

Pipworth Community Primary School Religious Education Curriculum

TERM: Autumn Myself	YEAR GROUP: 1	SUBJECT: RE	UNIT TITLE:
Key religions covered: Christianity/Islam			

<p>Christianity Staff Overview</p> <p>The Trinity: God, three in one Christianity is a monotheistic religion which teaches that God is one, known in three persons or in three ways of being. These are God the Father and creator, Jesus the incarnate son of God, God made flesh, and the Holy Spirit, God working in the world. Christians believe the Trinity is one God working in three different ways.</p> <p>The Bible The Christian holy book, or Bible, contains within it many writings or books. It is divided into the Old Testament (perhaps better called the 'First Testament' or the 'Jewish Bible', to acknowledge Christianity's Jewish roots) - made up of the Jewish scriptures, writings before the time of Jesus, and the New Testament - writings which are concerned with the life of Jesus and his disciples and apostles. The Old Testament was originally written in Hebrew and consists of 39 books. The books include laws, prophecy, psalms, poetry, history and stories. There are 27 books in the New Testament, originally written in Greek. These books contain history, prophecy, gospels and letters.</p> <p>Worship Christians see themselves as a body of believers. It is the community rather than the building they meet in which is of principal importance. Christians meet regularly on a Sunday but during the week there are many other informal prayer meetings and groups that get together to study the Bible or discuss how best to live a Christian life or provide services to the community. Most Christian churches celebrate the death and resurrection of Jesus by sharing bread and wine. This has many different names such as Communion, Eucharist or Mass. Many services also include praying, praising of God through music and singing, listening to the Bible and learning about its meaning and application. Praying and reading the Bible are not activities confined to Sundays. Many Christians pray and read the Bible every day. The prayers they offer individually and in communal worship include praise of God, confession, thanksgiving and asking for help and guidance from God.</p> <p>Festivals The most important festivals for Christians are Christmas, Easter and Pentecost. At Christmas, Christians commemorate the birth of Jesus Christ. The period beginning four Sundays before Christmas, and leading up to Christmas, is called Advent, which means 'coming'. Easter is the time when Christians remember the death and resurrection of Jesus. The 40 days leading up to this are called Lent, when Christians spend time praying and considering the importance of the events at Easter. Holy week includes Maundy Thursday (when the Last Supper is commemorated), Good Friday, the crucifixion of Jesus, and Easter Sunday where the joy of the resurrection is celebrated. Pentecost is the festival that recalls the time when the Holy Spirit came upon the disciples and Jesus finally ascended into Heaven.</p>	<p>Do's and Don't</p> <ul style="list-style-type: none"> Do teach the Christian belief about God as trinity, Father, Son and Holy Spirit, even to younger children. It is mysterious, but is at the heart of Christian understanding of God. Do try to present the Christian belief that Jesus was both fully God and fully human. He was not 'half man and half God', or God disguised as a human. Do be aware that the term 'Holy Spirit' is the current Christian way of describing the third person of the Trinity. The older term 'Holy Ghost' is infrequent and suggests unhelpful or trivial connections with ghosts. Do help pupils understand that Christianity takes a wide variety of different forms e.g. Catholic, Orthodox, Church of England, Pentecostal, Baptist and also radical, liberal, Evangelical etc. Don't give the impression that all Christians have identical beliefs or practices. Do organise visits to a church which involve some members of the congregation being present. Visiting an empty building can reinforce the impression some pupils have that churches are a monument to a faith which is no longer relevant to anyone, a kind of museum. Do be careful when exploring the Eucharist and talking about the bread and wine as the 'body and blood of Christ'. Pupils have been known to react in negative or derisive ways e.g. expressing disgust at the idea that this is somehow cannibalism. A stress on symbolism is good. Do be aware that Christians differ widely in their understanding of the 'bread and wine'. For example, while Catholics refer to the 'real presence' of Christ in the bread and wine, others speak of them as symbols used in memory of Jesus' death. Don't make any assumptions about who is or is not a Christian. Never say 'we' for Christians, and 'them' for other faiths! Avoid inappropriate phrases like 'our God' or 'we believe' when talking about Christianity and using distancing devices such as 'some Christians believe...' Don't represent Jesus in Christian belief as being merely a