

Key Stage One

Unit B: Symbols of Belonging

FOCUS: Christian and Sikh

Telford & Wrekin SACRE Agreed Syllabus

RE Model Unit plan -guidance for teachers.

	Term/ Time allocation 6-7 hours	Year Group Year 2	Unit of Work/Key question <i>Symbols of Faith and signs of belonging: Why are they important?</i>
Unit context/intent/background information		Prior learning	
This unit is designed to show children that symbols can have more meaning than meets the eye. A symbol can mean different things to different people this unit will teach pupils to look beyond the surface to look for deeper meaning in the symbol for those who are part of that religion.		It is helpful if pupils have: Some prior knowledge and understanding of both the Christian and Sikh religions.	
In coming into this unit, the pupils will have some knowledge of each of the religions covered to enable them to place the symbol within that religion.		Remind them of work they have done already through the following SACRE units.	
In subsequent years, the children will be able to build on their knowledge as they explore more symbols involved in religion and elsewhere.		Reception – Who celebrates what and how? Year 1 – Special stories what can we learn? Year 1 – Finding out about Christian Churches	
Key learning objectives LI: To understand what a symbol is. LI: To identify symbols of celebrations LI: To explore Christian Symbols LI: To explore Sikh Symbols LI: To explain the importance of symbols LI: To reflect on what I have learnt about the importance of symbols	Key Questions from Agreed Syllabus covered Key Stage 1 What are symbols? Why are symbols important in life? What religious symbols do people use?	Key values <i>Respect</i> <i>tolerance</i> <i>awe and wonder</i> <i>curiosity</i> <i>empathy</i>	British values <i>Mutual respect</i> <i>Tolerance of cultures and faiths</i> <i>Individual liberty</i>
Concepts/Vocabulary (see Syllabus Concept stages)		Key skills	
4	<i>Sikh, Sikhism, Kara, kirpan, Ik Onkar, khanda</i> <i>Christian, Christianity, crucifix, crown of thorns</i>		
3	<i>Holy, worship, candle</i>	A Know about and understand	Recognise some different symbols and actions which express a community's way of life.
2	<i>Symbol, symbolism, dove</i>	B Express and communicate	Observe and recount different ways of expressing identify and belonging. Respond sensitively for themselves
1	<i>importance, celebration, annual</i>	C Gain and deploy skills	Explore questions about belonging, meaning and truth.

This is the time allocated to this unit as it stands. This can increase if you want to spend longer looking at religious symbols in lessons 3 and 4.

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This is the unit that the exemplar planning is for. It is the second unit for year 2.

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This is the context and the background information which explains the intent of the unit. In this case it is exposing the children to different symbols beginning with secular symbol they see everyday and moving on to religious symbols.

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What do the children bring to the unit? As part of the syllabus children in KS1 need to cover Christianity and one other religion. This unit covers Christianity and Sikhism as the chosen religions. These lessons can be edited to focus on the religions your school has chosen.

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These are the learning intentions for each lesson of the unit. It stands as a brief overview of what will be covered.

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Within the agreed syllabus there are key questions for each Key Stage that should be covered through the units.

This unit covers
 What are symbols?
 Why are symbols important in life?
 What religious symbols do people use?

See the next slide for the syllabus



Key Stage 1

- What are the questions that puzzle us?
 - How do religious and non-religious people begin to answer these questions?
 - Why is respect important for everyone?
 - How can we be more inclusive of people of different races, genders and religion and beliefs?
 - What do religious people believe about God?
 - How is God shown in the stories of creation?
 - What responsibilities do people have for the world?
 - Why are Scriptures important for religious people?
 - What can different religious people learn from stories?
 - Why can buildings be special to people?
 - What do religious buildings look like in Telford and Wrekin?
 - How are religious buildings used?
 - Why are religious buildings important to believers?
- What are symbols?
 - Why are symbols important in life?
 - What religious symbols do people use?

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Link to Key and British values which this unit covers.

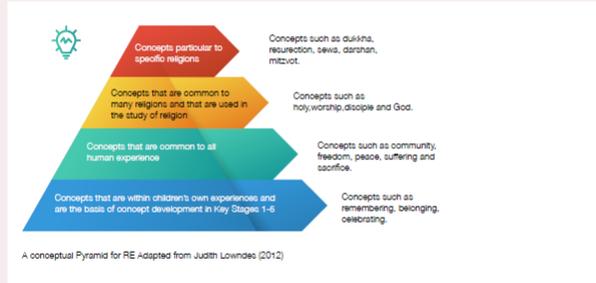
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This links to the agreed syllabus concept stages. The key vocabulary from this unit is linked in here.

