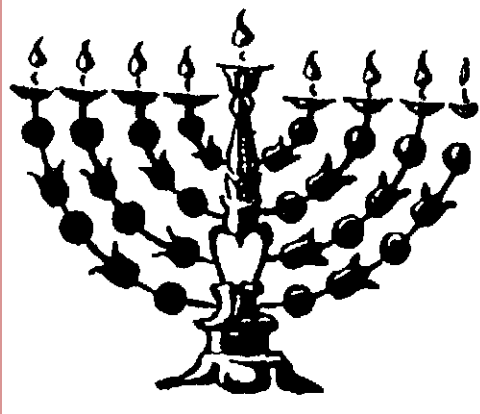


Cumbria SACRE
RE Agreed Syllabus
Support for Teachers
through Planned
Enquiry



Unit title:
What does it mean
to belong?
Age Group: 4-7s



RE Today
Services

Revised 2020

Title of the Enquiry:
 What does it mean to belong?
 YEAR GROUPS R / 1 / 2, ages 4-7

ABOUT THIS UNIT:

In this unit children learn about belonging. They find out how different people belong - in families, schools, communities, teams – and how some people belong to religions. The unit considers some religious symbols and their meanings for Buddhists, Hindus, Christians, Jews and Muslims.

Children are given the opportunity to deepen their understanding of some of the religious ways of belonging – for instance by being part of a community that celebrates together, shares values and shares a history and some stories.

Children reflect on some of the meanings of a range of symbols, including religious symbols. They reflect also on how stories can be shared by people who belong together. They can find out about some symbols of belonging for Jewish people, Hindus, Muslims, Buddhists or Christians. Pupils will think about how symbols can show what is important and consider if any symbols matter to them in expressing their sense of belonging.

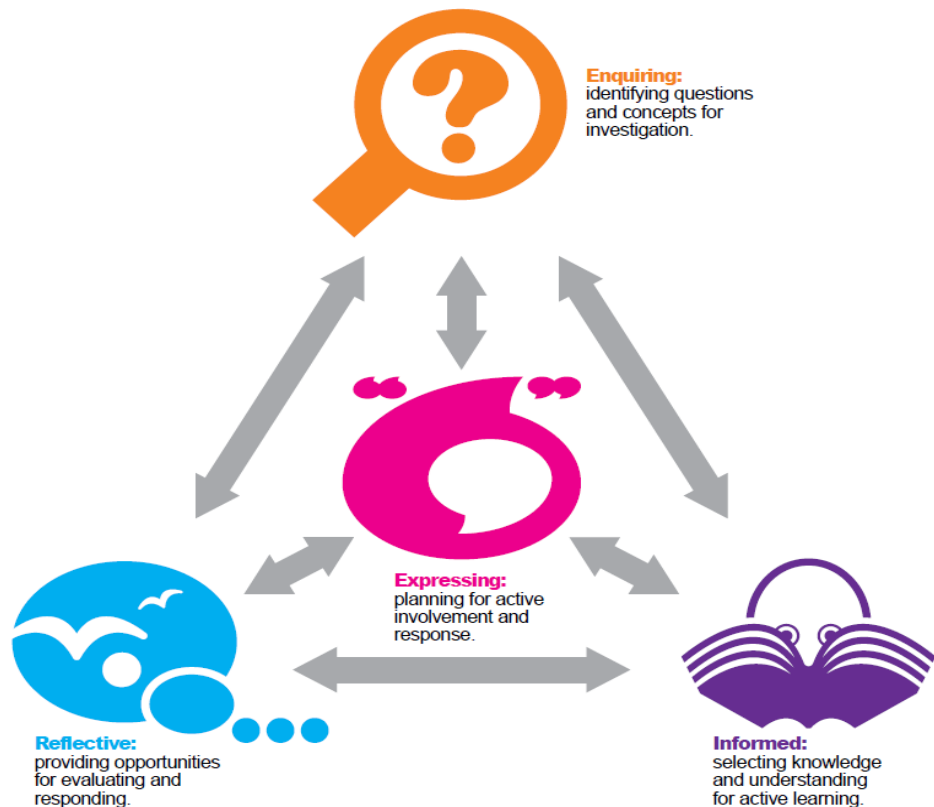
The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

Teachers need to be selective about the number of religions from which they teach. The Cumbria Agreed Syllabus says that Christianity, plus one other religion of the school's choice, is taught at KS1.

The Enquiry Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

Good RE:

- Informative**
- Knowledge**
- Building**
- Understanding**
- Enquiring**
- Questioning**
- Investigating**
- Expressing**
- Active**
- Responsive**
- Reflective**
- Evaluative**
- Responsive**



What is an enquiry process in RE?

We need to embed enquiry in RE so it isn't just an 'add-on'. Each enquiry should enable pupils to know more about 'what it means to be a ...?' and about beliefs, values and purpose.

1. Set up the enquiry: Reflect on a stimulus. Pupils ask questions about it and analyse their questions. What is our best question focused on an RE concept/big idea? The enquiry question is key to successful RE. What do we already know about the question? What do we need to find out? What ideas do we have? What are the issues? What other questions do we need to ask? How can we find out?
2. Carry out the enquiry: get informed. Investigate the relevant beliefs, practices and ways of life. Select relevant materials, find out; analyse, interpret what we find; sort ideas, explain connections, decide whether there are further questions to ask; explore how the concept might be placed in the context of one or more religions.
3. Come to conclusions: What have we found out? When we draw information together, what answers are there to our questions? How will we evaluate the concept, looking at it from different viewpoints? What are we still not sure about? How can we communicate or show our reasoned conclusions and responses to the concept?
4. Reflect on our findings: How has what we have found out helped us make more sense of religions and beliefs? Have we learnt anything about what we think/feel/believe as a result of our work? How might we apply the concept to our experience? What do we need to do next to understand further? The aim is for pupils to show an understanding of the big idea/concept. This will be their answer to the enquiry question shown through writing, drama, art, music, dance, or presentation. This reflection can be the focus for assessment.

What are some challenges to enquiry?

