Erin’s artwork shows four different religions and their varied approaches to prayer, one form of spiritual expression.

Lucy, 8, painted her idea: ‘God is in art because you can use your imagination and creativity. I imagined poppies because they help us remember and hope, like God.’

U2.12
What impact do people’s beliefs have in their lives?

Spiritual expression.
Examples from Muslims, Sikhs and Christians

YEAR GROUP: 6
Unit U2.12
What impact do people’s beliefs have in their lives?
Spiritual expression

About this unit:
Year Group: 6
This unit enables pupils to engage with spiritual ideas through the arts as they explore examples of creativity from three different religions. If used as a transition unit it connects to the KS3 Unit on expressing spirituality through the arts, which uses different examples to explore similar territory.

The focus is on engagement with Christian, Muslim and Sikh ideas explored through the arts. There is more work here on Christianity than can be covered, but the sections on Islam and Sikhism are important in Sandwell where these two religions are prominent. Schools could of course make their own plans to use spiritual expression from other religions instead of these examples.

Pupils are enabled to think for themselves about questions to do with the meaning, history and spirituality behind the works studied. Pupils are encouraged to consider what can be learned from these expressions of faith by referring to their own experiences, beliefs and values. The unit can work across a wide age range, and makes an exciting focus for an ‘arts and RE’ week, or some other way of working in intense time periods.

Schools could consider using artists in residence, or visiting creative educators to enhance the approaches. Linking RE to creativity in the curriculum is part of the way to build the status of the subject in Sandwell schools.

Where this unit fits in:
This unit will help teachers to implement the requirements for RE by providing them with well worked examples of teaching and learning about the theme of spirituality in the arts by using the concepts of worship, meditation and celebration.

This unit contributes to the continuity and progression of pupils’ learning by developing pupil’s knowledge of Christianity, Islam and Sikhism.
This unit also has strong links with the art and literacy curriculum.

Estimated teaching time for this unit: 7 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in half a term or 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

KEY STRANDS ADDRESSED BY THIS UNIT
• Beliefs, Values and Teaching
• Ways of expressing meaning
• Questions of Meaning, Purpose and Truth
• Questions of value and commitment

ATTITUDES FOCUS: Pupils will explore attitudes of:
• Open mindedness by engaging in positive discussion and debate about the ideas of faith expressed in the works of art studied.
• Appreciation and wonder by developing their capacity to respond to works of art, to be creative and to enter into life’s mysteries with imagination.
The unit will provide these opportunities:

- Pupils have opportunities to consider the concepts of worship, meditation and celebration.
- Pupils have opportunities to consider a diverse range of views about questions of expression and meaning in relation to spirituality and faith.
- From the study of Christianity, Islam and Sikhism pupils will be able to think about their own experiences and views in relation to questions of spirituality in the arts.
- Experiences and opportunities provided by this unit include; exploring Christian, Muslim and Sikh creativity through the arts, through a range of media; discussing the significance of this art to Christian communities; responding personally to the artwork they have seen and heard.

Background information for the teacher:

This unit gives the pupils an opportunity to engage with religious and spiritual ideas through the arts and to encourage them to express their own opinions about the arts explored. Many of the art works explored have great meaning and history behind them and this unit offers a taster and should link in with the learner’s knowledge of Islam, Sikhism and Christianity from other units. This unit has strong links with the art and literacy curriculum. There is a vast literature on religious and spiritual ideas about aesthetics, which some teachers may find useful and inspiring, but this unit of work can proceed with the ordinary professional tools of good teaching: specialist knowledge is helpful, but is acquired easily at a suitable step by the professional teacher.

In Sikhism, pupils might study the portrayal of key events from the lives of the Gurus in visual arts, the art of storytelling, Sikh architecture (especially the Golden Temple at Amritsar), music by Sikhs and the art of poetry, found in the Guru Granth Sahib.

In Islam, pupils might study the use of calligraphy, the splendours of Islamic architecture and gardens, the importance of Qur'anic recitation and text, the visual arts in the light of Islamic rules for art and the varied ways the human voice is used musically by some Muslims.

