

## Religious Education Year 3: Signs and Symbols in Religion

### Introduction

Children will use word processing software with graphics capability to write about the use of symbols and metaphor in religion.

### Skills involved

#### What will the children learn?

Pupils will learn that:

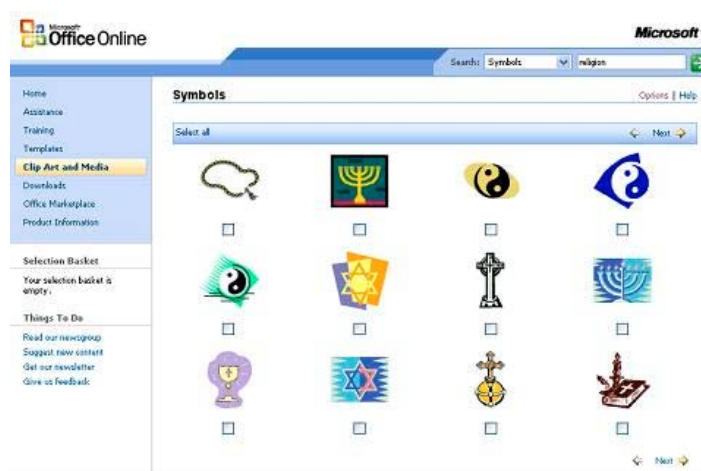
- not all language should be taken literally
- symbols may be used as a reminder of a significant event
- world religions use symbols in different ways
- religions use metaphor and symbolic language
- the computer can be used to combine graphics with text when making a presentation.

#### What prior experience do the children need?

The work builds on previous work on different world religions, especially work on places of worship, special books or religious stories. The pupils should have used a word processor and a painting package.

### Equipment

- Any word processing or desktop publishing program which can combine text and graphics
- Access to clipart libraries on CD-ROM or via the Internet. For example, Microsoft has a massive clipart library <http://office.microsoft.com/clipart/> – search on Symbols/religion for an extensive selection. Alternatively the Virtual Teacher Centre offers links to a wide range of useful religious education sites – the majority of which include images <http://vtc.ngfl.gov.uk/docserver.php?docid=884>.



## **The Lesson**

In the context of a study similar to Unit 3a of the QCA Religious Education Scheme of Work discuss the use of symbolism and metaphor in a variety of religions. Make connections between children's personal experience and the experience of people in a religious context. Explore literal and non-literal meanings and the use of similes and metaphor in everyday life (for example, 'you're driving me up the wall') and in religion (for example, Jesus bids us shine like a candle). As part of the work the class could visit places of worship and look for symbols or they could look for such symbols in pictures of places of worship.

Ask children to write about what they have learned using a word processor. Show them how to import pictures from clipart and paste these into their work.

Children could write about:

- a religious metaphor (such as The Lord is my shepherd – Psalm 23)
- the use of a symbol as a reminder of a religious event (for example a Passover (seder) plate)
- the use of the same symbols in different religions (for example a dove and an olive branch)
- symbols or symbolic language used for God (such as the variety of Hindu deities)
- the use of symbols in places of worship.

## **Why are we using ICT?**

Using a word processor enables pupils to compose text, edit it and change it until they are satisfied with it. Having access to clipart allows them to combine words and pictures into a coherent presentation.

## **References**

### **QCA Schemes of Work ICT Unit 3A: Combining text and graphics**

<http://www.standards.dfes.gov.uk/schemes2/it/?view=get>

### **QCA Schemes of Work Religious Education Unit 3A: What do signs and symbols mean in religion?**

<http://www.standards.dfes.gov.uk/schemes2/religion/?view=get>

## **Where do we go next?**

The work could be used as the basis for a school assembly. The symbols or metaphors could be printed onto OHP transparencies and used to illustrate the presentations.

## **Differentiating the activity**

Some pupils may require support from a teaching assistant or parent helper. Groups of more able children will be able to work more independently.

## **Reflecting on their work**

Compile the children's work into a class display and discuss its different aspects.