

Ways of Telling- Year 3/4

About the Unit

This unit centres on the idea that people feel a commitment to communicate the ideas which are most important to them. Some of these ideas relate to relationships, the world in which we live, the past, the future or the supernatural. They may be handed on through symbol employing words or the arts e.g. conservation or peace movements use logos. Religious traditions use symbols to express meaning. Christians use the cross to speak of Jesus and the nature of God, expressing suffering, love, eternity, kinship. Hindu murtis use symbolic art in a similar way through images or pictures to speak of the deities and the values they represent. Pupils should begin to recognise that the wearing of symbols or their possession is a sign of a relationship expressed by believers in worship. In designing symbols, pupils have opportunity to indicate matters which are the subject of personal belief or allegiance.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.4 Identity, Diversity and Belonging

- a) Exploring how individuals develop a sense of belonging through faith or belief
- b) Exploring the variety and differences that exist within and between religions, values and beliefs

Key Processes

2.1b	specialist vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1c	beliefs and practices	(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1e	Religious/spiritual expression	interpret a range of forms of religious expression and understand why they are important in religion
2.2a	reflection on feelings, experiences and values	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2d	responses to ethical and philosophical issues	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives

Range and Content (traditions and themes)

This unit focuses on the Christian and Hindu traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

Art- To draw representations of similes and metaphors about God; to design their own symbols

ICT- To research organisations, find collections of symbols, design own symbols

Literacy- To understand concept of similes and metaphors and to write own about God

Science- To explore the idea of the Trinity as compared to the 3 states of matter of water (water, ice, steam)

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 3	Year 4
Basic	Pupils will understand that a symbol can pass a message, and interpret some in a literal way, recognising Christian symbols of the Trinity and some Hindu murtis. Level 1	Pupils will talk about symbol as a means of conveying ideas, giving reasons for its use. They will give simple explanations for the possible meanings of symbols they encounter and represent an idea of their own symbolically, explaining their meaning. Level 2
Developed	Pupils will talk about symbol as a means of conveying ideas, giving reasons for its use. They will give simple explanations for the possible meanings of symbols they encounter and represent an idea of their own symbolically, explaining their meaning. Level 2	Pupils will offer interpretations of symbolic representations based on a wider understanding of the tradition. They will give logical explanations of their choices in designing symbols, offering alternatives, and will raise questions concerning the beliefs underlying specific symbols. Level 3
Extended	Pupils will offer interpretations of symbolic representations based on a wider understanding of the tradition. They will give logical explanations of their choices in designing symbols, offering alternatives, and will raise questions concerning the beliefs underlying specific symbols. Level 3	Pupils will make links between symbols from both traditions and will share their own ideas about their meaning. They will give an explanation of their own symbol design which conveys beliefs and ideas that are important to them and relate these to the symbols from religious traditions. Level 4

Possible assessment tasks:

- Children's drawings to represent similes and metaphors about God
- Children's own similes and metaphors for God
- Children's own ideas and drawings for representing the Trinity
- Questions asked to Hindu visitor about home shrine
- Questions asked and comments made by pupils during visit to mandir/church
- Children's own symbols

Resources

You may find the following resources useful when teaching this unit:

- Promotional materials for variety of organisations
- Internet access
- Badges, bags and other items which display logos.
- Art materials for collage
- Collections of hymns, prayers, creeds from various sources, not all Christian, e.g. *Praying The Faith*, CEM; *The Book of Celtic Prayers*, R Van de Weyer, Paternoster.
- Art materials for drawing symbols
- Pictures/paintings representing the Trinity
- A variety of crosses/crucifixes, badges with dove or fish symbol, light.
- A variety of Hindu murtis- Shiva, Krishna, Ganesha, Lakshmi, Durga etc.
- Video - *Diwali Nights/ Journey with the Gods*, Mantra.
- Hindu story collections.
- Arrange for visitors - Christian & Hindu. Art materials for making symbols

Art materials for making symbols

- Graphics package on computer

Vocabulary

symbol simile metaphor Trinity murti

Glossary of Key Terms**Murti**

An image (picture or statue) through which the nature of the divine spirit is expressed.

