

	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 <p>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.</p> <p>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.</p> <p>In subsequent years, the children will be able to build on their knowledge as they explore more symbols involved in religion and elsewhere.</p>		Prior learning <p>It is helpful if pupils have: Some prior knowledge and understanding of both the Christian and Sikh religions.</p> <p>Remind them of work they have done already through the following SACRE units Reception – Who celebrates what and how? Year 1 – Special stories what can we learn? Year 1 – Finding out about Christian Churches</p>		
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.	

<p>Resources</p> <p>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</p> <p>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</p> <p>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.</p> <p>Or</p> <p>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"> <thead> <tr> <th data-bbox="840 791 1267 868"><i>Pupils working towards the expected standard (WT)</i></th> <th data-bbox="1267 791 1704 868"><i>Pupils working at the expected standard (ARE)</i></th> <th data-bbox="1704 791 2128 868"><i>Pupils working at greater depth (GD)</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="840 868 1267 1468"> <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 data-bbox="1267 868 1704 1468"> <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 data-bbox="1704 868 2128 1468"> <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> </tbody> </table>			<i>Pupils working towards the expected standard (WT)</i>	<i>Pupils working at the expected standard (ARE)</i>	<i>Pupils working at greater depth (GD)</i>	<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 	<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. 	<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.
<i>Pupils working towards the expected standard (WT)</i>	<i>Pupils working at the expected standard (ARE)</i>	<i>Pupils working at greater depth (GD)</i>							
<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 	<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. 	<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. 							

Learning Intentions	Lesson planning ideas
<p><u>Learning Intention: To understand what a symbol is.</u></p>	<p>Starter Symbols – What are they.</p> <p>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 – don't 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?</p> <p>Share symbols that the children may know – school logo, brownies/rainbows, beavers, 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 E.g. 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>
<p><u>Learning Intention: To identify symbols of celebrations</u></p>	<p>Starter Recap – What symbols did we talk about last lesson? Show a selection of the symbols and briefly discuss meaning.</p> <p>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 it a symbol of your birthday? Think about the number of candles which represent age. You don't have elaborate cakes every day.</p> <p>Adult to share some important things from a special day to them in groups. EG Christmas</p> <ul style="list-style-type: none"> - Cards - photo of family having dinner - Present - Balloon

	<ul style="list-style-type: none"> - Cake - Carols <p>Activity Set up different tables for different celebrations in your class room 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.</p> <p>TALKING LESSON - record by talking and taking photos of the learning and post it's of children's quotes.</p> <p>Marking For Success – Children to choose a symbol and explain its significance to them – what it helps them to remember.</p> <p>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.</p>
<p><u>Learning Intention:</u> To explore Christian Symbols</p>	<p>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?</p> <p>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?</p> <p>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)</p> <p>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</p> <p>Plenary Discuss what the children 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?</p>
<p><u>Learning Intention:</u> To explore Sikh Symbols</p>	<p>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?</p> <p>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.</p>

	<p>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</p> <p>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.</p> <p>Plenary Recap on the symbols learnt today and compare to some of the Christian symbols. What is similar? What is different?</p>
<p><u>Learning Intention</u> To explain the importance of symbols</p>	<p>Starter On a post it note 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.</p> <p>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.</p> <p>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.</p> <p>One 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.</p> <p>We have discussed and explored the symbols of Sikhism and Christianity but why are they important to those religions?</p> <p>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.</p> <p>Repeat with symbols used in previous lessons and ask children why they are important.</p> <p>Task WT - Children to have pictures of the Christian symbols and Sikhism symbols, and what they represent, and then match the cards up together, discussing each one.</p> <p>ARE/GD - Children to have pictures of the Christian symbols and Sikhism symbols, and what they represent. Children to record these in their books, explaining why they think they are important. ARE- Supported GD – Independent</p>

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