Concepts

Concepts can be seen to be the 'golden thread' which weaves through all of the units. This is an integral part of RE learning. In a constructivist approach to RE it is important to base pupils' progress of knowledge and skills that are in their own experience. This approach is highlighted by Judith Lowndes (2012) in her conceptual pyramid which is illustrated in an adapted form below:



If pupils are able to make links with their own experiences they will be able to engage in deeper learning and see the relevance of what they are learning. RE is not about cultures and practices that are alien; rather it is about beliefs and practices of people who are, or will be, encountered in pupils' everyday experiences. If it is possible to make links with pupils' own experiences then RE can begin with a shared concern or life experience and then explore differences.

As found in the syllabus these concepts build on knowledge and work towards children having an understanding of specific religious concepts. In this case the symbolism of each religious symbol.

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See next page for where these stands have come from.

A: Know about and understand

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3
<p>Recognise some different symbols and actions which express a community's way of life</p> <p>Recognise similarities between communities</p>	<p>Describe a range of beliefs, symbols and actions</p> <p>Understand different ways of life and ways of expressing meaning</p>	<p>Explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living</p> <p>Explain why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living</p> <p>Enquire critically into the variety, differences and relationships that exist within and between beliefs, values and ways of living</p>

B: Express and Communicate

Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3
<p>Observe and recount different ways of expressing identity and belonging</p> <p>Respond sensitively for themselves</p>	<p>Suggest why belonging to a community may be valuable, in their own lives</p> <p>Suggest why belonging to a community may be invaluable in their own lives</p>	<p>Explain a wide range of ways in which commitment and identity are expressed</p> <p>Evaluate and analyse controversies about commitment to religions and worldviews</p> <p>Account for the impact of diversity within and between communities</p> <p>Interpret a wide range of ways in which commitment and identity are expressed</p>

C: Gain and deploy skills

Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3
<p>Explore questions about belonging, meaning and truth</p> <p>Express their own ideas and opinions in response using words, music, art or poetry</p>	<p>Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth</p> <p>Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth</p> <p>Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p>	<p>Explore some of the ultimate questions that are raised by human life in ways that are well-informed</p> <p>Give reasoned personal responses to ultimate questions</p> <p>Express insights that draw on a wide range of examples including the arts, media and philosophy</p>

<p>Resources MDT Resource Library – In year 2-unit B there are updated links that may be useful when teaching different concepts.</p> <p>Lesson 1 A selection of symbols relevant to your class Could include: Rainbow, School logo, Beavers/cubs sign, Local football club, Extension task Outline of a shield</p> <p>Objects that represent the different celebrations (Lesson 2)</p> <p>Symbols from each religion covered, (Modelled example of Christian and Sikh) (Lesson 3 and 4)</p> <p>MDT Resources – In the transition section there is a section on Sikh symbols that can be used. Christian symbols are in Yr2 unit B.</p>		<p>Cross curricular links Art – Explore and sketch various religious symbols. D&T – Design and make your own personal symbol. History – Link to historic topic. What symbols were used in the plague (or any time in history you are studying) Numeracy – link to shape – can you identify the shapes of any symbols. PSHE – Personal symbols, giving and listening to personal opinions.</p>				
<p>Assessment task This is not always necessary for every unit but if you need a task, you could use one of the following.</p> <p>Pupils are asked to design and make a leaflet containing illustrations and text to explain some symbols from the Sikh faith and some from the Christian faith. It is to be made as an information leaflet suitable for Year One children. Or Ask pupils 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? As above but the Khanda from the Sikh faith and to be suitable to be displayed in the Gurdwara.</p>		<p>Expected outcomes for children</p> <table border="1"> <tr> <td> <p><i>Pupils working towards the expected standard (WT)</i></p> <ul style="list-style-type: none"> identify some religious symbols, gestures, and words. talk about their own special things. name the religion associated with key symbols. </td> <td> <p><i>Pupils working at the expected standard (ARE)</i></p> <ul style="list-style-type: none"> identify some key religious symbols and some symbolic actions in a religious context. talk about some of the beliefs that underpin symbols finding out about the meaning behind beliefs and practices. respond sensitively to the 'special objects' of two religions. recognise similarities between communities. </td> <td> <p><i>Pupils working at greater depth (GD)</i></p> <ul style="list-style-type: none"> describe some religious artefacts for themselves in speaking or writing activities. recognise similar beliefs and ideas expressed symbolically in different religious or secular contexts, through symbols, actions, and words for a community's way of life. make links between their own 'special objects' and some artefacts of religions. </td> </tr> </table>		<p><i>Pupils working towards the expected standard (WT)</i></p> <ul style="list-style-type: none"> identify some religious symbols, gestures, and words. talk about their own special things. name the religion associated with key symbols. 	<p><i>Pupils working at the expected standard (ARE)</i></p> <ul style="list-style-type: none"> identify some key religious symbols and some symbolic actions in a religious context. talk about some of the beliefs that underpin symbols finding out about the meaning behind beliefs and practices. respond sensitively to the 'special objects' of two religions. recognise similarities between communities. 	<p><i>Pupils working at greater depth (GD)</i></p> <ul style="list-style-type: none"> describe some religious artefacts for themselves in speaking or writing activities. recognise similar beliefs and ideas expressed symbolically in different religious or secular contexts, through symbols, actions, and words for a community's way of life. make links between their own 'special objects' and some artefacts of religions.
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These are the resources that you will need for this unit for the lessons.

