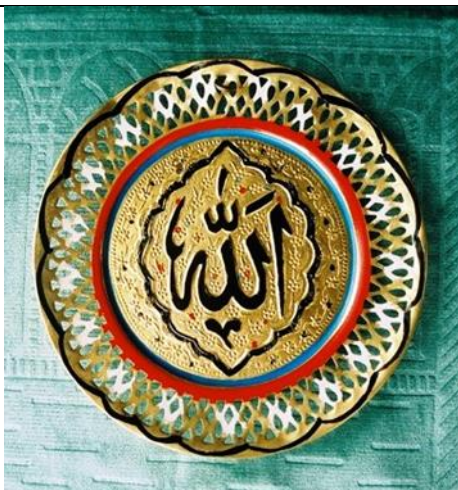




Support Materials for Religion, Values and Ethics

Ideas to support RVE within the Humanities Area of Learning and Experience

Suggested age group:
7-8-year-olds

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

Religions and philosophical convictions:
Christianity, Hinduism, Islam



Cyngor Sir Gâr
Carmarthenshire
County Council



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RE Today
Services

This is one of a series of support materials for RVE produced for teachers with the aim of setting high standards in the study of religion, values and ethics. These resources are offered as suggestions to enable learners to develop knowledge and understanding of religion and belief in ways which foster the four purposes of the Curriculum for Wales and afford opportunities for exploration of the cross-cutting themes and development of disciplinary and wider skills. They are written to align with the What Matters Statements and Progression Steps within the Humanities AoLE. Nothing within these materials is intended to be prescriptive. Teachers are reminded that RVE is to be delivered with regard to the Locally Agreed Syllabus, and the principle of subsidiarity. Access the series of plans and supporting resources at www.retoday.org.uk/rvewales

Supporting RVE in the Curriculum for Wales

These materials are intended to give teachers ideas and inspiration to support critical, objective and pluralistic RVE, in line with the Welsh Government Guidance and their locally agreed syllabus. The materials are not intended to prescribe content, nor specific courses of learning. We urge teachers to be flexible, creative and selective in their use of these materials. Subsidiarity is a key principle within the Curriculum for Wales, so teachers should exercise professional judgement, and critically engage with these materials, to ensure that RVE in their school accommodates their local context, and the needs of learners, and fulfils statutory requirements. The materials can be adapted, amended and used as selectively or as comprehensively as appropriate to each school's individual context.

About these resources

Swansea SACRE is grateful the funding it received from [Westhill Endowment](#) which made this work possible.

These materials have been written to support RVE as part of the Humanities Area of Learning and Experience within the Curriculum for Wales. They are the result of collaboration between Swansea SACRE and RE Today Services.

[RE Today](#) Services is a well-established and highly respected educational charity, working in the UK and internationally to give children a broad and balanced education to support them in the world they live in, through the teaching of high-quality RE in schools. These materials have been written by Lat Blaylock, Editor of *RE Today Magazine*, and National Adviser for Religious Education, and Angela Hill who is RE Today's National Adviser based in Wales.

Jennifer Harding-Richards, RE Adviser to the local authorities within the Partneriaeth region is the project director for these support materials. She can be contacted at Jennifer.Harding-Richards@swansea.gov.uk

We hope these resources are helpful and enjoyable to use. We welcome constructive feedback. Examples of learners' work produced from using the ideas in these materials is always gratefully received.

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

Suggested age group: 7-8-year-olds

Religions and worldviews: Hinduism, Christianity, Islam

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience. This Area encompasses geography; history; religion, values and ethics; business and social studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills. These support materials focus on RVE.

In law, RVE must be critical, objective and pluralistic: these support materials apply these principles.

About this resource:

The Welsh curriculum places the study of religion, values and ethics in the Humanities area of learning and experience. These support materials provide teachers with high quality practical plans which exemplify good learning in RVE about some of the intended meanings from a range of symbols. The resources consider 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 about identities and they consider what symbols matter to them.

The work will set high standards in RVE by challenging children to remember new rich knowledge and to think about diversity, noting similarities and differences between religions. The work is an integral example of the place of RVE within the 2022 Curriculum for Wales, Humanities Area of Learning and Experience.

