

Signs and Symbols



Activity Resources
for learners and teachers

Exploring Our World

Signs and Symbols

**Activity Resources
for learners and teachers**

Tania ap Siôn, Leslie J Francis and Libby Jones

Illustrated by Phillip Vernon



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ABOUT THE *EXPLORING OUR WORLD* SERIES

What is the series about?

Aled and Siân love doing exciting things and exploring the world around them. In the *Exploring Our World* series Aled and Siân share some of their experiences with their Christian, Hindu, Jewish and Muslim friends. Aled and Siân also enjoy listening to their friends' stories, and learn about how these relate to their own. This helps the friends get to know one another better. Together they explore the popular themes of celebrations, myself and others, times and seasons, journeys, special people, and signs and symbols.

The series takes seriously the social significance of religion and the spaces provided in education to question, to explore and to shape young people's growing understanding of their relationships with themselves, with others, and with the natural world. The series has been built on extensive research in the area of religions, young people and education, as well as on engagement with educational practice at regional and national levels. These foundations place the series in a unique position among the many educational resources currently available.

The resources in the series are intentionally non-prescriptive and flexible. This recognises the nature of learning inside and outside the classroom today for the under 7s, and also the importance of stimulating and supporting teachers' creativity and individuality in shaping their learning spaces.

The series has been sponsored by the Welsh Government and devised to support religious education in the Foundation Phase by an active learning through play approach. It explicitly draws on and relates to the *Framework for Children's Learning for 3 to 7-year-olds in Wales*, the *National Exemplar Framework for Religious Education for 3 to 19-year-olds in Wales*, and the *Literacy and Numeracy Framework* in Wales. Although the activity resources are located in this particular context, the research and pedagogical approaches that underpin them may be related easily to other contexts and to changing school curricula.

Who is the series for?

The storybooks and activities are devised for 3- to 5-year-olds and 5- to 7-year-olds, but the variety of storybook formats and activities makes the series relevant for younger and older learners as well.

The series is primarily designed for teachers and learners in schools; however, those within other formal and informal learning contexts, including the home, may also find the series interesting and relevant.

What resources are available?

There are six storybook titles in the *Exploring Our World* series, which investigate some of the important things that Aled and Siân find in their exploration of the world around them. These important things are explored first of all in the local secular environment before being explored through the eyes

of young people from within particular religious traditions (Christian, Hindu, Jewish and Muslim). The six storybook titles are:

3- to -5-year-olds

- Celebrations
- Myself and Others
- Times and Seasons

5- to -7-year-olds

- Journeys
- Special People
- Signs and Symbols

Each storybook title is available in four different formats, which can be used flexibly according to individual contexts. The four storybook formats comprise:

- short-text version (short, simple text with pictures)
- long-text version (longer, more complex text with pictures)
- key question version (key questions and pictures)
- pictures version (pictures only without text)

All the formats are available as .pdf downloads, which can be used on whiteboards and a range of electronic devices used regularly by schools, young people and their families today.

The short-text version of each title is also available as a B5 paperback book for school and class libraries, as well as for classroom use.

To support the storybooks, each storybook has its own pack of *Activity Resources for learners and teachers* in downloadable .pdf format. These Activity Resources follow the same structure as the storybooks. Therefore, for each double page of the storybook, there is:

- a page of ideas for activities for each of the seven areas of learning within the Foundation Phase;
- an activity sheet/s for learners to support one of these activity ideas;
- links 'going deeper into aspects of religious education'.

In total, for each storybook title there are 154 ideas for activities and 11 activity sheets for learners.

Accessing the *Exploring Our World* series resources

All these resources are available as free downloads at

hwb.wales.gov.uk/Resources and st-marys-centre.org.uk

The short-text version of each storybook title is also available for purchase as a B5 paperback book for school and class libraries, as well as for classroom use.

We hope that you enjoy reading the stories and exploring the resources creatively in your own learning contexts.

Dr Tania ap Siôn

The St Mary's Centre, Wales

Warwick Religions and Education Research Unit, University of Warwick

Professor Leslie J Francis

The St Mary's Centre, Wales

Warwick Religions and Education Research Unit, University of Warwick

Libby Jones

The St Giles' Centre, Wrexham

Phillip Vernon

The St Mary's Centre, Wales

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Page 4



Page 5

Knowledge and understanding of the world

- Find out about National Trust properties in your area
- Find out about fords where streams cross the road

Language, literacy and communication skills

- Role play Aled and Siân's conversation with the man standing by the gate
- Write a poem about the cars splashing through the ford (**Activity 1**)

Welsh language development

- castle park (parc y castell)
- ford (rhyd)

Physical development

- Mime the actions and sounds of the car going through the ford
- Walk to see a park

Creative development

- Design an impressive gate for a castle and choose a sign to display on it
- Make a model of the ford

Personal and social development, well being and cultural diversity

- Learn about how the National Trust cares for properties
- Learn about fords and water crossings in different parts of the world

Mathematical development

- Calculate how long it would take to get to the nearest National Trust property
- How deep can a ford be for a car to travel through safely?

