

| Unit title | Year | Background notes |
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| How and why do Hindus celebrate Diwali? | 3 | <p>This is one of two Year 3 units exploring aspects of the Hindu tradition. At least one other Hindu festival should also be explored as a supplementary RE unit for this Year group (see Agreed Syllabus).</p> <p>It would be best to do this unit during the Autumn Term as this is when <i>Diwali</i> falls each year. (Check the Shap Calendar for the exact dates.) Remember that 'Hinduism' is not one system & that there is great diversity within Hindu belief & practice. Note that Sikhs also celebrate <i>Diwali</i> although they remember a particular Sikh story relating to the Guru Har Gobind, the sixth of the ten human Gurus: when he was released from prison wearing a many-tasseled cloak.</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p> |

| Key Questions | Key concepts/ vocabulary | Learning Outcomes | Suggested activities | Resources |
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| Who do we think 'goodies' & 'baddies' are? | Good Bad | I can link what I & other people think are right & wrong & how we think & behave (Level 3) | <ul style="list-style-type: none"> • Discuss ideas about good & bad characters that the children have experienced in stories, television, films & comics • Sort pictures from magazines, newspapers & comics eg children's TV characters or storybook figures familiar to the class, trying to decide who is good & who is bad • Share the findings with the class & decide if there are any images that do not fit easily into good or bad categories - too little evidence of behaviour to judge? • In groups, make up stories that have a good & bad character in them & briefly share with the class • Consider whether there are any similarities in the stories: does the good person always win? | Pictures for sorting |

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| Who were Rama & Sita? | Jealousy Trust Courage <i>Rama</i> <i>Sita</i> | I can describe what a Hindu might learn about right & wrong actions from the <i>Rama & Sita</i> story (Level 3) | <ul style="list-style-type: none"> Introduce & tell story, with pictures Sequence the <i>Diwali</i> story & add speech bubbles Use cards with good & bad qualities written on them eg kind, loving, jealous, brave, trusting, to describe each character from the <i>Diwali</i> story Try to give examples from the story for each quality eg when <i>Rama</i> shows bravery Ask children what Hindus can learn from the story of <i>Rama & Sita</i> | <p>Pictures from Scholastic Curriculum Bank RE, Bk 1, pp71-73</p> <p>Version of story eg <i>Rama & the Demon King Big Book</i> by Jessica Souhami</p> |
| Why are divas important at Diwali? | Symbol <i>Diva</i> | <p>I can talk about how candles/ light can help me to express my feelings</p> <p>I can say what the light of the <i>diva</i> stands for at <i>Diwali</i> (Level 2)</p> | <ul style="list-style-type: none"> Light a <i>diva</i> – reflect on what they felt & their thoughts Discuss what the <i>diva</i> symbolised in the <i>Diwali</i> story Share any other examples of light in religious & other traditions eg Jewish people lighting a special <i>menorah</i> at Chanukah, lights at Christmas, <i>Christingles</i>, birthday candles, beacons to celebrate national events Make a special lamp out of clay & think of a time at school or in their own family groups when it might be lit | <p><i>Divas</i></p> <p>Candles etc</p> <p>Clay or modeling material</p> |
| How do Hindus celebrate Diwali? | Celebrate Prepare | I can describe some of the things that Hindus do to celebrate <i>Diwali</i> & why they do them (Level 3) | <p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> Watch a video which shows Hindu & Sikh children celebrating <i>Diwali</i> Ask children to work in small groups to brainstorm all of the things that Hindus do at <i>Diwali</i> eg send cards, send presents, tell stories, have fireworks, eat special sweets, watch puppet plays of Rama & Sita, put Lakshmi's footprints outside their houses, fireworks Children to prepare a <i>Diwali</i> celebration for their class including the sweets, cards, Rangoli patterns etc. Use ICT where appropriate (eg to make cards) | <p>BBC 'Pathways to Belief' video on Hinduism BBC Watch video</p> <p><i>Diwali</i> cards</p> <p>Books on <i>Diwali</i> eg <i>Festivals: Diwali</i> by Karena Marchant</p> |

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| How do Hindus celebrate a new year at Diwali? | Celebrate <i>Lakshmi</i> Pray New Year's Resolutions | I can describe some of the things that Hindus do at <i>Diwali</i> to start the new year & why they do them I can compare some of the things that Hindus do at the new year with my own new beginnings (Level 3) | <ul style="list-style-type: none"> Explain that <i>Diwali</i> is the start of a new year for Hindus. Discuss how & why others celebrate a new year eg how Chinese New Year is celebrated, or if they have any family traditions connected with a new year Find out what significance the goddess <i>Lakshmi</i> has for Hindus at this time. Investigate some customs associated with <i>Lakshmi</i> at new year Think about what a new beginning might mean eg opportunity to make a fresh start. Make a class poem about new beginnings, starting "It's time for a fresh start..." | Image/picture of <i>Lakshmi</i> |

A glossary of religious, cultural and other terms used in this planning grid

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| Christingle | In recent years, many Christian churches have held a <i>Christingle</i> service during Advent, the lead-up to Christmas. During this service, children are given a <i>christingle</i> – a decorated orange. Amongst the decorations is a candle which represents Jesus as the Light of the World. |
| Diva | A small light which is lit at <i>Diwali</i> time. <i>Divas</i> come in many shapes & sizes. A <i>diva</i> might consist of a simple earthenware bowl in which ghee (clarified butter) & a wick are placed. The <i>diva</i> might be filled with a candle. Some <i>divas</i> are highly decorated. <i>Divas</i> are placed in rows inside & outside houses, on windowsills or doorsteps perhaps, to be lit in the evening. Sometimes, rows of small electric lights are used. |
| Divali Diwali | <i>Diwali</i> (or <i>Deepavali</i>) literally means 'a row of lights'. Probably the most widely celebrated Hindu festival which comes at the end of the Hindu old year & the beginning of the new. Many practices, ideas & stories are attached to <i>Diwali</i> , notably: <ul style="list-style-type: none"> the yearly welcoming of <i>Lakshmi</i>, the goddess of wealth & prosperity. The lighting of <i>divas</i> is said to help the goddess find her way into the homes of the worshippers; remembering the return of <i>Rama</i> & <i>Sita</i> as told in the epic poem, the Ramayana (pronounced ram-eye-anna). When <i>Rama</i> & <i>Sita</i> returned to Ayodhya, the people welcomed them back by lighting <i>divas</i>. |
| Lakshmi | Hindu goddess representing wealth & prosperity. |
| Menorah | A Hebrew word used by Jewish people to refer to a candelabrum. The word <i>menorah</i> refers to the seven-branched candelabrum which is an ancient symbol of Israel & Judaism. At the eight-day Autumn festival of Chanukah, however, a nine-branched <i>menorah</i> is used. This is called either a Chanukah <i>menorah</i> or a <i>Chanukiah</i> . |
| Rama | An avatar or appearance of the god Vishnu. |
| Sita | <i>Rama's</i> beautiful wife who is kidnapped by Ravana, the evil ruler of Sri Lanka. |