

**Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

**Subject: LKS2 Year B RE and World Views – Exploration (Special foods)**

**Key Question** (to be used all year): How should we live our lives?

**Focus Question** (for this investigation): Special foods

**PoS aims:**

In this unit about food and fasting, children will explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan. Children will then discuss how food is also used within religions for celebrations, before applying all they have learnt to plan a celebratory feast event.

**Prior Learning (what pupils already know and can do)**

- Children have considered 'Special times' in EYFS – Christmas, Diwali and Eid.
- In LKS2 B, children have explored Diwali, Ramadan and Lent

**Long-term Learning (what pupils MUST know and remember) End Goals**

- To give examples of how food is used in their own life and to know that food is often a central part of celebrations and remembrances
- To identify foods that would be kosher or not kosher; and to explain what kosher means in the context of Judaism. To know that Jewish believers follow the laws of kosher as a spiritual act
- To recall what Lent is and understand what it means to 'abstain' from something
- To know that sacrifice is when you give something up for the sake of something else. To link the idea of sacrifice back to their prior learning in Christianity Jesus (Spring 2).
- To know what Ramadan is and what Muslims do during it. To know that Muslims fast during Ramadan.
- To share with others an example of a food that helps them celebrate
- To name at least one special food for Diwali e.g. sweets

**Disciplinary knowledge (on-going for the year)**

- Describe what a believer might learn from a religious teaching/ story
- Make links between ideas about morality and sources of authority
- Describe the impact religion has on believers' lives
- Explain the deeper meaning and symbolism for specific religious practices
- Consider the range of beliefs, values and lifestyles that exist in society
- Discuss how people make decisions about how to live their lives
- Reflect on their own personal sources of wisdom and authority

**Key Vocabulary**

*communities, remembrance, purpose, kosher, rules, Judaism and Jew, Rabbi (teacher), Lent, abstain, sacrifice, fasting, Ramadan, Sawm, Diwali, Hinduism, Lakshmi*

**Session 1: How do we think about food?**

Children will discuss the different ways food is thought about and used in our everyday lives.

**Core knowledge**

- To give examples of how food is used in my own life.
- To talk about food used for different purposes, such as celebration or remembrance.
- To discuss the role of food in different religions and communities.
- To identify food used for different reasons

**Suggested activities/Teacher subject knowledge**

- Ask children to discuss their favourite meal or a meal they have enjoyed. Guide the class discussion to briefly expand on the idea that food has special meaning for some people and at some times during people's lives. Can children discuss an example of how food is used in their own life?
- Discuss how food is a necessity for us to survive and that we eat it to sustain us. Ask the question: Can food be more than this? Discuss the ways that food can be more than just sustenance. Can children talk about

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food used for different purposes, such as celebration or remembrance?

- Working in small groups, children discuss examples of food used for special reasons. Can children identify food used for different reasons? Can children begin to discuss the role of food in different religions and communities?
- Re-ask the lesson question –How do we think about food? Discuss their ideas, addressing any differences and/or similarities in opinions. Invite the more able children to share their reflections on how some of the examples link to food in their own lives. Can children identify food used for different reasons?

**Vocabulary** = communities, remembrance, purpose

### Session 2: Why do some religions and communities have rules around the foods they eat?

Children explore religious rules about food in the context of Judaism and know what 'kosher' is.

#### Core knowledge

- To identify foods that would be kosher or not kosher.
- To explain what kosher means and how it applies to different foods.
- To discuss why Jewish believers follow the laws of kosher.
- To understand how following food rules can be a spiritual act for a religious believer.

#### Suggested activities/Teacher subject knowledge

- Introduce Judaism as an Abrahamic religion followed by approximately 15 million people around the world.
- Ask children to discuss with a partner any rules they have, either at home or perhaps in the school dining room, which they follow at mealtimes. Share their ideas and discuss any similarities or differences in the rules children share.
- What Is Kosher? Introduce the key facts about kosher food rules in Judaism. Discuss how the laws of kosher apply to the types of food that can or cannot be eaten, but also to the environment and way in which food is prepared. Teacher note: One of the aspects of the laws of kosher deals with how animals are slaughtered for meat so be aware of possible sensitivities around the subject.
- *Subject knowledge for teachers – This level of detail does not need to be shared with children. Shechitah is the process by which animals are slaughtered for kosher meat. It involves using a smooth knife to cut the throat of the animal and cause as little pain as possible. The blood is then drained away before Jews prepare the meat for eating.*
- Look at images and descriptions - Can children identify foods that would be kosher or not kosher? Can children explain what kosher means and how it applies to different foods?
- Discuss the key question: Why do Jews have the laws of kosher? Explore children's ideas and then use the prompts on the slide to guide the discussion, explaining the religious significance of kosher food rules for Jewish believers and how following the laws of kosher can be a spiritual act for believers. Can children discuss why Jewish believers follow the laws of kosher?

