

Exploring Why

# Symbols of Faith



**Activity Resources**  
for learners and teachers

*Exploring Why*

# Symbols of Faith

**Activity Resources  
for learners and teachers**

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Illustrated by Phillip Vernon



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## **ABOUT THE EXPLORING WHY SERIES**

### **What is the series about?**

Aled and Siân love exploring the places where they live and the places they go to visit. They enjoy playing 'I Spy' to help them get to know these places better. In the *Exploring Why* series Aled and Siân are curious to find out why some of the things around them are important to their Christian, Jewish and Muslim friends. Together they explore bread, light, veil, cross, menorah and water, and then they participate in a Festival of Faiths where they remember and celebrate all these symbols of faith.

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 activity resources in the series are designed for 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 seven storybook titles in the *Exploring Why* 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 initially in the local secular environment before being explored through the eyes of young people

from within a particular religious tradition. The seven storybook titles and religious traditions are:

- Cross (Christian)
- Bread (Christian)
- Veil (Muslim)
- Water (Muslim)
- Menorah (Jewish)
- Light (Jewish)
- Symbols of Faith (brings together the three religious traditions in a celebration of faiths)

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 140 ideas for activities and 10 activity sheets for learners.

### **Accessing the *Exploring Why* series resources**

All these resources are available as free downloads at

[hwb.wales.gov.uk/Resources](http://hwb.wales.gov.uk/Resources) and [st-marys-centre.org.uk](http://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.

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Page 4



Page 5

### Knowledge and understanding of the world

- The synagogue and the rabbi represent Judaism
- The mosque and the imam represent Islam
- The church and the vicar represent Christianity

### Language, literacy and communication skills

- Talk about the pictures of the church, the mosque, and the synagogue
- Write about visiting a church, a mosque, or a synagogue

### Welsh language development

- church (eglwys)
- synagogue (synagog)
- mosque (mosg)

### Physical development

- Mime Aled and Siân going round to look at the displays
- Stand perfectly still looking at a picture

### Creative development

- Use display screens to display pictures of synagogues, mosques, and churches
- Design pictures of rabbis, imams, and vicars

### Personal and social development, well being and cultural diversity

- See how these three faiths share roots in Abraham
- See how these three faiths work together in your local area

### Mathematical development

- Measure the height of the display screens
- Calculate how many pictures the display screens can hold (**Activity 1**)

Going deeper into  
aspects of religious  
education

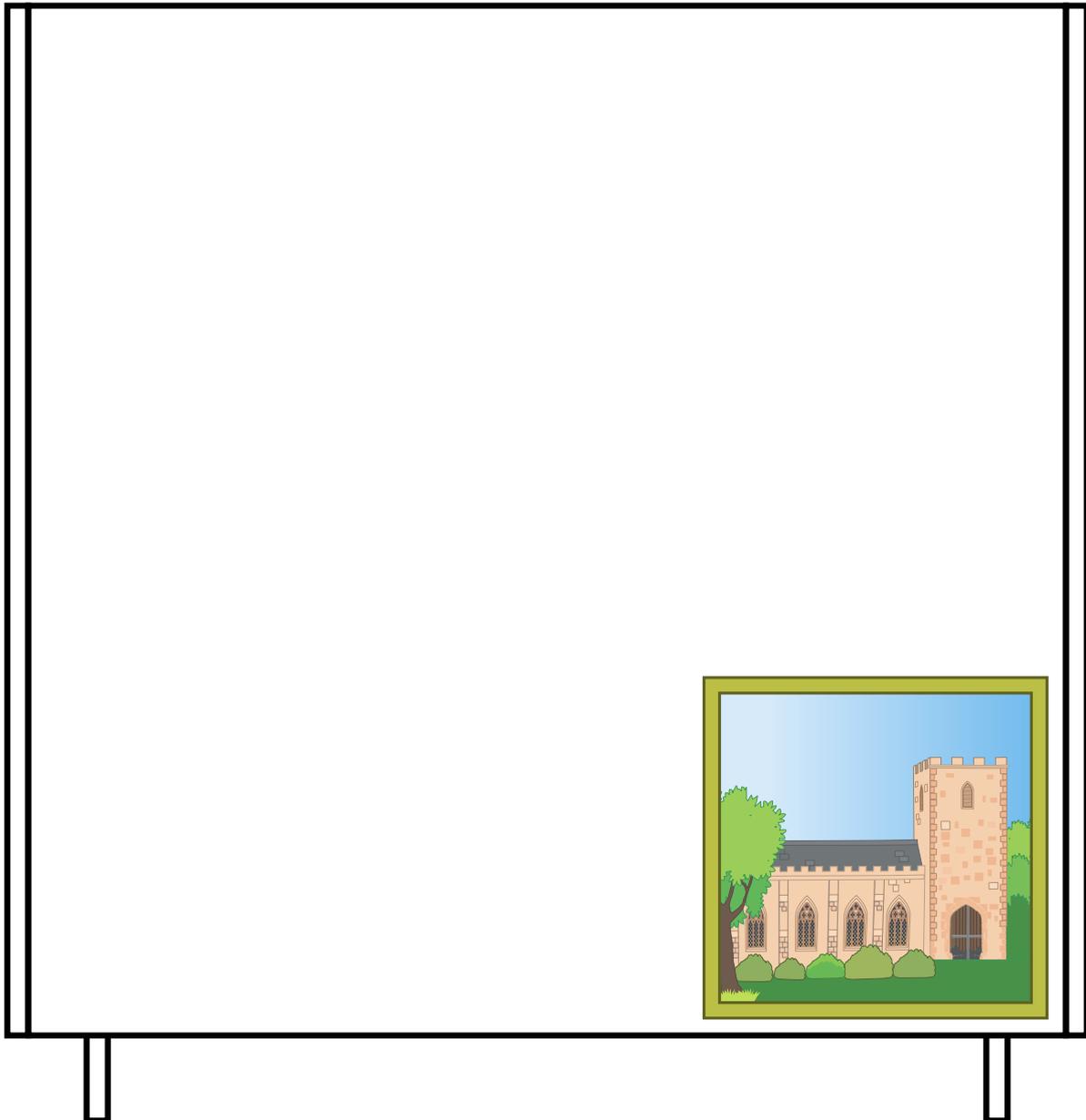




### Work out what fits

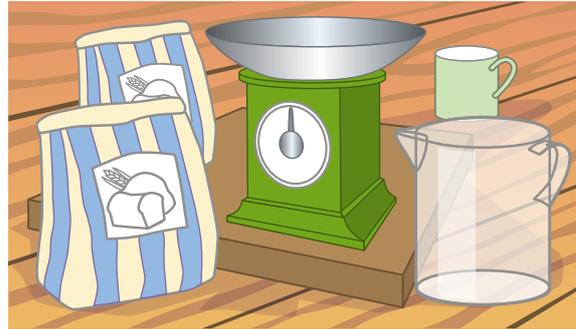
Measure the size of the display screen.

