

## **Symbols of faith and signs of belonging: Why are they important?**

(Hinduism, Christianity, Islam)

Telford & Wrekin Religious Education:  
Support for Schools from SACRE



YEAR GROUP 2



**TITLE OF UNIT:**

**Symbols of faith: Why are they important? What do they mean?  
Examples from the Christians, the Hindus and the Muslims**

**YEAR GROUP: 2**

**ABOUT THIS UNIT:**

In this unit children learn about some of the intended meanings from a range of symbols. The unit considers religious symbols and their meanings for Hindus, Christians and Muslims and children are given the opportunity to deepen their understanding of some religious concepts. They think about how symbols show us something important and consider what symbols matter to them.

**Estimated time for this unit** (in hours) 8 -10 hours of teaching time. Be selective, and do the work your school needs to cover in depth, rather than skating over the surface of too much content. Less is more in RE, where pupils reflect deeply.

**Where this unit fits in:**

This unit builds on previous work, for example on learning what religion is, and about sacred places, stories, signs and symbols. Teachers can continue to explore ideas of symbolism with pupils in units that follow. Links to literacy, where children are beginning to learn about figurative language are important, and the whole function of the unit is to help children see beyond the surface of an object, sign or word, and look for a deeper meaning. Religious symbols are imbued with centuries of meaning for millions of people, so it's important that children see the significance of a symbol – more than a badge or logo!

Three religions is a lot to handle for 6-7 year olds, so do keep stressing the value of clearly seeing the differences. The 'main symbol' of each faith is a good way to clarify the understanding of the children. Keep showing them the cross, the star and moon and the Aum symbol, and checking they are getting things clear!


**Key strands of RE learning**

- Knowledge and understanding of ways of expressing meaning AT1
- *Skill of asking and responding to questions of truth, meaning and purpose AT2*

**Attitudes focus**

- **Open-mindedness:** Being willing to gain new understanding from other people's belief about the symbols found in their faith. Practicing respectful attitudes to religions they do not belong to.
- **Appreciation and wonder:** Developing pupil's capacity to respond to the exploration of symbols and meanings throughout this unit.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Some prior knowledge and understanding of both the Christian and Muslim religions.</p> <p>Remind them of work they have done already.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Symbols, Actions, Gestures, Metaphors</p> <p>Christian artefacts Cross, Palm cross, Hot cross bun, Nativity figures, Easter / Christmas cards.</p> <p>Muslim artefacts, Prayer mat, Topi, Qur'an, Qur'an stand, Star and Crescent Moon, Eid cards.</p>	<ul style="list-style-type: none"> <li>• The school symbol/logo</li> <li>• A selection of simple favourite information books about Hindus, Christians and Muslims.</li> <li>• Christian artefacts (a good teachers book for work with the Christian Cross – ‘A-Cross the World’ written by Martyn Payne and Betty Pedley (from most good bookshops)</li> <li>• Muslim artefacts – prayer mat, badges and car stickers with moon and stars on them, pictures and images, Qur'an stand, compass for prayer directions.</li> <li>• Hindu artefacts: different versions of the Aum Symbol, murtis (statues) of gods and goddesses, diva lamps, an Aarti tray, Divali cards.</li> <li>• A feely bag</li> <li>• Photo packs/picture packs of non-verbal forms of communication for Hinduism, Christianity and Islam.</li> <li>• Virtual tours – Mandir, Church, Mosque (see <a href="http://www.reonline.org.uk">www.reonline.org.uk</a>)</li> <li>• Resources for Birthdays (cards, candles, fake present)</li> <li>• Visual cues for celebrations including Harvest, Easter, Christmas, Eid, Ramadan, Divali.</li> <li>• Wafa's Eid Video (<a href="http://www.childseyemedia.com">www.childseyemedia.com</a>)</li> <li>• Children's Bible (Lion Publishing)</li> <li>• Christian stories: Noah and the Ark, Daniel and the Lions, David and Goliath, Jesus' last days</li> <li>• Muslim stories: The Night of Power, Muhammad at the gates of Makkah</li> <li>• Hindu Stories: Rescuing Sita (Divali stories)</li> <li>• Christian, Hindu and Muslim songs or music.</li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils</b></p> <ul style="list-style-type: none"> <li>• <b>Spiritual:</b> Discussing and reflecting on key questions of meaning that are at the heart of religious traditions and practices.</li> <li>• <b>Social:</b> Articulating own and others ideas about symbolism in religion and their own lives.</li> <li>• <b>Cultural:</b> Encountering people, literature, arts and resources from Christian and Muslim cultures.</li> </ul>		