1. There is often an assumption by ITT students that the role of a teacher is to continually ask questions. This is due to their experience as pupils - constant questioning has been culturally transmitted as a model of teaching giving the illusion of educational dialogue without real demands on the teacher's or pupil's skills. Pupil engagement is higher when teachers talk less, this is especially true for at-risk pupils. Teacher effectiveness and teacher talk are inversely linked.
2. Teachers often ask token questions and few 'real' questions when the teacher genuinely wants to know what children think. Some teachers play *'guess what's in my mind'* - instead of facilitating enquiry they hint at 'correct answers' whilst pupils hunt for an ideal answer. Some teachers use 'tag' questions (*'That was a nice story, wasn't it?' or 'We wouldn't do that, would we?'*) which assume that only the stupid would disagree.
2. Some so called 'discussions' can lead to indoctrination i.e. if teachers hold the monopoly on what is acceptable to be said; if they treat as 'non-contestable' ideas which are 'contestable'; if they state beliefs as facts - *'Jesus, the Son of God'* instead of *'Christians believe that Jesus is the Son of God.'* Teachers need to use 'owning' statements e.g. *'As a Christian I believe that Jesus rose from the dead, but many other people don't'* or *'As an atheist I don't believe in miracles, but most Christians and many others do believe in them.'*
3. Pupils (and teachers) can be hasty and impulsive in their statements, not taking time to think through the consequences of their view. They can be narrow-minded, not respect other people's views, and say things like *'that's rubbish'*. Pupils need help to understand that whatever their own views, these beliefs are important to those who hold them.
4. Pupils (and teachers) often want categorical 'answers'. Part of RE is realising that not all questions can be answered. *'We don't know'* or *'We can't find words to explain'* or *'Let's find out together'* or

'What do you think?' are important responses. We can explain, as Dewey suggested, that we only start to really think when we are perplexed¹ or when confronted with a problem.

- Children often go in unpredictable directions so the enquiry facilitator needs to help maintain focus. Matthew Lipman likened enquiry to a boat tacking in the wind with a sense of a forward movement, with pupils arriving at reflective value judgements.² Despite all the side tacks, dialogue should go somewhere and make connections to the central concept or focus.

How can we improve discussion in RE to promote enquiry?

- Let pupils ask the questions, compliment them when they do and encourage even deeper questions. Create an atmosphere where fallibility and changing your mind is acceptable.
- Ask questions to which you don't know the answer. Do the questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
- Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
- Give children time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many interesting outcomes: the length of explanations increased, particularly for disadvantaged pupils; failures to respond and "I don't know" answers decreased; the number of spontaneous but relevant responses increased; the number of questions asked by children increased; and scores on academic achievement tests increased.³
- Support, prompt and question the process of learning rather than just giving answers. When you do ask a question make it a process-orientated question e.g. "What made you think of that?" or "What other possibilities might there be?" as opposed to content-driven questions.

Do you use these intervention questions in RE?

Encouraging the giving of good reasons:

What are your reasons for saying that?	Why do you think that?
I wonder what evidence you have for that?	What reasons are there for that point of view?

Encouraging the giving of examples & explanations:

Can you explain that...?	I wonder what you mean by...?
Can you give an example of...?	Can you give a counter-example?

Looking for alternatives:

Can you put it another way?	I wonder if there is another point of view?
What if someone else suggested that...?	What would someone who disagrees say?

Looking for logical consistency in the line of enquiry:

What might the consequences of that be?	Does that agree with what was said earlier?
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Looking for distinctions & similarities:

What is the difference between those ideas?	Is there a distinction to be made here?
In what ways is what you have said similar to...?	Are there any similarities between these ideas?

¹ Dewey, John (1910) *How We Think* D. C. Heath & Company, Boston, Massachusetts, Chapter 1: What Is Thought?, p11

² Lipman, Matthew (1980) *Philosophy in the Classroom* Temple University Press, Philadelphia p11, 45, 47

³ Kenneth Tobin, (1987) *The Role of Wait Time in Higher Cognitive Level Learning*, Review of Educational Research, Vol 57, No 1, pp 69-95

Estimated time for this cycle of enquiries:

8 -10 hours. Be selective, and do the work your school needs to cover in depth, rather than skating over the surface of too much content. Less is more in RE, when pupils reflect deeply.

Where this unit fits in:

This unit builds on previous work, for example on learning what religion is, and about sacred places, signs and symbols. This unit connects to another Cumbria SACRE unit - on 'Why are some books and stories special?'

Teachers will continue to explore ideas of belonging and symbolism in the 7-11 age range, building on the learning in this unit.

Links to communication, language and literacy, where children are beginning to learn about figurative language are important. The function of the unit is to help children see beyond the surface of an object, sign or word, and look for a deeper meaning, a sign of belonging.

Religious symbols are imbued with centuries of meaning for millions of people, so it's important that children see the significance of a symbol – it is more than a badge or logo!

It is not intended that teachers cover all the religions included in this unit. Having said that, the 'main symbol' of each faith can be a good way to clarify the understanding of the children. Do stress the value of clearly seeing the similarities and avoid just focusing on differences.

Key strands of learning addressed by this unit, from the Cumbria Agreed RE syllabus:

- Knowledge and understanding of ways of expressing meaning
- Skills of asking and responding to questions of identity, diversity and belonging
- Skills of asking and responding to questions of truth, meaning and purpose

Attitudes focus in this unit:

- Open-mindedness: Being willing to gain new understanding from other people's belief about the symbols found in their faith. Practicing respectful attitudes to religions they do not belong to.
- Appreciation and wonder: Developing pupil's capacity to respond to the exploration of symbols and meanings throughout this unit.

RE in mixed age classes and small schools:

It is challenging to cater for progression in RE across the 4-7 age range in a classroom of mixed age children. The writers of this unit have made a serious effort and teachers are encouraged to be selective and develop their own well targeted practice at every point.

Contributions of this unit to spiritual, moral, social and cultural development:

- ✓ **Spiritual:** Discussing and reflecting on questions of meaning at the heart of religious traditions and practices.
- ✓ **Moral:** thinking about why we all belong together and how we can help each other
- ✓ **Social:** Articulating own and others ideas about symbolism in religion and their own lives.
- ✓ **Cultural:** Encountering people, literature, arts and resources from Christian and Muslim cultures. This contributes to pupils' acquisition of cultural capital.

