



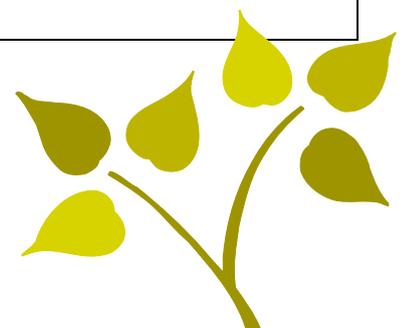
# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification (School Selected Unit)



**Title:** Family Ties: *How and why do Hindus celebrate Raksha Bandhan?*

**Year Group:** 1/2



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### About this unit:

This unit enables pupils to begin to explore the idea of celebration, by first considering what a celebration involves before going on to find out about the customs and rituals associated with the Hindu celebration of Raksha Bandhan.

The focus is on how people's beliefs are expressed in celebrations and the importance of family in religions. Pupils will engage in activities that will allow them to begin to understand why celebrating is important to people, particularly in this case to Hindus. They will also be encouraged to think for themselves about questions to do with the importance of different people in their family and how they show their appreciation of this importance.

Pupils are encouraged to consider what can be learned from the customs and rituals associated with the celebration of Raksha Bandhan, referring to their own experiences, beliefs and values.

### Where this unit fits in:

**This is a unit that can be selected by schools in addition to the mandatory units.**

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of celebrations through a focus on the rituals and traditions associated with Raksha Bandhan. By focusing on the concepts of beliefs, tradition and belonging and examples of how beliefs are expressed through a celebration, this unit will help pupils to understand why celebrating is important to people's lives.

This unit contributes to the continuity and progression of pupils' learning by exploring a familiar theme of celebrations from the Foundation Stage in more depth and building upon any understanding of the Hindu faith gained through School Designed Units, assemblies, visitors or personal experience.

The unit anticipates a further study of Hinduism in KS2.

**Estimated teaching time for this unit: 10 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and link with other curriculum areas as appropriate to maximise learning opportunities and experiences.

### Key Fields of Enquiry addressed in this unit:

#### AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

## **AT 2: Learning from Religion and Belief**

- *Questions of Meaning, Purpose and Truth*

### **The core RE concepts that the unit develops are:**

**Belief:** (Hindus believe that the family plays an important role in their lives. Starting and maintaining a family is considered a key religious duty);

**Tradition:** (Taking part in celebrations and festivals is important in teaching and maintaining the beliefs of a religion);

**Identity:** (Belonging to a group with a set of beliefs and traditions gives people a sense of belonging and purpose).

### **Attitudes Focus**

This unit will help pupils to explore attitudes of:

- **Self awareness** by talking about celebrations and traditions in their own family;
- **Open mindedness** by engaging in positive discussion and debate about the importance of celebrations and the place they have in people's lives.

### **The unit will provide these opportunities for pupils:**

- To consider the concepts of celebration, tradition, identity and belonging;
- To develop their skills of interpretation and empathy;
- To think about their own experiences and views in relation to questions of belonging and traditions;
- Experiences and opportunities provided by this unit include cooking and tasting, role play, drama, creative art, story telling, thinking skills, and use of ICT.

### **Background information for the teacher:**

**Raksha Bandhan** (protection tying) is a Hindu festival that usually occurs in August.

It is a time when sisters tie a *rakhi* around their brother's right wrist to symbolise the bond between them. In return, the brother will give his sister a gift, usually money. The *rakhi* itself might be as simple as a red thread, but more often it will be ornate with a round decoration made of tinsel, plastic and beads attached to the thread.

A legend associated with Raksha Bandhan tells of when King Bali drove Indra, King of Heaven, from his home. Sacha, the wife of Indra, asked Vishnu (God) to help her to regain her husband's kingdom and to keep him safe. Vishnu gave her an amulet to tie around Indra's right wrist before he fought Bali. Indra had great faith in the protection of Vishnu's amulet and managed to defeat Bali and regain his kingdom.

Another story that is sometimes told tells of a king who was about to invade a queen's territory. Hearing of this, the queen sent him a rakhi, which suggested that, rather than attacking her he should protect her as a brother. He did not invade.