<b>EXPECTATIONS: At the end of this unit:</b>	
<b>Nearly all pupils will be able to: [Level 1]</b>	<ul style="list-style-type: none"> <li>• Identify some religious symbols, gestures and words.</li> <li>• Name the religion associated with the cross, the moon and star or the Aum symbols.</li> <li>• Talk about their own special things.</li> </ul>
<b>Most pupils will be able to: [Level 2]</b>	<ul style="list-style-type: none"> <li>• Identify some key religious symbols and some symbolic actions in a religious context.</li> <li>• Talk about some of the beliefs that underpin these symbols Respond sensitively to the 'special objects' of two religions.</li> <li>• Use some examples of symbolic language.</li> </ul>
<b>Some pupils might be able to: [Level 3]</b>	<ul style="list-style-type: none"> <li>• Describe some religious artefacts for themselves in speaking or writing activities.</li> <li>• Identify similar beliefs and ideas expressed symbolically in different religious or secular contexts, through symbols, actions and words.</li> <li>• Make links between their own 'special objects' and some artefacts of religions.</li> </ul>
<p><b>ASSESSMENT SUGGESTIONS – you don't always need an assessment task for a unit of RE, but if you do, then try this.</b></p> <p><b>A possible final assessment task:</b></p> <ul style="list-style-type: none"> <li>• Pupils are asked to complete a moon and star shaped template that will show symbols and meaning from the Muslim faith. It needs to include ideas generated through this unit and children are asked to provide some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Mosque? Put the 30 moon and star designs made by the class into a mobile ceiling hanging.</li> <li>• Pupils are asked to complete a cross shaped template that will show symbols and meaning from the Christian faith. It needs to include ideas generated through this unit and children are asked to provide some of their own symbolic ideas with explanations. Would this cross be suitable to display in a Christian place of worship? Put the 30 crosses made by the class into a mobile ceiling hanging.</li> <li>• Pupils are asked to complete a template shaped like the Aum symbol that will show symbols and meaning from Hindu traditions. It needs to include ideas generated through this unit and children are asked to provide some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Hindu Mandir? Create a mobile ceiling hanging from the work done by all the children.</li> <li>• Pupils are asked to design and make a leaflet containing illustrations and text to explain some symbols from the Muslim faith, some from the Hindu traditions and some from the Christian faith. It is to be made as an information leaflet suitable for Year One children.</li> </ul>	
	

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils:	POINTS TO NOTE
<p><b>What is a symbol?</b></p> <p><b>What do symbols mean?</b></p> <p><b>How can symbols link up to our feelings?</b></p>	<p>About the meanings of everyday symbols</p> <p>How symbols can make you feel</p> <p>How to explore meanings within stories</p>	<p><b>What everyday symbols can we notice?</b></p> <ul style="list-style-type: none"> <li>• Look together at the school symbol or logo and talk about how and why that symbol represents the children and the school.</li> <li>• Ask the children to consider other symbols that show they belong to something or group (e.g. Beavers, Rainbows, swimming club, sports logos, signs for their favourite foods, drinks, clothes and other logos) and record these on group spider diagrams – make it a team game if you like.</li> <li>• As a whole class list all the words to describe how we feel about being part of these groups.</li> <li>• Talk about how our surnames represent our family and how we are part of that family and also part the family within school. Are we part of any other families? (e.g. religious ‘families’ at Church or Mosque? Do we feel like we belong to the ‘human family’?)</li> <li>• Read a story which prompts discussion about being part of a community.</li> </ul>	<p>Begin to show awareness of meanings within stories (L1).</p> <p>Relate the idea of a symbol as a reminder of something special (L2).</p> <p>Recognise the feelings associated with being part of a group (L2).</p> <p>Suggest meanings of different symbols (L2)</p>	<p>Links to Literacy and the use of descriptive language and feelings are developed through this work.</p> <p>Speaking and listening skills are expanded throughout.</p>
<p><b>How do symbols help us remember the past?</b></p>	<p>How symbolic food, actions and gestures can be used to remember important events</p>	<p><b>Symbolic events: what do they mean?</b></p> <ul style="list-style-type: none"> <li>• Consider a special time such as a birthday or christening and how this is celebrated: sharing food, giving cards which use language and actions to symbolise the day, possibly presents. Ask this question: is the cake just a cake? Is the water just water? Is the candle just a light? (this gets some children to articulate their own understanding of a symbol – not just a cake, light, water!)</li> <li>• Ask the children to share a special time and their memories – an annual ‘remembering’ day is best.</li> <li>• What happens on that day that makes us know it is special and that the day has meaning?</li> <li>• Are these things symbols of that important day?</li> <li>• Teacher or TA might share 4 or 5 symbols of a special day in their life, and ask children what they are worth – more than £s or pence. And ask children which ones they think might ‘mean the most’.</li> </ul>	<p>Talk about the meaning of the foods, actions and gestures at an important family event (L1). Suggest meanings thoughtfully themselves (L2)</p>	<p>Circle times are often good for this activity.</p>

