and finding that Jesus was not there. What did the angel say? Role play the story with children. Look at works of art that retell this story (for example, Fra Angelico’s fresco of Christ and the women at the tomb and He Qi Easter morning). What is the artist trying to convey, what mood is created? Ask children to speculate about how they think Christians might create a ritual to remember this event. Children discuss in groups and feed back. Invite a vicar to explain how Christians act out the events of visiting the tomb and light their candles from the Paschal Candle as a ritual at Easter time, or explore through video, CD-ROM or websites. Discuss: Why is the Paschal Candle important in this ritual? Children draw simple pictures and annotate sequencing the ritual.</p>	
<b>Step 3</b>	<p><b>Evaluate: What is the value of the Paschal Candle ritual?</b> What do children consider to be the most significant/important parts of the ritual? Why? Discuss: Would it matter to Christians if parts of the ritual were removed? Why/why not? Would it matter if the Paschal Candle was not used? Why do some Christians perform this ritual every Easter? Would it matter if they were ill and had to miss it? How would they feel? Discuss. Do children think it would matter if a Christian missed the ritual? Why/why not? Discuss. Children produce speech bubbles for a Christian: This ritual is important to me because ... and include: I think ...</p>	
<b>Step 4</b>	<p><b>Communicate: What is my experience of rituals?</b> Children discuss an important event that has happened or might happen. How would they create a ritual to help them remember it? Children consider and plan rituals in groups to show the rest of the class. Freeze-frame part of the ritual and take a digital picture for each group for Step 5.</p>	
<b>Step 5</b>	<p><b>Apply: How do rituals affect our lives?</b> Children consider and share their thoughts on which occasions they feel their rituals (at home and the created ritual) are important/reassuring. Are there times when they do not want to carry out the ritual – when, why? Could there be some rituals that are unpleasant? Why would that be? Children write captions for a chosen ritual or for the digital pictures taken in Step 4.</p>	