good man, a wise teacher or a prophet. For Christians, Jesus is God incarnate represented by titles like 'the Son of God', 'the Christ', 'the Messiah'. Don't edit out stories of Jesus from the study children do: too much RE repeats the Good Samaritan and Prodigal Son but never deals with, for example, stories of controversy, so Jesus appears to be boring and bland. Tell the whole story. Don't neglect the Resurrection as part of the Easter story. However difficult it may seem, the Resurrection and the Crucifixion are inextricably linked and one should not be taught without the other. Don't suggest that Christians worship Mary or the saints. In some denominations, prayers are made to Mary or the saints as intermediaries. Don't use Bible stories as the basis of a topic when their relevance is tenuous e.g. Noah's Ark isn't really relevant to a theme on water, or even animals. It's a story about God's care for the earth, judgement and human morality. 	<p>Islam Staff Overview</p> <p>Please note: Muhammad is highly respected by Muslims and it is usual to say the blessing 'peace be upon him' after his name. In text this is often shortened to 'pbuh'. This expression of respect is also used after the name of other prophets. This sign of respect should be inferred throughout this syllabus.</p> <p>The word Islam means submission or peace. Muhammad was born in the city of Makkah in 570 CE. Muhammad is not seen as the founder of Islam but rather as the final Prophet, the first of whom was Adam. There are many other prophets mentioned in the Qur'an including Ibrahim (Abraham), Musa (Moses) and Isa (Jesus). Prophet Muhammad is known as 'the seal of the prophets'. He is the Last Prophet. Allah is the Arabic name for God</p> <p>The Qur'an and Hadith The Qur'an was revealed to the Prophet Muhammad over a 23-year period. Muslims show their love and obedience to God by being obedient to the words in the Qur'an and living as closely as possible to the way the Prophet lived. The Qur'an gives guidance on a range of topics about everyday life, ethical, spiritual, social and moral issues. It is treated with reverence, being handled carefully, and ideally read on a daily basis. Children will often learn to read Arabic and recite the Qur'an at an early age.</p> <p>The Five Pillars of Islam These provide a structure and a focus for Muslim daily life and worship. Muslims express and uphold their faith by practising these pillars. The Pillars focus belonging, community and worship in relation to time: from daily, to annually, to once in a lifetime, there is a ritual to strengthen the community.</p> <p>Salah (Prayer) The ritual prayers (salah - also referred to as namaz), are offered five times a day. All Muslims are required to pray from the age of about 12. Prayer enables one to develop a closer relationship with God. Prayers are said at specific times of day, (once early in the morning, once in the night and the others dispersed through the day), the times will alter slightly depending on the time of year. At the mosque, Muslims pray in rows behind the Imam, the leader of congregational prayers. Prayer can be carried out anywhere that is clean. Often a prayer mat is used to pray on, but as long as a space is clean it is not essential to use one. Muslims will have to have made Wudhu (ablution), before they pray, so access to water is useful. Muslims face Makkah (towards South East in the UK) when they pray.</p> <p>Festivals Two very important festivals are Id-ul-Fitr and Id-ul-Adha. Id-ul-Fitr celebrates the end of the fast of Ramadan. This is a time to ask for forgiveness, thank God for everything He has blessed one with and share in congregational prayers. Special food is prepared and shared with family and friends. Presents are given and new clothes are often bought. This is also a time when Muslims will visit the cemetery and remember dead family and friends. Id-ul-Adha celebrates the devotion shown to God by his Prophet Abraham to sacrifice his son Isma'il. God ordered that a lamb was sacrificed instead of Isma'il and so this festival is about devotion to God. In keeping with this practice of Abraham, animals are sacrificed and distributed to family, neighbours, and the poor, or money is given to charities who will ensure a sacrifice is made and given to the poor on your behalf.