<p><b>What special times do we celebrate?</b></p> <p><b>How and why? What objects do we use?</b></p>	<p>Pupils will find out what special times are celebrated and talk about how celebrations happen.</p> <p>They will notice that special times use symbols.</p>	<p><b>Looking at reminders of special days:</b></p> <p><b>Two boxes to learn from</b></p> <ul style="list-style-type: none"> <li>• Fill a box with a selection of objects, cards and wrapping paper depicting different occasions e.g. birthday, wedding, christening, Christmas, Mother’s Day, Eid, Divali, a ‘nose’ from Red Nose Day, a ‘Celebrations’ chocolate box’, a ‘spent’ firework,</li> <li>• Pass the box round for the pupils to choose an item and describe it. Can they guess when we send each card or which wrapping paper we would use? Who would you give the card and gifts to? Why? What would you say?</li> <li>• <b>Feelings box (with flashcards)</b> Explore feelings about celebrations by passing round and asking for descriptions of words in a ‘Feelings Box’ containing ‘feelings’ words on flashcards – happy, full of fun, joyful, glad, together, excited, cheery, keen, bright, wild, dreamy, thoughtful, thankful, sorry, zippy: when do we feel these emotions? Do they link up with any of the things in the celebration box?</li> <li>• <b>First chat about festivals:</b> Talking about some well known celebrations – birthday, Easter, Eid, Christmas, Divali and others – is good, but will be developed more fully later in the unit.</li> <li>• <b>Which present? Which card?</b> Ask children to choose presents and cards for people celebrating different festivals and events: what would they give to someone for a wedding, birthday, baby naming, Christmas, Eid, Divali celebration? Why would they choose this gift for that occasion?</li> </ul>	<p>Children can talk about a special celebration and how celebration makes people feel.</p>	<p><i>Links to, and builds on Early Learning Goals:</i></p> <p><i>Respond to significant experiences, showing a range of feelings when appropriate . (PSED)</i></p> <p><i>A resource like ‘Say Hello to...’ from RE today, a series of 6 flashbooks for the whiteboard, is a good starting point when children first encounter a religion in school.</i></p>
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<p><b>What events started the celebration of Holy Week and Easter?</b></p>	<p>To learn about the stories and celebrations of Holy Week and Easter</p> <p>To reflect on events in their own lives and link them with festival and celebration in Christianity</p>	<p><b>What do Christians remember at Easter?</b></p> <ul style="list-style-type: none"> <li>• Children to reflect on what we know already about the symbolic meaning of key events in the Christian calendar (e.g. Easter, Harvest, Christmas) and how visual symbols can be seen at these times for example the cross on the Easter hot cross bun. Show them lots of Easter objects – hot crossed buns and chocolate eggs, crosses, palm leaves, daffodils and a round rolling stone - they are symbols, reminders!</li> <li>• Tell the children some stories from the last week of Jesus’ life: entering Jerusalem on Palm Sunday, Healing, the Last Supper, the arrest and death of Jesus and the Empty Tomb. Music, dance and drama are good tools for this learning. Make sure the stories are not scary – it is a festival of hope.</li> <li>• Teach the class – using symbols and objects – how these events are remembered today by Christian communities.</li> <li>• Have a quiz about all the children know and have learned about Easter</li> </ul>	<p>Identify reminders of special events in things we do (L2).</p> <p>Retell the story of Jesus’ last days (L2)</p> <p>Suggest a meaning from the Easter festival (L2)</p>	<p>Where possible use visual aids to stimulate the discussion.</p> <p>A good approach takes 10 objects related to Easter and does ‘Kim’s game’ with them – hide and remember!</p>
<p><b>What events started the celebration of Ramadan and Eid al Fitr?</b></p>	<p>To reflect on events in their own lives and link them with festival and celebration in Islam.</p>	<p><b>What do Muslims remember at Ramadan and Eid al Fitr?</b></p> <ul style="list-style-type: none"> <li>• Why do Muslim people not have dinner for a whole month? Using pictures, film clips, artefacts and information books, children are to work in small groups to find out about the significance for Muslims of fasting during Ramadan. Talk about how we feel when we are hungry. Many Muslims say fasting helps them to be patient, or kind, or generous.</li> <li>• Join together as a whole class and discuss how fasting during the month of Ramadan gives Muslims a wonderful sense of community and that fasting is one of the duties Muslim people choose. Do children think it would make you feel good to help those with no food, even if you were hungry?</li> <li>• Watch the video ‘Wafa’s Eid’ - a child’s view of Eid al Fitr, the festival at the end of Ramadan. Using post it notes children are asked to record the different ways in which Eid-al-Fitr is celebrated (e.g. giving of cards, new clothes, day off school, special lunch, family getting together, going to Mosque, Mehndi patterns) together talk about the symbolic meaning of these.</li> <li>• Make some symbols and images –logos, if you like – for all the different things the children found out happens at Eid. Save these for the later assessment task.</li> </ul>	<p>Name the festival of Eid Al Fitr (L1). Identify some simple features of the festival (L1). Suggest a meaning in the festival (L2) Make a simple connection between their personal experience and experience of people in a religious context (L3).</p>	<p>Introduce children to the meanings of such events e.g. “Eid” meaning ‘recurring happiness’.</p> <p>Speaking and listening: talk about the favourite parts of special days for their families.</p> <p>Literacy links to the Y2 programme are simple to make here.</p>

