


Caroline Haslett Primary School - RE

Topic: Unit 3 - Celebration; New Year; Rosh Hashanah	Year 2	Does everyone celebrate New Year?
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Knowledge	Vocabulary
<p>New Year is a time for reflection and hope.</p> <p>New Year celebrated in the UK is not a religious festival.</p> <p>Rosh Hashanah is Jewish New Year.</p> <p>The story of the creation of Adam and Eve and the sacrifice of Isaac are remembered at Rosh Hashanah.</p> <p>Some foods eaten at Rosh Hashanah are apples dipped in honey, raisins, honey cake and the sweetened Challah bread.</p>	<p>1st of Muharram - Muslim New Year</p> <p>Vaisakhi - Sikh New Year</p> <p>Islam - religion that believes there is one true God Allah (the Arabic word for God)</p> <p>Judaism - religion based on belief in one God and on the laws contained in the Torah and Talmud</p> <p>Muslim - followers of Islam</p> <p>Rosh Hashanah - Jewish New Year celebrated in the Autumn</p>
<p>Activities</p> <p>Find out how religions celebrate New Year - and discover that Jews, Muslims and Sikhs have different New Years - Rosh Hashanah, 1st of Muharram and Baisakhi.</p> <p>Find out the stories behind the celebrations.</p> <p>Closely examine Rosh Hashanah.</p> <p>Look for similarities to non-religious New Year - idea of new beginning, looking back and looking forward, making plans and commitments for the future.</p> <p>Plan a New Year celebration.</p>	 <p>Shofar - musical instrument made from ram's horn</p> <p>Sikhism - religion that believes in one God who guides and protects</p>
<p>Skills</p> <ul style="list-style-type: none"> • Retell the story of Adam and Eve or Abraham and Isaac • Suggest two things that are important to a Jewish person at Rosh Hashanah • Gather and select from pieces of information about the Jewish festival • Show awareness of the similarities between the celebrations of New Year • Suggest meanings for the foods and practices at New Year 	

<u>Believing</u>	<u>Belonging</u>	<u>Behaving</u>	<u>Reflecting, responding and making links</u>
Core knowledge and understanding of texts, stories and key beliefs	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
<p>Give a simple account of the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to the core beliefs.</p> <p>Know that Rosh Hashanah marks the anniversary of the creation of the world.</p>	<p>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)</p> <p>Explore the celebration of Rosh Hashanah (the Jewish New Year).</p>	<p>Give examples of how beliefs are linked to worship and prayer.</p> <p>Recall some of the rituals during Rosh Hashanah.</p>	<p>Talk about their own experiences in the light of the religious knowledge gained.</p> <p>Express their own opinions appropriately.</p> <p>Talk about the differences that beliefs make to the way believers live.</p> <p>Make simple comparisons to their own lives</p> <p>Compare Rosh Hashanah to New Year celebrations in the UK.</p>