In Christianity pupils might study the representation of the gospel narratives in visual art, the global visual cultures of Christianity, architecture, music, drama and poetry. They might learn from the Bible as literature.
<table>
<thead>
<tr>
<th>Vocabulary + concepts</th>
<th>Resources: Teachers might use:</th>
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<tbody>
<tr>
<td>In this unit, pupils will have an opportunity to use words and phrases related to studying religions generally:</td>
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<tr>
<td>▪ Belief</td>
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<td>▪ Faith</td>
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<td>▪ Sacred</td>
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<td>▪ Spiritual</td>
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<td>▪ Commitment</td>
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<td>▪ Worship</td>
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<tr>
<td>Specific religions:</td>
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<tr>
<td>Christianity</td>
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<td>▪ Church</td>
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<td>▪ Psalms</td>
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<td>▪ Scripture</td>
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<td>▪ Mystery Play</td>
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<td>Islam</td>
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<td>▪ Tawhid</td>
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<td>▪ Shirk</td>
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<td>▪ Allah</td>
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<td>▪ Prophethood</td>
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<tr>
<td>Sikhism</td>
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<td>▪ Guru</td>
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<td>▪ Guru Granth Sahib</td>
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<td>▪ Sewa</td>
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<tr>
<td>The language of shared human experience:</td>
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<tr>
<td>▪ Expression</td>
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<td>▪ Art</td>
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<td>▪ Vision</td>
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<td>▪ Dreams</td>
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<tr>
<td>Web</td>
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</table>
The National Association of Teachers of RE’s ‘Art in Heaven’ gallery on the web show cases over 100 brilliant pupils responses to the questions ‘Where is God?’ and gives access to a free download of usable PPT sequences on this topic. It is a core resource for this module. [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)

Websites on Christianity, e.g. [http://www.request.org.uk/](http://www.request.org.uk/)

**Artefacts** [religious artefacts available to purchase from: Articles of Faith (Tel: 0161 763 6232)]

Religion in Evidence (Freephone 0800 137525)

Icon – ‘Jesus through Art’, Margaret Cooling.

Vannoules is a supplier of vestments and textiles to churches. They have a very easy to use visual website: [www.vannoules.co.uk](http://www.vannoules.co.uk), [www.theresite.org.uk](http://www.theresite.org.uk), [www.re-xs.ucsm.ac.uk/schools/](http://www.re-xs.ucsm.ac.uk/schools/)

**Audio, visual and video resources**

Contemporary and classical spiritual music is good to use in this area: John Taverner, John Rutter, Andrew Lloyd Webber are examples.

Some contemporary artists such as Bill Viola ([www.billviola.com](http://www.billviola.com)) or Mark Wallinger ([www.markwallinger.com](http://www.markwallinger.com)) offer challenging imagery as well. ([Web links](http://www.markwallinger.com))

Cumbria and Lancashire Learning Online has excellent resources for RE: [www.cleo.net.uk](http://www.cleo.net.uk)

Look in Subjects, RE, KS3 [www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk) is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group. Look at the KS3 sound presentation on Worship.

- examples of music from different religions
- posters, photographs and postcards of paintings
- miracle plays translated for children
- internet sites
- museums and art galleries

Stephen Fischbacher is an excellent source of classroom friendly Christian music: his site [www.fischy.com](http://www.fischy.com) provides some of the best contemporary music for children in Christianity.

**Architecture and music:**

Schools will do well to connect with local examples of Christian architecture and music in this unit. Local parish churches, chapels and your nearest Cathedral may be excellent sources.

**Muslim Art**

Ulfah Arts is a West Midlands based collective of Muslim women artists, whose work is local and inspiring: see [http://www.ulfaharts.co.uk/](http://www.ulfaharts.co.uk/)

The Muslim artists’ website [www.islamexpo.info](http://www.islamexpo.info) is a superb gateway for this work.

Artists such as Ahmed Mustafa [http://www.fenoon.com/artist/artist.html](http://www.fenoon.com/artist/artist.html) and Yasmin Kathrada ([www.ykartist.com](http://www.ykartist.com)) work in Britain today in inspiring ways.

- This gallery is full of interesting examples of Islamic contemporary art: [http://muslimmuseum.org.uk/british-muslim-artists/](http://muslimmuseum.org.uk/british-muslim-artists/)
- The artist Dr Mohsen Keiany gives fascinating examples of British contemporary Islamic art. [https://www.mohsenkeiany.com/](https://www.mohsenkeiany.com/)

**Text**

Margaret Cooling, 1998, ‘Jesus Through Art’, RMEP;

Picturing Jesus Fresh Ideas and Picturing Easter (RE Today, 2009 / 2008) provide good ideas for visual learning here.

Artefact cards – *Religion in Evidence* series - published TTS, Monk Road, Alfreton, Derbyshire, DE55 7RL

Use a range of Sikh, Muslim and Christian music – both traditional and contemporary.