Estimated time for this work (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. In RVE, learners need opportunities to reflect deeply on big questions and ideas: it is sometimes wise to enable learners to 'linger longer, digging deeper.'

Where this fits in:

This plan can build on previous RVE work, for example on learning what religion is, and about sacred places, signs and symbols. Reinforce the idea that religions are many and are both similar and different. Teachers can continue to explore ideas of symbolism with learners in units that follow. Links to the Humanities AOLE are evident at many points in this unit, which can be seen as a way of working alongside or in integrated provision with social studies, history and geography. There are also good literacy links, where children are beginning to learn about figurative language and the whole function of the unit is to help children see beyond the surface of an object, sign or word, and look for deeper meanings. Religious symbols are imbued with centuries of meaning for millions of people, so it's important that children see the significance of a symbol - it's much more than a badge or logo!

Three religions is a lot to handle for 7-8 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. Build knowledge in a careful sequence so that learners can - for example - sort artefacts on a table by religion, and talk about meanings, similarities and differences.

Welsh Curriculum: What matters most? (the 4 Humanities AOLE priorities)	How do these materials connect to the statements of what matters most?
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	- Learners explore questions lived religion, here and now, including examples from Wales. - Learners will gain knowledge about symbols; what they mean and how they originated and developed in 3 different religions in today's world.
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	- Learners find out about the complexities of religious identity, belonging, values and convictions, learning to suggest meanings in relation to different symbols. - Learners will gain knowledge of different meanings and diverse perspectives in relation symbols from three religions
Human societies are complex and diverse, and shaped by human actions and beliefs.	- Learners discover how people from diverse religions and worldviews express and live out their beliefs and convictions - Learners will gain knowledge and understanding of the complex mix of religions in our communities and in the UK.
Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.	- Learners learn about diversity and consider what it means for people from different faiths and worldviews to engage with big ideas and issues - Learners will gain knowledge and understanding of values that matter to Hindus, Muslims and Christians.

Themes, skills and purposes

As the RVE guidance requires, these support materials have been developed to a model of curriculum design and development that incorporates appropriate opportunities for learning and consideration of cross-cutting themes in the Curriculum for Wales. These cross-cutting themes are: careers and work-related experiences, human rights, diversity, local, national and international contexts and relationships and sexuality education. We have also attended here to the importance of cross-curricular skills of literacy, numeracy and digital competence, as well as the skills integral to the four purposes (creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organising). All these intersecting issues are built into the way these support materials have been constructed.

See this link for further details: <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/>

RVE Progression principles in action:	Contributions to progression in RVE:
• Increasing breadth and depth of knowledge.	• Learners find out about religious diversity, gaining rich knowledge of Hindu, Christian and Muslim symbols and identities • Learners are challenged to use their deepening knowledge to identify meanings and make sense of similarities and differences themselves
• Deepening understanding of the ideas and disciplines within the Humanities AOLE.	• Learners use simply some methods from religious studies to make more sense of the world • Learners will gain experience in using different disciplines in their RVE studies, including theological, sociological and historical approaches
• Refinement and growing sophistication in the use and application of skills.	• Learners practice the skills of suggesting meanings, making sense of religious materials and interpreting beliefs and values at age-appropriate levels • Learners gain from a wide variety of learning methods a growing understanding of ways to make sense of religion and beliefs and explain what matters about common symbols.
• Making connections and transferring learning into new contexts.	• Learners are encouraged to make links between different religions and worldviews • Learners are challenged to use their learning in new settings, for example suggesting how symbols might be used in sacred buildings or the homes of believers, and what they might mean.
• Increasing effectiveness as a learner.	• Learners learn how to gain and deploy a rich knowledge of Hindu, Muslim and Christian symbols. • Learners learn to describe and explain religions and worldviews, applying ideas creatively for themselves by, for example suggesting which uses of symbols express their meanings most clearly.

RVE in these materials include the development of positive values, virtues and attitudes which contribute to learners' wellbeing:

- **Love of learning:** enjoying discovering new ideas about religion and belief including decoding symbols.
- **Respect for all:** facing the challenges RVE presents to develop respect for all people through for example, listening, dialogue and recognising the values behind common symbols for Muslim, Hindu and Christian people
- **Open-mindedness:** being willing to be open to new ideas, for example the importance given to gods and goddesses (Hindu), Prophets (Islam and Jesus and his followers (Christian) in different religions
- **Appreciation and wonder:** develop insight into spiritual questions respond to the exploration of symbols and meanings throughout this unit.