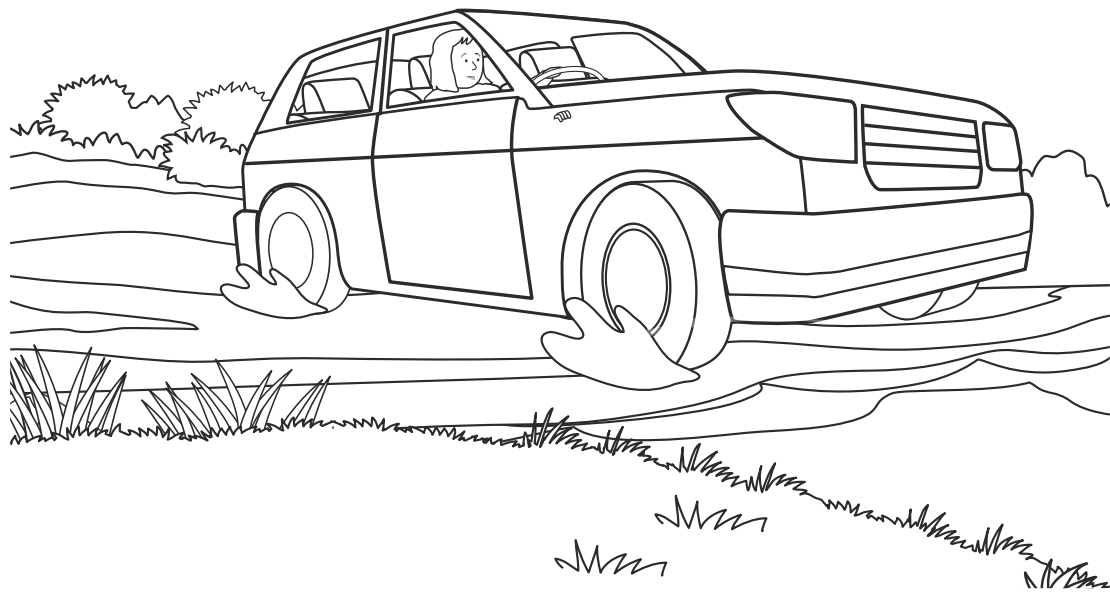
Going deeper into
aspects of religious
education





The Ford

Write a poem about a car going through a ford.





Page 6



Page 7

Knowledge and understanding of the world

- Find out about picnic sites in your area
- Look up some classic stories of picnics, like Ratty and Mole in *The Wind in the Willows*

Language, literacy and communication skills

- Role play Aled and Siân telling their friends about their visit to the castle park
- Write or tell a story about going on a picnic

Welsh language development

- picnic (picnic)
- table (bwrdd)

Physical development

- Go out for a picnic
- Practise making sandwiches for a picnic

Creative development

- Create a picnic area
- Make a sign for a picnic area

Personal and social development, well being and cultural diversity

- Explore signs for keeping your country tidy and the importance of this
- Learn about why people go on picnics and share food together

Mathematical development

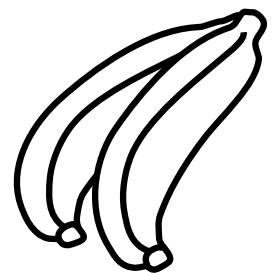
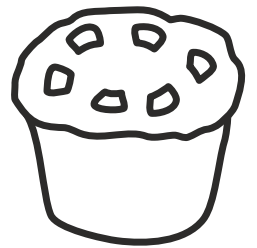
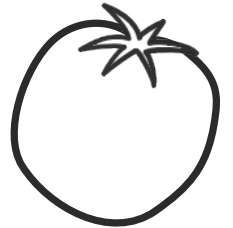
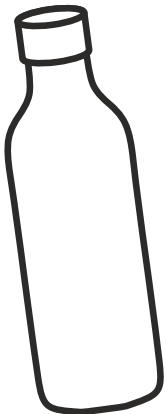
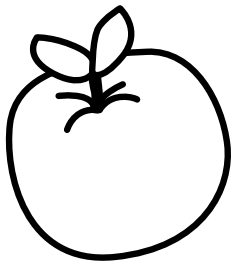
- Calculate the quantity of food you would need for a picnic of 10 people (**Activity 2**)
- How many signs have Aled and Siân seen so far?

Going deeper into
aspects of religious
education



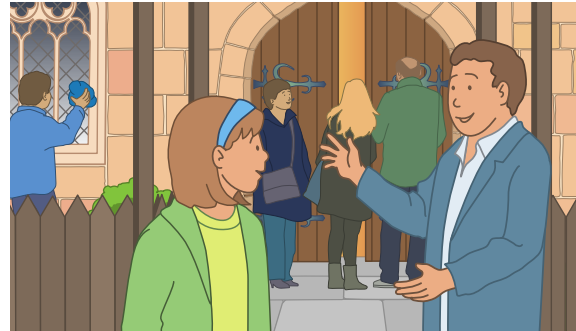


My picnic shopping list





Page 8



Page 9

Knowledge and understanding of the world

- Christian churches were built in Wales and England by a number of different denominations
- Often churches have distinctive architecture, including gothic arches and windows

Language, literacy and communication skills

- Describe the church visited by Peter and Mary
- Talk about the sign Peter and Mary see outside the church (the man washing the window) **(Activity 3)**

Welsh language development

- church (eglwys)
- Christians (Cristnogion)

Physical development

- Go on a walk to see a local church
- Imagine your class is a church and show Peter and Mary around it

Creative development

- Draw pictures of the man washing the church window
- Make a collage of pictures of churches

Personal and social development, well being and cultural diversity

- Why is the church important to Christians?
- How do different churches in your area work together?