- Online searchable sacred texts from different religions at: [www.ishwar.com](http://www.ishwar.com)
- [www.jesusmafa.com](http://www.jesusmafa.com) – images of Jesus from the Cameroon
- [www.gallery.euroweb.hu](http://www.gallery.euroweb.hu) – an online database of thousands of paintings all digitally reproduced
**Contributions to spiritual, moral, social and cultural development of pupils**

- Opportunities for **spiritual development** come from understanding how art enables Muslims, Sikhs and Christians to express their feelings and thoughts in worship, and considering their own self expression of deep ideas and beliefs.
- Opportunities for **cultural development** come from discussing the significance of wide ranging and varies art and music to religious communities.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>At the end of this unit</th>
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</thead>
<tbody>
<tr>
<td><strong>Make sense of belief:</strong></td>
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<tr>
<td>• Almost all 11 year olds will be able to:</td>
<td>• Most 11 year olds will be able to:</td>
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<tr>
<td>Make sense of belief:</td>
<td>Make sense of belief:</td>
</tr>
<tr>
<td>• Identify simple ways beliefs are shown in creative expression</td>
<td>• Explain some ways beliefs are shown in creative expression</td>
</tr>
<tr>
<td>• Give their own ideas about religious expression</td>
<td>• Compare their ideas about religious expression with the examples they study</td>
</tr>
<tr>
<td>Understand the impact:</td>
<td>Understand the impact:</td>
</tr>
<tr>
<td>• Make a simple connection between a belief and a form of expression</td>
<td>• Make clear connections between beliefs and different forms of expression</td>
</tr>
<tr>
<td>• Give examples of art, architecture and music that connect to beliefs</td>
<td>• Give examples of the impact of beliefs on art, architecture and music</td>
</tr>
<tr>
<td>Make connections:</td>
<td>Make connections:</td>
</tr>
<tr>
<td>• Ask a question about how they might express their own spiritual ideas</td>
<td>• Raise questions about how they might express their own spiritual ideas</td>
</tr>
<tr>
<td>• Make simple connections between beliefs and art / architecture / music.</td>
<td>• Describe clear connections between beliefs and art / architecture / music.</td>
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</table>

**ASSESSMENT SUGGESTIONS**

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

Assessment opportunities might include; allowing pupils to respond through drama, dance, painting, writing and music; ‘commissioning’ pupils to produce a picture / sculpture / design / work of art for a specific example of a religious community linking scripture, ancient story and present day practice of faith, using ideas and inspiration from the unit to do this, then interviewing pupils to discuss why they have chosen a particular image, media, mode of expression. A detailed outline for this can be found on the last page of the unit below.

G&T: To extend this work, ask pupils to represent a Bible story / saying of the Guru / Qur’anic text in their own way using creative materials, and to show two different ways the story might have a meaning. They should be alert to the tradition’s way of handling art as they do this.
### Learning outcomes
(intended to enable pupils to achieve end of key stage outcomes):

- Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:
  - **Make sense of belief:**
    - Explain some ways beliefs are shown in creative expression
    - Give their own examples of religious or spiritual expression
  - **Understand the impact:**
    - Make clear connections between the idea of spirituality and forms of creative expression
  - **Make connections:**
    - Raise questions about how they might express their own spiritual ideas
    - Describe clearly connections between beliefs and art/architecture/music.