</p>	<p>Do's and Don't</p> <ul style="list-style-type: none"> Do teach pupils about the origin and spread of Islam as a world religion: the second largest on the planet, a religion that means 'peace'. Do store a Qur'an carefully, ideally wrapped and placed on a high shelf away from dirt and danger and, when showing it to pupils, use a Qur'an stand to hold it. Model respect and you will teach respect. Do be cautious about asking Muslim children to do certain forms of artwork. Patterns, buildings and landscapes are usually acceptable but representing animals or humans may not be. Never ask them to 'draw God'. No image of Allah is allowed in Islam - it would be too far from the truth. Do stress the important cultural and intellectual contributions Muslims have made in fields such as science, mathematics, language etc. Do be careful about references to pigs or pork with Muslim pupils, who may be taught that pigs are unclean animals, to be avoided in all forms. Do prepare pupils before visiting a mosque: girls should cover their heads and wear calf length skirts or better still trousers; boys should cover their heads and all will be expected to remove their shoes, sitting with feet pointing towards the Mihrab, in other words towards Makkah, should be avoided. Do choose pictures of Muslims praying carefully; show a variety of different positions, not simply rear views. Don't describe Muhammad as 'the founder of Islam'. Muslims believe he is the last and final Prophet of Islam but that their faith preceded him and goes back through a long chain of Prophets to Adam and the beginnings of human kind. Don't refer to Allah as 'the Muslim God'. Muslims believe Abraham, Moses and Jesus worshipped the same God. 'Allah' is the Arabic word for 'God' Don't touch a Qur'an (or Arabic extract) with dirty hands, place it on a floor or dirty surface, put things on top of it or leave it open on a stand as an exhibit. Don't liken Wudu to Christian Baptism. It is a preparation for prayer, not a ritual marking initiation as in Christianity. 		
Seq	Learning Objectives	Introduction/ Key Questions	Activities	Learning Outcomes	Points to note

1	<p>Caring and being cared for: how does it feel?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn that we all have other people who care for us and we all care about other people as well. This often leads to more happiness all round. 	<p>Caring and being cared for: how does it feel?</p> <ul style="list-style-type: none"> Ask children to think about how it feels when people are nasty to us: perhaps they can say a time when someone was unkind. We feel sad, cross or angry. What are the opposites of these words? What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? 	<p>Ask children in pairs to role play: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed?</p>	<p>I can:</p> <ul style="list-style-type: none"> Talk about the emotions connected with caring and being cared for Recognise that we could help everyone even if we don't know or like them Respond sensitively to the ideas in stories for myself 	<p>The topic of this unit makes good links to the SEAL programme at many points. But this is RE, so do make sure learning about religions is facilitated.</p>
2	<p>What can stories tell us about caring?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Learn that everyone needs care at some time, and all people, can 'give' care and receive care. 	<p>Who cares in this story? How does it show?</p> <ul style="list-style-type: none"> Use secular / non - religious stories such as 'Alfie gives a hand' or 'Badger's parting gifts' or an extract from a movie like 'Monsters Inc' or 'Toy Story to show different ways of demonstrating care to others. <p>Read the story or show the clip and ask: Who does the caring? Who receives the care? How does it make people feel?</p>	<p>Pupils talk about and make a list of different ways of demonstrating care. Think about people who might need care shown to them (e.g. new children in school, elderly people, people who live with a disability, people who are new to Pipworth or to the UK).</p> <p>Are there particular times when more care might be needed? (when people are ill, bereaved, especially busy)</p>	<p>I can:</p> <ul style="list-style-type: none"> talk about the stories they are hearing and identify caring examples from the stories Give examples of when they have needed care and when they have given it, responding sensitively for themselves 	<p>The use of 'questions of wonder' is good to get children speculating about big ideas. Teachers need to leave space for thoughts to form - but are often surprised by the depth of responses.</p>
	<p>Who is a neighbour to me? Learning from a Christian story</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Pupils consider the meaning of Jesus' parable of the Good Samaritan Pupils think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care. 	<p>Who cares? Who should care?</p> <ul style="list-style-type: none"> Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours? Tell Jesus' story of the Good Samaritan, in an exciting way. (You can find it in Luke 10). Ask children if they were acting in a play of this story, who would they like to be? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves? Notice with the children that the robbers were 'baddies' but the people who passed by were almost as bad! Who do the children think is a neighbour? Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, 2 pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don't know where cloth is). The third child is different - and is not expected to help (older / from another class / opposite sex / EAL?) helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently? <p>Singing and building up other people: can anyone care like this?