

SYMBOLS AND EXPRESSING MEANING

LINKS TO OTHER PROGRAMMES OF STUDY

Festivals/celebrations/customs/practices/lifestyles

CONTENT

Suggested outline for Key Stage 3.

Different ways of using symbols, eg to describe Jesus. Different forms of symbols, eg food, water.

ACTIVITIES

Word pictures to describe Jesus (SEN)

Ideas about God

Looking for God (SEN)

Passover/Passover Plate (SEN)

Food for Special Occasions

Religious Costume

The Passover Meal

The 5 K's

RESOURCES

eg Folens Festival Series
Folens Special Series

KEY STAGE 4

This Programme of Study at Key Stage 4 will form a more integral part of other Programmes of Study, rather than stand alone. Either through exam syllabuses or, eg

- Wedding ring in marriage ceremonies
- Fire in purity in Hindu funeral
- Furnitures and uses in Holy buildings

Suggested Outline for Key Stage 3

PROGRAMME OF STUDY

Symbols/expressing meaning

LEARNING OUTCOMES

Pupils should be able to explain the importance of at least 2 religious symbols and describe the beliefs they reflect.

CONTENT

1. What is a Religion? The names of the major world religions, their founders and their symbols.
2. Symbols in every day life:-
 - (a) Pictures/signs, eg company logos, school badge.
 - (b) Clothes, eg football scarf, school uniform.
 - (c) Colours, eg red for danger or stop, green for envy or go.
 - (d) Objects, eg merit marks, cups for winning.
 - (e) Gestures, eg pointing, clapping.

Pupils can design a coat of arms to represent themselves.

3. Religious examples of the above:-

eg

 - (a) The cross.
 - (b) Priest robes.
 - (c) Black for mourning.
 - (d) Rosary beads.
 - (e) Praying hands.

4. Word pictures for God:-
 - (a) Father as in the Lord's Prayer.
 - (b) Shepherd - Psalm 24 v 1.
 - (c) King - Psalm 24 v 8.
 - (d) Rock - Psalm 28 v 1.
 - (e) Light - Psalm 27 v 1.

5. Word pictures for Jesus:-

- (a) John - 6 v 35.
- (b) John - 8 v 12.
- (c) John - 10 v 9.
- (d) John - 10 v 11.
- (e) John - 11 v 25.
- (f) John - 14 v 6.
- (g) John - 15 v 1.

6. Beginnings - Symbolic stories of creation both primitive and biblical. These could be compared with the theory of evolution.

7. Cross Faith Symbols (an opportunity for group work).

- (a) Food
 - Special meals, eg for birthdays, festivals
 - Celebrations - Passover
 - Bread/wine
 - Pancakes
- (b) Light
 - Jesus as light of world
 - Chanukkah
 - Divali
- (c) Fire
 - Holy Spirit
 - Holi
 - Burning Bush
- (d) Water
 - The importance of Baptism
 - Washing for prayer - Sikhs and Muslims
- (e) Clothes
 - Tallit, yamulke, teffillin
 - 5 Ks

RESOURCES

Suggested Texts

Exploring Belief
Looking for God
A Christian Faith and Its Symbols
You're Dreaming

Examples of Work Sheets

Word Pictures to Describe Jesus

Copy the following sentences into your books and underline the word symbol which describes Jesus. Draw a picture of the symbol and explain what it teaches us about Jesus.

1. I am the bread of life.

DRAW A PICTURE

This teaches us that Jesus

2. I am the light of the world.

DRAW A PICTURE

This teaches us that Jesus

3. I am the gate.

DRAW A PICTURE

This teaches us that Jesus

4. I am the good shepherd.

DRAW A PICTURE

This teaches us that Jesus

5. I am the true vine.

DRAW A PICTURE

This teaches us that Jesus

6. I am the way and the truth and the life.

DRAW A PICTURE

This teaches us that Jesus

Ideas About God

In the spaces provided try to write as many ideas as you can to answer the questions.