Mathematical development

- Find out how far you need to travel to find a local church
- How many churches are there in your local area?

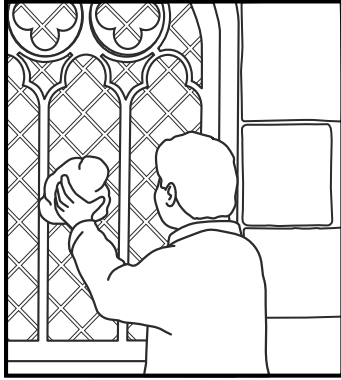
Going deeper into
aspects of religious
education



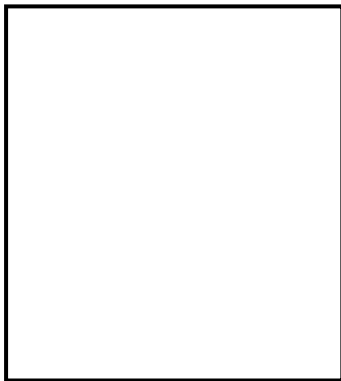


Caring for the church

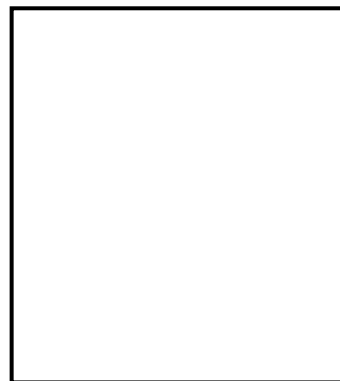
What activities show that people care for their church?



**washing
windows**



**mowing the
lawn**





Caring for the church

What activities show that people care for their church?

**cleaning
the church**

Can you think of anything else people do to show they care for their church?



Page 10



Page 11

Knowledge and understanding of the world

- Water is an important sign for Christians because of the sacrament of baptism
- Bread and wine are important signs for Christians because of the sacrament of communion

Language, literacy and communication skills

- Talk and write about what happens at a baptism service
- Talk about the picture of bread and wine on the altar

Welsh language development

- baptism (bedydd)
- communion (cymun)

Physical development

- Act out a baptism service, carefully holding and baptising a doll
- Carefully carry bread and wine to place on the altar

Creative development

- Make a font to hold water for baptism (**Activity 4**)
- Make a collage showing an altar with bread, wine, candles and cross

Personal and social development, well being and cultural diversity

- Learn why Christians practise baptism
- Invite a priest to talk about communion

Mathematical development

- How many children in your class have seen a baptism service? Present the information in a block graph or another format
- Find out how many people said that they were Christian in the 2011 census

Going deeper into aspects of religious education

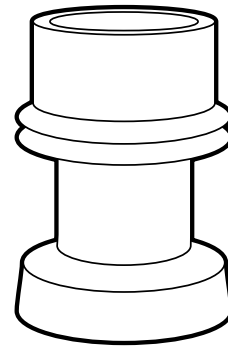
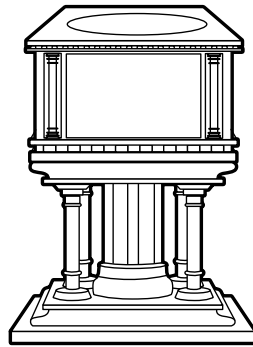
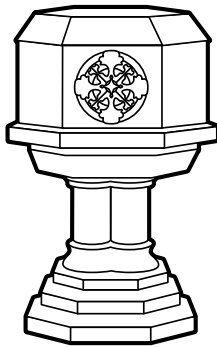




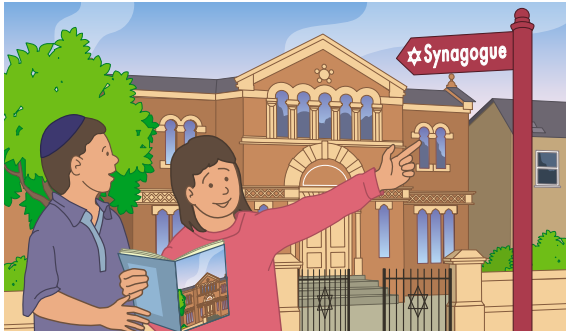
Make a font

Fonts come in many different styles. Look at the pictures on this page and choose the shape you like best.

- Model the font from clay
- Leave the model until it is set
- Paint the model with PVA glue as a varnish.