There will be a directory from the MDT which will be freely available for you to access which will have the symbols you can use in.

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Cross curricular links where this unit fits in with other subjects

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Assessment in RE may not be necessary for every unit. However if you wanted to use this unit as a bases for assessment here are some ideas based on the children's knowledge of religious symbols and their representations to the religious as well as a personal response.

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These are the expected outcome from the unit for those children working towards, at age related expectation and at greater depth.

Notice that children working towards and at age related expectation are identifying symbols where as at greater depth the expectation is to describe.

Learning Intentions	Lesson planning ideas
<p><u>Learning Intention: To understand what a symbol is.</u></p>	<p>Starter Symbols – What are they. Children to do a mind map in their book of what they know about symbols. Do they know any symbols? This could be symbols they see every day or religious symbols that they know. This is a dry assessment for learning task to begin the unit – do not expect many symbols at all but children show existing knowledge.</p> <p>Main What is a symbol? What do symbols mean?, How can symbols link up to our feelings? Share symbols that the children may know – school logo, brownies/rainbows, bevers, local football club. Establish that symbols may be a sign of belonging. A rainbow may have different meanings to different people for instance – the rainbows (club), COVID-19/NHS, symbol of hope etc. What symbol would represent you?</p> <p>Activity WT - Children to have symbols to match with meanings. <u>E.g.</u> Rainbow – Hope School logo Dairy milk logo</p> <p>ARE - Children to be given a selection of symbols and supported write about what each one represents.</p> <p>GD - Children to pick 3 symbols from a given selection and write independently about what each one represents.</p>

Each lesson is made up of a learning intention, starter, main class discussion and activity.

We have tried to give a lot of detail as we know some teachers prefer this if RE is not their preferred subject. However the activities and teaching can be edited as teachers wish to tailor it to their class.

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Learning Intention: To identify symbols of celebrations.

Starter Recap – What symbols did we talk about last lesson? Show a selection of the symbols and briefly discuss meaning.

Main

Talk to your partner - What events do we celebrate annually? Take feedback from the children expecting answers such as Birthday, Easter, Mother's Day, Father's Day, Halloween, Pancake day (Shrove Tuesday), Christmas. Depending on religious studied/religious diversity of your class you may get other religious celebrations e.g. Eid, Diwali, Hanukah etc.

How do we celebrate a birthday? What symbols might represent that?

Show a picture of a birthday cake with candles - is it just a cake or is a symbol of your birthday? Think about the number of candles which represent age. You do not have elaborate cakes every day.

Adult to share some important things from a special day to them in groups. EG

Christmas

- Cards
- photo of family having dinner.
- Present
- Balloon
- Cake
- Carols

Activity

Set up different tables for different celebrations in your classroom with objects/symbols related to that celebration. Children to work as a group and be given a set time at each table to discuss the objects, what they symbolise and what they think the celebration is.

TALKING LESSON - record by talking and taking photos of the learning and post it's of children's quotes.