Prior learning	A rich RVE vocabulary	Resources for teachers to explore - you will not need all these, but they show a range of possibilities
It is helpful if learners have: Some prior knowledge and understanding of the three religions. Remind them of earlier study. Use retrieval learning methods to ensure that all learners can access their RVE from the infants as they tackle this new topic in greater depth.	Learners will have opportunities to use words and phrases related to: Sign Symbol Meaning Gesture Metaphor Image / imagery Hindu artefacts The Aum Symbol. Signs of devotion to gods and goddesses. Christian artefacts Crosses, Palm cross, Hot crossed bun, Nativity figures, Easter / Christmas cards. Muslim artefacts, Prayer mat, topi, Qur'an, Qur'an stand, Star and Crescent Moon, Eid cards.	Resources • The school symbol/logo • A selection of simple favourite information books about Hindus, Christians and Muslims. • 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) • Muslim artefacts - prayer mat, badges and car stickers with moon and stars on them, pictures and images, Qur'an stand, compass for prayer directions. • Hindu artefacts: different versions of the Aum Symbol, murtis (statues) of gods and goddesses, diva lamps, an Aarti tray, Divali cards. • A feely bag • Photo packs/picture packs of non-verbal forms of communication for Hinduism, Christianity and Islam. • Resources for Birthdays (cards, candles, a pretend present) • Visual cues for celebrations including Harvest, Easter, Christmas, Eid, Ramadan, Divali. • Christian stories: Noah and the Ark, Daniel and the Lions, David and Goliath, Jesus' last days • Muslim stories: The Night of Power, Muhammad at the gates of Makkah • Hindu Stories: Rescuing Sita (Divali stories) • Christian, Hindu and Muslim songs or music. • The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables learners to view and judge numerous works of learner art on key religious and spiritual ideas from young people. • BBC Bitesize RE for KS2 is also a good starting point: • The best gateway for RE sites is: www.reonline.org.uk • TrueTube has some useful video for RE: https://www.truetube.co.uk/ Virtual Tours: • Cumbria SACRE share their excellent resources for free online - links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ • Birmingham Faith Visits is a super project: 18 short films from 6 major religious buildings in Birmingham, all suited to children in primary schools and with lots of support resources: https://birmingham-faith-visits.theartsociety.org/ • For further information try https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/ Print resources • Talking Pictures: visual learning about Jews, Christians, Muslims from RE Today • What happens in? 6 beautiful cutaway whiteboard pictures and poster cards from major religious buildings with an ideas book from RE Today • Inspiring RE: Hindus, Muslims, Christians, Living without God, series edited by Fiona Moss, RE Today Stories • More examples of faith stories can be found from the NATRE shop online at https://shop.natre.org.uk/category/stories.isla.pr Many free religious stories available from this starting point with good learning ideas Artefacts for RE: firms that supply a range of objects include • RE On Demand, https://www.reondemand.co.uk/ • Religion in Evidence https://www.tts-group.co.uk/primary/re/ • Those who supply artefacts to faith communities are often authentic and cheap sources of religious 'realia'. E.g. India Bazaar, based in Leicester, lots of Hindu materials (and some for other faiths too): https://www.indiabazaar.co.uk/religiouspoojawedding-item

Contributions to spiritual, moral, social and cultural development of learners

(RVE makes a contribution to this whole school responsibility)

- **Spiritual:** Discussing and reflecting on key questions of meaning that are at the heart of religious traditions and practices.
- **Moral:** Considering what it means to respect others, including religious community members.
- **Social:** Articulating their own and others' ideas about symbolism in religion and their own lives.
- **Cultural:** Encountering people, literature, arts and resources from Hindu, Christian and Muslim cultures.

How do these support materials help develop learners' engagement with the cross-cutting themes?

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum#cross-cutting-themes>

- **Local, national and international contexts :** we will consider examples of symbols from different countries and cultures
- **Human rights education and diversity:** we will talk about how symbols can express identity and we will consider diverse ways in which some symbols are used and interpreted.
- **Relationships and sexuality education:** studying symbols can help us to understand others and build positive and respectful relations between individuals and communities. Learners will understand how symbols can help people to feel that they belong.