### Ideas and some content for learning:
Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

### Key Question for this lesson: Spiritual – what’s that? What is the human spirit?
- Begin by asking pupils what they think is spiritual: here are some choices to give them. They could run from side to side of the room as a class depending which they think is most spiritual. Going to Mosque or walking on a beach? Singing a love song or listening to a violinist? Writing a poem or cuddling a baby? Reading the Bible or forgetting everything while you watch a movie? Getting up to watch the sunrise or praying after midnight? Feeding homeless people at a night shelter or recycling all your plastic? Feeling awe and wonder when you look at the stars or feeling the excitement of a great goal? The truth is any or all of these things can be spiritual for different people at different times.
- Ask pupils to look at some works of art in which children have tried to show what their spirit means to them. There is a great selection on the website [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts). The words matter as much as the images. A good way to introduce this is to select 6 images, ask pupils to be competition judges and rank them 1-6 for artistic skill and 1-6 for thoughtfulness. These spiritual expressions show pupils how other children express religious ideas and show the impact of their beliefs.
- Tell pupils that musicians cannot agree what music is, but they all know about it, and can make it. ‘Spiritual’ is also a word that makes people argue sometimes, but a useful word. Teach pupils that being spiritual is about your own self, and how you fit the world together, about self, other people, the planet and God (if you believe in God – say ‘the big beyond’ if not!). A good way to teach this is as ‘in, out, below us and above us’ with some hand actions to show it.
- Teach pupils that being spiritual is about your own self, and how you fit the world together, about self, other people, the planet and God (if you believe in God). This is a useful ‘working description.’ Put it on a poster for the duration of this unit, and keep referring to it. Use a collection of photos and postcards, spread out on desks around the room: include some of the natural world and its wonders, the environment and some of people of all ages and races. Put some religious pictures from different faiths there as well, and some that are more abstract.
- Ask pupils to walk round and think: which four cards would I like on my wall? Which two are spiritual for me today? What would a person who cared about the spirituality of the earth choose? What would a person who cared about God choose? Children need to record their thoughts and share in a pair the images that were spiritual for them.
- This little graphic expresses the idea of spiritual. Get pupils to take a copy and add illustrations, logos and examples of their own.
**Learning outcomes**
(intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

- **Make sense of belief:**
  - Explain some ways Sikh beliefs are shown in creative expression
  - Compare their ideas about religious expression with the examples they study

- **Understand the impact:**
  - Make clear connections between Sikh beliefs and different forms of expression
  - Give examples of the impact of beliefs on art and architecture

- **Make connections:**
  - Raise questions about how they might express their own spiritual ideas
  - Describe clear connections between beliefs art and architecture.

<table>
<thead>
<tr>
<th><strong>Ideas and some content for learning:</strong></th>
<th><strong>Key Question for this lesson: how do architecture and art express Sikh visions of life?</strong></th>
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</thead>
</table>
| Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. | **The Golden Temple: spiritual expression in architecture**
The Sikh Golden Temple at Amritsar in the Punjab was built originally by Gurus Ram Das and Arjan Dev, 400 years ago. It is a functioning Gurdwara to this day, and symbolises many Sikh beliefs and ideals. It is a beloved destination for Sikh journeying. Enable pupils to research online and from texts some detail about the Golden Temple and its form, function, use and beauty.
- Ask pupils to learn about the Mool Mantar (Sikh teaching, studied earlier in KS2) and about Sikh spiritual practice of chanting God’s name and serving the weak or poor. How are these ideals expressed in the Golden Temple?
- Ask pupils to consider this question: why do Westerners visit as tourists buildings from religions they do not belong to? Consider examples from other religions, but especially the Golden Temple. What is the impact of these visits?
- Ask pupils to write a travel brochure entry for the Golden Temple in two versions, one aimed at Sikhs, one aimed at tourists. What is the difference?  

<table>
<thead>
<tr>
<th><strong>Sikh visual art: what can we learn?</strong></th>
<th><strong>Comparing forms: art and architecture</strong></th>
</tr>
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</table>
| Look at some examples of Sikh art, for instance those done by Kanwar Singh available on the web at www.artofpunjab.com or the work of Bhagat Singh, online at www.sikhiart.com There are many more examples on open access searches. | Ask pupils to consider whether the Golden Temple or the art they have studied best expresses ‘the Sikh Path’ and why.
They should begin by listing what is good about each of the art forms, then develop reasons and arguments that support their point of view about which is the best expression of the teachings of the Gurus they have studied.
An international centre like the Golden Temple could be compared with a local Gurdwara: ask - are the essentially the same? Why go to Amritsar when there is a Gurdwara in Smethwick, and 300+ in the UK? |

*Image of the Golden Temple and Guru Nanak*
### Learning outcomes

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

#### Make sense of belief:

- Explain some ways Muslim beliefs are shown in creative expression.
- Compare their ideas about religious expression with the examples they study.

#### Understand the impact:

- Make clear connections between Muslim beliefs and different forms of expression.
- Give examples of the impact of beliefs on art, architecture and music.

#### Make connections:

- Raise questions about how they might express their own spiritual ideas.
- Describe clear connections between beliefs, art and architecture.

### Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

#### Key Question for this lesson: Muslim calligraphy, painting and architecture: what is inspiring?

**Muslim Poetry: Al Ghazali on God**

Use the 99 Beautiful Names as a way to understand what Islam teaches about God.