Calculate how many pictures the display screen can hold.





Page 6



Page 7

### Knowledge and understanding of the world

- Bread plays an important part in Christian worship
- Bread is used in the communion service

### Language, literacy and communication skills

- Talk about what is happening in the pictures inside the church
- Role play the conversation between Aled and Siân and Peter and Mary

### Welsh language development

- bread (bara)
- scales (clorian)

### Physical development

- Carry the water in the measuring jug without spilling it
- Go shopping to get the ingredients

### Creative development

- Set out a kitchen ready for baking
- Make a special cup and plate for use in church

### Personal and social development, well being and cultural diversity

- Talk about hygiene in the kitchen
- Learn about people who go to church

### Mathematical development

- How much flour is needed to make a loaf of bread? (**Activity 2**)
- Measure out the water

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aspects of religious  
education

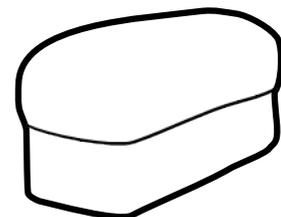




### Can you follow this recipe?

**Ingredients:** (for 2 small loaves – 1 lb tins)  
680g (1 ½ lb) strong white bread flour  
1 level tablespoons sugar  
2 level teaspoons salt  
3 level teaspoons dried active yeast  
14g (½ oz) butter, fat or oil (optional)  
200 ml (14 fl oz) 'hand hot' water

1. Put the flour into large mixing bowl and stand somewhere warm.
2. Dissolve 1 teaspoon of the sugar in 1/3 of the water. Add the yeast and whisk. Stand in a warm place until frothy (this will take about 10 minutes).
3. Rub the butter or fat into the flour.
4. Dissolve the rest of the sugar and salt into the remaining water and add this and the yeast to the flour.
5. Mix to make a smooth dough. Knead the dough on a floured board until it is no longer sticky (this will take about 5 minutes).
6. Cover the dough and leave it in a warm place for 20 minutes.
7. Turn the dough onto a floured board and knead. Divide the dough in half. Make each piece into a ball and then shape and put into greased tins (now pre-heat your oven).
8. Cover the tins and leave them in a warm place until the dough is half an inch above the top of the tins (this will take about 20 minutes).
9. Bake at 450°F (230° C) or gas mark 8 for 30 to 35 minutes.





Page 8



Page 9

### Knowledge and understanding of the world

- Bread is important for Christians because Jesus took bread at the Last Supper
- Bread is important for Christians because of the communion service

### Language, literacy and communication skills

- Write a poem about kneading dough
- Talk about why bread is important to Christians (**Activity 3**)

### Welsh language development

- yeast (burum)
- dough (toes)

### Physical development

- Knead dough the proper way
- Dance the rising of bread in the oven

### Creative development

- Make dough and mould it into different shapes
- Make a poster of baking bread at home

### Personal and social development, well being and cultural diversity

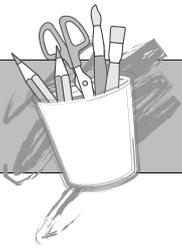
- Learn about what the vicar does in the communion service
- Learn how Christians feed hungry people today across the world

### Mathematical development

- Discover how many people received communion in the local church last Sunday
- How long does it take to bake a loaf?

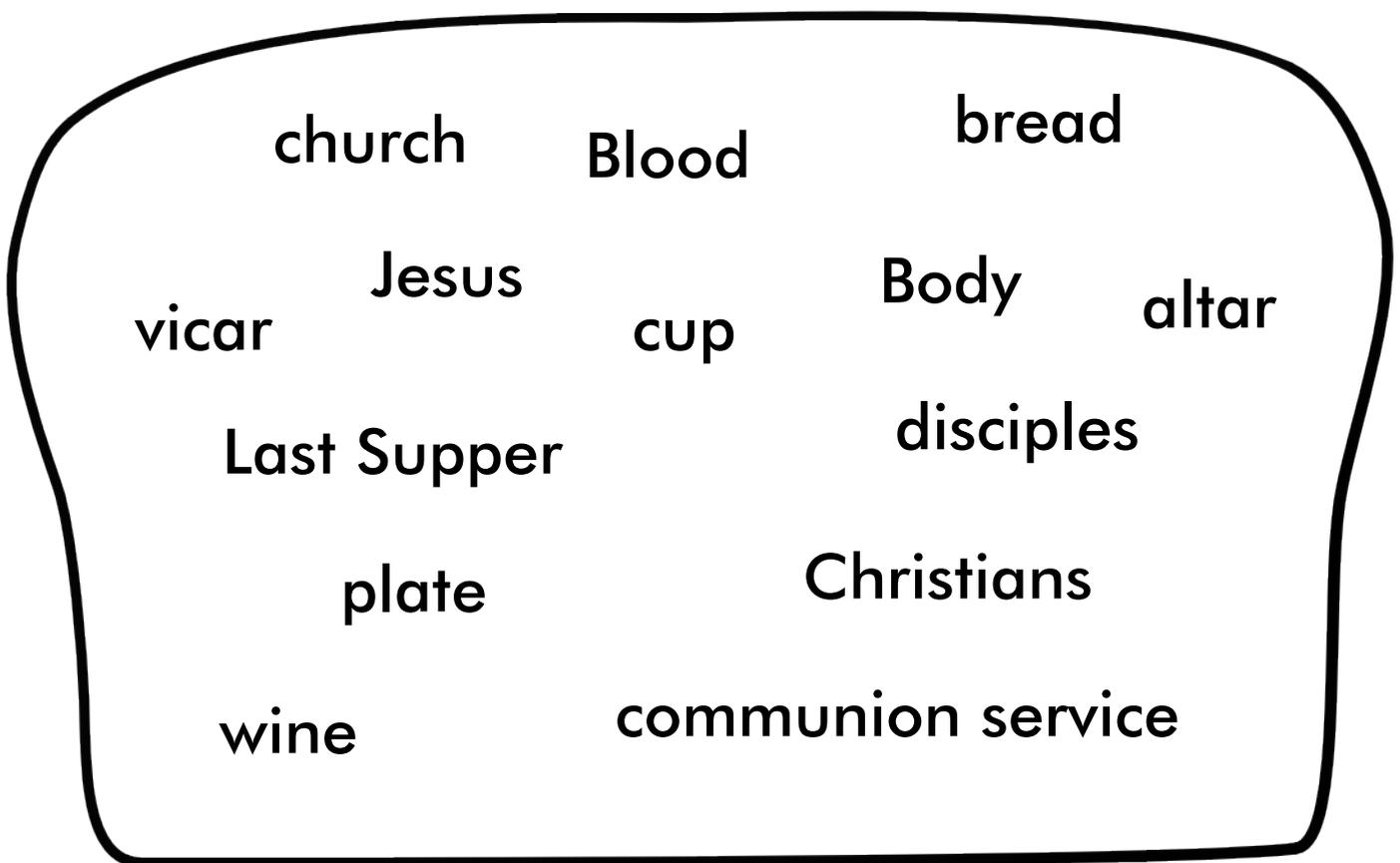
Going deeper into  
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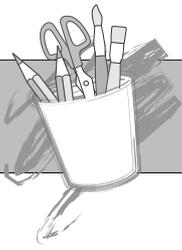




