

## Showing Belief – Years 5/6

### **About the Unit**

This unit begins by introducing the idea that commitment and approval can be expressed symbolically. Pupils are asked to consider why people need to celebrate and what kinds of things they celebrate. The unit moves on to explore the festivals of Navratri and Christmas. It looks particularly at the forms of artistic and symbolic expression which believers use to honour the persons at the centre of the festivals and to show their commitment to them. Pupils are asked to consider the focus of their own commitment and to design a creative, celebratory response to it.

### **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

#### **1.2 Practices and ways of life**

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives

#### **1.3 Expressing meaning**

- a) Exploring different ways people express beliefs and values

#### **1.6 Values and Commitments**

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

### Key Processes

<b>2.1c</b>	<b>beliefs and practices</b>	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (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
<b>2.1d</b>	<b>Sources</b>	use and interpret information about religions from a range of sources and understand why they are important in religion
<b>2.1e</b>	<b>Religious/spiritual expression</b>	interpret a range of forms of religious expression and understand why they are important in religion
<b>2.2b</b>	<b>Reflection on belonging</b>	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
<b>2.2c</b>	<b>Reflection on what Individuals and Communities Value</b>	Reflect on the importance of religion and other world views for individuals and communities
<b>2.2d</b>	<b>Responses to Ethical and Philosophical Issues</b>	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:

- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- f) **Inspirational people:** figures from whom believers find inspiration.
- g) **Religion and the individual:** what is expected of a person in following a religion or belief

### Curriculum opportunities:

During the course of this unit children may use:

ICT-Use the internet to research Hindu symbols and how Christmas is celebrated around the world

Literacy- Write poetry based on a group or person they feel committed to, explanation writing of the symbols relating to Christingles

Art and Design-. Use art and design to express the person or event they feel is worth celebrating, decorate a tali using rice flour, decorate dancing sticks for the Garda dance.

History- Investigate events/people from the past which others felt they belonged to/were committed to.

Music –Listen and respond to carols from around the world reflecting on how they make people feel at Christmas

Maths – Investigate Hindu pattern and decorate dancing sticks

PE – Learn Navratri dance movements, design own dance for a person/event worth celebration

### 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:

	<b>Year 5</b>	<b>Year 6</b>
<b>Basic</b>	Pupils will be able to describe a number of ways in which Christians, Hindus and others employ symbolic action and the arts to celebrate people, times and events which are significant to them. <b>Level 2</b>	Pupils will be able to express understanding of the ways in which the arts can be employed to express celebration and dedication, giving reasons. They relate this to personal experience with explanation. <b>Level 3</b>
<b>Developed</b>	Pupils will be able to express understanding of the ways in which the arts can be employed to express celebration and dedication, giving reasons. They relate this to personal experience with explanation. <b>Level 3</b>	Pupils raise questions about the reasons for employing the arts in relation to belief, suggesting answers related to spirituality, feeling and emotion. They explain the need to use symbolism. <b>Level 4</b>
<b>Extended</b>	Pupils raise questions about the reasons for employing the arts in relation to belief, suggesting answers related to spirituality, feeling and emotion. They explain the need to use symbolism <b>Level 4</b>	Pupils explain how some forms of religious expression are used differently, by individuals, and communities. They make informed responses to questions of meaning and purpose in the light of symbolism. <b>Level 5</b>

### **Possible assessment tasks:**

- Children's observations/responses to pictorial images and murti – how do they use the pictures to draw out meaning?
- Observe children's dance movements and how they symbolise parts of the Durga and Mahesha story.
- Discussion with children of the celebrations during Navratri and how it shows they believe
- Children's Christmas cards show that they have reflected on the meanings/symbols of Christmas
- Children's final creative task demonstrates understanding of who or what should be celebrated shown commitment towards.

### **Resources**

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

- A collection of Christmas cards (including cards from varied cultures) showing representations of Jesus' birth
- Images of people whom belong to a celebrated group.
- Video/DVD: pathways of belief Hindu 2, BBC.
- You Tube clip: Navratri Festival Dance, Murtis and pictures of Durga also other female deities, e.g: Lakshmi, Radha.
- Tali (metal tray)
- Arti lamp, Metal foil trays, coloured rice flour or coloured paper.
- Oranges, Candles, Cocktail Sticks, Ribbon, Sweets / fruit.
- Christmas carols.
- Text/images showing the visit from the shepherds or Magi
- Video showing the birth of Jesus e.g. : "*Jesus of Nazareth Video 1*"
- Materials for card making.
- Carols from other countries.