</p> <ul style="list-style-type: none"> Play pupils the song 'Build Up' from the 'Fischy' CD of the same name. Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. The words include these: <p><i>Every word you say, every game you play Every silly face, every single place You can build up Or [1! 2! 3! 4! 5!] You can tear down Build up one another, Build up your sisters and brothers Build up one another! Build Up!</i></p>	<p>Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up' and five people who show they care by building them up? Can they think of five things they could do to build up other people this week?</p> <p>Questions of Wonder: "I wonder what Jesus would think of our song?"</p> <p>Can pupils suggest any links or connections between the story of the Good Samaritan and the song 'Build Up'? Give them time and space to work out the connections and ask careful questions about their responses to deepen learning</p>	<ul style="list-style-type: none"> Talk about the idea that anyone we meet is a neighbour and that we should help anyone in need Recognise that a neighbour could be anyone we encounter who need our help. Respond to the music and story thoughtfully and sensitively for themselves Make links of their own between the story and their own lives. 	<p>Some pupils may have very poor experiences of care. Teachers need to be sensitive to this For a good SEAL link, ask children to choose words from a word bank of emotions to go with the song and the story. For a good history link, think about how Florence Nightingale shooed she cared. Her Christian convictions were central to her life and work.</p>
3	<p>Who do we care for, and who cares for us? Learning from a Muslim</p>	<p>Choose and tell story of care from the Islamic tradition, such as this one:</p> <ul style="list-style-type: none"> Umar Ibn Al Khattab inherited a piece of valuable land, the most expensive thing he had ever owned. He wondered what he should do with this good fortune, and how it 	<p>Talk about all the ways our families (mums, dads, carers, even brothers and sisters) care for us and show that they do.</p>	<p>I can:</p> <ul style="list-style-type: none"> Recognise that telling a story can show people a 	<p>Throughout this work, the sensitive topic of family relations will be</p>

	<p>story</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • be able to explain the way that people were helped in the stories • be able to relate the story to a particular religion • be able to say why the religions teach people about caring for others 	<p>would be best to use the inheritance. Umar asked the Prophet Muhammad (PBUH) what he should do with the land. The Prophet suggested he keep the land, but give all the benefits that came from it as charity, to help people less fortunate than himself. Umar was delighted with this idea. He 'gave' the land to Allah forever, and he donated all the money that ever came from the land to set free slaves, to help travellers and to provide gifts to poor people.</p> <ul style="list-style-type: none"> • This is an early example of Waqf, the Muslim tradition of giving to Allah a piece of land or property that then benefits others in need forever. This is the inspiration behind the British Muslim charity 'Islamic Relief'. Many contemporary stories of care come from this charity. www.islamic-relief.org.uk Teachers might find one story of international relief to tell from the website. Choose and tell a 'hadith', a story of the Prophet, such as this one: <ul style="list-style-type: none"> • A man who could not decide how to be good came to the Prophet Muhammad [PBUH] and asked him: 'Who should I care for the most? Who should I consider most?' The Prophet replied: 'your mother'. And after her, then who? He asked. The Prophet replied 'Your mother!' He asked for a third time. Again, the Prophet replied: 'Your mother.' • Play children the song 'Your mother' by Yusuf Islam, and talk about the story and song. Why did the Prophet give the same answer three times? <p>Questions of wonder • Ask some big speculative questions: } Why do mums care for their children? } Why do children love their families? } Where does the love in our lives come from? } Who should help those who are poor and have no money? Why? Give time and space for children to come up with a range of answers. Remind them that our work in RE is often about trying to think really deeply together.</p>	<p>Does this make it easy to care for them in return? What could we learn from the story and song about the Prophet? How do we show our love to our mothers, and others who care for us?</p> <p>Make a list.</p>	<p>way of behaving that they might like to copy</p> <ul style="list-style-type: none"> • Recount and outline of a Muslim story • Respond sensitively to the ideas in Muslim stories with their own thoughts 	<p>considered. Good teachers know well how to make sure the topic is inclusive and sensitivities are respected.</p> <p>Family life comes in many forms, and all of them matter</p>
