

Unit title	Year	Background notes
<b>How do we express meaning through cards, candles and actions?</b>	<b>2</b>	<p>In this unit, pupils will be encouraged to think about signs and symbols from various religious and secular worldviews, specifically, they will reflect on the significance of cards, candles and actions. They may use stories, including some from faith traditions, as a way of talking about rituals and symbolic practice. This unit will prepare pupils for Key Stage 2 Units when looking at symbols and symbolism in specific traditions.</p> <p><b>Please note</b> The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
<b>When do you make/send someone a special card with special words?</b>	<p>Symbols</p> <p>Expressing meaning through greetings</p>	<p>I can: recognise a symbol that appear on cards (level 1)</p>	<ul style="list-style-type: none"> <li>• Discuss with the children the times when they have made/sent greetings cards eg. birthday cards, Mother's Day cards, welcome to a new baby, and the messages written inside the card.</li> <li>• Look at a range of cards for different occasions: birthday, weddings, welcoming a new baby.</li> <li>• Discuss the meaning of the pictures or symbols on the front of the card and the appropriateness of the greeting written inside</li> <li>• In pairs, ask the children to choose a card and tell the class or group why they have chosen it, why they like it.</li> </ul>	A selection of greetings cards.
<b>For which which festivals do people send special cards?</b>	<p>Religious symbols</p> <p>Expressing meaning through greetings</p>	<p>I can say what some of the symbols on cards mean (level 2)</p> <p>I can say what special greetings would be used on different occasions and why (level 3)</p>	<ul style="list-style-type: none"> <li>• Look at a selection of religious greetings cards sent at festivals or celebrations eg. Christmas, Easter, Eid, Pesach (Passover), Divali, baptism.</li> <li>• Using the pictures or symbols on the front of the card, ask the children to identify the festival/celebration for which the card might be sent and explain why those symbols were used. This could be a game played in small groups.</li> <li>• Ask the children to suggest an appropriate greeting for each card.</li> <li>• The children should choose a particular card and greeting and explain who they might give it to, and when.</li> <li>• Plenary – Where else might the children see the symbols represented on the cards?</li> </ul>	A selection of religious greeting cards.

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<b>When and why can lighting a candle 'feel' special?</b>			<ul style="list-style-type: none"> <li>• Ask the children to sit quietly in a circle and look at the flame of a candle while listening to some quiet music. How does it make them feel?</li> <li>• Ask the children if they have ever had candles lit especially for them, perhaps at a birthday. If so, did it make them feel special?</li> </ul>	<p>A large lighted candle</p> <p>Quiet music suitable for reflection</p>
<b>When and why do people use candles for special occasions?</b>	Expressing meaning through lighting candles	<p>I can recognise different types of candles (level 1)</p> <p>I can say what events special candles are used for (level 2)</p> <p>I can say what special candles would be used on different occasions and why (level 3)</p>	<p><i>If used as an assessment task, see separate sheet.</i></p> <ul style="list-style-type: none"> <li>• Show the children a selection of different types of candles used for celebrations eg Advent candle, havdalah candle, divas, baptismal candle, birthday candles.</li> <li>• Ask them to identify similarities and differences.</li> <li>• Ask the children to choose a candle and identify who might use it and for which occasion.</li> <li>• Make links between the candles and the cards used for particular festivals or celebrations.</li> <li>• In pairs, ask the children to choose one of the candles and explain why it is a good symbol for the festival or celebration, eg it might link with an aspect of the story told at the festival, such as the divas lit to welcome Rama and Sita home from exile.</li> </ul>	A selection of religious and secular candles. (birthday, advent, confirmation, Havdalah, Diva)

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<b>Do actions speak louder than words?</b>	Expressing meaning through actions	<p>I can recognise how actions are important (level 1)</p> <p>I can say how actions could speak louder than words (level 2)</p> <p>I can say how actions would be used on different occasions and why (level 3)</p>	<ul style="list-style-type: none"> <li>• Discuss with the children three or four examples of symbolic actions, eg clapping hands, shaking hands, hugging, making the sign of the cross Do actions sometimes speak louder than words?</li> <li>• Ask children to come up with gestures (rather than words) to show being friendly, angry etc. Show Makaton &amp; PECS signs.</li> <li>• In small groups can the children demonstrate through role-play being helpful, being kind, being sorry, sharing, taking turns without words. Photograph children as freeze-frame. Ask them what they are thinking. Do their actions show that?</li> <li>• Read and identify from a religious story a time when actions spoke louder than words eg. the story of the Good Samaritan or the story of Bhai Ganaya.</li> </ul>	<p>Makaton &amp; PECS signs.</p> <p>Role-play scenarios.</p> <p>Camera</p> <p>Bible story: The Good Samaritan</p> <p>Sikh story: Bhai Ganaya</p>