Use the poetic lines of Al Ghazali to explore Muslim belief about Allah. Pupils might record them being spoken, whispered or shouted: which works best to make sense of them? Ask pupils which lines they agree with, disagree with and don’t understand. Ask them to create twelve lines of poetry that state their own key beliefs. **“He in his essence is one, without any partner.**

- Single without any similar.
- Eternal without any opposite.
- Separate without any like.
- He is one, prior, with nothing before him.
- From eternity without any beginning.
- Abiding in existence without any after him.
- To eternity without an end.
- Subsisting without ending.
- Abiding without termination.
- Measure does not bind him.
- Boundaries do not contain him.”

**Muslim Art: Yasmin Kathrada and Ahmed Moustapha**

- Ask pupils to study, understand and compare two works of art about Allah. These two examples (on the right and from RE Today member’s website, or email lat@retoday.org.uk) are a superb way to study ‘Islamic rules’ art and explore the similarities and differences between different artists.

**Muslim Architecture: Beauty in design in mosques and calligraphy**

- Explain Muslim art rules to pupils – no images of Allah and for many Muslims no image of humans because they mislead rather an enlighten us. Instead geometric and natural pattern is used to create beauty. Ask pupils to select 6 mosque picture from flickr http://www.flickr.com/search?q=mosque&f=hp has about ¾ million to choose from. They should choose 6 different designs that they like. Ask pupils to write 5 words that describe the beauty of each of the pictures they chose. Ask pupils to look for these features: domes, minarets, courtyards, calligraphy (beautiful writing) and geometric designs (tiles, carpets, windows, ironwork etc.). Which contribute the most to the beauty of the mosque?

- Ask pupils to consider: if they grow up to be architects, and a local Mosque asks for a rebuild design, how would they do it?

- Ask them to express their own views on the relative strength of these two ideas: “A mosque should be beautiful because it is for a beautiful activity: praying to the Creator of beauty is easier in the beautiful surroundings.” “God hears your prayer anywhere. No special place is needed to pray. A clean heart, a clean body and a clean prayer mat are all you need. So Muslims today should spend less on mosques and more on feeding the poor.”
**Learning outcomes**  
(intended to enable pupils to achieve end of key stage outcomes):  
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:  

**Make sense of belief:**  
- Explain some ways Christian beliefs are shown in creative expression  
- Compare their ideas about religious expression with the examples they study  

**Understand the impact:**  
- Make clear connections between beliefs and musical forms of expression  
- Give examples of the impact of beliefs on music  

**Make connections:**  
- Raise questions about how they might express their own spiritual ideas  
- Describe clear connections between beliefs and music.

**Ideas and some content for learning:**  
Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

**Key Question for this lesson:**  
**How do Christians use music in worship to express a variety of ideas and feelings to God and about God?**

**Music: What is spiritual about music? How do Christians make spiritual music?**  
- Listen to some contrasting pieces of music (The Planets, Holst, Four Seasons, Vivaldi or contemporary music – chilled, exciting or mind-blowing) allow the children to respond in drawing / ‘taking a line for a walk’ as they listen. Respond in words or through dance or drama afterwards, considering what it made them think of and how it made them feel.  
- Explain that music is important in creating moods and that Christians use music in worship to express a variety of feelings, especially about God and their spiritual lives.

**What is a Psalm? What do Psalms express?**  
- Collect a list of different feelings that children think worshippers might have. Explain that Christians are able to express their feelings to God. Then look at a variety of Psalms which express different feelings: Psalms 13, 23, 40 and 98 give a good variation. These could be used as literacy texts, alongside their RE use. They are poems. But they are often songs too, and pupils might hear some examples – there are hundreds on YouTube, like this one (Psalm 23):  
  [https://www.youtube.com/watch?v=A-qLa_2GPCMc](https://www.youtube.com/watch?v=A-qLa_2GPCMc)  
- Children could write a Psalm / Reflection / Meditation in their own words with accompanying illustrations or add appropriate percussion (or use ICT music programs), working from one of the Psalms, which have these themes: Thanks / Praise / Questioning / Sorrow / Requests for help in trouble / ‘I love you!’  
- Listen to a variety of Christian music that gives expression to some of the messages of the Christian faith. This could be either / both traditional or contemporary. Fischy Music ([www.fischy.com](http://www.fischy.com)) is a super resource widely used here.