	<p>How have some people shown they cared?</p> <ul style="list-style-type: none"> • Pupils will identify some ways that the stories they hear show helpfulness and care • They have opportunities to relate the person's caring approach to their religious belief • Pupils get the chance to reflect on the idea of God 'calling' people to care 	<p>Stories of inspiring people who cared for others: encouraging each other to care.</p> <ul style="list-style-type: none"> • Use a story of Mother Teresa or Doctor Barnardo (or a similar famous person) to illustrate how some people have shown their care to people in a very specific way. These are stories of people who cared in exceptional ways, and were good at helping others to care too. They were great encouragers. Ask the children who has encouraged them today? Who have they encouraged? • Pupils could act out the story, make a picture or collect pictures to make a montage of people needing help (e.g. homeless, hungry, refugees etc). • Pupils could talk about what it might be like to do a 'job' like that. Would they like to help someone being sick or dying or smelly and dirty? Why do people who care choose jobs like these? <ul style="list-style-type: none"> • Talk about who encourages us, and how we can help each other to be better at caring. Pupils might like to think about ways they can show they care at home. 	<p>Questions of wonder:</p> <ul style="list-style-type: none"> • Concentrate here on the question of who cares? Many of us care for our own families, and our friends, but some special people seem to be able to care for those no one else is bothered about. • Review the unit and the stories and music children have listened to, and think about what makes some people especially good at caring. You might ask pupils to think about the ways they can be encouragers and carers. 	<ul style="list-style-type: none"> • Pupils will be able to describe how some people give 'extra special' care because of their religious beliefs • Pupils will be able to make links to their own lives, their own need for encouragement and their ability to give encouragement 	<p>Families are all different. Some pupils may be 'looked after' or refugee and have issues about personal care or family background.</p> <p>This unit can open up such issues sensitively.</p>
4	<p>Myself: what am I like?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn about different ways of seeing themselves • develop ideas about themselves and how they are similar to and different from others 	<p>Me and my feelings, me and my choices</p> <p>Pupils learn about times in life, and how they feel at different times by talking about, and making choices about:</p> <ul style="list-style-type: none"> • Play 'would you rather...' Ask pupils if they would rather be good at swimming or good at dancing, a sailor or a pilot, train driver or racing driver, climb the highest mountain or dive in the deepest sea, have a monkey or a lion cub as a pet, eat doughnuts all morning or drink smoothies all evening. Make up lots more and ask them to make up more too. You can do this session by running from side to side of the class or hall. All these choices are about who we are, what we like. We are all different. 	<p>Consider some important emotions:</p> <ul style="list-style-type: none"> • 'Happy' times - discuss what makes them happy. Can they make a list? • 'Angry' times - discuss what makes them angry. Another list. • 'Sad' times - discuss what makes them sad. Several examples explored carefully. The teacher may share his/her own sad times. • The emotions associated with being lost through discussion of first-hand experience (at shops, seaside, park, busy place, etc) 	<p>I can . . .</p> <ul style="list-style-type: none"> • talk about what choices I like to make • identify some ways I am special or different from other people • respond sensitively to questions about being me and about who I am 	<p>This work has some good speaking and listening links to literacy and connects with SEAL approaches to emotional literacy as well.</p>

5	<p>Myself: what am I like?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn about different ways of seeing themselves • develop ideas about themselves and how they are similar to and different from others • learn that Christians believe each person belongs to God, who cares for people like a good shepherd. 	<p>Christian story about belonging to God</p> <ul style="list-style-type: none"> • Tell children the parable of the lost sheep – it is in Luke 15 (make it dramatic). What happy and sad feelings come up in this story? How would they feel if they were the shepherd/lost sheep? Teach the pupils that this story tells Christian people that God loves them as the shepherd loves the sheep. Ask them some wondering questions: ‘I wonder if you like Jesus’ story?’ ‘I wonder if your self is like the sheep sometimes?’ ‘I wonder if you would like to be the shepherd in this story?’ • Talk about what kind of person Christians think Jesus was, what kind of person the shepherd was. What kind of person would each pupil like to be? <p>The work is all about the sense of self, but the use of the Christian story can focus learning on the values of kindness, patience, love or self-sacrifice.