Trinity

The Christian belief that God is 'three-in-one' - Father, Son and Holy Spirit. All three are expressed together at the baptism of Jesus (The Father's voice from heaven saying 'This is my Son in whom I am well pleased', Jesus in the water and the Holy Spirit represented as a dove) in Mark 1:9-11

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

This unit would link well with a classroom topic based on communication. It would not be possible to look at Jewish, Muslim or Sikh traditions in this way since they do not use pictorial representation of God. If these traditions are to be approached instead of the Hindu tradition the pupils would need opportunity to consider why this is so. Simile and metaphor could still be considered.

The Buddhist tradition could be used looking at the meaning of the muddas depicted in Buddha rupas. These are the various positions of body or hands shown in the Buddha rupas for example the earth-touching position asks the Earth to bear witness to the fact that the Buddha is enlightened. Other positions show teaching or meditation. It would be necessary to make absolutely sure that there is no confusion between the Buddha and the concept of God.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To begin to understand the key ideas behind an organisation they have chosen</i></p>	What ideas are important to the groups I know about?	Ideas and ideals which motivate children to join particular groups or support them.	<p>Use a brainstorming activity to promote discussion about the variety of organisations they are aware of which have a central cause, ideal or role in the community. Ask the children to find out about an organization they have heard of which they think has a good message to bring or does good things in the community (research in school using Internet and promotional materials or set as homework task)</p> <p>Hold a 'Soap Box' activity, giving everyone the chance to say in two sentences what is the key idea of a group to which they belong or choose to support the work of.</p> <p>Is it easy to represent all that a group stands for in just two sentences? Recognise that it can be difficult to summarise something that has a lot of qualities and roles.</p>	<p>Children can identify an organisation they consider to be worthwhile and playing an important role in the community</p> <p>Children can attempt to express the key meaning behind their chosen organisation</p> <p>Children begin to appreciate that it is difficult to summarise all that is important about the organisation</p>	<p>Promotional materials for variety of organisations</p> <p>Internet access</p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to identify a variety of symbols and their purposes</i></p> <p><i>To be able to identify symbols that are meaningful to them</i></p>	<p>How do people say what is important to them?</p> <p>Is it always with words?</p>	<p>The commitment to share important ideas and varied ways of doing so.</p> <p>The concept of symbol.</p>	<p>Begin a collection of badges and other examples of logos and symbols to which the pupils can add. Give them the opportunity to work out from the logo what the group is trying to say through this symbol.</p> <p>Consider other meaningful symbols in daily life, stressing on-going communication e.g. traffic signs, warning signs, or to express a relationship, e.g. gifts, cards, Valentine cards, flowers.</p> <p>Pupils could make collages of different symbols, perhaps grouping those with similar meanings, those that are important to them or those that they see on a daily basis</p>	<p>Children can recognise a variety of symbols and their purposes.</p> <p>Children can identify symbols that are meaningful to them</p>	<p>Badges, bags and other items which display logos.</p> <p>Art materials for collage</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b Use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1e Interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To be able to identify ideas about God found in similes and metaphors within prayer and hymns</i></p> <p><i>To be able to interpret similes and metaphors about God through symbols</i></p>	How can you talk about God?	<p>The religious idea of a supreme being as a matter of faith.</p> <p>Symbolic language.</p>	<p>Raise the issue of God and discuss their ideas. Explain that believers are not always able to say what God is like. Use extracts from hymns, prayers etc to show how they try to do this. Explore the meaning of some of the similes and metaphors the pupils find.</p> <p>It is important for believers to tell about God and so they use symbol and symbolic language. Invite pupils to draw symbols to go with some of the ideas they found about God in the similes and metaphors from hymns and prayers. Present to the class and discuss what they symbol conveys about God</p> <p>More able children might like to write their own similes and metaphors about God.</p>	<p>Children can identify ideas about God they find in the similes and metaphors of hymns</p> <p>Children can interpret these through the drawing of symbols</p> <p>Some children can write their own metaphors and similes about God</p>	<p>Collections of hymns, prayers, creeds from various sources, not all Christian, e.g. <i>Praying The Faith</i>, CEM; <i>The Book of Celtic Prayers</i>, R Van de Wayer, Paternoster.</p> <p>Art materials for drawing symbols</p>