Cumbria SACRE Religious Education Support/RE Units of work 2020

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Some prior knowledge and understanding of religions, including the words: Buddhist, Muslim, Christian, Hindu, Jewish</p> <p>Reminders of work they have done already.</p>	<p>In this unit, pupils will have an opportunity to use words related to: Symbols, Actions, Gestures, Metaphors</p> <p>Christian artefacts: Cross, Palm cross, Hot cross bun, Easter cards.</p> <p>Buddhist artefacts: images of the Buddha, prayer flags, water bowls, prayer beads, an 8 spoked wheel symbol</p> <p>Hindu artefacts: images or murtis of gods and goddesses, an OM symbol, lamps and candles used in worship</p> <p>Muslim artefacts: Prayer mat, Qur'an, Qur'an stand, Star and Crescent Moon, Eid cards.</p> <p>Jewish artefacts: menorah, yad, pictures of Torah scrolls, kippah, tallit, Shabbat</p>	<p>Cumbria SACRE has produced a directory of Visits and Visitors for RE (2020) with links to virtual tours of places of worship. Please see the Cumbria SACRE website.</p> <p>Cumbria SACRE has produced a list of additional websites to supplement the Units of Work. Please see the Cumbria SACRE website.</p> <p>Cumbria Development Education Centre (CDEC) has a section on their website with links to virtual tours of places of worship and sacred places. CDEC loans boxes of religious artefacts and books.</p>

Expectations for the end of this unit of work:

<p>All pupils will show some learning from the Early Learning Goals:</p>	<ul style="list-style-type: none"> • Communication and Language – children listen with enjoyment and respond to stories, songs, rhymes and poems and make up their own. • Personal Social and Emotional Development - Self-confidence and self-esteem – children have a developing respect for their own cultures and beliefs, and those of other people. • Understanding the World – cultures and beliefs – children begin to know about their own families, communities and traditions and those of others.
<p>Most pupils in Year 1 will be able to:</p>	<ul style="list-style-type: none"> • Recall and name places where people from two religions feel they belong • Recall stories that people share at a religious festival • Ask and respond to questions about what communities do and why • Find out about similarities in belonging to two different religions • Find out about belonging to a religion from a book, a video, a story or some religious artefacts
<p>Most pupils in Year 2 will be able to:</p>	<ul style="list-style-type: none"> • Recall and name a story from a festival in two different religions • Make connections between the meanings of symbols of belonging in two religions • Ask and respond to questions about how different aspects of life (clothes, food, celebrations, stories) might show that people belong to a religion • Express their own ideas and opinions about how doing things together can give feelings of love, sharing or community
<p>Some pupils in Year 2 might be able to:</p>	<ul style="list-style-type: none"> • Find out about symbols that show respect and belonging in different religions • Recall and name 'sacred, holy or special' to describe the place of symbols of belonging in different religions • Make connections between their own 'special objects' and some religious artefacts that might show belonging to a faith community.

Assessment Suggestions

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper.

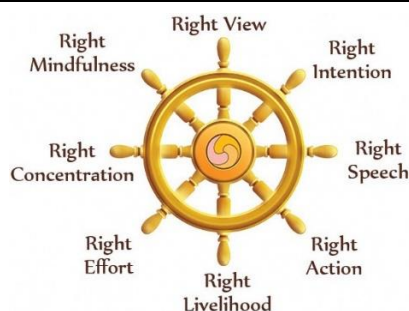
Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies.


This will include: *questioning* to enable the pupil (with the help of the teacher) to find out about their level of learning; *feedback* from teachers so pupils can improve their learning; *understanding and modelling* what successful learning looks like; *peer assessment and self-assessment* for more independence; and *summative* assessment where appropriate.

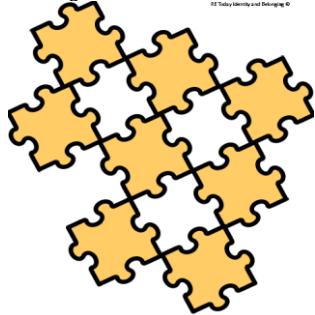
Summative assessment opportunities should be valuable learning activities in their own right as well as a vehicle for assessing learning.

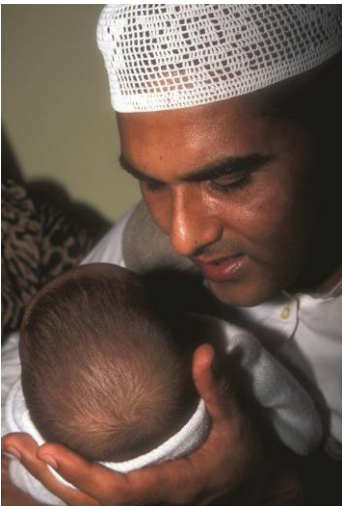
Some creative learning tasks that could show evidence of achievement:


- Pupils make jigsaw pieces to show aspects of their own identity and of the religious identities of some children whose stories they have heard.
- Ask pupils to complete a moon and star shaped template to show symbols and meaning from the Muslim faith. It needs to include ideas generated through this unit and some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Mosque? Put all of the moon and star designs into a mobile ceiling hanging.
- Ask pupils to complete a cross shaped template to show symbols and meaning from the Christian faith. It needs to include ideas generated through this unit and some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Christian place of worship? Put all of the crosses into a mobile ceiling hanging.
- Ask pupils to complete a template shaped like the OM symbol to show symbols and meaning from Hindu traditions. It needs to include ideas generated through this unit and some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Hindu Mandir? Create a mobile ceiling hanging from the work done.
- Pupils are asked to complete a template shaped like an outline of the Buddha, or like an 8-spoked wheel to show symbols and meanings from the Buddhist community. It needs to include ideas generated through this unit and some of their own symbolic ideas with explanations. Would this symbol be suitable to display in a Buddhist Vihara or temple? Create a mobile ceiling hanging from the work done by the children.
- Ask pupils to make red, orange and yellow flames to go onto the menorah, the 7 branched candlestick symbolic of Jewish life, and choose some key words about what matters most to Jews to write into their flames.
- Ask older (6-7 year old) pupils to design and make a leaflet containing illustrations and text, to explain, depending on the religions covered, some symbols from the Muslim faith, or from the Hindu traditions and from the Christian faith. It is to be made as an information leaflet suitable for Year One children.





INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does it mean to belong to a family? How do we show that we belong to our school?</p>			
<p>Children will learn that there are different types of families and different ways of belonging to a family</p> <p>Children will learn the importance of family events and how different families share similar experiences</p> <p>Children will learn that some people belong to faith groups.</p> <p>Children will learn that we all belong in lots of different ways</p> <p>Children will learn to think about belonging together.</p>	<p>Belonging to your family</p> <ul style="list-style-type: none"> Show a photo and talk about your family to encourage children to talk about their families. Explore belonging to a family and the varied ways a family can be. Draw pictures and collect photos for a display "Belonging to a Family". Children act out each other's family life. Explore what children do with their family: sports, games, shopping, cleaning, washing, meals together, events shared. Some may mention events that occur in the family due to a faith. Ask parents/carers to come to talk about significant family events. Add details to a display. <p>Belonging to your school</p> <ul style="list-style-type: none"> Show children objects belonging to school - badge; uniform; website, logo, pencil with the school name; aerial photo of the school. These belong to school, but what matters in school is the people. Do the people belong to the school, or does the school belong to the people? Encourage play based sessions. Children could play at being the head teacher e.g. welcoming new children to school, giving certificates for achievements that have helped the school. Can they chalk the school logo onto the playground? Younger children can build a lego or duplo school showing all the people in it. Ask 6-7s to design a new school logo or badge and tea towels, bumper stickers, mugs or stationary. <p>Do we belong together? How does it show?</p> <ul style="list-style-type: none"> Do they think it is true that we all belong together a) in families, b) at our school, c) in the human family of the world? School communities are built out of shared interest, kindness, doing things together and working as a team through problems. This happens in families and in religious communities. Talking partners to come up with 3 good questions about belonging. Explain that in RE we learn about ways people in different religions belong together, and how they show it. Ask pupils to name some religions and what they remember about them. Give children a strip of paper, and explain we will make a paper chain for the classroom to show we all belong. Children write their names and draw self portraits on the strips. Who else, apart from those in the class are part of our 'chain of belonging'? 	<p>ELG: Personal Social and Emotional Development - Self-confidence and self-esteem – I am beginning to develop respect for my cultures and beliefs, and those of other people.</p> <p>Most in Y1: I can find out about signs of belonging. I can ask and respond to questions about belonging to my family and my class.</p> <p>Many in Y1: I can connect the idea of belonging with a symbol or a sign.</p> <p>Many in Y1: I can express ideas about the feelings associated with being part of a group.</p> <p>Many in Y2: I can recall and name meanings for different symbols.</p>	<p>Links to Literacy and the use of descriptive language and feelings are developed through this work.</p> <p>Speaking and listening skills are expanded.</p>
			


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does it mean to belong to our class? Who am I?</p>			
<p>Children will learn that they belong to a class community.</p> <p>Children will learn that they can take responsibility for each other.</p> <p>Children will learn that class members “belong” in different ways to different groups.</p> <p>Children will learn to think about how they belong, and who they are, linking to work on identity and belonging.</p>	<ul style="list-style-type: none"> ▪ Introduce the idea of the class as a community to which the children belong. Talk about membership of the class. What helps us belong? We learn and play together and take care of each other. Each child draws themselves (or take photos) for a display of the children’s faces with the caption “All the children in Class 1 belong together because---“ ▪ Talk about how a person might be represented as a jigsaw. If you made 5 pieces for a jigsaw with pictures to show who you are, what 5 things would you show? Home? Family? Pets? People? Beliefs? Activities? We all have different parts to our lives and to who we are. Make jigsaws to show who we are and what we belong to. We will learn about the different ‘jigsaw pieces’ children from different faiths might choose. An internet search will show where you can buy blank jigsaws for pupils to use in this work, or perhaps they could make them. ▪ Ask every child to make drawings to go on their jigsaw puzzle pieces: a picture of your favourite place, favourite book, favourite day of the year, yourself and a symbol or badge that says who you are. Everyone can do a five piece jigsaw. Older or quicker working children can add pieces 6, 7, 8 and 9. Think of some of the pieces that make up you. Put simple labels around the pieces. Draw leaves and growing branches around the jigsaw: we are all growing and changing. The jigsaw isn’t finished yet. <p>Stories of two children and how they belong to a faith: ‘Say hello to...’</p> <ul style="list-style-type: none"> ▪ Use 2 stories of the lives of children belonging to a faith (e.g. from Say Hello to...’ from RE Today or any 2 stories will do). Ask children in groups to make a jigsaw of belonging for each of the children in the 2 stories. Or change the religions, change the focus questions, change the layout, make it work as a paired activity or collect ideas on the whiteboard. It can be done by purposeful drawing. Or 2 words added to each box for slightly older children can be useful. There is much social, cultural, emotional and ethical learning in both of these stories. ▪ I wonder-does everyone have a ‘jigsaw life’ made up of lots of different pieces? How might the jigsaws of our lives grow bigger? ▪ Good RE teaching is never content with a factual approach to religion. RE is for every child, and must aim to connect with every child, helping them to reflect on their own experiences and values. 	<p>ELG: I can respond in different ways by playing and talking to ideas about belonging</p> <p>Most in Y1: I can ask and respond to questions about pieces of the ‘jigsaw of my life’ and talk about them</p> <p>Most in Y2; I express my own ideas and opinions about the meanings to the jigsaws of other people’s lives</p> <p>Some in Y2: I can name and recall different ways of showing where and how we belong</p> 	<p>This activity links to YR1 literacy on narrative and stories from a range of cultures. This example uses ‘Say Hello to...’ digital books for the whiteboard, published by RE today. But any 2 stories about children from different faiths are suitable.</p>


