

Unit Question 1.5	Religion(s) Covered
What does it mean to belong to a faith community?	Christianity, Islam

Year Group: 1

Suggested Hours: 6

Key Vocabulary	RE Skills	Points to Note
<p>God, faith, Christian Islam Muslim Belonging Community Baptism cross candle Ummah Allah Akbar Adhan</p>	<p>Empathise, Investigate, Synthesise</p>	<p>Not all children belong to families of a nuclear makeup Not children will have been part of a welcoming ceremony</p>

<p>Key Question 1: Where do we belong?</p>	<p>Find out all the different places children belong, eg family, school. Community, rainbows, cubs etc Do a class chatterbox - various items inside a box to be used for discussion (items could include prayer mat, crescent moon, gymnastics outfit, family photo, football kit, badges, karate belt, school jumper, baptismal candle, Union Flag, Manchester bee, prayer beads, ring, crucifix etc) Use the Chatterbox activity to question children around how all of these items might be linked. How do children feel about belonging? What is important about belonging? <u>Make a dolly paper chain, with each child designing one figure with different groups and communities they belong to.</u></p>
<p>Key Question 2: What does it mean to belong?</p>	<p>Read Dogger or another story about belonging. Show images from the story without words. With children, look closely at the expressions on character's faces and their body language throughout. What do children think might be happening in the story? Talk to the children about how it feels to belong. What are some of the rules of the places they belong? Why are rules important for belonging? Children complete an emotion bubble about belonging. It feels _____ to belong because _____.</p>
<p>Key Question 3: What are the symbols of belonging?</p>	<p>Use the resources from last session's chatterbox. Ask a class, sort them into a venn diagram – religious, not religious, unsure. Discuss any items that the children are unsure about and decide where they belong and why. Further sort the religious items into: Christian, Muslim. Ask children questions about each of the items. What do they think it is/what do they think it is used for?</p>
<p>Key Question 4: How do Christians show belonging through ceremonies?</p>	<p>If possible, visit a church or invite a Christian religious leader into school. Act out a Christening, Baptism or dedication ceremony. At the end, use postit notes so each child can write a question for the baby or the parents. Do a hot seating activity where one child or adult takes on the role of the baby or parents and answers the children's questions about belonging.</p>

Key Question 5: How do Muslims show belonging through ceremonies?	<p>If possible, visit a Mosque or invite an Islamic religious leader into school. Act out a Muslim welcoming ceremony. At the end, use postit notes so each child can write a question for the baby or the parents. Do a hot seating activity where one child or adult takes on the role of the baby or parents and answers the children's questions about belonging.</p> <p><u>Ask children to design a card, either to welcome a new baby into a Christian or Muslim family. Ask children to incorporate some of their learning into the design of their cards.</u></p>
Unit Assessment: What does it mean to belong to a faith community?	<p>RE Ideas 'Community' book. Hexagon activity</p>