**Vocabulary** = kosher, rules, Judaism and Jew, Rabbi (teacher)

### Session 3: Why do some people give up food?

Children recap and further explore the different effects of abstaining from something, paying particular attention to Lent

#### Core knowledge

- To talk about when I gave something up for a special reason.
- To know what Lent is and can explain key facts about it.
- To understand what it means to 'abstain' from something.
- To explain what sacrifice is.
- To discuss different reasons why religious believers might abstain from food

#### Suggested activities/Teacher subject knowledge

- Giving Something Up: Invite children to discuss if, when and why they have ever given something up. Can children talk about when they gave something up for a special reason?
- Lent: Recap the key facts about the Christian festival of Lent. Discuss the key words of sacrifice and abstain. Can children explain key facts about Lent? Can children understand what it means to 'abstain' from something?

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- What Would You Give Up? Building on the key idea that during Lent, Christians give something up, ask children to discuss what they would be willing to give up and why. Draw out from the discussion that sacrifice often requires people to give up something they would miss, rather than something which would be easy to go without. Can children explain what sacrifice is?
- Abstaining: Children are given the challenge to demonstrate what abstaining from something is, without being able to write anything or even say the word 'abstain'. Can children find alternatives to writing or speaking to demonstrate an idea?
- What Is the Effect of Abstaining? Discuss how the children might feel while abstaining from something. Guide the discussion to discuss how abstaining from something can help you appreciate the thing more, etc. Link this idea to the reasons why religious believers abstain from food. Can children discuss different reasons why religious believers might abstain from food?

**Vocabulary = Lent, abstain, sacrifice**

### Session 4: Why might believers fast?

Children will recap further explore why religious believers might fast, paying particular attention to fasting at Ramadan

#### Core knowledge

- To explain key facts about Islam.
- To explain what Ramadan is and what Muslims do during it.
- To discuss reasons why people fast.

#### Suggested activities/Teacher subject knowledge

- What Do You Already Know? Recap the pillars of Islam, Sawm and Ramadan
- Discuss the reasons why Muslims fast, including that it is a show of commitment to their faith. Explain how Muslims also commit to being kind during Ramadan, pausing to ask children to generate examples of how they might demonstrate kindness.
- Class discussion. Why might people fast? Children gather reasons why people might fast but also talk about the struggles of fasting and why some people might find it difficult.
- Can children discuss reasons why people fast? Why Fast? Using the information on the Lesson Presentation, discuss the different reasons why people choose to fast, linking these to religious and spiritual beliefs

**Vocabulary = fasting, Ramadan, Sawm**

### Session 5: How is food used for celebrations?

Children will recap and further explore how food is used for celebration in religion, paying particular attention to Diwali in the Hindu religion

#### Core knowledge

- To share with others the foods that help me celebrate.
- To explain some key facts about Diwali.
- To name special foods for Diwali.
- To talk about the reasons why and how food is used for celebrations.
- To use key ingredients and vocabulary to design or create a celebratory food recipe

#### Suggested activities/Teacher subject knowledge

- Which Food Would You Choose? Share a scenario of a celebration with the class. Children discuss with a partner what foods they would suggest to help the child in the scenario celebrate. Invite pairs to share their suggestions with the class and discuss why they have chosen those particular foods, highlighting any similarities or differences as appropriate.
- Festival of Lights: Recap the Hindu festival of Diwali. Discuss each of the key elements, including the importance of Lakshmi as the goddess of wealth and prosperity. If any children have experience of celebrating Diwali, you might to invite them to share their experiences and allow the other children to ask them a few questions to learn more. Can children explain some key facts about Diwali?
- Sweet Treats: Discuss the sweets used to celebrate the festival of Diwali. Can children name special foods for Diwali? Sweet Recipe: Children will work individually to create a recipe and design for a new sweet which

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could be used for a religious celebration, either as part of a feast or as a gift.

- Discuss the role of food within religious celebrations. Guide the discussion to focus on how foods used in religious celebrations are often symbolic – for example the use of bitter herbs in the Passover meal to symbolise the bitterness of slavery for the Jews in Biblical times – or special – for example sweet and rich foods like those in a Diwali feast

**Vocabulary = Diwali, Hinduism, Lakshmi**

**Session 6: How can feasts help people celebrate?**

Children will reflect upon what they have learnt about the role of food in religions to plan a feast event.

**Core knowledge**

- To recall key facts about the use of food in religions.
- I can explain how food is used for meaning within religions.
- I can explain the meaning of abstaining and fasting.
- I can give examples of how food is used in religions.
- I can apply the features of religious food rules and uses to plan an event.

**Suggested activities**

- True or False? Display facts about their learning so far, asking children to determine whether they are true or false. Discuss their answers, recap the key facts about the different foods within religions learnt so far.
- Food in Religions: Recap how food is used within religions for spiritual reasons. Recap and discuss the key vocabulary and invite children to explain examples they have learnt about during the unit where fasting, food rules, abstaining from food and using food as celebration is used for meaning within different religions.
- Planning a Feast: children could be given a scenario and asked to plan their own feast. Can children apply the features of food rules and religious uses they have learnt about to an event they plan?

**Vocabulary = Religion, faith, community, rules, abstain, sacrifice, fast, feast, meal, celebrate, remember, invite.**

**Future learning this content supports:**

Children will further consider the theme of sacrifice in UKS2 when looking at Holy Week. They will also consider how the Last Supper was a significant meal for Christians and how that last meal is a sacrament that is important to many Christians today