

Unit 1D Beliefs and practice

Generic

ABOUT THE UNIT

This unit focuses on both the historical and living aspects of a faith. Children are given the opportunity to learn about current beliefs, practices and lifestyles by studying the holy days, artefacts, festivals and leaders. There are also opportunities for children to respond to some of the key ideas and values of the religion they are studying, and to develop their understanding of their importance for those who belong to the religion.

WHERE THE UNIT FITS IN

This unit links with units on belief and practice in Christianity in key stages 1 and 2. It links with the units on belief and practice in year 5 (unit 5B), Judaism in year 1 (unit 1E), Hinduism in years 3 and 4 (units 3B and 4A), and Islam in year 5 (unit 5B). There is a great deal of detail in this unit. Each topic could be planned to cover a longer period.

PRIOR LEARNING

It is helpful if children have:

- used words associated with celebrations, festivals and artefacts

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- the main beliefs and practices of the religion being studied

RESOURCES

- a range of religious reference books
- religious artefacts for the religion being studied
- relevant religious scriptures
- internet
- CD-ROM

EXPECTATIONS

At the end of this unit

most children will:

know about the basic beliefs and practices of a religion and retell the events of the main festivals; name certain religious artefacts and understand how and when they are used; name a key religious leader and the events of his or her life; recount some of the key stories in a religious tradition and explain the contribution they make to beliefs and practices; link some key ideas with their own and others' experience

some children will not have made so much progress and will:

identify a key belief and practice of a religion; describe the celebration of a festival; recognise a religious artefact; recount in simple terms some of the key stories associated with a religion; identify some aspects of their own experience

some children will have progressed further and will:

explain meanings contained in a religious story that might be given by believers; describe the relations between festivals and the key features of the religion; make simple links between examples of religious expression and the beliefs, ideas and feelings that underlie them; explain in simple terms the symbolism of some religious artefacts; make links with their own values and those of others

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
WHAT IS A HOLY DAY?			
<ul style="list-style-type: none"> that most faith communities have special days and places for worship that holy days are special days for worship how the holy day is celebrated at home and in the place of worship 	<ul style="list-style-type: none"> Display days of the week as a time line. <i>Which days are for work and which are for rest? How do you spend your weekends? What is your favourite weekend activity?</i> Use a video or CD-ROM of a young child's experience of their holy day. <i>What special activities and rituals take place (eg prayers, singing)? What special artefacts are used?</i> Children could make a class book contrasting ordinary daily activities with those of a holy day. <i>How do you think believers feel when they are celebrating a holy day?</i> If possible, interview a representative of the religion about activities on their holy days. 	<ul style="list-style-type: none"> identify the holy days for a particular religion identify key elements of the celebration of holy days, both at home and in the place of worship show their understanding of the concept of a special day through discussion 	<ul style="list-style-type: none"> A glossary card list with pictures and artefacts should support the teaching of this unit.
WHAT IS AN ARTEFACT?			
<ul style="list-style-type: none"> that religious artefacts often symbolise key beliefs which artefacts are significant to the religion being studied how artefacts are used 	<ul style="list-style-type: none"> Introduce the topic through class discussion. <i>Do you have special things that remind you of happy or sad times?</i> Show a selection of souvenirs, eg postcards, sea shells, toys, items with 'A present from ...'. <i>What are memories? Can we remember feelings, smells and atmosphere?</i> Arrange a memory table. Ask the children to describe what memories are prompted by a particular item. Choose artefacts that symbolise a key belief. Show the children a religious artefact and explain that for people of faith this has meaning, memory and atmosphere. An artefact can remind religious people of an important story to do with their religion. Discuss key beliefs represented by the artefact. <i>How do you think a believer would feel when they use a religious artefact? Do you think it is helpful to have something to look at, to hold, to smell, to touch?</i> 	<ul style="list-style-type: none"> identify an artefact(s) associated with the religion explain the use of an artefact explain the symbolism of an artefact talk about what is of value and concern to others 	<ul style="list-style-type: none"> An interview with a representative of the religion, if possible, is a valuable support when discussing the use of artefacts. Artefacts should be treated with respect and handled with care by the children. There is an opportunity for introducing the artefacts using a 'feely bag'.
WHAT IS A FESTIVAL (1)?			
<ul style="list-style-type: none"> that religious festivals are celebrations of symbolic significance for believers to make connections between their own feelings and experiences of celebrations, and those of others 	<ul style="list-style-type: none"> Discuss the difference between ordinary holidays and religious festivals. Make a time line or chart to show holidays and festivals throughout the year. <i>When do you go on holiday? How do you celebrate a well-known festival (eg Rosh Hashanah, Pentecost, Divali, Id)?</i> Use an artefact to introduce the story of a festival. Tell the story using pictures, photographs and artwork. Include sequencing cards, prediction exercises and discuss the feelings of the characters. 	<ul style="list-style-type: none"> identify aspects of their own experience and feelings concerned with celebration recognise the difference between holidays and religious festivals retell religious stories 	<ul style="list-style-type: none"> The focus is on the story and religious symbolism behind the festival, emphasising beliefs and teachings represented. Use a range of reference books and videos to show present-day celebrations of festivals. It is important to emphasise the cultural differences in celebrations.
WHAT IS A FESTIVAL (2)?			
<ul style="list-style-type: none"> the main belief or teaching represented by the festival 	<ul style="list-style-type: none"> Retell the story of the festival, perhaps using puppet figures. <i>What is the main belief or teaching passed on by this festival for believers? Why is this an occasion for celebration?</i> 	<ul style="list-style-type: none"> suggest meanings in religious symbols, language and stories 	<ul style="list-style-type: none"> The representation of human figures is not acceptable in Islam. Festivals often involve special foods. Links can be made with work in food technology, eg <i>try out special recipes</i>. Keep the RE focus by returning to the question of why a particular food is chosen.
WHAT IS A LEADER (1)?			
<ul style="list-style-type: none"> that religious leaders in history influenced believers because of their relationship with God 	<ul style="list-style-type: none"> <i>What does it mean to be a leader (eg leader of a group of musicians, leader of a school)? What special responsibilities does a leader have? What makes a good leader?</i> Invite visitors to talk to the children; such as leaders in the school, mealtime assistant leaders, key stage leaders, chair of governors, older children with particular responsibilities. <i>Do these people have something in common?</i> Produce a collage of leaders in the school. <i>Who do you respect?</i> Encourage a class discussion on people who care for them, people who have special responsibility for them and people who make decisions on their behalf. <i>What special qualities do you think a religious leader needs?</i> 	<ul style="list-style-type: none"> identify qualities required for leadership identify the leader of a particular religion and the key events in his or her life 	<ul style="list-style-type: none"> Introductory work could be supported by drawings and photographs of leaders from different groups or organisations. Draw on the knowledge and understanding gained in the interview with the visitor and the class discussion.
WHAT IS A LEADER (2)?			
<ul style="list-style-type: none"> the main stories concerning religious leaders in a particular religion 	<ul style="list-style-type: none"> Read or tell the story of the religious leader. <i>What is the main contribution of this leader to the beliefs of this religion? Why do believers still remember him or her?</i> Make a class frieze depicting the key characters and events in the story. 	<ul style="list-style-type: none"> describe the main characteristics of the leader and his or her main contribution to beliefs and teachings retell some major stories of a particular faith 	<ul style="list-style-type: none"> Video versions of the stories are a vivid means of teaching the key events. They could be shown either in full or in part, using accompanying sequencing and prediction exercises.