### Why is bread important to Christians?

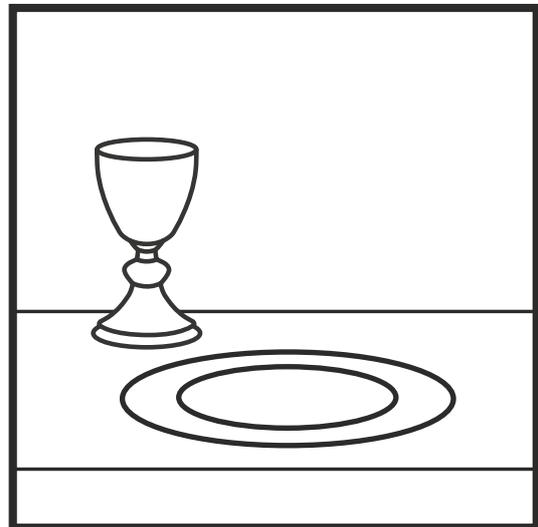
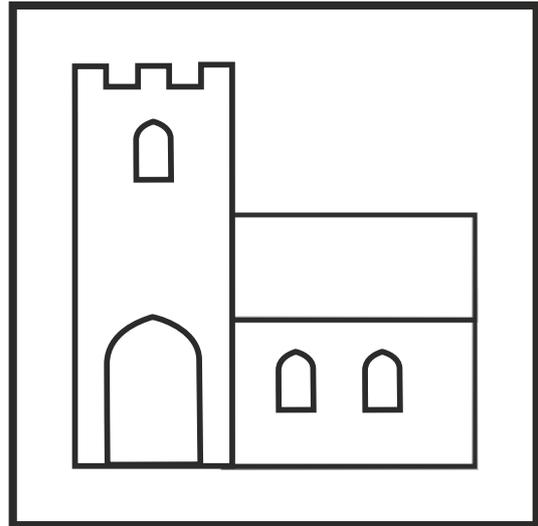
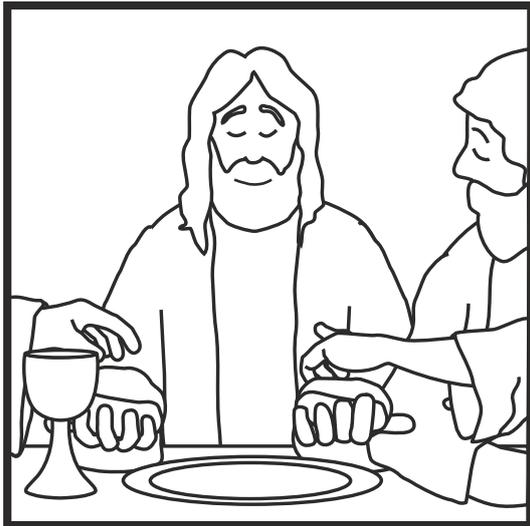
Using the words in the loaf of bread to help you, talk about why bread is important to Christians.





### Why is bread important to Christians?

Using the pictures to help you, talk about why bread is important to Christians.





Page 10



Page 11

### Knowledge and understanding of the world

- The cross is important for Christians because Jesus died on the cross
- Christians remember Jesus' death especially on Good Friday

### Language, literacy and communication skills

- Look for pictures of Christian crosses and talk about them
- Write a poem about the workshop making crosses

### Welsh language development

- cross (croes) (**Activity 4**)
- Jesus (Iesu)

### Physical development

- Go for a walk and discover how many crosses you can see
- Practise using a hammer and nail

### Creative development

- Make a large cross from cardboard to carry in procession
- Make a card for Good Friday showing Jesus' cross

### Personal and social development, well being and cultural diversity

- Discover why some Christians wear a cross on a necklace or on a lapel badge
- Talk with someone who goes to church

### Mathematical development

- Measure the cross you have made
- Count how many days before the next Good Friday