My design



Page 12



Page 13

Knowledge and understanding of the world

- Synagogues were built in Wales and England by the Jewish community
- Often synagogues are recognised by the Star of David

Language, literacy and communication skills

- Describe the synagogue visited by Nathan and Rachel
- Talk about the sign Nathan and Rachel see outside the synagogue (the woman pruning the roses)

Welsh language development

- synagogue (synagog)
- Jews (Iddewon)

Physical development

- Mime Nathan and Rachel planning and then going on their journey
- Pretend to be the synagogue gardener and take care of the garden

Creative development

- Make tools for the synagogue gardener to use
- Collect and display pictures of synagogues

Personal and social development, well being and cultural diversity

- Learn about where Jews first settled in Wales and England
- Find out about the importance of Jerusalem for Jews

Mathematical development

- How many triangles can you find in the Star of David? **(Activity 5)**
- How far away is your nearest synagogue?

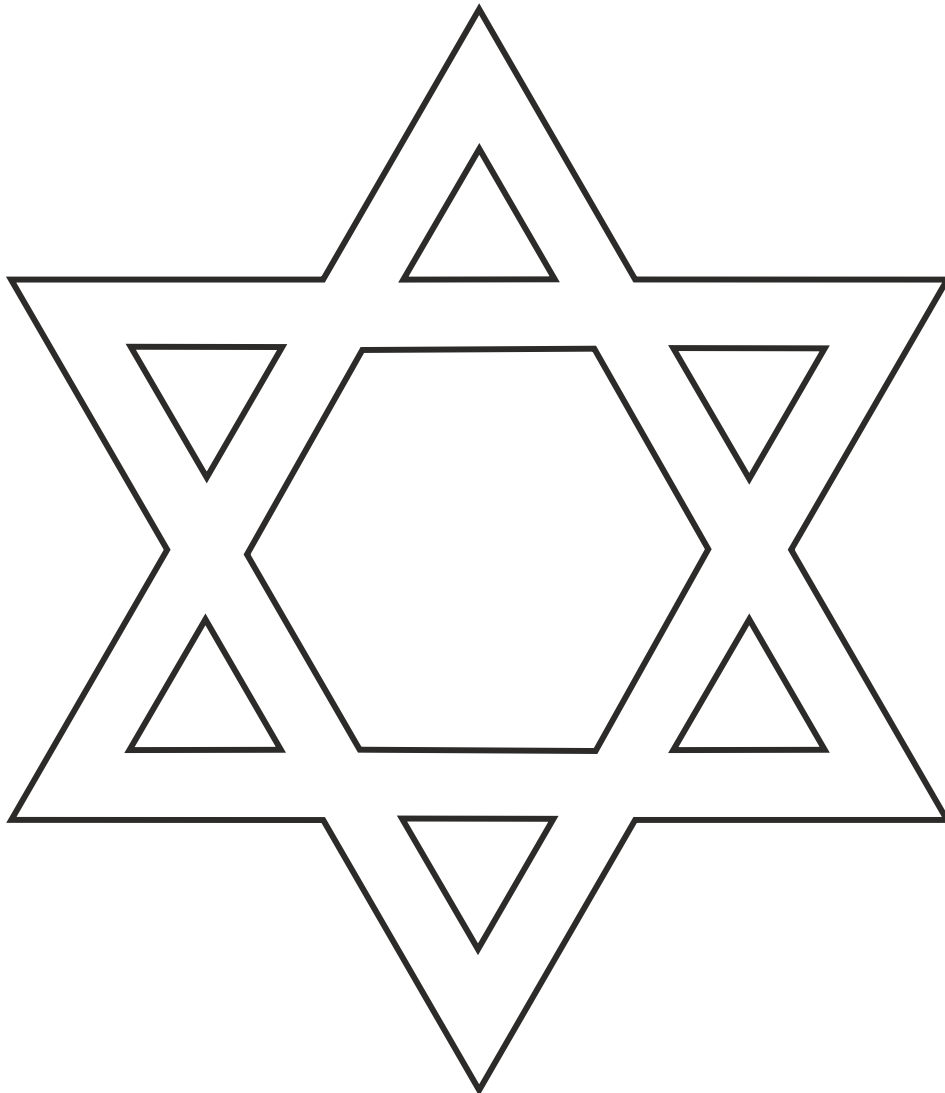
Going deeper into
aspects of religious
education





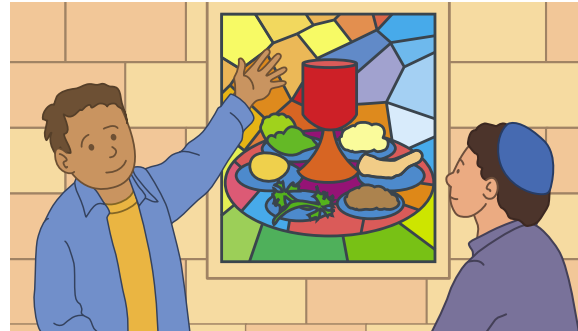
The Star of David

How many triangles can you find in the Star of David?