In Britain, the custom of sisters giving their brothers a rakhi is keenly followed and rakhis are sometimes posted. Rakhis and gifts might also be exchanged between male and female cousins. In Hinduism, knots symbolise the strength of family relationships. The traditional Hindu family is the joint or extended family, which includes several generations within one home, providing emotional, moral, physical, religious and financial support and security to all the members of the family. In Britain and urbanised areas of India, the more nuclear, westernised, form of the family is becoming more common, but most families tend to buy houses in the same area so the family can stay together and maintain the traditional forms of support.

Vocabulary & Concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Hinduism</b> Barfi Extended family Kum-Kum Raksha Bandhan Rakhi</p> <p><b>Religious Studies</b> Ceremony Festival</p> <p><b>The language of shared human experience</b> Celebration Family Love Protection</p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>• Hindu visitor</li> <li>• Rakhis</li> <li>• Raksha Bandhan cards</li> <li>• Indian sweets</li> <li>• Stories associated with Raksha Bandhan</li> <li>• Materials to make Rakhis</li> <li>• Kum-Kum powder</li> <li>• Rice</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) <a href="http://www.natre.org.uk">www.natre.org.uk</a></li> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ <a href="http://www.request.co.uk">www.request.co.uk</a></li> <li>▪ <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>▪ <a href="http://www.hindukids.org/grandpa/">www.hindukids.org/grandpa/</a></li> <li>▪ <a href="http://www.hinduweb.org">www.hinduweb.org</a></li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• “Our Culture – Hindu” – Jenny Wood (Watts Books ISBN 0-86313-672-9)</li> <li>• “Hinduism – Ideas Bank” – Christine Moorcroft (Folens ISBN 1-85276-856-8)</li> <li>• “Living Religions – Hinduism” – Dilip Kadodwala (Nelson Thornes ISBN 0-17-428054-8)</li> <li>• “Beliefs and Cultures – Hindu” – Anita Ganeri (Watts Books ISBN 0-7496-2060-9)</li> <li>• “Hinduism” – Dilip Kadodwala (Wayland ISBN 0-07502-1444-9)</li> </ul> <p><b>Posters</b></p> <p>“Living Religions – Hinduism” – Nelson Thornes “Hinduism” – Folens</p> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>• Articles of Faith – 0161 763 6232 (<a href="mailto:www.articlesoffaith@cs.com">www.articlesoffaith@cs.com</a>)</li> <li>• Ethos – TTS Group – “Religion in Evidence” – 0800 318686 (<a href="mailto:sales@tts-group.co.uk">sales@tts-group.co.uk</a>)</li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from gaining an understanding of the role of the family in giving meaning and purpose to the lives of many people;</li> <li>• Opportunities for <b>cultural development</b> come from developing a respect for the beliefs and traditions of the Hindu faith and culture.</li> </ul>	

<b>EXPECTATIONS: At the end of this unit....</b>		
<p><b>Pupils working at level 1 will be able to:</b></p> <ul style="list-style-type: none"> <li>Recall outlines of the stories linked to the festival of Raksha Bandhan (AT1);</li> <li>Talk about some of the main ways in which Raksha Bandhan is celebrated in this country (AT1);</li> <li>Recognise some religious symbols and words connected with Raksha Bandhan (AT1);</li> <li><i>Talk about their own experiences, feelings and celebrations (AT2);</i></li> <li><i>Talk about something of the importance of celebrating in people's lives (AT2).</i></li> </ul>	<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>Retell and suggest meanings for stories and artefacts linked to the festival of Raksha Bandhan (AT1);</li> <li>Identify the main ways in which Raksha Bandhan is celebrated (AT1);</li> <li>Know that celebration is characteristic of more than one religion (AT1);</li> <li><i>Listen and respond sensitively to the experience and feelings of others, including Hindus (AT2);</i></li> <li><i>Recognise some of their own values and those of others (AT2).</i></li> </ul>	<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe some religious beliefs and teachings of Hinduism and their importance (AT1);</li> <li>Make links between beliefs and religious stories and practices (AT1);</li> <li>Suggest meanings for the symbolism and practices associated with Raksha Bandhan (AT1);</li> <li><i>Make links between the experience of celebrating in their own life with those of others (AT2);</i></li> <li><i>Ask important questions about religious beliefs and lifestyles, linking their own and others' responses (AT2).</i></li> </ul>
<p><b>ASSESSMENT SUGGESTIONS</b></p> <p><i>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</i></p> <p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.</p> <p>Pupils could create a page for a class zigzag book or a piece of work to share in assembly describing the how, why, what, etc about Raksha Bandhan and talk about or describe how it impacts on the lives of Hindus.</p> <p><i>Higher attaining pupils: To extend this work, ask pupils to research and compare how Raksha Bandhan is celebrated in England and India.</i></p>		