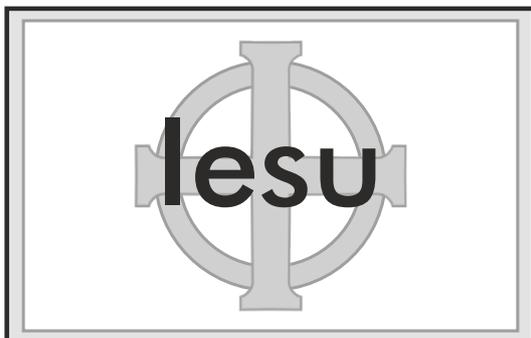
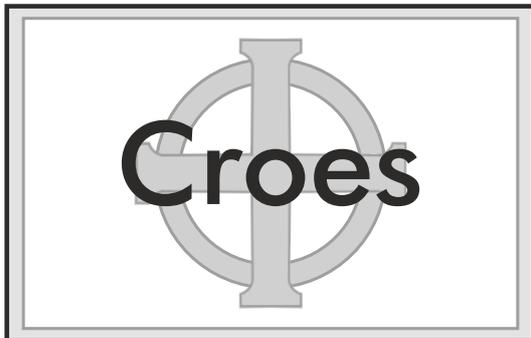
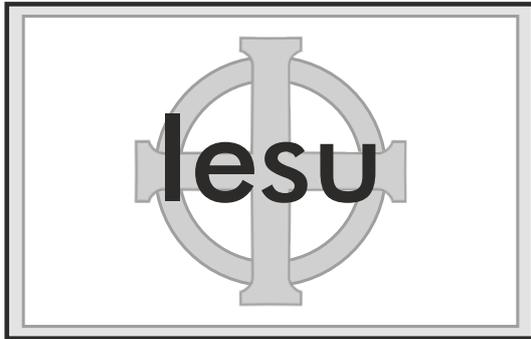
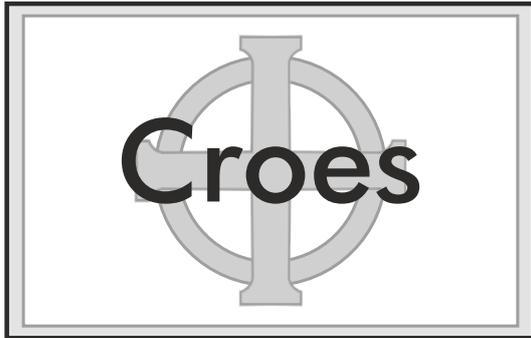
Going deeper into  
aspects of religious  
education





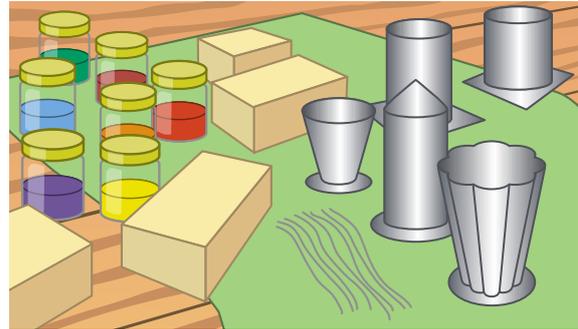
**Play a game of Snap!**

Photocopy this page four times. Cut out the cards and play a game of 'Snap'.





Page 12



Page 13

### Knowledge and understanding of the world

- Light plays an important part in Jewish worship
- Candles are used for the Shabbat, the day of rest

### Language, literacy and communication skills

- Talk about the pictures of the synagogue, the menorah in the window and the ark where the scrolls are kept
- Role play the conversation between Aled and Siân and Nathan and Rachel

### Welsh language development

- candles (canhwyllau)
- light (goleuni)

### Physical development

- Go for a walk and discover how many different kinds of light you can see
- Create a dance about light

### Creative development

- Make a collage showing many different kinds of lights
- Make a display of different candles

### Personal and social development, well being and cultural diversity

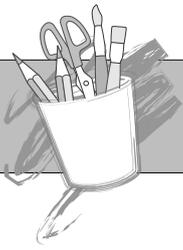
- Talk about how you feel watching a candle burn slowly
- Learn about people who keep the Jewish Shabbat

### Mathematical development

- Look at a picture of a starry night sky and count the stars (**Activity 5**)
- Measure for how long different candles burn

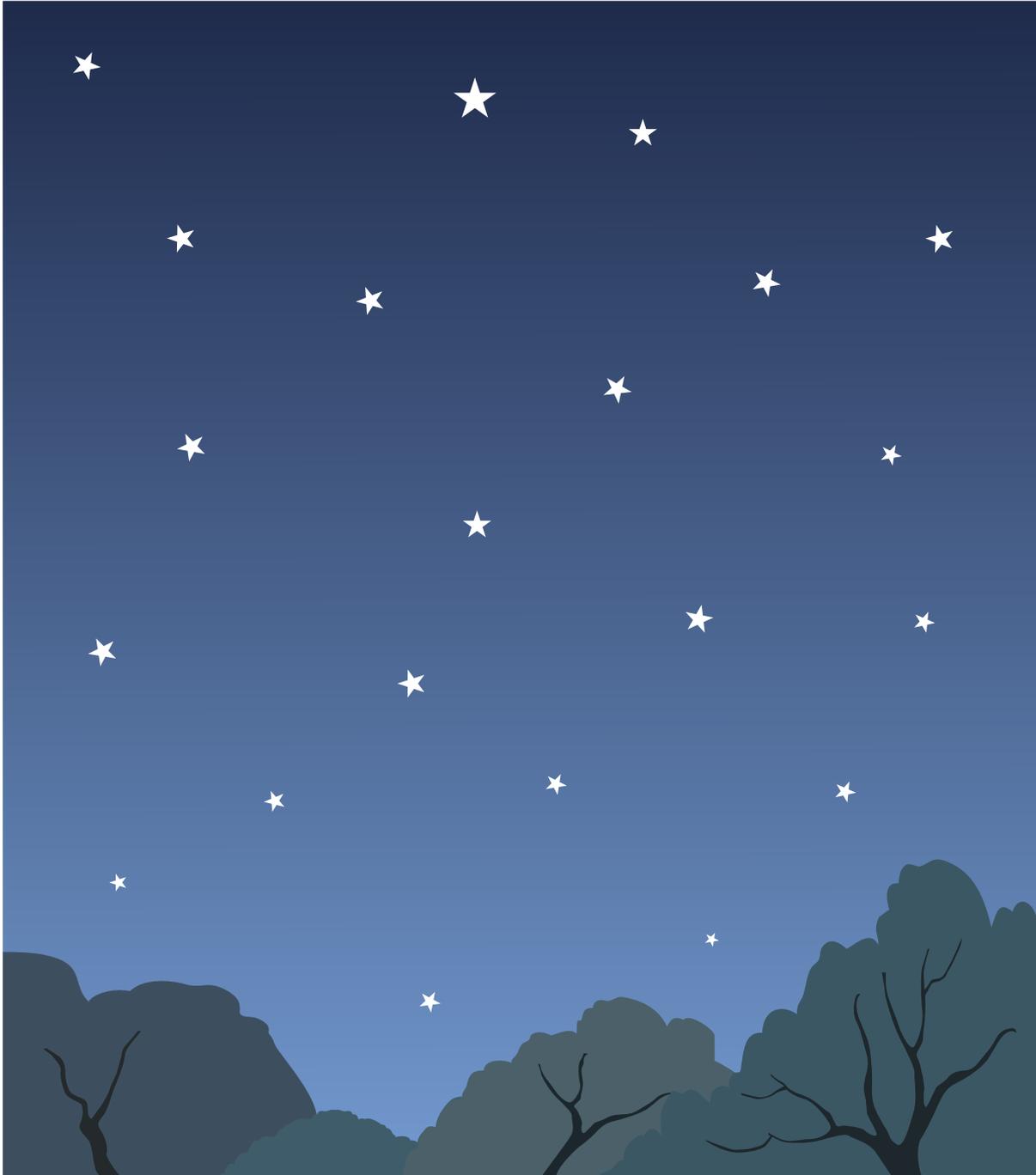
Going deeper into aspects of religious education





