**Re Planning- Ritual- Paschal Candle Spring 2 Year 4**

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|  | **Learning objectives** | **Activities**  (that will show visible progress towards the objectives) | **AfL notes** |
| **Week 1** | 1. They can describe/explain what people mean by ritual.  L.O. To describe the theme ritual | **Step 1 *(Enquire: What are “rituals”?)***  Class discussion: what rituals are performed at home/school? E.g. assembly, register, birthday/Christmas rituals, bedtime rituals etc. Record ideas in a mind map as a class for future reference to go in RE book.  In small groups, ask pupils to select one from the mind map and freeze-frame. Take pictures to go in class RE book and children to record on thought bubble post its around it, what they did and why.  Thinking time: *difference between ritual and routine?* Discuss. (Ritual has an inner meaning? Routine more utilitarian?) Pupils write a simple definition of each and illustrate in their topic books.  **Key Concepts**   * **Relating to human experience** * **Symbolic** * **Used in investigating religions** * **Specific to a specific religion Skills: reflection, self-understanding** |  |
| **Week 2** | 2. They can explain how ritual is significant at Easter  L.O. To explain the significance of rituals at Easter | **Step 2+ Visit to Church** ***(Contextualise: How do Christians use the Paschal Candle in ritual?*)**  Tell Easter story of women visiting tomb to find it empty. What did the angel say?  Role-play the story with pupils and look at how the story is expressed in art. (You can find examples of images on the Internet by searching ‘Empty Tomb’. What is the artist trying to convey? Ask children for their ideas, record ideas to go in big class Re Book.  Speculate how Christians might create a ritual to remember the story. Group discussion and feedback.  Look at the picture of a Paschal candle ritual (books, Internet) and, of course, a real Paschal Candle. Christians act out the events of visiting the tomb and light their candles from the Paschal candle as a ritual at Easter;  if possible, visit local church to find out more about how the candle is used. Prepare questions to find out why the ritual is important to Christians and why the candle s important in the ritual.  Pupils draw the candle and annotate the symbols, or draw the ritual and write a paragraph about it in their topic books.  **WHAT IS A PASCHAL CANDLE?**  The paschal candle is a very large white candle, the largest and tallest of all sanctuary candles. Commonly used in liturgical parishes during the Great Fifty Days of Easter It is very ancient and symbolizes the resurrected Christ. Paschal candles are always inscribed with a cross, the current year, and the Greek letters alpha and omega (beginning and end of the Greek alphabet) signifying that the Lord is present in His church now in the present year and forever in eternity. Sometimes, five grains of incense (symbolizing the five wounds of Christ – four from nails and one from the spear which pierced his side) are pressed into the arms and center of the cross with pins or small nails. The paschal candle is mainly featured in the service of the [Great Vigil](http://www.stpaulskingsville.org/holyweek.htm#WHAT IS THE GREAT VIGIL OF EASTER?) where it is first lighted and brought into the sanctuary. According to ancient tradition, it can shine on throughout the Great Fifty Days until it is finally extinguished on Ascension Day.  After that, it is removed from its place next to the altar and placed near the baptismal font. The Paschal Candle is also present in birth and death rituals: it is lit at baptisms to remind Christians that in baptism believers are crucified and raised with Jesus. The paschal candle is also lit at Christian funerals as a reminder that those who die as Christians are raised up with Him.  **Resources:** *Easter story,* ***e****mpty tomb pictures; photos of Paschal candle and ritual; Paschal candle;*   * *Key attitudes and skills* * **respect** * **awe and wonder** * **empathy** * **investigation** |  |
| **Week 3** | 3. They can evaluate, by explaining, value of people’s interpretations of ritual | **Step 3 *(Evaluate: What is the value of the Paschal candle ritual?)***  What do pupils consider to be the most important part of the ritual? Why?  Discuss and record for big RE book:  would it matter to Christians if parts of the ritual were removed?  Why/not? Would it matter if the Paschal candle wasn’t used?  Why do some Christians perform this ritual every Easter?  Would it matter if they were ill and missed it? How would they feel?  Do pupils think it would matter if Christians missed the ritual? Why/not?  Find a photo of a group of people engaged in Paschal candle ritual (books, internet). What might they be thinking? Pupils complete “speech bubble” which considers this.  Skills and attitudes:   * **interpretation & analysis** * **evaluation** |  |
| **Week 4** | 4. They can express a personal response to the concept of ritual | **Step 4*****(Communicate: What is my experience of rituals?)***  Role-play some home/school/club rituals. Take pictures for class RE book.  How do children feel about these? Why do they do them? Eg How would they feel if they did not have a birthday cake?  Think of an important event that has happened/might happen (eg someone leaving their class, a pet dying) or they could devise their own special interest club and invent a joining ritual. How would they create a ritual to remember it?  In groups, pupils consider this then design a ritual to show to rest of class. Freeze frame part of this and take a photo- for class RE book or mini photos to go into topic books and they record info around it on following week.  **Skills and attitudes:**   * **reflection** * **self-understanding** |  |
| **Week 5** | 5. They can explain people will have different ideas about the concept of ritual | **Step 5** ***(Apply: How do rituals affect our lives?)***  Pupils share ideas about the rituals which they think are important/helpful/reassuring.  But are there times when they don’t like them and don’t want to do them? Why/when? What does it mean if a ritual is said to be “empty”? Could some rituals be unpleasant or monotonous? Why?  Pupils write captions to go with their photo of their created ritual from last week.  **Skill and attitudes:**   * **comprehension** * **curiosity** * **open-mindedness** |  |
| **Week 6** | L.O. To represent the Easter story | **Children to represent the Easter story**  Read Easter story to class, discuss and share ideas. Children can represent this somehow, however they would like- painting, model of tomb, story, poem…. |  |