EXPECTATIONS	From these support materials:
Nearly all learners will be able to:	• Identify some religious symbols, gestures and words • Collect information about 3 different religions • Talk about their own special objects • Describe some religious artefacts for themselves in speaking or writing activities using new vocabulary (2 new words from each religion) correctly
Most learners will be able to:	• Identify and name some key religious symbols and some symbolic actions in a religious context • Use their new knowledge to describe symbols and their meanings • Talk about some of the beliefs that underpin these symbols • Respond sensitively to the 'special objects' of three religions • Use some examples of symbolic language to talk about symbols that mean a lot to them
Many learners will be able to:	• Describe values from the three religions, including the values of key symbols • Identify and describe similar beliefs and ideas expressed symbolically in different religious or secular contexts, through symbols, actions and words • Make links between their own 'special objects' and some artefacts of religions
Some learners will be able to:	• Deploy their knowledge to express meanings of symbols in different ways for themselves. • Apply ideas such as imagery, symbolism, gesture or body language for themselves • Interpret simply a diverse range of ideas about key symbols in 3 religions

Assessment and achievement**Some possible ideas for gathering evidence of progress and attainment**

Learners' progress and attainment can be assessed by a possible final assessment task:

- Learners 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.
- Learners 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.
- Learners 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.
- Learners 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.
- Link to literacy and ask learners to use a well-structured writing frame to record their key learning.

What everyday symbols can we notice? What do they mean? Sub-Lenses: Identity and belonging, search for meaning and purpose			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Symbols/symbolism Logo Emblem Community Church/Mosque/ Mandir Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	- Tell learners that symbols are often like coded messages – we have to work out what they mean. Encourage learners to note examples of symbols from Welsh life and experience by asking learners to give example of symbols of Wales or Welshness. They may come up with ideas such as rugby shirts, Welsh costume (dressing up on St David's Day), the Welsh dragon, leeks and daffodils. Discuss some national symbols/emblems, what they mean and how they originated. A good resource to support this is https://www.wales.com/about/culture/national-symbols-wales - a fun quiz would get learners thinking and learning some facts - Ask learners to select their favourite emblem/symbol. Learners can draw the symbol and write three sentences to sum up their knowledge and give reasons for their selection. Here are some suggested sentence starters: This symbol of Wales is.... I have learnt that... I have chosen it because... - Look together at the school symbol or logo and talk about how and why that symbol represents the children and the school. - 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. - As a whole class list all the words to describe how we feel about being part of these groups. - Do similar work on the Welsh Flag – its history, different uses and symbolism. This could a homework task, where learners look out for the Welsh flag. Where do they see it (e.g. shops, adverts, t-shirts, on public buildings) Consider it as a symbol of pride and appreciation of our nation (good opportunities for links to Geography, History, Social Studies and Visual Arts) - Talk about how our surnames represent our family and how we are part of that family and also part the family within school. At home, learners could research the history of their surnames with the help of parents/carers. Are we part of any other families? (e.g. religious 'families' at Church or Mosque? Do we feel like we belong to Wales? (Many surnames have an historic connection) and to the whole 'human family'?) - You may wish to read the class a story which prompts discussion about being part of a community, e.g. <i>Golden Domes and Silver Lanterns</i> by Mehrdokht Amini is about the mosque, symbols and community.	Use the right words to identify symbols in the world around them (most 8-year-olds) Describe at least one symbol and explain its meaning (most 8-year-olds) Investigate why symbols and important and how they help to show ideas about beliefs, values and belonging (many 8-year-olds) Suggest meanings for symbols and emblems (many 8-year-olds) Interpret a range of possible meanings of symbols and different perspectives about them (some 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