## Counting stars

How many stars can you count in the night sky?





Page 14



Page 15

### Knowledge and understanding of the world

- Light is important to Jews because in the Torah God created light first of all
- The Shabbat is important to Jews because the fourth commandment in the Torah is to keep Shabbat, the seventh day, holy

### Language, literacy and communication skills

- Talk about why the Shabbat is important to Jews
- Create a list of words to do with light

### Welsh language development

- day of rest (diwrnod o orffwys)
- Shabbat (Saboth)

### Physical development

- Mime different kinds of light (e.g. the sun rising in the east and setting in the west)
- Set out a table for the Shabbat meal (**Activity 6**)

### Creative development

- Decorate a candle for the Shabbat
- Make a collage showing the Shabbat meal

### Personal and social development, well being and cultural diversity

- Learn about what happens at the Shabbat meal
- Talk with someone who keeps the Jewish Shabbat

### Mathematical development

- Time how long it takes hot wax to cool down to form a candle
- Calculate when the Shabbat starts and when it ends

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aspects of religious  
education





## Getting ready for the Shabbat

Can you set a table for the Shabbat meal?  
Use this picture to help you.





Page 16



Page 17

### Knowledge and understanding of the world

- The menorah is important for Jews because it reminds them of the light in the Temple in Jerusalem
- The Hanukkah story tells of the miracle in the Temple when God kept the light burning for eight days until more oil arrived

### Language, literacy and communication skills

- Look for pictures of the Jewish menorah and talk about them (**Activity 7**)
- Write a story about the workshop making Hanukkah menorahs

### Welsh language development

- menorah (menora)
- miracle (gwyrth)

### Physical development

- Listen to some music for Hanukkah and develop a dance
- Light the candles of the Hanukkah menorah from the servant candle, taking care for health and safety

### Creative development

- Sing a Hanukkah song
- Make a menorah to place in the window

### Personal and social development, well being and cultural diversity

- Learn how Jews celebrate the festival of Hanukkah
- Where is the nearest synagogue and why is it there?

### Mathematical development

- How many candles are needed for one Hanukkah menorah, for 2 Hanukkah menorahs, for 5 Hanukkah menorahs, and for 10 Hanukkah menorahs?
- How far away is the nearest synagogue?

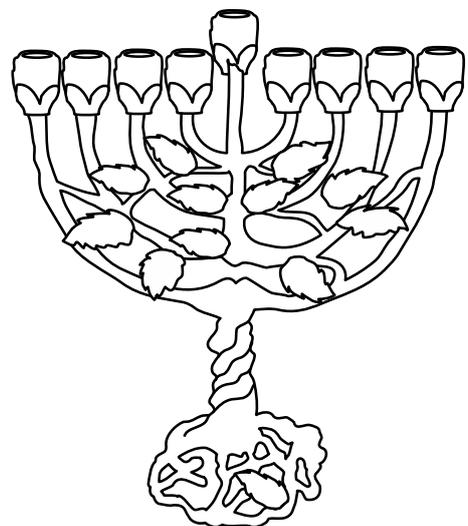
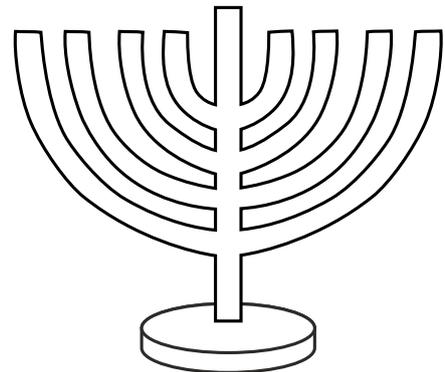
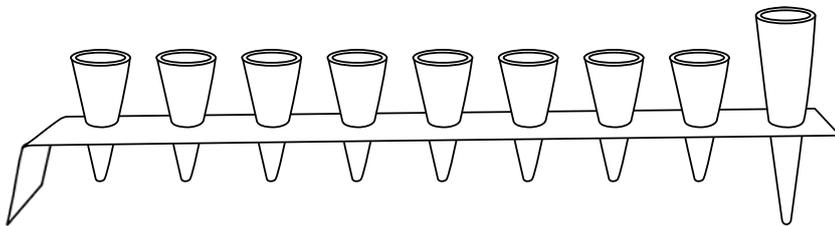
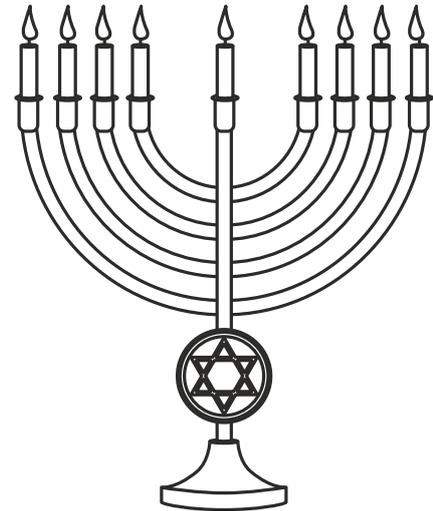
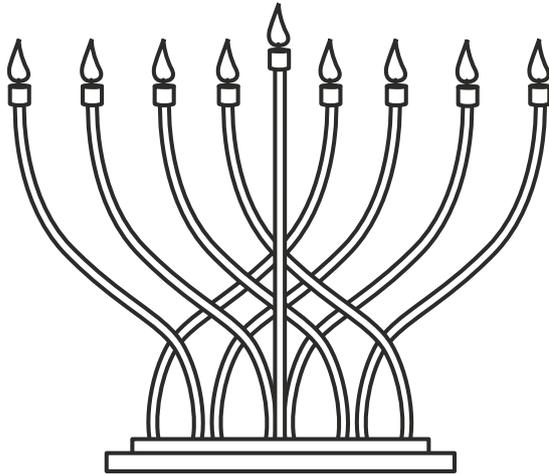
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education