<p><b>What story comes from the beginning of the celebrations of Divali?</b></p> <p><b>What do Hindus remember at Divali?</b></p>	<p>To know about why Hindus thank the goddess Lakshmi at Divali time</p> <p>To know the meaning and the key features of the Hindu festival of Light known as Divali</p>	<p><b>Celebrating Divali: thanksgiving for coming home safely.</b></p> <ul style="list-style-type: none"> <li>▪ Read the story of the return of Rama from exile and his reunion with Sita. Role-play the story. Make masks with painting and collage materials.</li> <li>▪ Discuss the main features of the way Hindus celebrate Divali. Talk about the meaning and symbolism.</li> <li>▪ Use a range of books to illustrate Hindu family life as background, particularly through the eyes of the children.</li> <li>▪ Make divas out of clay. Make Divali cards using appropriate decorations and add an appropriate greeting, colour Rangoli patterns. Hold a Divali party and make and taste Divali sweets and other foods. Keep talking about the big key idea: light versus darkness – light wins!</li> <li>▪ Talk about Lakshmi (the Hindu goddess of good fortune) at Divali, where the goddess is thanked for her benefits and prosperity in the last year, and devotion to her asks for the next year's blessings.</li> <li>▪ Ask pupils to think about what they would like the following year to bring for them. Can they suggest a hope for their family, their friends, their class, their city and the whole world?</li> </ul>	<p>I can recognise that Divali is a festival of religious thanksgiving.</p> <p>I can think about the coming year for myself</p> <p>I can explore how Hindu families enjoy the festival of Divali.</p>	<p>Natural links to the festivals celebrated by any child in any family can be made here.</p>
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<p><b>How and why do Hindus celebrate Divali?</b></p> <p><b>What does it mean to say 'light triumphs over darkness'?</b></p> <p><b>What does the story of Rama and Sita mean?</b></p>	<p>Use religious vocabulary, music, dance, to express their understanding of the meaning of Divali</p> <p>Express their own ideas about the values and beliefs at the heart of the festival</p> <p>Connect stories, symbols and beliefs with what happens at Divali</p>	<p><b>How and why do Hindus celebrate Divali?</b></p> <ul style="list-style-type: none"> <li>• Introduce Divali by telling the story of Rama and Sita. Make it exciting – it is a story of kidnap and rescue, good and evil, love and friendship! Discuss the themes of good overcoming evil and the symbolism of light and dark. Who is the hero? What is the significance of the Diva lamp? What is the main message of the story?</li> <li>• Watch a video showing Indian dance. Talk about what the hand, arm and eye movements might mean. Explain that Indian dance usually relates to tales of gods, goddesses and heroes in Hinduism.</li> <li>• Children work in groups to devise dance movements to express key moments in the story of Rama and Sita: you could try using these 6 theme words, and getting the children to dance a movement for each word. Separation / sadness / loneliness / courage / rescue / home.</li> <li>• Show the class a diva lamp and discuss the symbolism of light. Is it true that a tiny lamp banishes huge darkness? Link to other religions where light is used symbolically. Create a graduated painting moving from dark to light and use as a background for poetry on the theme of light. Alternatively create a class collage continuum on dark and light using magazine pictures, words and colours to express their ideas and feelings.</li> <li>• Explore and interpret a visual image of the Hindu goddess Lakshmi. Ask the children to look at the image and respond to given questions e.g. What does this image tell you about Lakshmi? What are her hands doing and why? What sort of a person do you think she is? What questions would you ask her if you could?</li> </ul> <p><b>If Sita was a tweeter, then what would Sita tweet?</b></p> <ul style="list-style-type: none"> <li>• Make up six 140-character messages, twitter style, that tell Sita's story, and share them with the class. What would she tweet on her wedding day? When she was tricked and captured? When she had been a captive for a year? When Hanuman and the monkey army arrived? When she was back home, crowned queen? Can they put these in the right order? Can they write a few more in pairs?</li> </ul>	<p>I can:</p> <p>Name the festival of Divali (L1).</p> <p>Identify some simple features of the festival (L1).</p> <p>Suggest a meaning in the festival (L2)</p> <p>Make a simple connection between their personal experience and experience of people in a religious context (L3).</p>	<p>Images of Murtis:  <a href="http://www.strath.ac.uk/Department/SocialStudies/RE/Database/Graphics/Images/Hindu/Deities.html">www.strath.ac.uk/Department/SocialStudies/RE/Database/Graphics/Images/Hindu/Deities.html</a>  <a href="http://www.devon.gov.uk/dcs/re/places/index.html">www.devon.gov.uk/dcs/re/places/index.html</a></p> <p>BBC Pathways of Belief: Hinduism</p> <p>Rama and the Demon King – Jessica Souhani (Francis Lincoln)</p> <p>The Story of Divali – Jatinder Verma (Barefoot Books)</p> <p>Water, Moon, Candle, Tree and Sword (4Learning)</p> <p>Festivals Together – Sue Fitzjohn, Minda Weston, Judy Large (Hawthorn Press)</p> <p>A World of Festivals: Divali by Dilip Kadodwala (Evans Brothers Limited)</p> <p>Folens Photopack - Hinduism</p>