**UNIT TITLE: Family Ties: *How and why do Hindus celebrate Raksha Bandhan?***

**Key Question: *What is a celebration?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that celebrating is a common human experience.</p> <p>To know that religions usually involve celebration.</p> <p>To know the difference between a festival and other types of celebration.</p>	<p>Set up a 'celebration' for the class. (Perhaps they have achieved something which can be celebrated.) Have a cake or treats, special activities, music etc.</p> <p>Ask the pupils how they felt, why celebrating is important etc. Idea shower times that the pupils celebrate, e.g. birthdays, weddings, birth of baby, Mother's Day, passing a test, scoring a goal etc. What other celebrations do they know about?</p> <p>Is it important to celebrate special events? How do you celebrate in your family? Compare different ways of celebrating. Discuss the feelings involved.</p> <p>Create a concept diagram, lists or pictures in hoops to categorise the types of celebration.</p> <p>Consider the difference between festivals and other types of celebration.</p> <p>Create montages to show what celebration is all about. Display. Add speech/thought bubbles to express feelings involved.</p>	<p><i>I can talk about my own experiences of celebration. (AT2 L1)</i></p> <p><i>I can describe how and why I celebrate and why communities have celebrations. (AT2 L3)</i></p>	

**Key Question: *What place does food have in celebrating?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the importance of food in celebrations.</p> <p>To be aware that food can be symbolic in celebrations.</p>	<p>Talk about how and why special food is often used in celebrations. Discuss different types of food used and any symbolism involved. Have different kinds of Indian sweets (including Barfi) for the children to try. (Be wary of allergies!)</p> <p>Make simple Barfi, or other sweets, to take home to share. Explain that the symbolism of sweet foods in festivals is usually a hope/wish for sweet and happy times to the people eating them or to make the people 'sweet!' (Compare with other traditions such as Chinese New Year and the Jewish festival of Rosh Hashanah.)</p> <p>Explain that Barfi and other sweets are one of the gifts given to boys by their sisters in Hindu families during the festival of Raksha Bandhan. The symbolism is to make the boy sweet!</p>	<p>I can suggest meanings for food used in celebrations (AT1 L2).</p> <p>I can use a developing religious vocabulary to describe some similarities and differences between features of religions. (AT1 L3)</p>	

**Key Question: *Who is important to you?***

<b>Learning Objectives</b>	<b>Suggested Teaching and Learning</b>	<b>Learning Outcomes</b>	<b>Points to note</b>
<p>To identify people who are important to us.</p> <p>To be aware that Raksha Bandhan is a festival to celebrate family life.</p>	<p>Ask the pupils, "Who is important to you?" Encourage the pupils to identify important members of their family and friends.</p> <p>Draw, paint or collect photographs of these important people. Talk / write about examples of why / how these people are important. Share experiences.</p> <p>Display.</p> <p>Explain that sometimes festivals can remember important people and Raksha Bandhan is one such festival.</p>	<p><i>I can talk about my own experiences of people important to me. (AT2 L1)</i></p>	

**Key Question: *What is Raksha Bandhan?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To begin to understand the importance of family ties in Hinduism.</p>	<p>Introduce an example of a Hindu story about how brothers and sisters should care for each other, e.g. 'The Mango Tree.'</p> <p>Discuss how the sister showed love for her brother in the story. Why? Explore the idea of family ties. Explain that family members are very important in Hinduism.</p> <p>Discuss how people take care of their brothers and sisters. (Encourage words / phrases such as 'care for', 'support', 'protect', 'stick up for').</p> <p>Why is it important for brothers and sisters to look after each other?</p> <p>Write a poem about a sister / brother (or cousin, parent, other relative).</p> <p>Retell the story through puppets, using masks etc or sequence pictures / sentences. Higher attaining pupils could write another story to show how brothers and sisters should care for each other.</p>	<p>I can recall a story linked to the festival of Raksha Bandhan. (AT1 L1)</p> <p>I can retell and suggest meanings for a religious story, actions and symbols. (AT1 L2)</p>	<p><i>A version of "The Mango Tree" can be found in 'Seasons of Splendour' by Madhur Jaffrey (ISBN 978-0-14-034699-2)</i></p>

