

(CLEO Content is freely available on the web: no password is required)

Key Stage 1, Year 2

Unit 2.1 Non- Christian Faith: Special Books



Jewish and Sikh worshippers fetching the scriptures
www.cleo.net.uk/resource/2scriptures

Parallel videos enable pupils to analyse the similarities and differences between the ways in which the Torah and Sri Guru Granth Sahib are treated in the Jewish and Sikh faiths.

The similarities are striking; both are stored in sacred spaces (Ark and Sach Kand), both are kept covered when not in use (Bein Gavrah and Romallas), both are carried to focal points in the worship area (Bimah and Manji Sahib), both are shown symbolic acts of respect by the worshippers (touching the Bein Gavrah with a corner of the worshipper's Tallit and bowing the head).

Fuller versions of related can be found at
www.cleo.net.uk/resource/prayer

(Judaism)

www.cleo.net.uk/resource/parkash
and www.cleo.net.uk/resource/sukhaasan

(Sikhism)

Key Stage 1, Year 2

Unit 2.4 Easter – Celebration and Symbols



Preparation of the Eucharist bread
www.cleo.net.uk/resource/bread02

As with other forms of the faith, every Greek Orthodox Sunday service involves some remembrance of Easter. Prior to the start of worship, the priest ritually stabs the bread in a re-enactment of John 19:34, then carve it up, ready for the service. This resource contains footage of the ritual actions, together with a roll-over explanation of the detailed symbolism of the different sections of the bread. Even the spear mentioned in St John's account is part of the design.

This process is performed behind the iconostasis, the screen at the front of every Orthodox church that separates the altar from the main body of the church.

As far as we can determine, this is the only footage of the ritual available on the web; special permission to film was obtained from Gregorias, Archbishop of Thyateria and Great Britain. For a fuller look at the Greek Orthodox Church where this clip was filmed, see www.cleo.net.uk/resource/whn and www.cleo.net.uk/resource/j
Since these films were made, the community has moved to its own premises, see www.holy-apostles.org.uk

Key Stage 2, Year 3

Unit 3.4 'Joy, Sadness, Joy'



Stations of the Cross

www.cleo.net.uk/resource/stations

Resource exploring Arthur Dooley's powerful Stations of the Cross at St Mary's RC, Leyland. Contains explanation of the significance of each station, and provides learners with the opportunity of comparing Dooley's interpretation with the more traditional pieces in St Wilfrid's, Preston. Dooley added a 15th Station depicting the Risen Christ.

Key Stage 2, Year 4

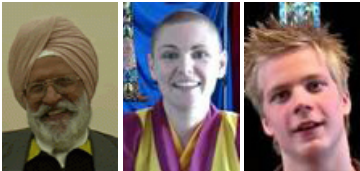
Unit 4.5 'Living the Faith'

Faith in Action

www.cleo.net.uk/resource/bc



Interviews with workers from Christian and Islamic charities, filmed at an event in Burnley and Pendle Faith Centre. Two of the featured Christian Aid workers are practising Muslims.



Beliefs and Questions

Interviews with faith members including questions exploring the influence of their faith on their lives. These materials give learners the opportunity to compare and contrast responses within and between the represented faiths.

www.cleo.net.uk/resource/bqsikhism

Sikhs: Guru Singh Sabha
(mainstream Sikhism)

www.cleo.net.uk/resource/bqxt

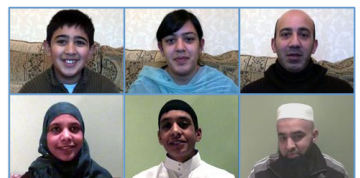
Christians: Evangelical C of E

www.cleo.net.uk/resource/bqb

Buddhists: New Kadampa Tradition:
(Highly successful new religious movement, splitting from Tibetan Buddhism in 1991)

www.cleo.net.uk/resource/bqwall

All the above three in one easy-to-use resource (**recommended**)



Explore Islam

www.cleo.net.uk/resource/ei

Similar to the modules immediately above, but with responses from Brelwi and Deobandi Muslims, the largest and second largest forms of Islam represented in Lancashire.