Write:

**ANY WORDS TO SAY
WHAT GOD IS**

**ANY WORDS TO SAY
WHERE GOD IS**



**ANY WORDS TO SAY WHAT
GOD CAN DO**

**ANY IDEAS YOU MAY HAVE
ABOUT OTHER GODS**

Looking for God

People have many different ideas about God. Look at the words and put them in the right list.

ANCIENT GODS

In the past, people believed that:

WHAT IS GOD?

People say that God:

WHERE IS GOD?

People say God is:

WHAT CAN GOD DO?

People say that God:

I believe God is _____, that He is _____ and that He _____.

Use These Words for Your Ideas

found in Heaven

the sun was a god

can help people

there were many
different gods

can change people

is a spirit

found everywhere

the moon was a god

found in the clouds

is a woman

can see everything

is a man

found in my heart

animals were gods

can hear people

Food For Special Occasions

About three thousand years ago the Hebrew people were slaves in Egypt. They were treated very cruelly and they were made to make bricks. The Pharaoh or King of Egypt refused to set the Hebrew people free. The Bible tells us that God sent Moses to persuade the Pharaoh to set them free.

When Moses arrived, the Pharaoh would not listen to him and so God sent ten plagues. There were many terrible things that happened including the River Nile turning red, a plague of frogs and a plague of flies. After the ninth plague, Moses warned Pharaoh that the last would be the worst of all but still the Pharaoh would not listen.

Moses told the Hebrews to prepare to leave Egypt. They were told to kill a lamb and smear their doors with blood. During the night in the houses where there was no blood, the eldest boy died but the Hebrews found that God had passed over their houses.

The Pharaoh had a son and when he found that he was dead he was very upset. He told Moses that he could take all the Hebrews and leave Egypt. The Hebrews began a long journey back to Canaan. The last night when God passed over the Hebrews is celebrated at the festival of Passover.

TASKS

1. Draw at least three pictures to show what Moses did to release the Hebrews. You can do more if you need to, but put a sentence under each picture to explain what is happening.
2. On the separate sheet there is a Passover plate. On this draw the food which goes onto the plate when Jews are celebrating Passover. Label each one, along side write the words which explain why they eat this food. Use the words below but make sure you match them up correctly.

Parsley (green herb)	For new life
Egg	Tears of the slaves
Lamb	Their bad lives as slaves
Bitter herbs	Their hopes for the future
Sweet herbs	Leaving quickly
Salt water	The blood on the doorposts
Unleavened (flat) bread	The bricks

The Passover Meal

Egypt was dying. There was no water, and little food. The hailstorms and locusts had destroyed all of the crops and dark clouds covered the sun. Moses called together the Hebrew leaders. "Pack your bags", he said. "We will be leaving Egypt soon! Now listen carefully..."

"On the 10th day of the month you must choose a one year old male sheep or goat to eat. On the evening of the 14th day, all Hebrews are to kill the chosen animals. Then you are to take some of the blood and put it on the doorposts and above the doors of the houses in which the animals are to be eaten. That night the meat is to be roasted and eaten whole with bitter herbs and with bread made without yeast. Any leftover meat must be burned. You must eat quickly and dress ready for travelling, with sandals on your feet and sticks in your hand."

When they were all ready, the Hebrews ate their meal, and as they ate they heard a strange sound outside. The sound of men crying for fear, the sound of women weeping. That night, death rode through the land. God punished the Egyptians by killing all their eldest children, but he passed over the Hebrews, because he saw the blood on their doors.

It was still the early hours of the morning when a message came from Pharaoh: Moses and Aaron were to see him immediately. "Get out! Get out!" he said when he saw them. "Take your rabble of slaves and go! Please call off your living God, before He kills us all!" The Egyptians gave clothes and jewels to the Hebrews, saying, "Please take these and leave, and say a prayer for us when you get to your land."

TASKS

1. Using the information, design an instruction booklet for the Hebrews, telling them what they had to do. (Use words and pictures.)
2. Answer the following questions in **full** sentences:
 - (a) Why was Egypt "dying"?
 - (b) What "strange sound" did the Hebrews hear outside while they were eating their animal?
 - (c) How did God punish the Egyptians?
 - (d) Why did God "pass over" the Hebrews?
 - (e) Explain what happened in the early hours of the morning.

