

## S1 Unit: Symbols and Artefacts

Programme of Work Title	Say it with Symbols
Brief Description	This unit is about developing an understanding of religious symbols and artefacts. It provides opportunities for pupils to explore and reflect on the importance of symbols and artefacts and their use in religious life.

### Aims and Outcomes:

#### Subject Specific:

I have researched and reflected upon the major ceremonies and customs of world religions and can explain the significance of these to the followers of these religions. **RME 3-06a**

I am developing my understanding of Scotland's religious diversity as well as the place of religion in society. **RME 3-06b**

I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a**

I have researched and reflected on the customs of world religions and am able to explain the importance of these to the followers. **RME 3-06a**

I can apply my knowledge in philosophical enquiry to explore questions on the symbolism of water. **RME 3-09e**

#### Literacy:

When listening and talking with others for different purposes, I can: communicate information, ideas or opinions, explain processes, concepts or ideas and identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

#### LIT 3-15a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**

#### Health and Wellbeing:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 4-11a**

Lesson title	Learning outcomes	Learning experiences	Resources	Extension tasks	Possible homework	Success criteria
Introduction to symbols	<ol style="list-style-type: none"> <li>1. Describing the difference between a sign and a symbol.</li> <li>2. Explaining the meaning of globally recognised symbols</li> <li>3. Practising using symbolic language</li> <li>4. Developing knowledge and</li> </ol>	<ul style="list-style-type: none"> <li>• Find the aim of the lesson: 'Crack the code' starter</li> <li>• Identifying signs (e.g. at an airport)</li> <li>• Discuss the meaning of given symbols (e.g. Poppy)</li> <li>• Copy and complete sentences</li> <li>• Watch a video clip: Swastika and discuss when/how/why this is an important symbol</li> </ul>	<ol style="list-style-type: none"> <li>a. PowerPoint (including photographs)</li> <li>b. Jotters</li> <li>c. Artefact with swastika symbols</li> <li>d. DVD clips: Swastika (heritage and wedding)</li> </ol>	Make up two sentences uses food, colour or animal part		<ul style="list-style-type: none"> <li>• Pupils can describe the difference between a sign and a symbol.</li> <li>• Pupils can explain the meaning of globally recognised symbols.</li> <li>• Pupils can complete sentences using symbolic language.</li> <li>• Pupils can give 2-3 facts</li> </ul>

	understanding of a symbol (swastika or Yin Yang)					about the swastika or Yin Yang symbols.
Water in life and religious rituals	<ol style="list-style-type: none"> <li>1. Explaining the importance of water for living</li> <li>2. Investigating how water is used in religious rituals for cleansing</li> <li>3. Evaluating the importance of water in religious life</li> <li>4. Relating water to S1 IDL</li> </ol>	<ul style="list-style-type: none"> <li>• Entrance ticket: What do the pictures have in common?</li> <li>• Think, Pair, Share: 'Give 1 – 2 examples of special events in a person's life. What symbols or artefacts are usually included?'</li> <li>• Watch a video-clip and write down as many uses of water for living as you can recognize.</li> <li>• Group activity: philosophical enquiry on the importance of water</li> <li>• Exit tickets (Plus, Change, Interesting)</li> </ul>	<ol style="list-style-type: none"> <li>a. Power Point</li> <li>b. Jotters</li> <li>c. DVD-clip: Water for life</li> <li>d. Blessing Poem</li> <li>e. Video clip: Water used in death customs</li> </ol>	Write a sentence for each of the 5 key words		<ul style="list-style-type: none"> <li>• Pupils can explain how water is used as a source of cleaning, hydration, food etc</li> <li>• Pupils can give 3-4 examples of the use of water in religious rituals.</li> <li>• Pupils can evaluate the importance of water in religious life.</li> </ul>
2 Buddhist Symbols: the figure of the Buddha	<ol style="list-style-type: none"> <li>1. Identifying the key features of a Buddhist statue.</li> <li>2. Explaining what these features mean for Buddhists.</li> </ol>	<ul style="list-style-type: none"> <li>• Recap activity: "Give me 3"</li> <li>• Drawing/Labelling the key features of a Buddhist statue and discuss them as a class</li> <li>• Reflective questions</li> </ul>	<ul style="list-style-type: none"> <li>• Power Point</li> <li>• Jotters</li> <li>• Statue of the Buddha</li> </ul>	Buddha's footprint.	What symbols or artefacts are important to me	<ul style="list-style-type: none"> <li>• Pupils can identify the key features of a Buddhist statue</li> <li>• Pupils can explain the importance of the key features of a Buddhist statue.</li> </ul>
3. Jewish Symbols: tallit	<ol style="list-style-type: none"> <li>1. Explaining when/why and how a tallit is used.</li> <li>2. Reflecting on the importance of the Tallit to a Jewish person.</li> </ol>	<ul style="list-style-type: none"> <li>• Class discussion: the key features of the tallit</li> <li>• Watch a video – clip about the tallit and explain what it is used for.</li> <li>• Reflective questions</li> <li>• Alphabet check-out</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• video-clip: BBC Learning Zone</li> <li>• Tallit</li> <li>• Jotters</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils can explain the use and meaning of a Tallit.</li> <li>• Pupils can explain why this is an important garment for Jewish people.</li> </ul>
4. Assessment: leaflet	Displaying knowledge, understanding and analysis of key symbols and artefacts studied in this unit	<ul style="list-style-type: none"> <li>• Revise the success criteria for a good leaflet</li> <li>• Create a leaflet to show what they have learnt about different aspects of the symbols and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• A4 paper</li> <li>• Colouring pens</li> <li>• Scissors</li> <li>• Glue</li> </ul>			Pupils successfully complete the leaflet summarising their knowledge and understanding of artefacts and symbols

Contexts for learning	Curriculum areas and subject	IDL	The ethos of life and the school	Opportunities for personal achievement
Key Progression framework Statements	Second Level: Investigate and evaluate the meaning of key sources of evidence including special places and artefacts.		Third Level: Investigate and evaluate the meaning of key sources of evidence including special places and artefacts and analyse differences within and between religions and other perspectives in relation to these special places and artefacts	
SALs Curriculum	<p><b>Learning about religion, beliefs and morality:</b> Understanding the religious and cultural diversity of Scotland and across the world through learning about Christianity, World Religions and other stances for living.</p> <p><b>Learning from religion, beliefs and morality:</b> Appreciating the importance of respect for the beliefs, values and traditions of others and being able to demonstrate this.</p>			
Skills for learning, life and work	Remembering, understanding, applying, evaluating, creating, organisation, emotional intelligence.			