Page 14



Page 15

Knowledge and understanding of the world

- The story of Moses crossing the Red Sea is an important sign for Jews
- Celebrating the Passover meal is important for Jews

Language, literacy and communication skills

- Read and discuss the story of Moses crossing the Red Sea
- Talk about the pictures in the stained-glass windows

Welsh language development

- the Red Sea (y Môr Coch)
- Passover meal (Pryd bwyd y Pasg Iddewig)

Physical development

- Enact the drama of Moses crossing the Red Sea
- Prepare a Passover meal with 'toy' food and drink

Creative development

- Make a stained-glass window of the Red Sea
- Make a collage of the Passover meal

Personal and social development, well being and cultural diversity

- Learn why Jews celebrate the Passover meal
- Invite a Jew to talk about the synagogue

Mathematical development

- How many pieces of glass make up the stained-glass window on page 14, and how many pieces of glass are there for each colour? (**Activity 6**)
- Find out how many people said that they were Jews in the 2011 census

Going deeper into
aspects of religious
education





Counting stained glass

How many pieces of glass make up the Red Sea stained-glass window?

How many pieces of glass can you count for these colours?

blue

yellow

orange

green



Compare the number of pieces for the different colours, using the words:

more than

less than

the same as



Page 16



Page 17

Knowledge and understanding of the world

- Mosques were built in Wales and England by the Muslim community
- Often mosques are recognised by their distinctive domes (**Activity 7**)

Language, literacy and communication skills

- Describe what Ahmed and Salma are wearing
- Talk about the sign Ahmed and Salma see outside the mosque (people preparing food)

Welsh language development

- mosque (mosg)
- Muslims (Mwslimiaid)

Physical development

- Prepare celebration food to share with others
- Make a drama of sharing celebration food with others

Creative development

- Make headscarves and hats for Ahmed and Salma
- Make a collage of pictures of mosques

Personal and social development, well being and cultural diversity

- Learn why Ahmed and Salma are wearing Islamic-style clothes
- Find out about the importance of the mosque for Muslims

Mathematical development

- How many women are in the picture on page 17?
- How far away is your nearest mosque?

Going deeper into
aspects of religious
education





The Moon

The crescent moon is an important symbol for Islam. You find the crescent moon symbol on mosques, flags and many other places.



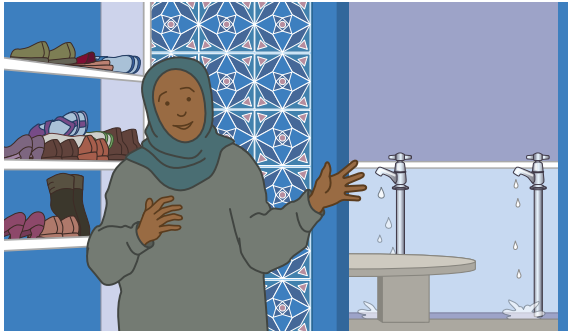
The moon looks different at different times of the month. Look at the pictures of the moon. These are called **phases**.

- Can you find the phase of the moon for the Islam symbol?
- Make your own moon diary by drawing the moon's phase in the boxes below.

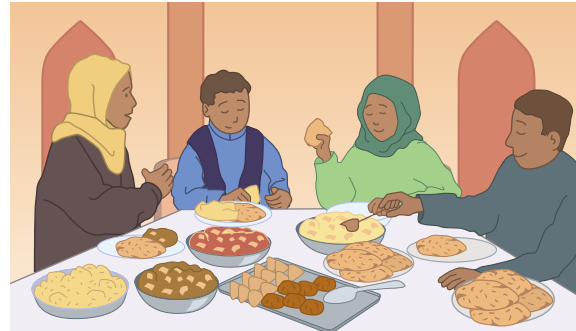
New Moon	Waxing Crescent	First Quarter	Waxing Gibbous	Full	Waning Gibbous	Last Quarter	Waning Crescent

My moon diary

Week 1	Week 2	Week 3	Week 4



Page 18



Page 19

Knowledge and understanding of the world

- Water is important for Muslims as a sign of cleansing before prayer
- Sharing together is a sign of the Muslim festival of Eid

Language, literacy and communication skills

- Describe and discuss the picture of the Muslim family at Eid
- Make up a poem about water, splashing and washing (**Activity 8**)

Welsh language development

- prayer (gweddi)
- Eid (Eid)

Physical development

- Mime the washing Muslims do before prayer
- Mime the family feasting at Eid at the mosque

Creative development

- Make a feast of food to share
- Make a collage of different foods for Eid

Personal and social development, well being and cultural diversity

- Learn why Muslims celebrate Eid
- Invite a Muslim to talk about the mosque

Mathematical development

- Find out how much water would be needed for one person to wash before prayer
- Find out how many people said that they were Muslims in the 2011 census