### Which designs do you prefer?

Talk about the Hanukkah menorah pictures.  
Which ones do you like best?





Page 18



Page 19

### Knowledge and understanding of the world

- Water plays an important part in Islamic worship
- Water and washing are used to prepare for prayer

### Language, literacy and communication skills

- Talk about what is happening in the picture inside the mosque
- Role play the conversation between Aled and Siân and Ahmed and Salma

### Welsh language development

- water (dŵr)
- wash (ymolchi)

### Physical development

- Practise washing your hands in the best way
- Make a poster about washing

### Creative development

- Make a display of the different uses of water, using the title 'We give thanks for water'
- Compose music to celebrate water

### Personal and social development, well being and cultural diversity

- Talk about the importance of personal hygiene and washing
- Learn about people who go to the mosque

### Mathematical development

- How many times a day do children in your class wash their hands?
- How heavy is a pint of water? **(Activity 8)**

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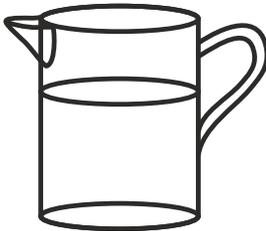
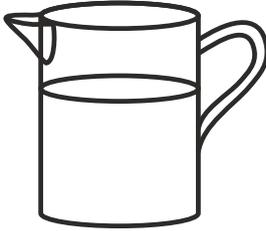
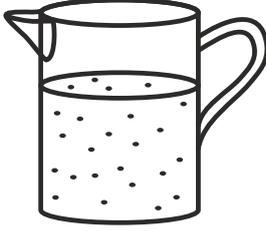




### Heavier or lighter?

Weigh a pint of water.

Is water **heavier** or **lighter** than a pint of sand or a pint of flour?

	Weight
Water 	
Flour 	
Sand 	



Page 20



Page 21

### Knowledge and understanding of the world

- Water is important for Muslims because in surah 5 of the Qur'an Allah tells Muslims to wash in a special way before praying
- Muslims recite the Bismillah 'In the name of Allah, Most Gracious, Most Merciful'

### Language, literacy and communication skills

- Talk about why water and washing are important to Muslims
- Create a word picture from words to do with water (**Activity 9**)

### Welsh language development

- hot water (dŵr poeth)
- cold water (dŵr oer)

### Physical development

- Create a dance to give thanks for water
- Practise the pattern of Muslim washing before prayer

### Creative development

- Make a poster about providing clean water across the world
- Collect adverts for soap and make a collage

### Personal and social development, well being and cultural diversity

- Learn about how Muslims pray
- Talk with someone who goes to the mosque

### Mathematical development

- How many cups of water do you need to fill a bowl?
- How many times a day do Muslims pray?

Going deeper into aspects of religious education





## Water

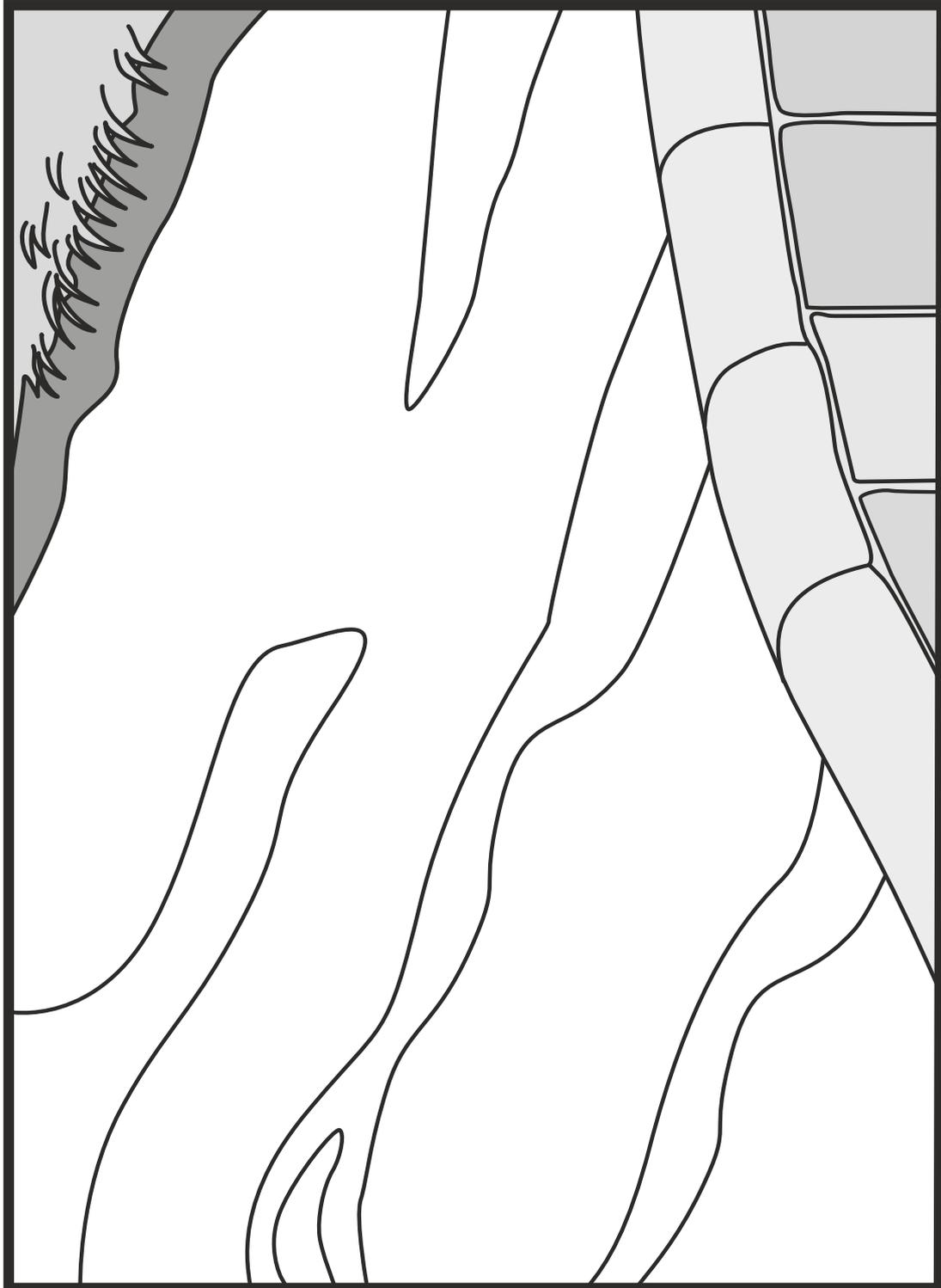
Use the template shape to make a word picture about water.