**Key Question: *What happens at Raksha Bandhan?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the key features of the Rakhi tying ceremony.</p> <p>To know that Hindus consider all relatives to be of great importance.</p>	<p>Look at a picture of a girl tying a Rakhi around her brother's wrist.</p> <p>Ask the pupils in groups, to consider:</p> <ul style="list-style-type: none"> <li>• What can they see happening?</li> <li>• What makes them think it is a special celebration?</li> <li>• What do they find interesting/puzzling?</li> </ul> <p>Encourage them to look at special clothes, expressions etc. Feed back.</p> <p>Explain that 'Raksha' (meaning 'protection') 'Bandhan' (meaning 'to tie') takes place in July / August time each year. It is celebrated by Hindu children and adults. For those who have no brothers, cousins are just as important. They are like brothers in the extended family. Other male relatives have similar status. The tying of the Rakhi is symbolic of the love between brothers and sisters and of the staying together, protecting each other. Families are extremely important in Hinduism. It is a religious duty to marry and have children and to maintain a happy marriage and family life.</p> <p>Rakhis are made from cotton threads, silk and tinsel, usually with a design in the centre. Look at a range of Rakhis and make Rakhis to give to a member of the family.</p> <p>Write a poem or thank you card to give with the Rakhi, expressing the importance of that person.</p> <p>Draw comparisons of the symbolism with friendship bracelets, wedding rings, Sikh wedding scarf etc.</p> <p>Discuss how it feels to receive gifts and how Hindus might feel to receive the Rakhis.</p>	<p>I can talk about some of the ways in which Hindus celebrate Raksha Bandhan. (AT1 L1)</p> <p>I can use religious words and phrases to identify some of the key features of Raksha Bandhan. (AT1 L2)</p> <p>I can make links between symbolic objects associated with Raksha Bandhan and other celebrations. (AT1 L3)</p> <p><i>I can talk about what is of value and concern to me. (AT2 L1)</i></p> <p><i>I can ask, and respond sensitively to, questions about my own and others' feelings and experiences. (AT2 L2)</i></p>	<p><i>For example, Nelson Thornes "Living Religions" Hinduism pack or use Internet to search for images.</i></p>

	<p>Explore the 'Tying the Rakhi' ceremony. This normally takes place on the morning of the festival. Focus on the anointing with Kum-Kum paste and rice, the tying of the Rakhi, the eating of barfi and giving of a present to the sister from her brother.</p> <p>This would be best demonstrated by Hindus, giving the pupils a chance to experience cultural diversity at first hand. Digital photography could be taken. If this is not possible, use videos/ DVDs, pictures etc.</p> <p>Explain that if brothers or cousins live far away or in another country, rakhis will be sent by post with a card in order to maintain family links.</p> <p>Ask the girls to imagine that they have got to send a Rakhi to a brother / cousin who is far away. Design and make a card. What design would be appropriate? Write a poem or letter to go inside the card. What should they include?</p> <p>The boys could imagine that they have received a Rakhi and are sending a Raksha Bandhan card as a thank you and sending a suitable present to their sister / cousin. Design and make the card and possibly the gift (a bookmark or similar.) Consider what might be written in the card. What illustrations would be appropriate?</p> <p>Higher attaining pupils could be given help with a research task to compare the celebration of Raksha Bandhan in England with India. ICT could be used.</p>	<p>I can make comparisons between the celebration of Raksha Bandhan in England and India, recognising similarities and differences. (AT1 L3)</p>	<p><i>A class celebration involving the pupils' brothers and sisters (cousins or friends) could be arranged.</i></p>
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**Key Question: *What have we learned?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify and describe the key features of Raksha Bandhan and its importance for Hindus.</p>	<p>Draw together what has been learnt about the festival under different headings.</p> <ul style="list-style-type: none"> <li>• What?</li> <li>• Who?</li> <li>• When?</li> <li>• Where?</li> <li>• Why?</li> <li>• How?</li> </ul> <p>Present what has been learnt as a class zigzag book or wall display. Share findings in a school assembly around the time that Raksha Bandhan happens. Perhaps Barfi and Rakhis could be given out. Poems written about brothers / sisters could be read out too!</p>	<p>I can use a developing religious vocabulary to describe some key features of Raksha Bandhan. (AT 1 L2-3)</p> <p><i>I can make links between values and commitments in Hinduism and my own experiences. (AT2 L2-3)</i></p>	