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does it mean to belong to the Muslim community? When, what and why might Muslims whisper?</p>			
<p>Children will learn to recognise and talk about some features of Muslim life and how babies are helped to connect to the community.</p> <p>Children will learn to think about belonging in their own lives.</p> <p>Children will learn that part of some children's identity is being a member of a Muslim community.</p> <p>Children will learn some details of Muslim family life.</p> <p>Children will learn that Hassan's family believe that they belong to God.</p> <p>Children will learn to reflect on how they are the same and how they are different to Hassan.</p>	<ul style="list-style-type: none"> ▪ Display photos and artefacts. Create a persona for Hassan, a persona doll. Introduce Hassan to the class. He lives with his parents and 2 sisters. He likes playing football and going swimming with his sisters. His favourite food is chicken curry. He lives in Carlisle. He and his family are Muslims. A Muslim is someone who follows Islam as a way of life and believes in one God called Allah. Islam means to live a balanced life in harmony with God, all other beings and all of creation. Do you know anyone like Hassan? How are you like Hassan? Any differences? What questions have you got for him? Draw Hassan and his family adding details to the 'Belonging to a family display'. ▪ Explain that we are going to learn about whispering. Ask them to talk in pairs about when it is good to whisper and when it's not. Play a game of Chinese whispers. If one circle is too large set up 2 or 3 circles of about 6-8 children to do this. Give them some messages to try: '<i>There is cheese pie for dinner today.</i>' '<i>Everyone should remember to be kind.</i>' '<i>When baby is sleeping, don't make loud noises.</i>' Does whispering make us listen more carefully? Why might we whisper? To tell a secret, or to 'not wake the baby.' Some children have a baby at home: can they share what kinds of things people say to the baby, and the kinds of voice they use? ▪ Sit Hassan and other dolls in the middle for circle time. Ask children to whisper important phrases to them. Or use small world people or a Querk, and suggest that they play whispering to the toys. Could we have an afternoon when we all whispered, once in a while? It makes you calm, helps listening, and keeps things peaceful. What else is good like about whispering? ▪ Hassan explains that when he and his sisters were born his father followed the Muslim practice of whispering in the ear of a new baby '<i>God is most great. There is no God but Allah</i>'. Do children have any questions e.g. Why whisper? Why not shout? Why these words? How does it feel? Does it matter that the baby doesn't understand? ▪ Recap - we have learnt that in one religion a new baby gets a message in whispers at the very beginning of life. Show a picture, like this one, where a Muslim dad whispers the Adhan, the statement of Muslim faith, into his new baby's ear. Ask them to make some guesses: what is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? What do you like about the picture? ▪ The words of the Adhan, '<i>God is most great</i>' '<i>There is no god but Allah</i>', are a part of what Muslims pray 5 times every day. They are very important words for Muslims. Ask the children to think about whispering to a baby- what would they choose to whisper? Give some ideas: '<i>Welcome to the World!</i>' (or '<i>Family</i>') '<i>You are loved!</i>' Or '<i>May you have a happy life!</i>' '<i>The fun starts here!</i>' (or '<i>the learning...</i>') Which ideas do the children like? Can they suggest some ideas of their own? ▪ Use a memory quiz at the end of the session and the start of the next lesson, to secure the learning. 	<p>ELG: I can listen to stories, and respond in different ways by play and in response to learning ideas from the teacher</p> <p>Most in Y1: I can recall and name Muslim customs and practices</p> <p>Most in Y2: I can express my own ideas about two or more Muslim practices of belonging</p>	<p>This lesson will work differently for Muslim and non-Muslim children in the class.</p> <p>Be open to the needs of both groups.</p> <div data-bbox="1715 730 2056 1238" style="text-align: center;">  </div>