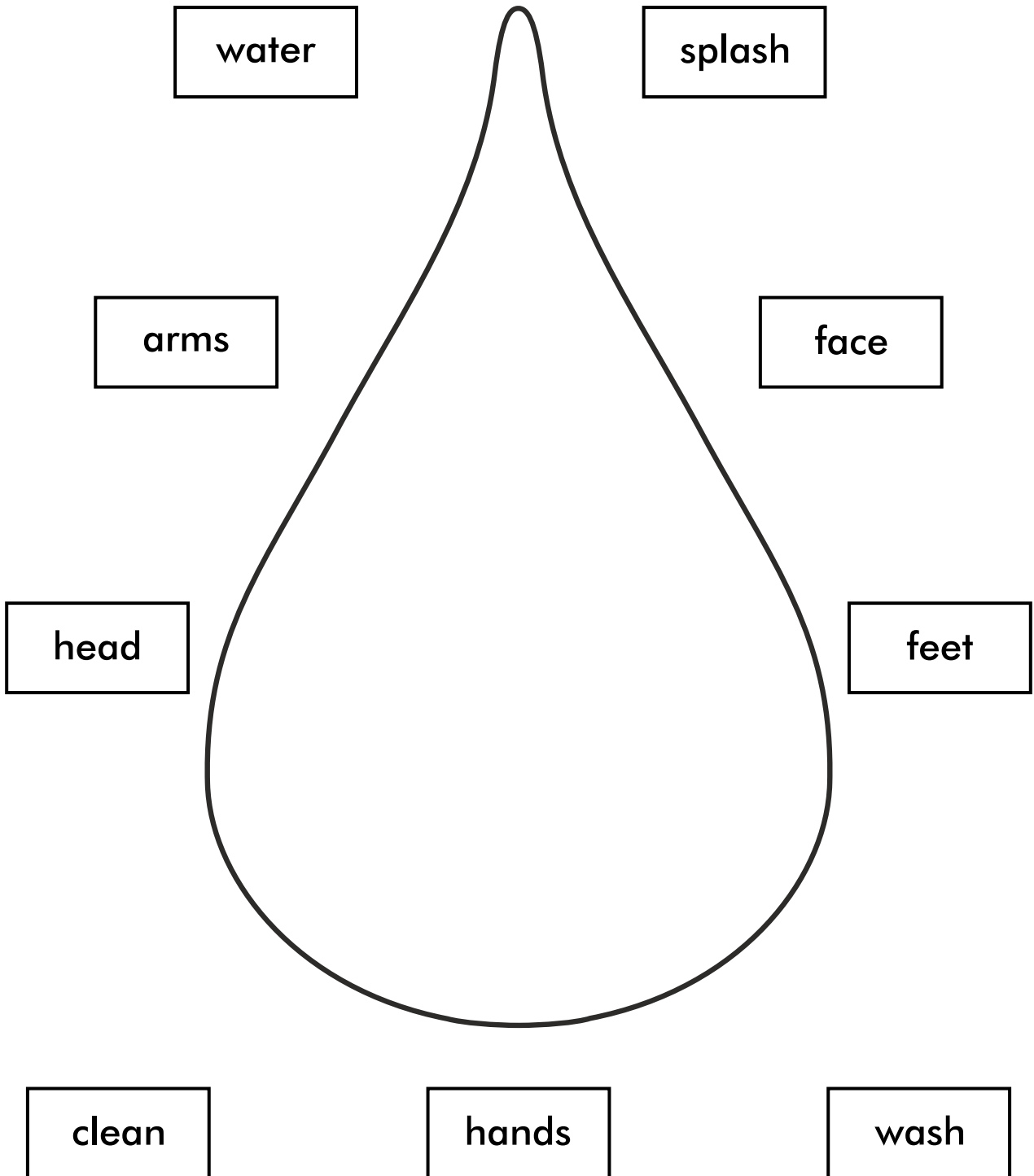
Going deeper into
aspects of religious
education





The Washing Poem

Write a poem to help Ahmed and Salma remember how to wash before prayer.





Page 20



Page 21

Knowledge and understanding of the world

- Temples were built in Wales and England by the Hindu community
- Often temples are recognised by their ornate architecture

Language, literacy and communication skills

- Describe the Hindu temple in the picture
- Talk about the sign Rajeev and Meena see outside the temple (the woman carrying food)

Welsh language development

- temple (templ)
- Hindus (Hindŵiaid)

Physical development

- Act out a visit to a Hindu temple
- Offer a Hindu dance

Creative development

- Make a display of Hindu symbols (like the one on the sign post)
(Activity 9)
- Make a collage of pictures of Hindu temples

Personal and social development, well being and cultural diversity

- Invite a Hindu to talk about the temple
- Find out about the importance of the temple for Hindus

Mathematical development

- Find out how far you need to travel to find a Hindu temple
- How far away is your nearest temple?

