

Unit title	Year	Background notes
<b>What does it mean to belong?</b>	<b>1</b>	<p>In this unit, pupils will draw on their understanding of belonging, relating it to the way in which children are given a sense of belonging in different groups, cultures &amp; religions. They will look at how children are welcomed into different religious traditions. They will think about how people show that they belong &amp; what is special about belonging.</p> <p><b>Please note</b></p> <p>The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
<b>What groups do we belong to?</b>	Family Badge Group	<p>I can talk about the groups that are important to me (Level 1)</p> <p>I can recognise symbols or badges which show belonging &amp; talk about them (Level 1)</p> <p>I can talk about groups or families that people belong to including religious groups or families (Level 2)</p>	<ul style="list-style-type: none"> <li>• Class discussion about what 'belonging' means &amp; the different groups the children belong to</li> <li>• Make a collection of familiar badges, symbols &amp; emblems &amp; play a game matching the symbol to the group eg a cross on a chain, a star of David, a school badge, a Beavers or Rainbows emblem, a headscarf</li> <li>• Draw or make a symbol or badge which shows one group that the children belong to</li> <li>• Make a class display about belonging to different groups or families</li> <li>• Ask children to talk about their own experiences of belonging to a group or family including those from religious families</li> <li>• This activity could be extended by inviting in an adult, the children guessing which group he/she belonged to. This visit could be recorded (eg photographs)</li> </ul>	<p>Collection of familiar badges, symbols &amp; emblems</p> <p>Visitor (if available)</p>

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<b>How do people show they belong?</b>	Belonging Family Religion Community	<p>I can talk about different groups that are represented in the local community (Level 1)</p> <p>I can identify the symbols that are important to religious groups &amp; use the right names for them (Level 1)</p>	<ul style="list-style-type: none"> <li>Learn about some special things families do to show that they belong to a religion</li> <li>Talk about how we can tell from the outside that someone belongs to a religion</li> <li>Look at examples of things that some religious people wear, such as a topee (Muslim tradition), Star of David (Jewish tradition), crucifix (Christian tradition), romaal (Sikh tradition)</li> <li>Use books &amp; ICT to find pictures that show people from different faiths all over the world</li> </ul>	<p>Examples of clothing &amp; ornamentation which show that people belong to particular religious &amp; cultural groups</p> <p>Books, posters, IT sites showing people from different faith groups</p> <p>How are some Christian babies welcomed into their family?</p>
<b>How are some Christian babies welcomed into their family?</b>	<i>Christening</i> Welcoming Naming Symbol	<p>I can act out what happens in the Christening ceremony &amp; say why the symbols of the cross, the water &amp; the candle are used (Level 2)</p>	<ul style="list-style-type: none"> <li>Find pictures of Christening using RE books, posters, ICT</li> <li>Watch a video about a Christening eg 'Beginnings' programme in BBC 'Watch' series</li> <li>Identify some of the symbols used in the ceremony</li> <li>Role play based on Christening ceremony</li> <li>Children demonstrate their knowledge eg matching pictures 'Beginnings' video &amp; resources in BBC 'Watch' series</li> </ul>	<p>"Beginnings" video &amp; resources in BBC "Watch" series</p> <p>RE:Quest CD pack</p> <p>Scholastic Curriculum Bank RE, Bk 1, pp70-71</p> <p>Artefacts eg Christening gown, card, candle</p> <p>Pictures (eg font)</p>

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<p><b>How are other babies welcomed into their families?</b></p>	<p>Welcoming Naming</p>	<p>I can begin to talk about some of the things that people do to welcome babies into their family (Level 1/2)</p>	<p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> <li>• Talk about the ways in which people can welcome new babies into the family eg parties, cards, presents</li> <li>• Find out about some ways that babies are welcomed into different groups &amp; religions eg the Muslim, Sikh, Hindu, Buddhist and Jewish traditions. (Visitor/s from these faith traditions would make this more realistic.)</li> <li>• Children to draw a picture of one of the welcoming ceremonies that they now know about and explain what is happening in their drawing to an adult (if unable to write this information down)</li> <li>• Discuss what has been learnt so far and encourage higher ability children to begin to identify similarities across different traditions. Using this knowledge and understanding, devise &amp; act out a class welcoming ceremony for a new baby, where everyone shares their hopes for its future</li> </ul>	<p>New baby greetings cards, wrapping paper for presents</p> <p>Visitor/s</p> <p>Doll (for the class ceremony)</p>