</p>	<p>Do some more ‘would you rather...’s: Would you rather be a kind shepherd or a helpful fireman? A child or a grown up? First in the family or the youngest? Yellow hair or brown hair? Good at sport or good at singing?</p>	<p>I can . . .</p> <ul style="list-style-type: none"> • talk about what choices I like to make) • identify some ways I am special or different from other people • respond sensitively to questions about being me and about who I am • recognise a Christian idea about belonging to God • respond sensitively to the story of the lost sheep and the idea that God is like a shepherd 	<p>This work has some good speaking and listening links to literacy and connects with SEAL approaches to emotional literacy as well.</p> <p>Teaching in RE should be careful to identify the story. Told by Jesus, it communicates a Christian belief: God cares for every single person, even if they are ‘lost’.</p>
6	<p>‘We belong together’ How do we belong to other people?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • talk about their own sense of belonging and where they fit in, and the relationships that matter • have a developing awareness of their own community, so they can talk about where they belong • consider how they feel about belonging in school, at home and in other ways • consider the idea that some people say they belong to God. 	<p>Who belongs where?</p> <p>Start in circle time. Talk about family relationships and why they are special. The teacher can ask pupils to let a Playmobil® or Lego® figure stand for themselves, and put the figure in the centre of a ‘target’ or set of concentric hoops (see diagram)</p> <ul style="list-style-type: none"> • Ask pupils to say who they belong to by some more figures close to them in the next Answers might include belonging to parents, brothers and sisters, school, class, town and for God. • Talk about why we can’t have an image of believers say is invisible, not like a plastic toy • Teach: ‘Who am I?’ is a question rather like belong to?’ Belonging together is important for everyone. It helps us not to be too lonely and to enjoy life. 	<p>In pairs, pupils can talk about how they would complete these prompts: o I belong to . . . o What makes me special is . . . o I like belonging to . . . o Belonging together means . . . o We all belong to friends, families, school, and . . . o Some people belong to God. This means . . .</p>	<p>I can . . .</p> <ul style="list-style-type: none"> • talk about who I belong to in relation to family, friends and school • recall the name of a sign of religious ‘belonging’ (Christian cross or other example) • respond sensitively to different ideas about belonging • talk about the question: ‘Why do some people say they belong to God?’. 	<p>Links to Literacy are useful in RE where the partnership between the subjects is clear. RE objectives need to function alongside those from Literacy, not be subordinated to them.</p> <p>Take care in this lesson to show the pupils clear links between the main theme ‘myself’ and the idea of ‘belonging’ – relationships make us who we are.</p>
7	<p>Who am I? Myself in my family: learning about weddings</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • think about being thankful, asking for help, saying sorry in relationships with adults and with other children • think about themselves in 	<p>Important words: thank you, sorry, please, I love you</p> <ul style="list-style-type: none"> • Say it more often. <p>Ask pupils if they can think of any words we should say more often. They may come up with the examples above, and some others! Talk about why these words are so important. Can they do a facial expression for ‘Please’ ‘Sorry’ and ‘Thank you’? Talk about body language as well as spoken words. Can pupils suggest which of these four words matters most?</p> <ul style="list-style-type: none"> • Wonder with the pupils: If we said these words more often in our families, would family life be better? Why are these words sometimes difficult to say? When our families are having a good day, how can we make it better with these words? Some children (and adults in the classroom) may like to share experiences of times when these words meant a lot. Telling stories is good here. Weddings: two people who choose to belong together 	<p>Expressing belonging: links in a chain</p> <p>Ask pupils to make three strips of paper into links for a paper chain for the whole class. Call the chain ‘we belong together’. They can choose pictures or words that they have been thinking about in the lesson to show something about themselves on one link, something about the class on the next link and something about the four words they talked about</p>	<p>I can . . .</p> <ul style="list-style-type: none"> • recognise some symbols that show two people are getting married such as rings, special clothes, prayers or promises • identify a way people show they belong to each other when they get married 	<p>Of course all discussions of self, family life, weddings and belonging need to be led in ways that are sensitive and affirming to families of all different types.</p> <p>Special clothes vary a lot: white for purity of a</p>