Going deeper into
aspects of religious
education

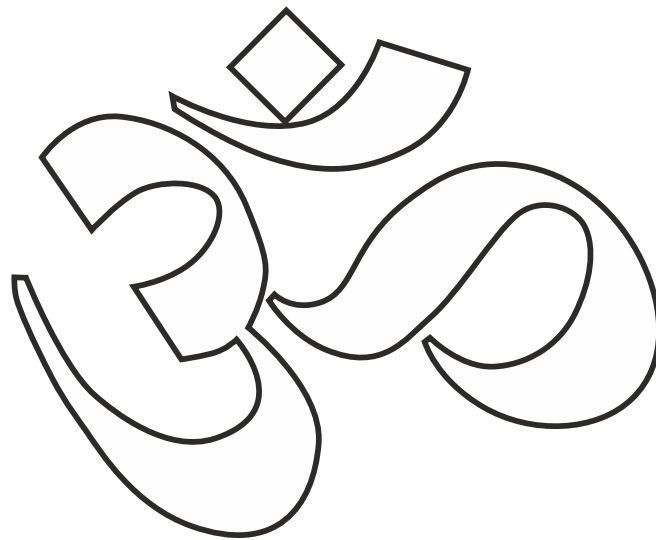


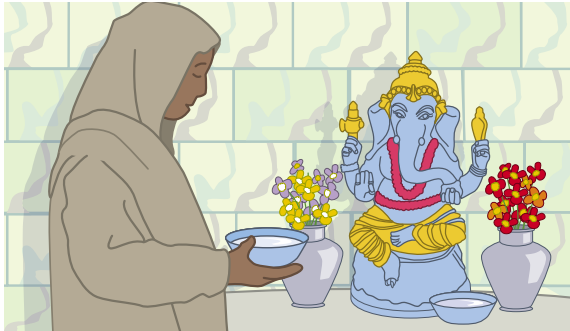


The Hindu Om

The **Om** is an important symbol for Hinduism. It is written in a language called Sanskrit. You will find it inside and outside Hindu temples.

- Can you say Om?
- Can you copy Om carefully in your best handwriting?





Page 22



Page 23

Knowledge and understanding of the world

- Hindus offer water on their shrine
- Hindus share blessed food to celebrate puja

Language, literacy and communication skills

- Describe and discuss the picture of the god Ganesh (on page 22)
- Read a story about Ganesh

Welsh language development

- shrine (allor)
- priest (offeiriad)

Physical development

- Mime offering water at the Hindu shrine
- Act out celebrating puja

Creative development

- Make a Hindu shrine
- Make a collage of Hindu gods and goddesses

Personal and social development, well being and cultural diversity

- Make some 'prashad' (food that might be offered on a shrine) and share it among your friends
- Invite a Hindu to talk about the temple

Mathematical development

- How many Hindu gods and goddesses can you name? **(Activity 10)**
- Find out how many people said that they were Hindu in the 2011 census

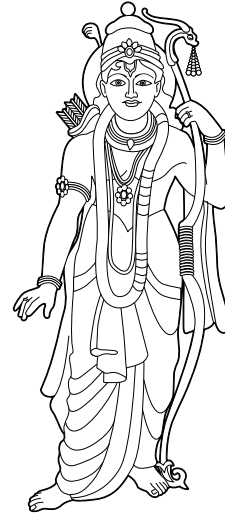
Going deeper into
aspects of religious
education





Hindu gods and goddesses

How many Hindu gods and goddesses can you name?



Krishna

Vishnu

Ganesh

Shiva

Lakshmi



Page 24



Page 25

Knowledge and understanding of the world

- Aled and Siân live with many signs and symbols of religious diversity all around them
- Religious diversity enriches Aled and Siân's lives

Language, literacy and communication skills

- Talk about what Aled and Siân have learned from their friends
- Write a story about meeting people from different religions

Welsh language development

- signs (arwyddion)
- friends (ffrindiau)

Physical development

- Act out the conversations between Aled and Siân and their friends
- Make five displays of the five places visited by the friends and then visit those displays

Creative development

- Make a set of five sign posts and direct them to the displays
- Write key words to place on each display (**Activity 11**)

Personal and social development, well being and cultural diversity

- Invite people from the four religions to meet one another and to see the display
- Explore what the four religions share in common

Mathematical development

- Make a list of what has been learnt from the book and count how many things are on the list
- Make a picture of Aled and Siân and all their friends named in the book and count them

Going deeper into aspects of religious education





My key words

What are the most important things you remember in the story?





The National Exemplar Framework for Religious Education in Wales

Range: People, beliefs and questions (5-7 year olds)

Children should (through stories, activities and experiences) be given opportunities to:

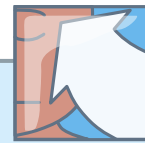
- gain **insight** into religion, religious people and religious aspects of life;
- explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world;
- pose **questions** about beliefs, values and actions that arise from exploration;
- investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery;
- express **personal responses** to personal religious and moral questions;
- explore our **responsibility** and the responsibility of religion for living things and for the natural world.



Pages 4-5



Aspect of range	Explore our responsibility and the responsibility of religion for living things and for the natural world.
RE development	Explore the responsibility to protect historical heritage.
Areas of learning	Mathematical development <ul style="list-style-type: none">Calculate how long it would take to get to the nearest National Trust property.





Aspect of range	Explore how religion has influenced and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
RE development	Explore how religion has influenced and is reflected in some local National Trust properties.
Areas of learning	Personal and social development, well being and cultural diversity <ul style="list-style-type: none">Learn about how the National Trust cares for properties.