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<p>2.1b Use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1e Interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To begin to understand the Christian concept of the Trinity</i></p> <p><i>To be able to interpret Christian art and symbols and what these say about God</i></p>	<p>What do Christians want to say about God?</p> <p>How do Christians feel about God?</p>	<p>The Christian concept of God as Trinity symbolised through crosses, the metaphor of fatherhood, the dove and flame symbols.</p>	<p>Introduce the idea of one God seen in three persons, Father, Son and Holy Spirit (the Trinity). A good way of introducing it is for them to think about their different roles/names whilst still only being one person (e.g. daughter/son, brother/sister, friend). Pupils might also understand the scientific concept of water in its 3 forms as liquid, solid (ice) and gas (steam) whilst still being the same substance. Children might like to come up with their own symbol to represent the Trinity.</p> <p>Explore artifacts and pictures/posters which symbolise ideas about the Christian Trinity. Look at pictures of the persons of the Trinity painted by artists. Are they portraits or symbols?</p> <p>Consider what Christians feel about God, relating to ideas expressed in the symbols. Possibly question a visitor about these beliefs and how they think of God.</p>	<p>Children show some understanding of the Christian concept of the Trinity</p> <p>Children can explore artistic representations of aspects of God and share their own ideas about these</p>	<p>Pictures/paintings representing the Trinity</p> <p>A variety of crosses/crucifixes, badges with dove or fish symbol, light.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to recognise some Hindu murti</i></p> <p><i>To begin to understand the importance of murti to Hindus and some of the meanings they convey</i></p>	<p>What do Hindus want to say about God?</p> <p>How do Hindus feel about God?</p>	<p>Hindu murtis and their meanings concerning God.</p>	<p>Investigate a variety of murtis and provide opportunity to relate them to Hindu stories in order to gain understanding of what Hindus want people to know about God.</p> <p>Invite a visitor to explain the symbolism of the murti they have chosen for their home shrine.</p> <p>Alternatively, meet with visitors from both traditions to discuss the symbols of God that are important to them or explore/visit a church or mandir to widen the pupils' own experience of looking for and interpreting religious symbols</p>	<p>Children are able to recognise some Hindu murti</p> <p>Children show some understanding of the meaning behind some Hindu murti</p> <p>Children are able to explore interpretations of religious symbols</p>	<p>A variety of Hindu murtis- Shiva, Krishna, Ganesha, Lakshmi, Durga etc.</p> <p>Video - <i>Diwali Nights/ Journey with the Gods</i>, Mantra.</p> <p>Story collections.</p> <p>Arrange for visitors - Christian & Hindu.</p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to design a symbol to represent what is important to them</i></p>	<p>What do I think is important?</p> <p>How can I show others what is important to me?</p>	<p>Pupils' own ideas and ideals and their thoughts on how to communicate them using symbol.</p>	<p>Allow pupils individually or in small groups to design symbols which represent ideas they consider important. Some pupils may choose to represent their own ideas about God. Symbols could be 2D or 3D or be designed on the computer. The symbols could form a class display.</p> <p>By puzzling with each other's symbols they will see whether they have found a way of telling their idea.</p>	<p>Children can design a symbol that represents something important to them</p> <p>Children can interpret and discuss others' symbols</p>	<p>Art materials for making symbols</p> <p>Graphics package on computer</p>