## Water

Use the template shape to make a word picture about water.





Page 22



Page 23

### Knowledge and understanding of the world

- The veil is important for Muslims because surah 24 in the Qur'an teaches that both women and men should dress modestly
- Muslims adopt different forms of dress around the world

### Language, literacy and communication skills

- Write a story about the workshop making veils
- Look for pictures of Muslims wearing veils and talk about them

### Welsh language development

- veil (fêl)
- scissors (siswrn)

### Physical development

- Go for a walk and discover how many veils you can see
- Practise cutting cloth carefully

### Creative development

- Make a veil and try it on (**Activity 10**)
- Make a collage of pictures of people wearing veils

### Personal and social development, well being and cultural diversity

- Discover why some Muslims wear veils
- Talk with a Muslim who is wearing a veil

### Mathematical development

- Discover where the nearest mosque is located and calculate its distance
- How many pictures of people wearing veils can you find?

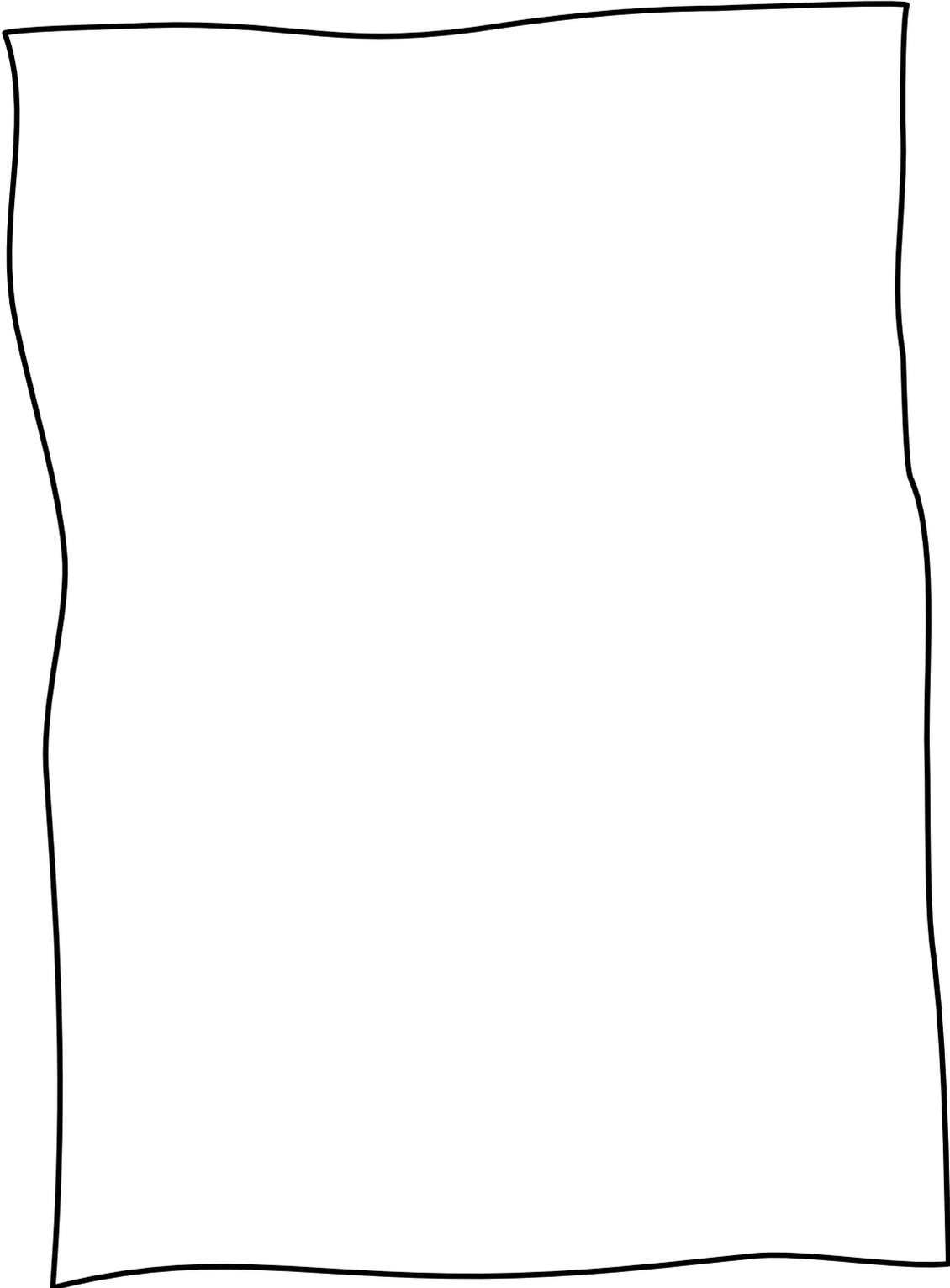
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## Designing a veil

Design and colour material for a veil.