Marking for Success – Children to choose a symbol and explain its significance to them – what it helps them to remember.

Plenary – after task.

How much does each item cost?

Establish symbols do not need to be expensive to be meaningful. Actually, the things that have the most value may not cost money.

Learning Intention: To explore Christian Symbols

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?

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?

Look at images of a Crucifix and discuss that it is a very important symbol in Christianity. Why might that be? Discuss links with Easter (Salvation)

Activity

Chn to give own viewpoints on what they believe each symbol might represent.

Crucifix- Jesus' victory over sin/death

Dove- symbol of peace

Crown of thorns- symbol of Jesus giving his life for us.

Candle- symbol of light

Plenary

Discuss what the chn thought the symbols stood for. Discuss what each symbol represents. Discuss that people of faith sometimes use symbols as reminders of certain things. Do we have any symbols in school which remind us of something?

Learning Intention: To explore Sikh Symbols

Starter

Show chn the crucifix image from last lesson. Can you remember what it is a symbol of? Now share an image of Ik Onkar. Discuss that Sikhism started with a big focus on One God and that that is what this symbol means. Have you seen it before?

Show the children some Sikh symbols – either pictures of or physical symbols if available. Children can work in groups to discuss the meanings they think they hold or can be given the meanings for the children to them match up with the symbol.

Activity

Chn to match the symbols with their meanings or discuss meanings orally.

Kara- A circle with no beginning and no end; it is a symbol for God.

Ik Onkar- One God

Kirpan (Sword/dagger)- Defence of the weak; fight for the good

Remind chn that the 5Ks are symbols of baptised Sikhs and there is no expectation for other Sikhs to imbibe those. Sikhs prefer for children not to be baptised and it is mostly adults who can decide whether they want to be baptised or not.

Plenary

Recap on the symbols learnt today and compare to some of the Christian symbols. What is similar? What is different?

Learning Intention To explain the importance of symbols.

Starter On a post it notes draw or write something that is important to you – keep this private from your partners as we will share this all together in a minute. It could be friends, family, pet, toy, and activity like football.

Main

What is important to you? Turn to your Partner and discuss the things that are important you can now show and share post it notes.

Take feedback from children. As children to share their post it notes begin to group them into family, friends, objects etc and establish that everyone thinks different things are important to them, but some things may be similar.

Once complete ask children who have picked family (If you have this option – link to your feedback from the children could be you have different groups) why it is important to them. Expect some similar answers as to why they picked different things.

We have discussed and explored the symbols of Sikhism and Christianity but why are they important to those religions?

Show symbol of the cross.

What does this represent? Why is this important for Christians to remember? This is what it means to the religion and why people of that religion use the symbol.

Repeat with symbols used in previous lessons and ask children why they are important.

Task

WT - Children to have pictures of the Christian symbols and Sikhism symbols and what they represent and why they are important.

ARE/GD - Children to have pictures of the Christian symbols and Sikhism symbols and what they represent and why they are important.
ARE - Supported GD – Independent

Learning Intention: To reflect on what I have learnt about the importance of symbols.

Starter

Turn to your partner – Just a minute.
Time one minute for partner 1 to tell partner 2 everything they know about symbols now. Repeat with partner 2 now talking.

Main

Display a variety of symbols that have been taught over the unit on the board. Ask children to share knowledge of what they now know picking a symbol from the board and showing their knowledge. This may spark discussions from within the unit. Allow children to discuss ideas as they may well have differing opinions on symbolism and their importance within religion.

Discuss the following as a class before task.

- What symbols are
- Why are they important?
- What Christian symbols do you know?
- What Sikh symbols do you know?
- What does symbolism mean to you?

Activity

All groups

Using a different coloured pen go back to the mind map that was created in lesson one and add to it all the knowledge that the children now have about religious symbols. Use questions above to help children with their pre-existing knowledge.

Next steps/impact

This will be built on as children continue into KS2 through their learning of other religions.

Holy Books words which are special Yr 2

What can we learn from visiting sacred places? Yr 4

Keeping the 5 Pillars of Islam Yr4

What can we learn about religions and temptation Yr 5

What values matter most Yr5

Words of wisdom from Sikh's, Muslims, and Christians – Yr 6

Expressing spiritual ideas and beliefs about God through the arts Yr6

Finally included in the next steps and the units that will build on knowledge and skills from this unit as they continue through Key Stage Two.