Return



Pages 6-7


<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore the account of the feeding of the five thousand in Mark 6.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Look up some classic stories of picnics.
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<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore why eating together and sharing food is so important in many religious traditions.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Learn about why people go on picnics and share food together.
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Return



Pages 8-9

<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore how the different denominations built different styles of churches in Wales and England.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Christian churches were built in Wales and England by a number of different denominations.
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<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore the significance of the gothic window for Christian churches.</p> <p>Creative development</p> <ul style="list-style-type: none">• Draw pictures of the man washing the church windows.
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Return



Pages 10-11

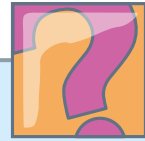
<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Express personal responses to personal, religious and moral questions.</p> <p>Explore your experience of and reaction to a baptism service.</p> <p>Physical development</p> <ul style="list-style-type: none">• Act out a baptism service, carefully holding and baptising a doll.
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<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore the significance of bread and wine in Christian worship.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Talk about the picture of bread and wine on the altar.
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Return



Pages 12-13



Aspect of range	Pose questions about beliefs, values and actions that arise from exploration.
RE development	Explore why Jerusalem is important to Jews.
Areas of learning	<i>Personal and social development, well being and cultural diversity</i> <ul style="list-style-type: none">• Find out about the importance of Jerusalem for Jews.





Aspect of range	Explore how religion has influenced and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
RE development	Explore when Jews visit the synagogue and how this has impact on their lives.
Areas of learning	<i>Knowledge and understanding of the world</i> <ul style="list-style-type: none">• Synagogues were built in Wales and England by the Jewish community.

Return



Pages 14-15

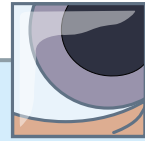
<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Express personal responses to personal, religious and moral questions.</p> <p>Explore your personal response to the story of Moses crossing the Red Sea.</p> <p>Language, literacy and communication skills</p> <ul style="list-style-type: none">• Read and discuss the story of Moses crossing the Red Sea.
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<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore why the Passover meal is so important to Jews.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Learn why Jews celebrate the Passover meal.
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Return



Pages 16-17



Aspect of range	Gain insight into their own and other people's spiritual, moral and cultural identities, lifestyle and traditions.
RE development	Explore why Muslims often wear particular kinds of clothes.
Areas of learning	Language, literacy and communication skills <ul style="list-style-type: none">• Describe what Ahmed and Salma are wearing.




Aspect of range	Explore how religion has influenced and <i>guided people's lives</i> , past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.
RE development	Explore why Islam influences the kind of clothes people wear.
Areas of learning	Personal and social development, well being and cultural diversity <ul style="list-style-type: none">• Learn why Ahmed and Salma are wearing Islamic-style clothes.

Return



Pages 18-19


<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Pose questions about beliefs, values and actions that arise from exploration.</p> <p>Explore why washing before prayer is so important to Muslims.</p> <p>Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Water is important for Muslims as a sign of cleansing before prayer.
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<p>Aspect of range</p> <p>RE development</p> <p>Areas of learning</p>	 <p>Gain insight into religion, religious people and religious aspects of life.</p> <p>Explore the significance of Eid for Muslims.</p> <p>Personal and social development, well being and cultural diversity</p> <ul style="list-style-type: none">• Learn why Muslims celebrate Eid.
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Return



Pages 20-21

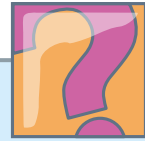
Aspect of range	Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.		
	RE development		Explore your feelings about Hindu symbols.
	Areas of learning		Creative development <ul style="list-style-type: none">• Make a display of Hindu symbols.

Aspect of range	Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.		
	RE development		Explore what is important for Hindus about the temple.
	Areas of learning		Personal and social development, well being and cultural diversity <ul style="list-style-type: none">• Invite a Hindu to talk about the temple.

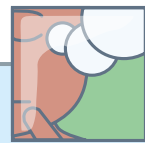
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Pages 22-23



Aspect of range	Pose questions about beliefs, values and actions that arise from exploration.
RE development	Explore some Hindu understandings of gods and goddesses.
Areas of learning	Mathematical development <ul style="list-style-type: none">• How many Hindu gods and goddesses can you name?



Aspect of range	Investigate and express meaning (including religious meaning) through signs, symbols, artefacts and imagery.
RE development	Explore the significance of puja for Hindus.
Areas of learning	Knowledge and understanding of the world <ul style="list-style-type: none">• Hindus share blessed food to celebrate puja.

Return



Pages 24-25

Aspect of range	Express personal responses to personal, religious and moral questions.	
RE development	Explore your personal response to living in a religiously diverse country.	
Areas of learning	Knowledge and understanding of the world <ul style="list-style-type: none">• Aled and Siân live with religious diversity all around them.	

Aspect of range	Explore our responsibility and the responsibility of religion for living things and for the natural world.	
RE development	Explore the responsibility of religions to respect religious diversity.	
Areas of learning	Personal and social development, well being and cultural diversity <ul style="list-style-type: none">• Invite people from the four religions to meet one another and to see the display.	

Return