Religious Costume

Sometimes you can tell what position a person holds in the church by the special clothes he or she wears. Scouts, guides, cadets and other such organisations have their own uniforms. Some of these uniforms are traditional.

Some religious costume is worn, not just for its history, but because of its symbolic meaning. Many clergy wear a clerical collar, commonly called a "dog collar". This is meant to look like the iron halters that were fixed around the necks of slaves and by which they were chained together. By wearing this special collar, the member of the clergy is showing that he is not his own master, but his work is to serve God and be led by Him.

Find a picture of an Anglican Bishop, dressed for a church ceremony. His hat is called a mitre, and is supposed to look like two flames. This represents the Holy Spirit which is said to have come upon the first Christians in the appearance of "tongues like flames of fire". Around his neck is the clerical collar. In one hand is his staff, which looks like a shepherd's crook. This shows that he is in charge of a large group of Christians, just as a shepherd looks after his flock. On the middle finger of his right hand he wears a large ring. This is a symbol of his position in the church. The long scarf around the Bishop's neck is called a stole. The colours of this will vary throughout the Christian year. On his chest the Bishop wears a large cross as a symbol of his Christian faith.

Find a picture of a Nun who is in traditional dress. Her hair is covered by a heavy veil as a symbol of modesty, and her body is completely covered as a sign of decency. She wears plain, hard-wearing clothes: the clothes of a poor person. Around her waist is a rope-belt on which are tied three knots. These represent her 3 vows, or promises - of chastity, poverty and obedience. On her "wedding" finger is a ring which shows that, instead of being married to a husband, she is dedicated to God and His Church. Around her neck hangs a cross, again, a symbol of her Christian faith.

TASKS

1. Answer the following questions, in full sentences:
 - (a) What uniform is worn by the pupils at our school?
 - (b) Why do you think many schools require pupils to wear uniforms?
 - (c) Name some organisations that wear uniforms.

2. Match the following pairs:

- | | |
|---|-------------------------------|
| Anglican Bishop's hat | Bodies are completely covered |
| Tongues on fire | Bishops |
| Looks like a shepherd's crook | Nun |
| Have authority to pass on the Holy Spirit | The ring |
| Hair is covered by a veil | Came upon first Christians |
| Nuns | Mitre |
| Shows dedication to God and the Church | The staff |

3. Are there any clothes or uniforms that you wear because they stand for something?

SYMBOLIC CLOTHES

Look at the picture of the Bishop. Explain the items worn by the Bishop. Include **what is it and what it**



following symbolises:

- (a) Mitre
- (b) Clerical collar
- (c) Pastoral staff
- (d) Ring

Look at the picture of the Nun. Explain the following items. Include **what it is and what it symbolises**.



- (a) The veil
- (b) The rope belt
- (c) The plain clothes
- (d) The ring

Sikhism : The Five Ks

When a Sikh makes a full commitment to the faith, he or she becomes a member of the Sikh **Khalsa** during a ceremony called **Amrit - pan karna**. Most Sikhs who join the Khalsa do so as they approach adulthood and are old enough to understand the responsibilities and commitments they are taking on.

The Amrit ceremony is held at the **Gurdwara**. Five members of the Khalsa, called the **Panj Piare**, who wear the **Five Ks**, perform the ceremony.

What then are the Five Ks? In 1699, Guru Gobind Singh commanded all Sikhs to wear the Five Ks. Each symbol is a sign of an important Sikh belief. They are called the Five Ks because the Panjabi word for each one begins with K.

KESH : UNCUT HAIR

Guru Gobind Singh, like the other nine Gurus, did not cut his hair. He ordered his followers to do the same. Wearing a turban (or *keshki*, as it is also called) is not one of the Five Ks, but it keeps the hair tidy and is a sign of being a Sikh for all to see.