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<p><b>Do some religious stories have a symbolic meaning? How can we work it out?</b></p>	<p>Learn about symbolic meaning in 3 key religious stories.</p> <p><b>Christianity</b> - Learn about the meanings in the story of Noah and the Ark.</p> <p><b>Islam</b> - Learn about the meanings in the story of the night of Power.</p> <p><b>Hinduism</b> – learn about the meanings in the Divali story.</p>	<p><b>Religious stories and their meanings</b></p> <ul style="list-style-type: none"> <li>• Read the Christian story of Noah and the Ark (alternative text in poetry form: ‘All Afloat on Noah’s Boat’ written by Tony Mitton). Find the symbols within the story, the animals in pairs, the boat / box, the rainbow, the dove, the leaf, dry land. Compare other Bible stories: do they all use symbols? Why might that be? (Literacy links) for symbolism. Ask pupils to write simple three line prayers: what would Noah pray, when God told him to make the boat? When the animals were coming? When the rain began? After 40 days of flood? When he saw the rainbow?</li> <li>• Read the Islamic story of The Night of Power. Discuss how the events of the story then have meaning for the words in the Qur’an and how the Qur’an translates as ‘that which is read or recited’. This was a past event which has a powerful meaning still today.</li> <li>• Read or tell the Hindu story of Sita’s homecoming. Use the prior learning children have done to set up a ‘hot seat’ for Sita. Make up good questions and consider answers – what was the story like for her? Continue to use the format of 140 letters, tweets: If Sita was a tweeter, then what would Sita tweet at key moments in the story? This is a great way of retelling the story – fun, simple, potentially witty.</li> <li>• Compare the three stories. What symbols are used in these stories, and what do they mean or stand for?</li> </ul>	<p>Suggest meanings for religious stories and symbols (L2).</p> <p>Respond sensitively to the meanings Muslims and Christians find in their stories (L2).</p> <p>Make links between the symbols and meanings found in different faith stories (L3).</p>	<p>Pupils make like to design a card for a special event using appropriate symbols.</p> <p>Discuss that Noah is a key figure in Judaism and a Prophet of Islam too</p>
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<p><b>Are symbols all around?</b></p> <p><b>3 lessons</b></p> <p><b>(These lessons could come earlier in the unit)``</b></p>	<p>To look for meaning in religious symbols</p> <p>About the names, uses and meanings of some religious artefacts that matter to Christians and Muslims</p>	<p><b>Religious symbols and meanings: breaking the code!</b></p> <ul style="list-style-type: none"> <li>• Tell children that sometimes symbols are like a coded message – we have to work out what they mean. Using a feely bag, allow the children to explore a range of Christian crosses with their fingers. Talk about what symbols are incorporated into them, what do they symbolise? What do the crosses remind us about? What beliefs does it express? Look at a range of styles of Christian cross.</li> <li>• Ask the same questions using the Symbol of Islam (star and crescent moon) Muslim prayer mat, Topi and Qu’ran stand. These can be explored in the feely bag by one child, talking to the class about what they are feeling. What do they remind us of?</li> <li>• If you want to show the children a copy of the Qur’an, then it is good to model respect in the ways you treat the book. Talk about what the signs of respect mean – they are symbolic gestures too. The books is wrapped in silk, kept on a high shelf, hands are washed before it is touched. Decode those symbols!</li> <li>• Children listen to the lyrics of a Christian hymn (a good example would be ‘God’s love is very wonderful’ found in the Kevin Mayhew Songs for Assembly, but many others would be suitable). Ask the children to go and recreate the song in a creative picture and then share reasons for their images with the class. Another group might use movements / dance to explore the meaning – another kind of symbolism.</li> <li>• Discuss how language, music, objects and movement can be symbolic: hidden meanings which are interpreted differently, codes we can unravel if we think.</li> </ul>	<p>Name an artefact (L1) Identify how a religious meaning is expressed through an artefact (L2). Give an example of the difference between literal and non-literal meanings (L2). Say why some objects might be worth more than the money they cost to a believer (L2)</p>	<p>Once the artefact is out of the bag, ask questions such as, What does it look like? What is it made of? Who would use it? How would it be treated by members of the faith who use it? How should we treat it?</p>
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<p><b>Is music some times a symbolic language?</b></p>	<p>How language and music can be symbolic and that words have literal and non-literal meanings</p>	<p><b>Islamic music and symbols:</b></p> <ul style="list-style-type: none"> <li>• Children listen to a piece of music from Islam (this could be ‘Allah you are the greatest’ found on the Adam’s World CD Allah helps you Grow produced by Sound Vision UK. The work of Dawud Wharansby Ali, highly talented Muslim children’s singer, is very usable too – CD ‘A Whisper of Peace’ is a very good starting point).</li> <li>• Compare two pieces of spiritual music and how the words symbolise literal and non-literal meanings for believers and listeners.</li> </ul>	<p>Respond sensitively to the idea that music is a way of expressing a feeling or a belief (L2).</p>	<p>This idea might use different examples of Islamic music. Some Muslims make no music at all.</p>
<p><b>What does it mean to say ‘The Lord is my Shepherd’?</b></p>	<p>How metaphors convey religious meaning.</p> <p>About the famous Psalm 23, a well known Christian and Jewish text</p>	<p><b>A metaphor for God: what does it mean?</b></p> <ul style="list-style-type: none"> <li>• Introduce a religious metaphor through reading a biblical passage such as ‘The Lord is my Shepherd’ (Psalm 23). Ask: is God like a shepherd? How? Are we like sheep? How?</li> <li>• Brainstorm connecting words. Choose those which may suggest why religious believers might use such metaphors. Read and suggest meanings for a Bible story like David and Goliath or Daniel and the Lions. What do these stories mean? Do we all ‘face giants’ in some ways? Can prayer help us when we are in danger? What else helps?</li> <li>• Suggest why believers gain strength from the symbolic meanings in these passages. (Alternative biblical passages may be used.) Point out to the children that David is a prophet of Islam as well as a Jewish King, and his writing is in the Christian Bible as well.</li> </ul>	<p>Talk about God in simple ways (L1) Respond sensitively to metaphors for God. Suggest a meaning in a metaphor (L2) Describe and make sense of beliefs (L3).</p>	<p>Links to literacy work on metaphors. It would be helpful if children had previous experience of simile and metaphor.</p> <p>Link this lesson to literacy work to get some extra time for RE learning.</p>