putting circle. carers, some to God, who figure! ‘Who do I

	<p>relation to the family</p> <ul style="list-style-type: none"> • learn about some symbols and promises made at a Christian wedding • think about themselves in relation to important words and families. 	<ul style="list-style-type: none"> • Pupils can learn from photos, videotape or personal accounts about a Christian wedding and/or another kind of wedding. Link this to Literacy work on lists and labels: make a list of all the ways in which two people who get married show they are special to each other. Label a picture of a wedding with all the details you know and choose five feelings words for the people in the picture: how do they feel on a wedding day? • Discuss with pupils the promises made at a wedding, from a Christian liturgy, prayer or promises. Check that the children understand what promises mean, and why people make them when they get married: what promises do they think it is good for people who love each other to make? When Christians marry they may promise to love each other, to stay together for ever and to share all their property, to look after each other when they are ill. How do promises help us to belong, and to show we belong? • Ask children: of all the words said at a wedding, which words matter most of all? 	<p>on the third. Point out that a class is not exactly like a family, but it is a place where everyone is special, and different, and where we belong together. Link them together into a chain of belonging. Refer back to this later.</p>		<p>bride in Christian tradition, red and gold for passion and 'royalty' for a bride in Hindu tradition. They are worth looking at: talk about the symbols and meanings.</p>
8	<p>'Belonging to God' Why do some people believe that they belong to God?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn about a list of ways that people who are Christians show their religion • consider the idea that we belong to God • think about why some people say they belong to God and others do not • think about 'belonging together' and how we share our lives. 	<p>Belonging for Christian people: belonging to God and belonging to the Church</p> <ul style="list-style-type: none"> • Teach the pupils some simple starting points for learning about Christians (using artefacts to touch and learn or photographs for visual learning is good): worship is offered to the Lord Jesus in a church or chapel. • The local community, within 20 miles of your school, probably has many thousands of Christian people and hundreds of different churches (some will be close to the school, and pupils will know them). Christians belong in a community and they share celebrations like Christmas and Easter. Christian people believe they belong to God because God made them, and to Jesus, whom they try to follow. • What signs of belonging to God or to the Christian community can pupils see, name or identify and talk about? Christians show their idea about belonging by symbols (a cross, bread and wine) what they say (prayers for example), where they go (to church or chapel), festivals they join in with, music they love and sing (not usually hymns, but Christian children's songs) and sometimes by saying or singing 'I belong to Jesus'. 	<ul style="list-style-type: none"> • Ask the pupils how many ways they have of answering the question: 'Who do you belong to?' Talk about whether some of these are more important than others. • Ask pupils if they think 'belonging to God' is important, and talk about the different answers they think of. • Ask pupils which children in the school belong together. Spend some time thinking about whether all the children in our school belong together, because they share the same school. The idea that every 'myself' belongs with others is worth thinking about. 	<p>I can . . .</p> <ul style="list-style-type: none"> • talk about some ways Christians belong to their religion • recognise some signs of belonging, including religious signs • respond sensitively to questions about belonging for myself • suggest a meaning for some signs of belonging for Christians 	<p>The core concept in this work is belonging to other people. In Christian life, the sense of belonging to God is often personal: a way of seeing myself. Belonging together is a core concept for community cohesion work in schools.</p> <p>Think about how you wish to teach this idea to 5-6 year olds. An extension of this work might use the Bible story of the boy Samuel in the Temple, or of the Boy Jesus in the Temple: both stories about belonging to God.</p>