## **Vocabulary**

Navratri	Durga	Mahesha	Murtis	symbolic	Christian	Hindu	God/Goddess
Arti ceremony	festival		Jesus	Christmas	Celebrate	Bible	carols
Shepherds	Magi	Dancing Sticks (Garba dance)	Tali				

## **Glossary of Key Terms**

### Durga

The Hindu Goddess Durga is the mother of the universe and believed to be the power behind the work of creation, preservation, and destruction of the world.

### Murtis

In Hinduism, a murti (also spelled murthi or murthy) usually means an image in which the Divine Spirit is expressed ('murta'). Hindus call the presence of God into the image so that they can communicate with him and receive his blessings.

### Navratri Festival

Navratri is a festival of worship and dance. The word Navaratri literally means nine nights in Sanskrit. The festival is celebrated for nine nights every year during September or October based on the Hindu calendar.

During this colourful event of Navratri, young men and women dance around an earthen lamp, representing Goddess Durga, kept in a decorated mud jar called Garba, singing songs accompanied by the rhythmic clapping of hands – an expression of gratitude towards Goddess Durga for saving the world from the atrocities of the Mahishasur.

### Tali

A metal tray

**Further Guidance**

Jewish festivals are also often marked with joyful dance, as for example at Simchat Torah.

Dance patterned on the agricultural practices of harvest features in the celebration of Baisakhi which falls at harvest time. Neither of these traditions however represents the focus of festivals with artwork. They, like Islam, are more restricted to decoration rather than representation.

The unit will work best with the Hindu tradition.

Because the unit is so strongly based in the arts it gives the opportunity to develop spirituality and imagination. You might be able to draw upon it in designing an act of worship involving pupil participation.

### Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2 b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><b><i>To reflect on an object which shows that I belong</i></b></p> <p><b><i>To identify ways people belong and celebrate belonging</i></b></p>	<p><b>What makes people feel that they belong together?</b></p> <p><b>When do people want to show pleasure, enjoyment and commitment symbolically?</b></p> <p><b>How do they do that?</b></p>	<p>Pupils' experience of applause, badge wearing, cheering for a team, sending cards etc</p> <p>Symbolic nature of objects.</p>	<p>Show images of people who belong to a group i.e: footballers, police, scouts etc. Ask children to identify how they show that they belong to a group, why they may want to celebrate that they belong and which events may they choose to celebrate, such as the World Cup.</p> <p>Children consider a group they belong to and wish to celebrate (this could also be an event). Ask children to decide upon one object which symbolises their affiliation considering 'what it means to them and why'.</p> <p>Ask children to design a logo incorporating their object which others could wear to show they belong to the same group. Alternatively, the object could be used as a focus for a written outcome such as a poem.</p> <p>Discuss ideas about what things people want to celebrate.</p>	<p>Children can select a symbolic object which shows they belong to a group.</p> <p>Children are able to identify what belonging to a group involves.</p>	<p>Images of people whom belong to a celebrated group.</p>
<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b><i>To know how Hindus celebrate during the festival of Navratri.</i></b></p>	<p><b>How do Hindus use the arts to celebrate the female side of God?</b></p> <p><b>What s the purpose of the festival?</b></p> <p><b>How widespread is the celebration?</b></p>	<p>The festival of Navratri.</p> <p>Hindu communal dance.</p> <p>The story of Durga and Mahesha.</p> <p>The use of story, dance and the other arts in celebrating the festival.</p>	<p>Show dancing sticks to children (without disclosing what they are). Ask children to generate questions to discover what they are, paying close attention to markings etc.</p> <p>Play music or watch the Navratri festival, thinking carefully about how Hindus celebrate.</p> <p>If possible invite a visitor to teach children some of the basic steps used in the traditional dance.</p> <p>Read or tell the story of Durga and Magesha, showing Durga murtis.</p> <p>Explore the telling of the story through dance.</p> <p>Children design their own movements to symbolise parts of the story. Alternatively, ask children to choose symbols from the story to decorate their own dancing sticks from the Garba dance.</p>	<p>Children are able to relate symbolic images/ movements to the story.</p>	<p>Video/DVD: pathways of belief Hindu 2, BBC.</p> <p>You Tube clip: Navratri Festival Dance, Murtis and pictures of Durgam also other female deities, e.g: Lakshmi, Radha.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d (i) use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.2 c Reflect on the importance of religion and other world views for individuals and communities</p> <p><b>To begin to understand how practices carried out during Navratri symbolise belief</b></p>	<p><b>How do Hindus use the arts to celebrate the female side of God?</b></p> <p><b>What s the purpose of the festival?</b></p> <p><b>How widespread is the celebration?</b></p>	<p>Symbols used in decoration of tali.</p> <p>The relevance of worship</p>	<p>Show a tali and explain how it used during the festival. Ensure that they know that these practices are carried out to worship and show commitment to the Goddesses. Demonstrate how worship is symbolically offered in the art ceremony or watch on DVD/video clip.</p> <p>Using the internet, ask children to research Hindu symbols, save images found. Use the images to decorate a tali using coloured rice flour as is the practice at the festival or coloured paper.</p>	<p>Children are able to explain how a tali is used in the festival of Navratri</p> <p>Children are able to decorate a tali tray using appropriate Hindu symbols.</p>	<p>Tali (metal tray) Arti lamp, Metal foil trays, coloured rice flour or coloured paper.</p>
<p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><b>To understand the beliefs of Christians demonstrated during the festival of Christmas</b></p>	<p><b>How do Christians show their devotion to Jesus?</b></p> <p><b>Why is Jesus represented in so many different ways?</b></p>	<p>The relevance of worship.</p> <p>The festival of Christmas.</p> <p>Paintings of Jesus.</p> <p>The biblical accounts of the birth if Jesus.</p>	<p>Display pictures/Christmas cards showing Jesus' images. Ask children to choose two contrasting images. What do the pictures have in common? How is Jesus symbolised? Look at the differences in the pictures and consider why Jesus is represented in many different ways.</p> <p>Through video, text or both find out about the visit of the Magi to Jesus or Shepherds. Listen to the lyrics from carols associated with the stories. Discuss why the gifts might symbolise something about Jesus' life. Draw answers together linking to beliefs about Jesus as God's son. Link the content of the lesson to why gifts are given at Christmas and reflect on why some Christians are concerned about the amount of money some people spend at Christmas.</p> <p>Give out resources for making Christingles and make these. Record and label explaining symbolism. This could become a focus for writing i.e. explanation writing</p>	<p>Children compare images of Jesus' birth and identify why he is represented in different ways.</p> <p>Children know the symbolism of the Christingle and other celebrations during Christmas.</p>	<p>Oranges. Candles. Cocktail Sticks. Ribbon. Sweets / fruit. Variety of Christmas cards/pictures depicting Jesus' birth. Christmas carols. Text/images conveying the visit from the shepherds or Magi</p>



Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><b><i>To know some ways in which the festival of Christmas is celebrated around the World.</i></b></p>	<p><b>What makes Christmas an important festival for Christians world wide?</b></p>	<p>The lyrics of Christmas carols.</p> <p>Christmas traditions world-wide.</p>	<p>Watch video section of Jesus' birth, recalling how this event is celebrated in churches/schools etc.</p> <p>Divide class into teams asking them to use the internet/images/texts to investigate how Christmas is celebrated in a different country.</p> <p>Create a Christmas card illustrating how the other country honours the birth of Jesus. Present cards to the class and look at similarities and differences.</p> <p>Children could also listen to carols from other countries (as well as their translation such as Stille Nacht/Le Divin Enfant), children could consider how they make Christians feel and think about Jesus at Christmas.</p>	<p>Children reflect on the symbolism in biblical stories and how Christians use them to show devotion to Jesus.</p>	<p>Video showing the birth of Jesus e.g. : "<i>Jesus of Nazareth Video 1</i>"</p> <p>Materials for card making.</p> <p>Carols from other countries.</p>
<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><b><i>To identify and reflect on a person or event that they feel committed to.</i></b></p>	<p><b>How can I express what matters to me through the arts?</b></p>	<p>Pupils' own ideas of people, times and events worthy of celebrating.</p>	<p>Ask children to choose a person, event or idea that they believe should be celebrated or feel committed towards.</p> <p>They are asked to either compose music, paint a mural, design a dance using symbolic movements to show what they have chosen. Children perform to one another or create a gallery of celebration.</p>	<p>Children can reflect on a person or event that is worthy of celebration.</p> <p>Children can express their views through an art form.</p>	<p>Materials for children to complete expressive activities.</p>