What can we learn about symbols and symbolism? (Christianity and Islam) Sub-Lenses: search for meaning and purpose, identity and belonging			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Symbols Symbolism Cross Qur'an Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	- Remind 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. - Ask the same questions using the Symbol of Islam (star and crescent moon) Muslim prayer mat, Topi and Qur'an 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? - 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! - 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. - Discuss how language, music, objects and movement can be symbolic: hidden meanings which are interpreted differently, codes we can unravel if we think. 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?	Use the right words to identify symbols and match them to the religions studied (most 8-year-olds). Investigate and explore the meanings and importance of the key religious symbols (most 8-year-olds) Understand how symbols can help give people and communities a sense of identity (some 8-year-olds) Understand that symbols can take many forms, including images, objects, actions and be able to give some examples (most 8-year-olds) Interpret a range of symbols, giving reasoned suggestions for their meanings (some 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

Symbolic events: what do they mean? Sub-Lenses: Search for meaning and purpose, journey of life			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: symbols celebration worship Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about symbols and religions? - 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!) - Ask the children to share a special time and their memories – an annual ‘remembering’ day is best. - What happens on that day that makes us know it is special and that the day has meaning? Are these things symbols of that important day? - 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’. - Use pictures, artefacts or demonstrations (if appropriate and respectful) to show learners examples of symbols that are images (e.g. the star and moon symbol for Islam as an image, the sign of the cross for Christians as a symbolic action and a diva lamp for Hindus). Explain that symbols can take different forms. Ask for ideas of other examples of symbols that are images, objects or actions. - Invite children to recall prior learning about Christian, Muslim and/or Hindu celebrations or worship. The shape that this activity takes will depend largely on what learners have already learnt. Consider one at a time, using relevant pictures to spark recall and to guide discussion. E.g children may have learnt about prayer movements (rakat) for Muslims, Divali for Hindus or Holy Communion for Christians. Show pictures of key symbols from at least 2 examples, each from a different religion. - Encourage learners to think about how the symbols work as part of the worship or celebration and what they mean. Encourage them to talk about similarities and differences between different religions, e.g. Divali lamps in Hinduism and candles in Christianity, the sharing of food, etc. Clips from the BBC’s <i>My Life My Religion</i> series as well as the <i>What Happens In...?</i> resource would support this activity well.	Remember facts from prior learning about symbolic images, foods or gestures (most 8-year-olds). Give examples of how symbolic food, actions and gestures can be used, e.g, to remember important events (most 8-year-olds) Apply their thinking around symbols from religions with which they are already familiar to make judgements on the meaning and importance of these symbols (some 8-year-olds) Suggest meanings for symbols of personal importance, developing empathy and making reasoned judgements (some 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

What special times do we celebrate? How and why do symbols make a difference at celebrations? Sub-Lenses: Search for meaning and purpose, identity and belonging			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Symbols Celebrations Festivals Special times Community Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about symbols and celebrations? What can we find out? - Ask learners to think of some times that are special to them. Give them an opportunity to talk about special times in their lives in small groups. - Now ask them to choose a time that is special to them to write about. Here are some suggestions for a writing frame: My favourite special time is... This is special because... To show this is a special time, I/we.... I spend this special time with... Encourage creativity by asking learners to draw a picture – perhaps, as a challenge, they could design a symbol or emblem to sum up this special time - Learners will find out what special times are celebrated in different religions and talk about how celebrations happen. They will notice that special times use symbols – show learners pictures or short clips of Muslims, Christians and/or Hindus celebrating special times. The BBC's My Life My Religion pages is excellent for this, e.g. Hinduism: https://www.bbc.co.uk/programmes/p02n5j6z, Christianity: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-christianity/zjmmvk7, Islam: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znm47h - Ask learners to reflect on and discuss how and why each of the celebrations takes place. What symbols are used? How? What do they mean? - To encourage learners to note examples from Welsh life and experience, if possible, visit a local place of worship and talk about which special times are celebrated there (e.g. rites of passage, festivals, etc), what symbols are used and what do they mean. If a visit is not possible, ask a local faith community leader to visit the school in person or virtually. - 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, Red Nose Day, a 'Celebrations' chocolate box', a 'spent' firework, - Pass the box round for learners to choose an item to describe. Can they guess when we send each card or which wrapping paper to use? Who would you give the card and gifts to? - Explore feelings about celebrations by passing round and asking for descriptions of words in a 'Feelings Box' containing 'feelings' words, e.g.: happy, joyful, glad, excited, cheery, bright, dreamy, thoughtful: when do we feel these emotions? Do they link with any of the things in the celebration box? Ask learners 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?	Use the right words to name special times for the religions studied (most 8-year-olds). Remember some of the reasons why symbols are important and be able to give some examples (most 8-year-olds). Describe ways in which symbols are used in specific celebrations of special times for religious people as well as reflecting on their own experiences (most 8-year-olds) Respond creatively to religious celebrations of special times (many 8-year-olds) Interpret a range of religious celebrations, drawing on their prior learning and their developing understanding of symbols/symbolism (many 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