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>When, what and why might Muslims shout? What is worth shouting about?</p>			
<p>Children will learn to think about how they belong, and who they are, linking to work on identity and belonging.</p> <p>Children will learn to use the word 'Muslim' correctly to refer to a follower of the religion of Islam.</p> <p>Children will learn how Muslims belong to a world wide community and how they show this by praying in the same way, facing in the same direction.</p> <p>Children will learn the way some Muslims show they belong to their religion by the call to prayer</p>	<ul style="list-style-type: none"> ▪ Ask: Do you like to whisper or to shout? Most of us like to do both at different times. Remind children about the words Muslims whisper to new babies and the words they chose to whisper last lesson. Is shouting sometimes useful too? When is it good to shout? When is it bad to shout? (At football? Across a distance? At home? If we are cross?) ▪ Explain that we are going to do some shouting together. This sounds crazy, but works well – some 'shouting to order' is fun and can reinforce the teacher's control of the class. Ask for their ideas about good words to shout. In talking partners come up with ideas. Suggest some of your own e.g. <i>Every child is important; We all have to be fair; Donuts are delicious; Every day, learn something new or Every day, be kind to someone.</i> Explain that you will shout the lines first, then they all shout back. Make it fun. ▪ It's not appropriate to ask children to actually join in with the religions they study, so do not ask the class to shout the call to prayer. It is fun, though, to have a shouting competition and see who can shout 'loud and clear' the best. ▪ Shouting from Minarets. Explain that a Muslim place to pray is called a mosque, and mosques may have a tower called a minaret which is for shouting the call to prayer. Show pictures of minarets. Compare to use of bells in church towers. The tallest minaret in the world is 210 metres. It is part of the Hassan II Mosque in Casablanca. In olden times, before mobiles, watches, clocks or loudspeakers, the prayer-caller (mu'azzin) would climb the stairs of the minaret and call from the top when it was time to pray, 5 times a day. He would shout things like: <i>'Prayer is better than sleep' 'Come to Prayer' 'Come to God' 'There is not God but Allah.'</i> ▪ Do the children remember what was whispered to the baby? It is the same as one thing shouted from the top of the minaret: <i>'There is only one God.'</i> ▪ Challenge groups to build big towers using any blocks you have. Can anyone make a 20 block tower, without it falling down? What is the tallest Jenga tower you can make? ▪ Can we find out from what people whisper, and what people shout, what matters most to them? What really matters to Muslims? What words are most important to Muslims? Allah is most important to Muslims. ▪ What questions have they got for Hassan about shouting and whispering? Has he heard the Call to Prayer from a minaret? Is it still shouted by a person or is it a recording? ▪ Use a mini-quiz at the end of the lesson to check new words and their meanings, repeated at the start of the next lesson to secure knowledge. 	<p>ELG: I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events.</p> <p>I can retell narratives in the correct sequence.</p> <p>Most in Y1: I can ask and respond to questions about religious practices like the call from a Minaret</p> <p>Most in Y2: I can recall and name religious words and ideas about the Muslim call to prayer.</p> <p>Some in Y2: I can express my ideas about Muslim prayer</p> <div style="text-align: center;">  </div> <p>Use the tower building play to show children how Muslims put towers on mosques and shout important words from them.</p>	<p>Shouting competition: Choose 5 entrants. Send them with a TA to the highest window in school. The rest of the class stand 50, then 70 metres away. Can they hear, loud and clear? They shout the words that they decided really matter.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does it mean to belong to the Christian community? What do Christians remember at Easter?</p>			
<p>Children will learn that part of some children's identity is being a member of a church and of the Christian family.</p> <p>Children will learn to reflect by sitting alert and relaxed, ignoring distractions.</p> <p>Children will learn about signs of belonging in Christianity.</p> <p>Children will learn about Christian stories and celebrations at Easter.</p> <p>Children will learn to identify how celebrating Easter might show that a person belongs to Christianity</p> <p>Children will learn to reflect on events in their own lives and link them with a festival and celebration in Christianity</p>	<ul style="list-style-type: none"> ▪ Create a persona for Elizabeth, a persona doll. Introduce her to the class - where she lives, who she lives with, her parent's occupation, favourite foods, activities. On Sunday Elizabeth goes to church with her family. Show some of her Christian artefacts. Do you know anyone like Elizabeth? How are you the same as Elizabeth? How are you different? What questions have you got for Elizabeth? Children can draw Elizabeth and some details of her family life. This info plus photos can be displayed with the children's family "details". ▪ Stilling; Explain that we are going to prepare for what will happen when we visit a Christian church or chapel to look for clues about belonging to Christianity. In order to feel what the atmosphere is like and why it is a special place, practice being still and quiet. Children sit straight but relaxed, breathe slowly with eyes closed. Focus on the breath. Ask them to imagine they are entering a large room. In their mind, they look around the room to find somewhere to sit. What can they hear in their imaginary room? What can they smell? How do they feel? Enjoy a silence before opening eyes. In pairs children describe to each other what their room was like and how they felt when they were there. Ask some children to tell the class about their partner's room. ▪ Visit a Christian place of worship. Be detectives-what clues help with our enquiry about what it means to belong to Christianity? Inner and outer, external and internal clues. ▪ Ask children to reflect on what they know about the key events in the Christian calendar (Easter, Harvest, Christmas) and how visual symbols can be seen at these times e.g. the cross on the Easter hot cross bun. Show other Easter objects which are symbols, reminders. The community is bound together by sharing the story, which shows belonging. ▪ What do Christians remember at Easter? Emphasise that belonging to Christianity shows at festivals like Easter when they share a story. Base literacy lessons on stories from the last week of Jesus' life: entering Jerusalem, Last Supper, the death of Jesus and the Empty Tomb. Explain, using symbols and objects, how these events are remembered today by Christians. Use music, dance and drama. Have a quiz about what they know about Easter. How does belonging to the Christian religion show at Easter time? I wonder if Easter is only for Christians? ▪ Play 'Kim's Game' with 8 objects to do with Easter e.g. hen's egg, chocolate egg, bread, wine, toy donkey, hot cross bun, palm cross. Ask children to name the objects and talk about how they connect to Easter. You could include a couple of irrelevant objects. Ask them to look and remember, cover with a cloth and see if they can list all the objects to a partner. Ask: which ones matter most at Easter? Take away those that matter less one by one, and see what the last 3, 2, 1 are. These are signs of belonging to the Christian faith. 	<p>ELG: I can begin to recognise my own culture and beliefs and those of others</p> <p>Most in Y1: I can recall and name special events in things we do.</p> <p>Many in Y1: I can recall the story of Jesus' last days</p> <p>Most in Y2: I can express my own ideas from the stories of Holy Week and Easter festival</p> <div data-bbox="1630 831 2092 1214" style="border: 2px solid yellow; padding: 5px; text-align: center;">  </div> <p>Use a simple selection of Easter objects for a version of 'Kim's Game' to explore belonging at Easter. Drawings or photos are a possible substitute.</p>	<p>Where possible use visual aids to stimulate the discussion.</p> <p>Show 8 objects related to Easter and play 'Kim's game' with them – hide and remember!</p>



INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does it mean to belong to the Hindu community? What is it like to belong when it is Raksha Bandhan?</p>			
<p>Children will learn to recognise uniforms, badges or behaviours as signs of belonging.</p> <p>Children will learn that part of some children's identity is being a member of a Hindu community.</p> <p>Children will learn the meaning and features of the festival of Raksha Bandhan</p> <p>Children will learn to explore some ways in which siblings express care for each other and the importance of this for relationships.</p> <p>Children will learn to explore how people know that they belong to a family and to religious groups.</p>	<p><u>How can we tell what belongs to who?</u></p> <ul style="list-style-type: none"> ▪ Teacher shows their own doll, soft toy or pet. How do we know she belongs to me? She sits on my bed. She has my family name. We do things together. Talk about the idea 'she belongs to me'. Do families say that? Do families belong together? How does it show? ▪ Remind children that we belong to our class. In our school we show we belong by e.g. wearing a uniform, carrying our school book bag. What makes us feel we belong? Discuss why the children are important members of this school/class. ▪ Talk about clubs to which the children belong. Do they wear special clothes/badge? Are there rules for their club? Some people wear things to show they belong to a religion. What examples can children remember? Look at pictures and artefacts to work out answers. ▪ Create a persona for Rita, a persona doll and introduce her to the class. Rita belongs to her family, class, school and Hindu community who meet at a mandir. Rita also belongs to Rainbows. Explore the uniform, badge and activities that Rita enjoys as a member of Rainbows. Rita's brother plays in a football team - describe the football club logo. Show some of Rita's Hindu artefacts. Do you know anyone like Rita? Discuss how they are the same as Rita and any differences. What questions have they got for her? Children can draw Rita and record details of her family life. Display this info and photos with the children's family "details". ▪ Give pupils a series of statements and ask them to match these to 3 or 4 groups to which they belong e.g. school, family, club, town, village, faith e.g. where my friends are, where I play etc. <p><u>How do many Hindus show they belong to family and faith during the festival of Raksha Bandhan?</u></p> <ul style="list-style-type: none"> ▪ Remind pupils that there are many religions. Hinduism, the oldest faith, is the religion we are finding out about today. Show a Rakhi, and/or photos. Ask before you tell: what might it be? Who do you think uses it? What do you like about it? What questions have you got about it? ▪ Explain that at Raksha Bandhan sisters like Rita make or buy a Rakhi, a wristlet, for their brothers, and put it on their wrist. Brothers give sisters a present, and a promise to care for and protect them. Sisters also give sweets to their brothers. It is a festival of family belonging. ▪ Can you weave 4 colours of thread together and decorate the wristlets with 3 symbols of belonging? What would they be? Make wristlets showing belonging to your school. ▪ Ask pupils to think about what kind of sister, or brother, or friend they want to be. Can they choose 5 words (maybe from a word bank) to describe the qualities of a good sister, brother or friend? Can they include their words in a Rakhi they make? ▪ If a Hindu didn't celebrate Raksha Bandhan, what would they miss? ▪ Can pupils make up a memory quiz from this lesson to ensure they know, use and recall the key words? 	<p>ELG: I can begin to recognise my own culture and beliefs and those of others</p> <p>Most in Y1: I can recall and name a Hindu festival of religious belonging (Raksha Bandhan)</p> <p>Most in Y1: I can express different ideas about belonging to our family and friends</p> <p>Most in Y2: I can find out how different Hindu families enjoy the festival of Raksha Bandhan</p> <div data-bbox="1756 922 2011 1177" style="text-align: center;">  </div> <p>Rakhis are bracelets, given by Hindu sisters to their brothers. Often they are handmade, with love, symbolising belonging to both family and faith.</p>	<p>Links to the festivals celebrated by any child in any family can be made here.</p>