<p><b>Diva lamps in the darkness: a symbol that goodness wins!</b></p>	<p>About the symbol of light and the idea of winning over darkness.</p> <p>To use prioritising skills to make sense of Divali symbols</p>	<p><b>Diva lamps: what do they mean? What do they symbolise?</b></p> <ul style="list-style-type: none"> <li>• Candles – use tea lights, and talk about safety – can be laid out on a low table in the shape of the Aum symbol for the start of this lesson, a good reminder of earlier learning. Light them when everyone is seated.</li> <li>• Teach children about lights: can they make, in pairs, an alphabet of lights? A is for Aura, B is for bulb, C is for candle, D is for Daylight... Work in pairs for 5 minutes on this and compare notes. Light is everywhere.</li> <li>• Here are 6 ideas that say why the lights matter at Divali. Write them large on cards for circle time, and ask children to rank them 1-6 by discussion: which ones are the best reasons? Divali light matter because...             <ul style="list-style-type: none"> <li>○ They are pretty</li> <li>○ The lights are a reminder of Sita</li> <li>○ Hindus believe light conquers darkness</li> <li>○ Light is a sign for a new start, and Divali is new year.</li> <li>○ The lights help you to believe that light conquers darkness</li> <li>○ They are part of a good tradition</li> </ul> </li> <li>• Blow out all the candles, and rearrange them into other shapes to relight and blow out: a spiral, an eye, a tree. Ask the children what these are symbols for, in their imagination? Hold several short periods of silence to watch the candles and think about the symbols, then feedback in pairs or to the whole class.</li> </ul>	<p>I can identify an idea about light as a symbol (L2)</p> <p>I can suggest meanings for divali lights (L2)</p> <p>I can make links between different ways light is used in celebrations (L3)</p>	<p>The use of candles is safe if children are instructed and well managed – but check your school’s policy.</p>
		 <p>The top image shows a single red ceramic diya (oil lamp) with a lit wick. The bottom image shows a large arrangement of many small, lit tea lights (diyas) arranged in a circular pattern, glowing in the dark.</p>		