**Making judgements about music: what do you think?**  
- Ask pupils to make some judgements: who would use this music? Who would like it? What music would Christians play for a birth of a baby, a wedding, a funeral? Why? What would they choose for weekly sharing of bread and wine to remember Jesus, and for thanking God any day of the week? Why?  
- Ask pupils some questions of wonder: I wonder: Can a song be a prayer? Is all music spiritual? Could human life survive without music? What if there was no music? How do other religions, and non-religious people use music for their spiritual lives? Accept all the ideas pupils offer in response to these questions.

**Cross curricular linking:** in Music pupils are to develop cultural and critical understanding through listening and evaluating music from a wide range of sources. RE is doing this in this lesson.
<table>
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<tr>
<th><strong>Learning outcomes</strong></th>
<th><strong>Ideas and some content for learning:</strong></th>
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<tbody>
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<td>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</td>
</tr>
<tr>
<td>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</td>
<td><strong>Key Question for this lesson: How do banners, triptychs, icons and stained glass windows help Christians to worship? Do these art forms show beliefs?</strong></td>
</tr>
<tr>
<td><strong>Make sense of belief:</strong></td>
<td>• Use ICT or church visit to look at a variety of banners and stained glass windows. What do they show? (Usually a Bible story or words from scripture). How might these help the worshipping community? Take a Bible story or verse and design and make a ‘stained glass’ window or banner.</td>
</tr>
<tr>
<td>• Explain some ways Christian beliefs are shown in creative expression</td>
<td>• Drawn in a particular style and used predominantly by Orthodox Church in worship, icons symbolise beliefs and are designed to draw in the worshipper. Look at the features of icons and try to draw and paint in that style. Here’s a good source: <a href="https://www.monasteryicons.com/product/saint-teresa-of-calcutta-icon-941/women-saints">https://www.monasteryicons.com/product/saint-teresa-of-calcutta-icon-941/women-saints</a></td>
</tr>
<tr>
<td>• Compare their ideas about religious expression with the examples they study</td>
<td>• Give pupils a choice of either a stained glass window, or an iconic triptych to design. The could make their design based on one of these concepts: Holy Spirit / Love / Celebration / Mysteries. This outline can be blown up, drawn onto, written into and folded into three to be freestanding = versatile!</td>
</tr>
<tr>
<td><strong>Understand the impact:</strong></td>
<td>• Give pupils a key Christian word – salvation / incarnation / gospel / kingdom of God, or a Bible verse from one of the Gospels to work from as they create.</td>
</tr>
<tr>
<td>• Make clear connections between beliefs and different forms of expression</td>
<td>• Create a display, and ask pupils to interview each other, and write the ‘art gallery notes’ for their partner’s design.</td>
</tr>
<tr>
<td>• Give examples of the impact of beliefs about Jesus on art, architecture and music</td>
<td>• Ask pupils some questions of wonder: I wonder: Can a banner make a person think of God? Does an icon make the worshipper a more spiritual person? Can anyone be spiritual? How do other religions, and non-religious people worship, or be spiritual? Accept all the ideas pupils offer in response to these questions.</td>
</tr>
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<td><strong>Make connections:</strong></td>
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**Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:**

**Make sense of belief:**
- Compare their own ideas about religious expression and reflection with the examples they study.

**Understand the impact:**
- Use the concept of ‘reflection’ to explore the impact of beliefs on art, architecture and music.

**Make connections:**
- Raise questions about how they might express their own spiritual ideas.
- Describe clear connections between reflection and creative arts.

**Key Question for this lesson:** How do Christians use objects to help them concentrate on and think about God?

**Reflection: what is it, and how do Christians use the art of reflection? Is reflection useful to everyone?**

This lesson aims to enable pupils to explore the use of a variety of objects in times of reflection and develop and show understanding of the way objects enable Christians to express their thoughts and feelings in reflection times.

- To develop skills of imagination in making sense of symbols, collect a variety of natural objects: pebbles, shells, leaves, twigs, flowers, pine cones, stones. As a circle time activity, ask the children to select an object and sit quietly looking at and touching the object. Ask them to think about how it looks and feels, does it remind them of other things? Can they imagine the story of their object? Where did it begin, and where will it end? Draw the children together to share with the group if they wish. They might write a poem or reflection about this.

- Explain that Christians often use objects to help them concentrate on and think about God. Slowly and carefully, show children some Christian artefacts, and tell their ‘stories’ – how are they made, used and revered? Alternatively, use a candle, sculpture or picture for the children to respond to in short silent reflection (a minute is good going for some classes).

- Provide pupils with pictures of Jesus from different cultures or different artistic interpretations of Jesus and allow time for reflection on these. Pupils could write or talk about how the picture helps them to understand why Jesus matters to Christians.