INTENT	IMPLEMENTATION	IMPACT	NOTES
What does it mean to belong to the Buddhist community?			
<p>Children will learn that part of some children's identity is being a member of a Buddhist community.</p> <p>Children will learn to understand that we all belong to different communities that have rules for members.</p> <p>Children will learn about 4 things the Buddha taught his followers.</p> <p>Children will learn how belonging to a Buddhist community might help people today.</p>	<ul style="list-style-type: none"> ▪ Create a persona for Arun, a persona doll e.g. where he lives, who he lives with, parent's occupation, favourite foods, hobbies, activities. Introduce him as a member of a Buddhist family who belong to our school. He could wear a school uniform to make this more realistic. Add his details to the belonging display. Do you know anyone like Arun? ▪ Talk about some of the "rules" that are important in Arun's family. He learns that it is important to be kind and to help others. He looks after his sister, takes care of his cat and doesn't kill –not even insects. His family don't eat any flesh – no fish, birds or animals. ▪ Show photos/artefacts with a peaceful face of the Buddha. What do you notice? What questions have you got? Do the images show any feelings? What do we mean by calm / peaceful/serene? Explain that Buddhists try to live by the teachings of the Buddha which are about how to live a meaningful life. One aim is to develop inner peace. Arun thinks the images are reassuring and calming. They help him feel he belongs. ▪ We will learn 4 things the Buddha taught-1) everything changes; 2) inner peace leads to kindness; 3) connection/interdependence/common humanity; 4) still mind/holy mind. <p>Outside the Classroom– a walk to look for things in nature we can learn from.</p> <ul style="list-style-type: none"> ▪ Prepare children to take a quiet mindful walk in the school grounds or a park. Can they notice 4 things on the walk: something changing, peaceful, connecting and still. Walk, collect or take photos. Put the things or photos on display. Why did they chose those 4? <p>Act out:</p> <ul style="list-style-type: none"> • What is changing? Is there anything that doesn't change? Act out receiving a present 2 years ago and receiving it as it is now; being a fresh flower then a dead flower; seeing a new bike and an old bike. Act out how we react when we see something new and old. • What is a good sign of peace? Talk about doves and hearts, candles and handshakes, hands in prayer position – try some out. What is it like to be peaceful? Why might it lead to kindness? Act out being aggressive or cross, then act out peace or calm, in pairs. • How many things is this connected to? Act out drinking a glass of water-with sound effects. How many people were involved in the glass of water being here? e.g. those who designed and made the glass, transported it, cleaned the water, made the pipes etc. • Why is it sometimes helpful to be still? Ask: who can keep a straight face? a still body on one leg? Play it as a game. Talk about how stillness makes us feel. When are you still? (Asleep, watching something carefully, feeling relaxed?) Act out 'busy' and 'still' to show the contrast. How does it feel when we are calm and still? 	<p>ELG: I can begin to recognise my own culture and belief, and the culture and beliefs of others</p> <p>Most in Y1: I can recall and name ways a Buddhist learns from observing the world around them</p> <p>Many in Y1: I can ask and respond to questions about what I think is helpful about being calm and kind.</p> <p>Most in Y2: I can express ideas from nature that show what Buddhists believe about being change and calm.</p>	<p>This lesson includes challenging ideas and simple activities. The intention is to enable children to think deeply for themselves, about some Buddhist ideas.</p> <div style="text-align: center;">  </div> <p>The Buddha taught about compassion, wisdom and inner calm. His followers try to be calm.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES				
<p>What are some things that the Buddha taught?</p>							
<p>Children will learn that Buddhist children learn some of the things that Buddha taught.</p> <p>Children will learn about some of the practical guidance in a Buddhist holy book called the Dhammapada which some Buddhists study.</p> <p>Children will learn about 4 ideas taught in Buddhism: love, calmness, peace and kindness.</p>	<ul style="list-style-type: none"> ▪ Remind the class that there are millions of Buddhists worldwide who study and practice the Buddha's teachings in order to live an ethical and meaningful life. They are Buddhists because they respect the Buddha, his teachings (Dharma) and his followers (Sangha). ▪ Tell the children that some people think this next bit of work is too hard, but you think they can do it. Explain that Arun has been learning about things the Buddha taught. Choose whether to use just 1 quote. Or one at a time read all the quotes which are from a Buddhist holy book called the Dhammapada. What do they each mean? Can you put them into your words? Which do you think is Arun's favourite quote? Ask pupils to choose their favourite quote. Design a picture or image to go with it. One quote could be for love, one for calmness, one for peace, one for kindness. Which is which and why? <table border="1" data-bbox="409 539 1621 738" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc; padding: 5px;"> Hate is never conquered by hate. Hate is conquered by love. (from Dhammapada 5) </td> <td style="background-color: #ffffcc; padding: 5px;"> Listening to the words of the Buddha can bring you deep peace. (from Dhammapada 82) </td> </tr> <tr> <td style="background-color: #ffffcc; padding: 5px;"> Take time to be still. Calm your mind. It will help you to think more clearly. (from Dhammapada 34) </td> <td style="background-color: #ffffcc; padding: 5px;"> A kind word is beautiful to others. It does good to other people. (from Dhammapada 51) </td> </tr> </table> <ul style="list-style-type: none"> ▪ Ask children to suggest and name some things or people who are loving, calm, peaceful or kind. What might we learn from them about how we can be happy? ▪ Are you sometimes loving? Calm? Peaceful? Kind? Ask children to describe the kind of person they already are. Then the kind of person they would like to be. ▪ Ask children to do some display work, drawing and painting times they are loving, calm, peaceful or kind and writing using a simple writing frame: <i>I am like a ... because...</i> <i>I want to be more like a ... because... or</i> <i>A (e.g. stream) is (lively). I am/am not like this.</i> ▪ What questions have you got for Arun about what the Buddha taught? ▪ I wonder what is Buddhism? Why might people feel they need Buddha in their lives? ▪ Tell a Buddhist story about kindness and compassion, to link in with the values in this work. 	Hate is never conquered by hate. Hate is conquered by love. (from Dhammapada 5)	Listening to the words of the Buddha can bring you deep peace. (from Dhammapada 82)	Take time to be still. Calm your mind. It will help you to think more clearly. (from Dhammapada 34)	A kind word is beautiful to others. It does good to other people. (from Dhammapada 51)	<p>ELG: I can listen attentively to stories and anticipate what may happen next.</p> <p>Most in Y1: I can recall some guidance Buddhists learn</p> <p>Most at Y2: Talk and ask questions about what is good about being kind and calm, loving or peaceful</p> <p>Some at Y2: I can express my own ideas that show what Buddha taught about being kind, peaceful, loving and calm.</p>	<p>If you think the work is too hard, why not try it with a small group of higher achieving pupils and ask them to share their learning with the rest of the class.</p>
Hate is never conquered by hate. Hate is conquered by love. (from Dhammapada 5)	Listening to the words of the Buddha can bring you deep peace. (from Dhammapada 82)						
Take time to be still. Calm your mind. It will help you to think more clearly. (from Dhammapada 34)	A kind word is beautiful to others. It does good to other people. (from Dhammapada 51)						
							