<p><b>How are symbols used in sacred places?</b></p> <p><b>What do symbols in places of worship mean?</b></p>	<p>About some common symbols used in a Mandir, a Church and a Mosque.</p>	<p><b>Symbols in a sacred place: what matters?</b></p> <ul style="list-style-type: none"> <li>Using video footage, photograph packs, virtual tours and or through a visit. Play 'I Spy': children are to encouraged to find possible symbols in a church, mosque or mandir and record them.</li> <li>If you use virtual tours, show them for a few minutes, then ask children to use the enquiry questions: who, what, when, where, how, if, why. They should create a sheet of questions they'd like to ask about the virtual tour.</li> <li><b>Christianity:</b> Give particular attention to the Eucharist, banners/artwork. Suggest meanings of the symbols</li> <li><b>Islam:</b> look at the way God's names are seen in calligraphy and the ways light (moon and star) are seen in designs.</li> <li><b>Hinduism:</b> look at some murtis (statues) of the gods and goddesses: their powers are symbolised by the animal they 'ride', the things they hold and the ways their bodies are superior to humans – e.g. ten arms, a third eye, holding a flame.</li> </ul>	<p>Identify some symbols in Mandirs, Mosques and Churches (L1)</p> <p>Suggest meanings for symbols found in a sacred place (L2).</p>	<p>In groups children could produce a class 'I spy' book.</p>
<p><b>What have we learnt about our symbols?</b></p>	<p>How symbols are used by believers in practice.</p> <p>How to use imagination in RE to devise their own symbol</p>	<p><b>The use of symbols: how and why?</b></p> <ul style="list-style-type: none"> <li>Re-cap on what we children have learnt about symbolism and ask the questions why are they important? Is it possible to have a faith with no symbolic meanings?</li> <li>Children complete a reflective activity: to make their own symbol for their family. Use play dough, modelling clay, junk modelling kit, collage or Lego if you work indoors – but try a 'Forest School' type approach if the weather is dry: Make the symbol of leaves and twigs on the ground, or chalk on the playground. Emphasises thoughtfulness! Children choose four words that describe why their symbols work for them and why it matters.</li> <li>Another 'circle time' activity might follow: to share these self-made symbols and their meanings, looking for similarities between them. Take photos for a whiteboard PowerPoint if you have worked outside.</li> </ul>	<p>Talk about how symbols are used in religions (L1)</p> <p>Suggest meanings in objects (L2)</p> <p>Suggest why they are important (L2).</p>	<p>Opportunity to ask many 'puzzling' questions.</p>