See also www.cleo.net.uk/resource/m for the procession in honour of the

Prophet referred to in answers to one of the questions.

Key Stage 2 Year 6

unit 6.1 Life as a Journey



Rite of Holy Baptism, Church of England (Anglo-Catholic)

www.cleo.net.uk/resource/baptism2

The first sixteen film clips record the rich and complex rituals of an Anglo-Catholic baptism at St Stephen-on-the-Cliffs Church, Blackpool. The sections 'Anointing before Baptism', 'Baptism' and 'Anointing with Chrism' are probably sufficient to convey the powerful use of symbolism in the service.

(The seventeenth clip shows the follow-up to a baptism, when a candidate returns to the Church on the Sunday after baptism to receive a lighted candle and be welcomed into the Church.) Learners could view the 'Baptism' and 'Anointing with Chrism' and 'Grace' sections and describe the different reactions of the participants, and speculate on which family member was keenest on having the boy baptised and why non-believers might take part in religious rites of passage.

Key Stage 2 Year 6

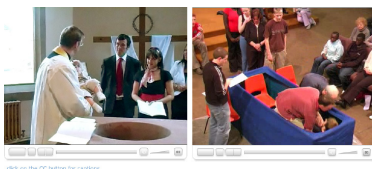


Unit 6.1 continued

Baptism by Immersion: Church of England (Evangelical)

www.cleo.net.uk/resource/baptisms

The first four video clips show the testimony, welcome, vows and baptism by total immersion of a young adult in St Thomas Church of England, Lancaster. The fifth clip shows 4 other baptisms.



Parallel Videos of Baptisms

www.cleo.net.uk/resource/2b

Split-screen presentation of short extracts from the two previous resources enabling learners to compare and contrast the two ceremonies. As an additional exercise, pupils could record what they think one of the people shown in either clip is thinking. They share their results and guess who is meant to be the subject

of each other's monologue.

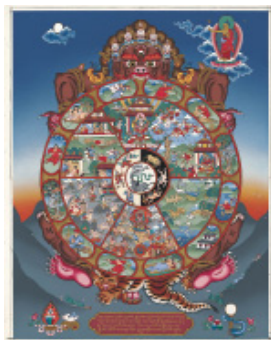
The Wheel of Life

www.cleo.net.uk/resource/wol

Buddhism believes in rebirth (though not in the existence of a 'soul'). Thus life is not merely a journey, but a succession of journeys. Depending on the way the present life is lived, the next can be in one of six realms, unless the individual escapes the process by becoming enlightened.

This thangka (Tibetan traditional scroll painting) by Andy Weber has been widely reproduced as a print. Click over the image to view close-ups and access optional explanations of the different sections.

This module has been recently revised to increase image quality and legibility.



Pupils can make their own 'Wheel of Life' tangkhas using contemporary imagery. These could be done as drawings (template available at www.cleo.net.uk/resource/wheel) or as a graphic design project using free online software: see the 'create your own wheel of life' section in the module.



Nyrmala's Wedding

www.artisancam.org.uk/flashapps/explorecultures

Amrit Singh-Kaur's superb painting of her sister Nyrmala having mehndi (henna designs) applied to her hand as part of the preparation for her wedding. Nyrmala wears the traditional red bridal dress and veil.

This module is from the Bafta-winning ArtisanCam website created by a partnership between Artists@work, CLEO and Notion23.

Further information and ideas for using the module can be found by scrolling down to section 4.i of the ArtisanCam teachers guide at

www.cleo.net.uk/resource/art



Morning Prayer before Bar Mitzvah

www.cleo.net.uk/resource/prayer

The first section of this module shows a Jewish boy taking an active part in Morning Prayer soon after his thirteenth birthday. This is part of the traditions surrounding the 'Bar Mitzvah' rite of passage, when young Jewish boys become a 'Son of (Bar) the Law (Mitzvah)'. Jewish girls undergo the Bat Mitzvah ceremony when aged 12. Pupils could role play the boy explaining to non-Jewish school friends what happened during the events shown on the film and what he felt like, taking the Torah from the Ark.