

Unit 1.10 What does it mean to belong to a faith community

This unit supports the principal aim of RE: **The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question Make sure that you can explain where this unit/question fits into key stage planning 	<p>This is one of three thematic units in Key stage 1, which means it compares more than one religious tradition on the theme of belonging. The syllabus recommends that this is a good unit for the early part of Year 1 (see syllabus p. 147). Take opportunities to make connections with belonging to your infant school.</p> <p>You should also build on pupils' learning from FS, where they will have encountered specific Christian ideas (Units F1, F2 and F3), as well as ideas about being special (Unit F4), special places (Unit F5) and special stories (Unit F6).</p> <p>This unit enables pupils to think about belonging and to learn about how Christians, Muslims and Jews show they belong to their faith community.</p> <p>Further learning will go on in thematic units in KS2 e.g. L2.11 <i>How and why do people mark the significant events of life?</i></p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<p>Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</p> <ul style="list-style-type: none"> Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christians: e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/<i>ichthus</i> badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; Muslims: e.g. an example of calligraphy, a picture of the Ka'aba, a <i>taqiyah</i> (prayer cap); Jews: e.g. a <i>mezuzah</i>, a <i>menorah</i>, a Kiddush cup, <i>challah</i> bread, a <i>kippah</i>), symbols of belonging in pupils' own lives and experience. Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people

	<p>should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself.’</p> <ul style="list-style-type: none"> • Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – <i>brit bat</i> or <i>zeved habat</i>; Islam: <i>Aqiqah</i>; some atheists might have a Humanist naming ceremony. • Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. • Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another. • Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These ‘I can/You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p> <p>...give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean</p> <p>...give an account of 1 thing that happens when a baby is born into a Muslim family</p> <p>...identify some similarities and differences between the ceremonies studied</p> <p>...identify two ways Christian people show they belong to each other when they get married</p> <p>... identify two ways Jewish people show they belong to each other when they get married</p> <p>...identify some similarities and differences between the marriage ceremonies studied</p> <p>...give an example of how a person might show they love people</p> <p>...say what Jesus says about loving other people</p> <p>...Say what a religious leader from Judaism or Islam says about loving other people</p> <p>...Say a group or community that I belong to</p> <p>...talk about what is special and important about belong to a group that is important to me</p> <p>...show that I know that people belong to different communities (religious and non-religious)</p>

	<p>...recognise symbols of belonging for Christians</p> <p>...recognise symbols of belonging for Jews or Muslims</p> <p>...think about why symbols of belonging matter to believers</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>This unit of work is intended to last for around half a term – 6-8 hours of learning. It provides more ideas than you can probably fit into the time available, and so the expectation is that you will select the ideas that will best help the pupils in your classes to achieve the unit outcomes.</p>