What does it mean to say 'light triumphs over darkness'? Sub-Lenses: Search for meaning and purpose, identity and belonging, the journey of life			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/ vocabulary Divali/Diwali Light Good/evil Rama Sita Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What does it mean to believe that light triumphs over darkness? - What does the story of Rama and Sita mean? Use religious vocabulary, music, dance, to express their understanding of the meaning of Divali - Express their own ideas about the values and beliefs at the heart of the festival - Connect stories, symbols and beliefs with what happens at Divali. How and why do Hindus celebrate Divali? - Introduce Divali by telling the story of Rama and Sita. 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? - 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. - 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. Separation / sadness / loneliness / courage / rescue / home. - 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. - 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? - Encourage learners to note examples from Welsh life and experience such as Divali celebrations in the local area. - Set up a writing activity that enables learners to How and why do Hindus celebrate Divali, e.g. divide into quarters: 1) Hindus celebrate Divali to remember.... 2) One thing Hindus do to celebrate Dival is.... 3) Light is an important symbol of Divali because it shows... 4) I think Divali is because	Use the right words to describe Divali celebrations and the symbols relating to the festival (most 8-year-olds). Remember what Divali is and why it is an important celebration for Hindus (most 8-year-olds). Explain the symbolism of light as it relates to Divali (many 8-year-olds) Investigate how Divali is celebrated in the local area (many 8-year-olds) Express their own thoughts and opinions around the celebration of Divali (many 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

Are there symbols in religious stories? Sub-Lenses: search for meaning and purpose, authority and influence, identity and belonging			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/ vocabulary Noah, Ark, Bible Night of Power, Qur'an, Sita Symbolism, identity, diversity, equality, respect Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about Noah and the Ark? The Night of Power? Sita's homecoming? - Do some religious stories have a symbolic meaning? How can we work it out? Learn about symbolic meaning in 3 key religious stories. Religious stories and their meanings. - 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. - 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. - 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? 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. - After reading and discussing the stories, spread out pictures of some of the main symbols from the stories so that they are visible to the learners. Test their recall first by getting them to sort the symbols to the correct story. Further assess their understanding by reading out clue cards about particular symbols and inviting a learner to select the picture of the symbol to which it applies - Compare the three stories. What symbols are used in these stories, and what do they mean or stand for? Learners may like to design a cover picture for a book about one of the stories	Know that religious stories are often full of symbolism (most 8-year-olds). Remember stories from the religions studies (most 8-year-olds). Describe some of the symbols from the religious stories and explain some of the meaning behind these symbols (most 8-year-olds) Respond creatively to religious stories which are rich in symbolic meaning (many 8-year-olds) Interpret a range of different meanings of the stories studied and the symbols within them (some 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

'God is like a Shepherd' What does this idea mean and why is it much loved? Sub-Lenses: search for meaning and purpose, authority and influence, identity and belonging, values and ethics			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: The symbolism of God as shepherd is of great importance to many Christians Key ideas/ vocabulary: Psalm. The Lord is My Shepherd, David, Goliath metaphor (literacy) Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study, e.g., in this symbolism is important in Judaism also	What do we know about Psalm 23: 'The Lord is My Shepherd'? - About the famous Psalm 23, a well known Christian and Jewish text based on metaphor for God: what does it mean? - You might show the learners a form of the Psalm like this one: https://www.benandhannahdunnett.com/shop/art-prints/bible-verses/psalm-23-prints/ - 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? - 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? - 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. Links to literacy work on metaphors. It would be helpful if children had previous experience of simile and metaphor. - Link this lesson to literacy, e.g. set up a writing activity that enables learners to develop and use metaphors for God of their own. These have all been suggested by primary learners: Is God like a teacher? A rock? A torch? A hospital? A paracetamol tablet? A river? A star? Can learners select, devise and explain four metaphors that they find interesting? You could include examples from non-belief: 'God is like a unicorn, nice idea but not real.' 'God is like a rainbow: you can never get near it.'	Describe the symbolism of God as Shepherd in Christianity (most 8-year-olds) Explain the significance of the symbolism of God as Shepherd in Christianity (many 8-year-olds) Understand some ways in which metaphor is used to communicate big ideas in religion (many 8-year-olds) Interpret a range of meanings in Christian metaphor and stories such as David and Goliath (some 8-year-olds)	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content.