- Ask pupils some questions of wonder: I wonder: Can a pebble tell a story? Can a stone give humans an emotion? Do we all make symbols from natural objects? What if these objects could talk, and say just one sentence: what would they say? What do the objects Christians use ‘say’? How do other religions, and non-religious people use symbols and objects for their spiritual lives? Accept all the ideas pupils offer in response to these questions.

- Ask pupils what they think: would everyone benefit from a time for reflection, some stillness, quietness and a chance to think more deeply about life? You don’t have to be religious to do this – do you have to be spiritual?
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<td><strong>Key Question for this lesson: How do colours express ideas and feelings? What meanings can we find in colours?</strong></td>
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<td><strong>Make sense of belief:</strong></td>
<td>• Here, pupils might use creative materials to tell stories and beliefs of the Christian faith, explore and describe their own thoughts and feelings about colour and emotion through these art forms and develop and show understanding of the way colour enables Christians to express their thoughts and feelings.</td>
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<td>• Explain some ways beliefs are shown in creative expression</td>
<td>• Give a selection of colours and feelings ask the children to match them in the way they feel they want to or have coloured paper around the room, say a feeling and pupils respond by standing next to that colour. Try these: CALM / ANGRY / THOUGHTFUL / WISE / TROUBLED / EXCITED / ANXIOUS / SORRY / GLAD / SAD / FRIENDLY / JEALOUS / YOUNG / GROWING / COSY / SCARED. Pupils are asked: why do you think anger is red? Why is green calm for some, jealous for others?</td>
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<td>• Compare their ideas about religious expression with the examples they study</td>
<td>• Pupils choose a colour each and collect words they associate with it, write a poem based on that colour. Use paints to mix various shades of their chosen colour to go with the poem.</td>
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<td><strong>Understand the impact:</strong></td>
<td>• Show pictures of churches, particularly altars and vestments with a variety of church colours displayed. Teach the children that many churches use these colours throughout the seasons of the year: Green for growth, red for spiritual fire, the Holy Spirit, white for forgiveness and purity, purple for passion, suffering and sorrow (see <a href="http://www.vanpoulles.co.uk">www.vanpoulles.co.uk</a>, a vestment manufacturer, for a great range of visuals for this work).</td>
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<td>• Make clear connections between beliefs and different forms of expression in colour</td>
<td>• Use a wheel to show the colours throughout the year and their meanings to the church. (See <a href="http://www.request.org.uk/main/festivals">www.request.org.uk/main/festivals</a> for explanation and worksheet.)</td>
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<td>• Give examples of the impact of beliefs on art, focusing on colour</td>
<td>• Pupils could represent a Bible story in their own way using creative materials or put them in four groups to create a large cross in one of the colours with appropriate imagery and words. The story of Adam and Eve is great for this – what colours go with CREATION / GARDENS / LONELINESS / LOVE / TEMPTATION / EVIL / REGRET?</td>
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<td><strong>Make connections:</strong></td>
<td>• Can a local church show the class its vestments? Can pupils design some of their own?</td>
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<td>• Raise questions about how they might express their own spiritual ideas</td>
<td>• Describe clear connections between beliefs and art.</td>
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Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

**Make sense of belief:**
- Explain some ways beliefs are shown in creative expression in mystery plays

**Understand the impact:**
- Make clear connections between beliefs and Mystery Plays

**Make connections:**
- Raise questions about how they might express their own spiritual ideas
- Describe clear connections between beliefs and drama

**Key Question for this lesson:** Mystery Plays: why have Christians dramatised the Bible so often?

Look on the internet to see what mystery play cycles are running in the year you teach this work. There are usually some interesting pictures to see. Video and streamed recordings are useful. Lincoln, Chester, Wakefield, London, York, Cornwall and Coventry have all hosted Mystery Plays in recent years.

Is it possible to plan a trip, or watch video extracts? This would enhance the work.

To explore the meaning of a Bible story or a Christian belief through the use of mystery plays.