<p><b>What have we learned about Hindu, Muslim and Christian symbols?</b></p>	<p>To bring together the ideas and information they have gained during the unit of work.</p> <p>To work in a team on a shared task</p> <p>To select and suggest meanings for symbols from three religions</p>	<p><b>Crosses, Aum, Moons and Stars:</b> These activities could be done in three groups, using a huge cross / aum / moon &amp; star, or with a template card for each child.</p> <ul style="list-style-type: none"> <li>• Pupils are asked to complete a moon and star shaped template that will show symbols and meaning from the Muslim faith. It needs to include ideas generated through this unit and children are asked to provide some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Mosque? Put the 30 moon and star designs made by the class into a mobile ceiling hanging.</li> <li>• Also ask children: who are your guiding lights? Can they draw 5 people onto another star, who have been guiding lights to them?</li> <li>• Pupils are asked to complete a cross shaped template that will show symbols and meaning from the Christian faith. It needs to include ideas generated through this unit and children are asked to provide some of their own symbolic ideas with explanations. Would this cross be suitable to display in a Christian place of worship? Put the 30 crosses made by the class into a mobile ceiling hanging.</li> <li>• Also ask pupils: who gave up something for you? Ask them to draw the person who shows they care for them, and how they show it.</li> <li>• Pupils are asked to complete a template shaped like the Aum symbol that will show symbols and meaning from Hindu traditions. It needs to include ideas generated through this unit and children are asked to provide some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Hindu Mandir? Create a mobile ceiling hanging from the work done by all the children.</li> <li>• Also ask the children: What sound makes you calm? A song, a voice, a kind of music?</li> <li>• Pupils are asked to design and make a leaflet containing illustrations and text to explain some symbols from the Muslim faith, some from the Hindu traditions and some from the Christian faith. It is to be made as an information leaflet suitable for Reception or Year One children (this task could be for your higher achieving group of Year Two pupils).</li> </ul>	<p>Name a symbol for Muslims and for Christians (L1)</p> <p>Talk about how to decorate the symbols in ways that show what is special about the two religions (L1)</p> <p>Respond sensitively for myself to the task (L2)</p> <p>Retell stories from religions (L2)</p> <p>Suggest the meaning of a symbol from religion (L2)</p>	<p>Put the moon and star designs and the crosses and the Aum symbol designs made by the class into mobile ceiling hangings.</p>
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