Diva lamps: what do they mean? What do they symbolise? Sub-Lenses: Search for meaning and purpose			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Diva lamps as symbols in Hindu celebrations of Divali Key ideas/vocabulary: Divali, diva lamps, light, New Year/new beginnings Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do we know about diva lamps? • Diva lamps in the darkness: a symbol that goodness wins! • 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. • 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. • 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... ○ They are pretty ○ The lights are a reminder of Sita's story ○ Hindus believe light conquers darkness ○ Light is a sign for a new start, and Divali is new year. ○ The lights help you to believe that light conquers darkness ○ They are part of a good tradition • 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. The use of candles is safe if children are instructed and well managed – but check your school's policy.	Remember the story of Rama and Sita and how it is remembered and celebrated during Divali Identify and describe diva lamps and explain how they are used Think carefully about the importance of the symbolism of diva lamps Further reflect on the symbolism of light	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content. three religions available. Connections beyond the Humanities AOLE: Links to expressive arts

How are symbols used in sacred places? Sub-Lenses: Search for meaning and purpose, identity and belonging			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/vocabulary: Symbols, worship, celebration, church, mandir, mosque Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	What do symbols in places of worship mean? • Symbols in a sacred place: what matters? • Using video footage, photograph packs, virtual tours and or through a visit. Play 'I Spy': children are encouraged to find possible symbols in a church, mosque or mandir and record them. • 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. • Christianity: Give particular attention to the Eucharist, banners/artwork. Suggest meanings of the symbols • Islam: look at the way God's names are seen in calligraphy and the ways light (moon and star) are seen in designs. • Hinduism: 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. • What have we learnt about our symbols? The use of symbols: how and why? • 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? • 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. • 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.	Use the right words to identify key symbols used in places of worship Describe how some key symbols are used in places of worship Compare and contrast the ways symbols are used in Christian, Hindu and Muslim places of worship Respond creatively to learning about symbols in places of worship Interpret a range of beliefs and attitudes towards symbols from at least two of the religions studied	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content. Connections beyond the Humanities AOLE: Links to expressive arts

What have we learned about Hindu, Muslim and Christian symbols? Sub-Lenses: Search for meaning and purpose, identity and belonging			
RVE applications:	Suggestions for teaching and learning activities	Outcomes: learners will be enabled to:	Connections and ideas
Core knowledge: Symbols of identity and belonging in Christian, Muslim and Hindu life: examples, use, meanings. Key ideas/ vocabulary: Symbols, moon and stars, cross, Aum Subsidiarity: schools can be flexible about the teaching order, and if local demography suggest it add another religion / worldview to the study.	Crosses, Aum, Moons and Stars: • These activities could be done in three groups, using a huge cross / aum / moon & star, or individually, with a template card for each child. • Learners 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. • Also ask children: who are your guiding lights? Can they draw 5 people onto another star, who have been guiding lights to them? • Learners 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. • Also ask learners: who gave up something for you? Ask them to draw the person who shows they care for them, and how they show it. • Learners 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. • Also ask the children: What sound makes you calm? A song, a voice, a kind of music? • Learners 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 learners working in pairs, or for Y3s). Put the moon and star designs and the crosses and the Aum symbol designs made by the class into mobile ceiling hangings.	Use the right words to identify key symbols representing religions Describe in simple terms meanings of at least one symbol per religion studied here Investigate meanings of the key symbols used to represent the religions studied Respond creatively to explain the importance of the symbols used to represent the religions studied	Connections to the Humanities AOLE: Links to Geography (local, UK-wide and global) and social studies are easy to make for this RVE Content. Connections beyond the Humanities AOLE: Links to expressive arts