9	<p>Who do we belong to? Do we belong together?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • learn more about being a member of a family, a group of friends, a school and the human race • think about what kinds of belonging matter most. 	<p>Signs of belonging: what do we notice?</p> <ul style="list-style-type: none"> • A teacher or other adult can show some pictures from their own life if they wish, that show something about themselves and the different ways they belong. A box of objects is another way to do this; a wedding ring, a holiday souvenir, a memento from childhood, a family photo, a town map. Children guess what each thing shows about belonging. If two adults can do this together, it is fun to have the pupils guess who owns each object. • Some pupils or parents can do the same. • Use a persona doll, or another strategy to enable pupils to talk about signs of belonging for a Christian (maybe a Bible, a Christmas nativity set, a christening artefact). Play this activity like 'through the keyhole' if you wish, showing just a little to start with to stimulate curiosity and questioning. <p>Belonging together in many ways</p> <ul style="list-style-type: none"> • Talk about belonging together in different groups. Draw concentric circles on a piece of large paper, with a child pictured in the middle. Ask pupils to suggest what goes in the other circles to show where the child belongs, and to whom they belong. Clues: family, school, city, humanity, other ways of belonging. • Ask a pupil to say which of these kinds of belonging matters to them. Talk about how 	<p>Getting ready to express my own ideas</p> <ul style="list-style-type: none"> • Teach pupils that they are going to create their own pictures of belonging. Set the activity of the final lesson up in as creative and exciting way as possible - you might link this work to the art curriculum, and make a creative time for them to show their thoughts. 	<p>I can . . .</p> <ul style="list-style-type: none"> • talk about some of the ways we belong together • retell a story that has something to do with belonging together • respond sensitively to questions and feelings about being part of different communities • see a link between religion and belonging 	<p>Good teaching in this work will concentrate on helping the pupils to see connections. The concepts here can be difficult, so the activities need to be very simple.</p>

		<p>belonging to families might matter more than belonging to a city, but both have their place. Ask pupils what the signs of belonging to school are; where we go, how we dress, where we live, what we do, to show that we belong.</p> <ul style="list-style-type: none"> • Remind pupils of the earlier work on being myself and on belonging. 		
10	<p>Myself: who am I? What did we learn?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • express simply their own sense of who they are and of belonging • relate their thoughts simply to how they and others fit in to a community such as a family or a school. 	<p>Belonging to - whom?</p> <ul style="list-style-type: none"> • Remind the pupils of the chain of belonging they made in an earlier lesson. • Pupils use an outline to make a picture of themselves, and show some other people and different ways they belong. • Four or more circles can represent belonging to family, school, the local village/town/city, Britain and other parts of the pupils' community life. • This piece of work will show the most achievement where pupils talk to parents and carers about it. Some pupils may use signs of belonging in a more symbolic way. • If possible link the work to SEAL and to Literacy, gathering more time to consider the ideas involved. <p>Some children say: we belong to God or to Christianity</p> <ul style="list-style-type: none"> • Some higher achieving or fast-working pupils could work in a group with a TA to make a poster-sized example of a belonging circles picture that shows all they have been learning about religious belonging, and share it with the class. • Some pupils may belong to a religion themselves, and may wish to share signs of belonging from Christian or from, for example, the Sikh, Hindu or Muslim faith. Learning is broadened if these are shared with the class as well, taking care to keep the distinctions between several religions clear in pupils' minds. <p>Wall display:</p> <ul style="list-style-type: none"> • A display of pupils' 'myself' charts or pictures is a great way of bringing the work together. Put thought bubbles over the heads of pictures of the children, and see if they can make up questions about being me, myself, who do I belong to and others to put in the thought bubbles. Encourage the idea that in RE we ask lots of questions, and sometimes even the teachers don't know the answers! 	<p>I can . . .</p> <ul style="list-style-type: none"> • talk simply about belonging for myself and for Christians • respond sensitively to questions about belonging together or belonging to God for myself • recognise how hard it is to answer life's mystery questions, even if you belong to a religion 	<p>Use this work to capture evidence of achievement if you need to - but the process matters much more than a product! If this is an assessment, then make sure it is fun, because the pupils will do it better for that.</p>