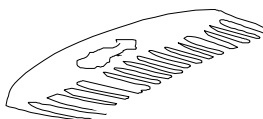
KARAH : STEEL WRIST BAND



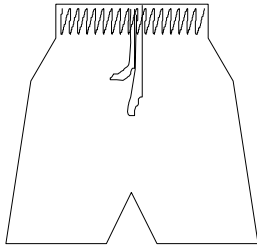
This is not worn as a piece of jewellery. The circle is a symbol to show that God is one and that the Khalsa is one fellowship. Steel is a hard metal and a sign that Sikhs must be strong in standing up for what is right.

KANGHA : COMB

The hair should be kept clean and tidy. Sikhs wear a small comb (usually wooden) in their hair. They should comb their hair twice a day. It is also a reminder that they should be tidy and well behaved in the way they live.



KACCHA : UNDER SHORTS



At the time of the Gurus many Indians wore a dhoti, a piece of cloth tied round the waist. Kaccha would be much more practical to wear (especially in battle). They are worn now by Sikh men and women under their top clothes. They act as a sign of freedom and show Sikhs will defend the weak.

KIRPAN : SWORD

Guru Gobind Singh said that all Sikhs must carry a sword. They must never attack first but they must be able to defend themselves and weaker people who need their help. The kirpan stands for the Sikh belief in justice. Today a small kirpan is usually worn, with a strap across the shoulder and chest, under the top clothes.



THINGS TO DO

1. Answer the following questions:
 - (a) Name the Five Ks.
 - (b) Why are the five Sikh symbols called the Five Ks?
 - (c) Why should Sikhs wear the Five Ks?
 - (d) What does the Karah stand for?
 - (e) Which K stands for the Sikh belief in justice?
2. Design a greeting card which could be sent to a Sikh about to enter the Khalsa. Use the Five Ks as symbols in your design.

TITLE OF UNIT: _____

KEY STAGE: _____ **AIMS:** _____

YEAR: _____

Programme of Study	Key Questions	Key Words	Activities	Resources	AT

An Outline of Basic Beliefs and Practices of Major Religions

	PLACES OF WORSHIP	SPECIAL DAY	NAME(S) OF GOD	PROPHETS	FESTIVALS	HOLY BOOK
CHRISTIANITY	Church	Sunday	GOD - The Father; The Son (Jesus); The Holy Spirit	Old Testament Prophets + John the Baptist	Easter - New Life Christmas - Light Whitsun - Holy Spirit Harvest	Bible - Old Testament New Testament
HINDUISM	Manhir (Temple)	No special day Prayers in temple every day	One God in many forms eg Brahma Vishnu, Shiva etc	No Prophets but recognises religious teachers/gurus as providing guidance to people	Diwali - Light; Good Evil; New Year Navaratri - Mother Earth Holl - Spring Raksha Bandhan - Brother/Sister	Vedas Upanishads Mahabharata (which includes the Bhagavadgta)
ISLAM	Mosque	Friday - Day of Special Prayer	Allah	Old Testament; Prophets; Jesus; Muhammad	Ramadan - Fasting Eid-UI-Fltr - End of Fasting Haji - Pilgrimage	Gu'ran
JUDAISM	Synagogue	Friday evening to Saturday evening	Yhwh (Yahweh)	Old Testament Prophets (Moses most important)	Passover (Pesach) - Deliverance Succot - Harvest Rosh Hashanah - New Year Yom Kippur - Atonement Chanukkah - Light Purim - Story of Esther	Torah (First 5 books of Old Testament) Talmud (interpretations)
SIKHISM	Gurdwara	Sunday in Britain but variable elsewhere	One God (Sat Naam - Truth)	10 Gurus Guru-Nanak; Angad; Amar Das; Ram Das; Arjan; Hargobind Singh; Har Rai; Tegh Bahadur; Gobind Singh	Valsakhi - New year Diswal - As Hindu + release of Hargobind Singh from prison Holl - Spring	Guru Granth Sahib
BUDDISM	Temple			Buddah		Vedas