## 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

<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.</p> <p>Explore how the rabbi, the imam and the vicar dress distinctively.</p> <p><b>Creative development</b></p> <ul style="list-style-type: none"><li>• Design pictures of rabbis, imams and vicars.</li></ul>
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<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Gain <b>insight</b> into religion, religious people and religious aspects of life.</p> <p>Explore the distinctive features of the synagogue, the mosque and the church.</p> <p><b>Language, literacy and communication skills</b></p> <ul style="list-style-type: none"><li>• Talk about the pictures of the church, the mosque and the synagogue.</li></ul>
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[Return](#)



## Pages 6-7

<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore how you feel about seeing the bread on the altar in church.</p> <p><b>Language, literacy and communication skills</b></p> <ul style="list-style-type: none"><li>• Talk about what is happening in the pictures inside the church.</li></ul>
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<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Explore how religion has <b>influenced</b> 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.</p> <p>Explore how Christians are influenced by the communion service.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Learn about people who go to church.</li></ul>
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[Return](#)



Pages 8-9



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore why bread is so important to Christians.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>• Bread is important for Christians because Jesus took bread at the Last Supper.</li></ul>



<b>Aspect of range</b>	Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.
<b>RE development</b>	Explore why Christians feed hungry people today across the world.
<b>Areas of learning</b>	<b>Personal and social development, well being and cultural diversity</b> <ul style="list-style-type: none"><li>• Learn how Christians feed hungry people across the world.</li></ul>

Return



## Pages 10-11



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore why the cross is so important to Christians.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>• The cross is important for Christians because Jesus died on the cross.</li></ul>



<b>Aspect of range</b>	Explore how religion has <b>influenced</b> 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.
<b>RE development</b>	Explore the different ways Christians wear crosses.
<b>Areas of learning</b>	<b>Personal and social development, well being and cultural diversity</b> <ul style="list-style-type: none"><li>• Discover why some Christians wear a cross on a necklace or a lapel badge.</li></ul>

Return



## Pages 12-13

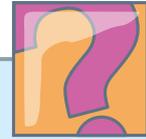
<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Express <b>personal responses</b> to personal, religious and moral questions.</p> <p>Explore how you feel watching a candle burn.</p> <p><b>Mathematical development</b></p> <ul style="list-style-type: none"><li>• Measure for how long different candles burn.</li></ul>
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<p><b>Aspect of range</b></p> <p><b>RE development</b></p> <p><b>Areas of learning</b></p>	 <p>Explore how religion has <b>influenced</b> 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.</p> <p>Explore how Jews are influenced by keeping the Shabbat.</p> <p><b>Personal and social development, well being and cultural diversity</b></p> <ul style="list-style-type: none"><li>• Learn about people who keep the Jewish Shabbat.</li></ul>
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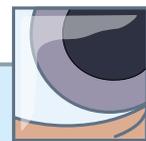
[Return](#)



Pages 14-15



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore why the Shabbat is so important to Jews.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>• The Shabbat is important to Jews because the fourth commandment in the Torah is to keep the Shabbat, the seventh day, holy.</li></ul>

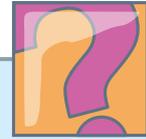


<b>Aspect of range</b>	Gain <b>insight</b> into religion, religious people and religious aspects of life.
<b>RE development</b>	Explore what Jews do at the Shabbat meal.
<b>Areas of learning</b>	<b>Creative development</b> <ul style="list-style-type: none"><li>• Make a collage showing the Shabbat meal.</li></ul>

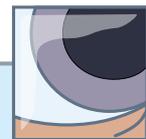
Return



Pages 16-17



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore why the Hanukkah menorah is so important to Jews.
<b>Areas of learning</b>	<b>Physical development</b> <ul style="list-style-type: none"><li>• Light the candles of the menorah from the servant candle, taking care for health and safety.</li></ul>



<b>Aspect of range</b>	Gain <b>insight</b> into religion, religious people and religious aspects of life.
<b>RE development</b>	Explore the Hanukkah story.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>• The Hanukkah story tells of the miracle in the Temple when God kept the light burning for eight days until more oil arrived.</li></ul>

Return



## Pages 18-19

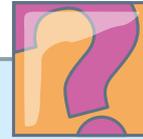
<b>Aspect of range</b>	Express <b>personal responses</b> to personal religious and moral questions.	
<b>RE development</b>	Explore the personal significance of ritual washing.	
<b>Areas of learning</b>	<b>Physical development</b> <ul style="list-style-type: none"><li>Practise washing your hands in the best way.</li></ul>	

<b>Aspect of range</b>	Explore how religion has <b>influenced</b> 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.	
<b>RE development</b>	Explore how Muslims are influenced by the ritual washing.	
<b>Areas of learning</b>	<b>Language, literacy and communication skills</b> <ul style="list-style-type: none"><li>Talk about what is happening in the picture inside the mosque.</li></ul>	

Return



Pages 20-21



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore why water is so important to Muslims.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>Water is important for Muslims because in surah 5 of the Qur'an Allah tells Muslims to wash in a special way before praying.</li></ul>



<b>Aspect of range</b>	Explore our <b>responsibility</b> and the responsibility of religion for living things and for the natural world.
<b>RE development</b>	Explore our personal responsibility to ensure people across the world have clean water.
<b>Areas of learning</b>	<b>Creative development</b> <ul style="list-style-type: none"><li>Make a poster about providing clean water across the world.</li></ul>

Return



Pages 22-23



<b>Aspect of range</b>	Pose <b>questions</b> about beliefs, values and actions that arise from exploration.
<b>RE development</b>	Explore why the veil is so important to Muslims.
<b>Areas of learning</b>	<b>Knowledge and understanding of the world</b> <ul style="list-style-type: none"><li>The veil is important for Muslims because surah 24 in the Qur'an teaches that both women and men should dress modestly.</li></ul>



<b>Aspect of range</b>	Investigate and express <b>meaning</b> (including religious meaning) through signs, symbols, artefacts and imagery.
<b>RE development</b>	Explore why some Muslims wear a veil.
<b>Areas of learning</b>	<b>Personal and social development, well being and cultural diversity</b> <ul style="list-style-type: none"><li>Talk with a Muslim who is wearing a veil.</li></ul>

Return