To work creatively and purposefully in a team to create a simple drama performance

- To increase awareness of the ways biblical stories express beliefs in groups or as a whole class, collect ideas of stories the children know and where they are known from. Fairy tales, classic tales, family stories from books, film, Disney, television.
- In pairs, tell one another a story known from when they were younger or about a recent film or television programme. Do the children enjoy telling stories to one another?
- Ask the children to think about a time when there was no television and many people could not read. How were stories shared? Through telling one another, through stained glass windows, music and plays.
- The Bible tells stories not only of God, but of people and of human nature. It was extremely important to Christian people (and still is today) and needed to be shared amongst communities. Mystery plays are plays that tell these stories and teach people about God and human nature. They are often performed in churches or cathedrals. (York, Coventry and Lincoln have some good information and pictures – search the web for this year’s examples)
- In small groups, of perhaps 5-6 pupils, take a story from Genesis, Exodus or the gospels to act out. Ask pupils to develop an improvised drama, with a narrator, lots of action, good thinking particularly about the characters and how they behave, and the idea of god ‘behind’ the story. Some mystery plays have god as a character, or just a voice. After the first phase of improvisation, get two groups to see each other’s plays and make suggestions for improvements, before showing them to the whole class. Or an audience of younger pupils, or parents.
- Pupils could ‘hot seat’ a character from a Bible story to find out how they feel/felt about something.
- To extend higher achieving pupils, ask them to explain the similarities and differences between bible text, mystery play, and another art form – such as visual art or music.
- An excellent example – (how many bible stories can the pupils spot in two minutes?) which only takes 2 minutes to watch: [http://www.youtube.com/watch?v=ODonF8oluCg](http://www.youtube.com/watch?v=ODonF8oluCg)
- A longer extract of the York Mystery Creation play from 2018: [https://www.youtube.com/watch?v=QLRsEhbgeFs](https://www.youtube.com/watch?v=QLRsEhbgeFs)
- An informative ten minutes in a documentary style from York, including the interesting ‘Last Judgement’: [https://www.youtube.com/watch?v=8nyFLOEupM](https://www.youtube.com/watch?v=8nyFLOEupM)
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<td>(intended to enable pupils to achieve end of key stage outcomes):</td>
<td>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</td>
<td>- This song might be said to be among ‘the best that has been thought and said’ in Christianity. You could use it to recap the work of the unit. <a href="https://www.youtube.com/watch?v=ihJAJA4ibEs">https://www.youtube.com/watch?v=ihJAJA4ibEs</a>. Is it a spiritual song? What other ones can pupils suggest?</td>
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<td>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</td>
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<td>- To respond to the challenge of self expression of the spiritual in a way they choose. Reflect for themselves on their own ideas about spiritual life and self expression. Spend some circle time with the class reviewing the unit and its stimuli. Return especially to work done on Sikh art and architecture, Islamic poetry, art and mosque buildings as well as Christian examples.</td>
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<td>Make sense of belief:</td>
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<td>- Ask each child to choose: if they could select one piece of music, drama, poetry, art and architecture to sum up Muslim, Sikh and Christian beliefs about God (some are similar, some different of course), which ones would they choose and why?</td>
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<td>• Explain some ways beliefs are shown in creative expression</td>
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<td>- Ask pupils to make a small booklet of 10 pages. 5 pages should have a picture of the five things they selected above. The facing page in each case should answer the question: why does this express spirituality to me? (Or similar)</td>
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<td>• Compare their ideas about religious expression with the examples they study</td>
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<td>- This booklet is a suitable item for an assessment if you need one for this unit.</td>
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<td>Understand the impact:</td>
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<td>Challenge: Can you make a piece of creative work to express your own spirituality?</td>
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<td>• Make clear connections between beliefs and different forms of expression</td>
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<td>• In association with the wider creative arts curriculum, enable pupils to plan, design and make a painting, poem, dance, drama or sculpture that expresses their own sense of the spirit or their own idea of spiritual life.</td>
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<td>• Give examples of the impact of beliefs on art, architecture and music</td>
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<td>• Pupils might express their sense of the spiritual with reference to self, others, the earth or God (teach them the word ‘the transcendent’ if you prefer)</td>
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<td>Make connections:</td>
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<td>• This work will be enhanced by good modelling. <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> showcases some brilliant children’s work in the web gallery for the NATRE ‘Art in Heaven’ competition.</td>
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<td>• Raise questions about how they might express their own spiritual ideas</td>
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<td>• A gallery or exhibition of the pupils’ work would be a great starting point for younger children to see in their work on ‘talking about God’ (Y1, for example).</td>
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<td>• Describe clear connections between beliefs and art / architecture / music.</td>
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<td>• Challenge the class: Can they express their own views about the ways Islamic, Sikh and Christian spirituality is expressed in the arts and architecture. Can they explain different views as well? Conclude the unit by comparing the Sikh, Muslim and Christian uses of creativity, imagination and expression.</td>
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