

**Caroline Haslett Primary School - RE**

Topic: Unit 3 - Christianity  
Islam; Judaism, Sikhs, Hindus

Year 6

Do clothes express belief?

**Knowledge**

Many religious groups base their clothing rules upon religious guidance.

Some clothing rules come from tradition and can show belonging to a group.

The way that people dress is used by many to pass judgements about others. There are many situations in which precise dress codes are required; some people choose for themselves; others are required.



**Activities**

Set up an investigation and explore the dress code of Sikhs, Muslims, Hindus, Christians or Jews. What is the dress code that you discover? What do the items tell us? Does the dress code apply to men and women? What does this tell us?

Look for links to beliefs that dictate the code for what people wear.

Listen to interviews with young believers. Do clothing rules/codes help people to feel part of their community? Do they restrict them? Does the fact that they can or can't wear certain items limit their freedom? Does it help them to behave better? Does it make them think about their faith more?

Design a dress code for a particular belief.

**Vocabulary**

**Crucifix** - an image of Jesus on the cross

**5 Ks** - in Sikhism the five items that Guru Gobind Singh commanded Khalsa Sikhsto wear at all times.

**Kesh** (uncut hair), **Kangha** (a wooden brush for the hair), **Kara** (a metal bracelet), **Kachera** (a type of undergarment) and **Kirpan** (a dagger).

**Keski** - the small turban worn to protect the kesh

**Habit** - a long, loose garment worn by a member of a religious order

**Hijab** - a head covering worn in public by some Muslim women

**Niqab** - a veil for the face that leaves the eyes clear worn by some Muslim women with an accompanying headscarf



**Skills**

- Describe and link up religious beliefs with religious behaviour with regard to clothing, showing understanding of the symbols used
- Annotate a picture, showing understanding of what it means to belong to a religion by describing how it feels to wear the clothing
- Suggest some answers to questions about why people choose to wear certain clothing
- Create a statement of personal belief in response to the main question, referring to religious belief as well as your own ideas

<b><u>Believing</u></b>	<b><u>Belonging</u></b>	<b><u>Behaving</u></b>	<b><u>Reflecting, responding and making links</u></b>
Core knowledge and understanding of texts, stories and key beliefs	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
<p><b>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.</b></p> <p><b>Explain the connections between sacred texts and beliefs using theological terms.</b></p>	<p><b>Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects).</b></p> <p>Explain that believers dress in certain ways to demonstrate their beliefs. Show that this can be reflected in the wearing of religious symbols.</p>	<p><b>Show how inspiration might play a part in how believers interpret the texts.</b></p> <p>Compare different religious clothing to show how belief in God has inspired people differently.</p>	<p><b>Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring.</b></p> <p><b>Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be.</b></p> <p><b>Compare religious ideas to the opportunities and problems of the wider world.</b></p> <p>Evaluate how clothing can give believers a sense of belonging.</p>