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does it mean to belong to the Jewish community? How do Jewish people show belonging?</p>			
<p>Children will learn that part of some children's identity is being a member of the Jewish faith.</p> <p>Children will learn how one Jewish family celebrates Shabbat</p> <p>Children will learn to identify a Jewish place of worship as a synagogue.</p> <p>Children will learn to use the words 'holy' and 'sacred' to describe why the objects in a synagogue matter to Jewish people.</p> <p>Children will learn to begin to be sensitive to others' beliefs, values and experiences</p>	<ul style="list-style-type: none"> ▪ Create a persona for David, a persona doll. Introduce him as belonging to a Jewish family - where he lives and who with, what he likes to do after school: Monday–swimming; Tues–Cubs; Wed-meal at Grans; Thurs-play at a friend's; Friday - home to help prepare for Shabbat. Worship can take place at home, not just in a place of worship. Show some of David's artefacts. ▪ David helps his Mum clean the house and lay the table for the Shabbat meal that many Jewish families celebrate every Friday evening then have a day of rest. Jews believe that bringing the family together once a week when no one works is important. Show what happens - lay a tablecloth, place on it 2 candlesticks with candles, challah bread with cover, Kiddush cup. When everything is ready Mum lights the candles and waves the light out to the family saying '<i>Blessed are You, O Lord our God, King of the universe, who has made us holy and commanded us to light the Shabbat candles.</i>' David's Dad also says a prayer. Everyone is happy because work has ended for the week and they can relax together and say thanks to God for all the good things in life. As they share the challah bread they think about the wonderful things God created for them. ▪ David enjoys being with his family for Shabbat. Do you know anyone like David? What questions have you got for David? What special times do you enjoy with your family? ▪ Children can role play or sequence the events of the Shabbat meal using the artefacts. If a Jewish family didn't celebrate Shabbat, what would they miss? ▪ What is a synagogue like? Use photos, video clip or virtual tour to show: Torah scrolls, yad, Ark, Bimah. What do they think these things are for? How might they be used? ▪ What do Jewish people say about their places of worship? In pairs children work out some questions to be answered by David or a member of the Jewish community e. g. How important is worship in the synagogue on Shabbat? Ask pupils to reflect on their observations and feelings in the synagogue or while watching a video of a synagogue. ▪ What do the symbols in a synagogue mean? Ask children to label a diagram, photo or model of a synagogue, placing the Bimah, Ark, Torah scroll and Yad in their places. Talk about the meaning and significance of each one. What questions do children have? Where can they find out the answers? Can they make simple versions of these out of lego? ▪ What happens at synagogue on the Sabbath? After watching a video clip of what happens in a synagogue on Sabbath e.g. www.bbc.co.uk/learningzone/clips/celebrating-shabbat-at-the-synagogue/3877.html children could talk about how Jewish people might feel when they go to worship. If possible listen to Jewish prayers or songs from the web. 	<p>ELGs: I can listen attentively and talk about signs and symbols</p> <p>Most in Y1: I can recall and name symbols used in religions</p> <p>Most in Y1: I can talk about how Jewish people belong to the synagogue</p> <p>Most in Y1: I can ask and respond to questions about objects which demonstrate Jewish belonging</p> <p>Most in Y2: I can express my ideas about why a synagogue and its symbols are important in Judaism.</p> <div style="text-align: center;">  </div>	<p>You could emphasize the 'find out' elements of this work by giving children a quiz of 10 questions at the start, that they will be able to answer by the end. Keep it light: a quiz is not a test!</p> <p>The Star of David is a symbol of Judaism, representing the 6 days of creation found in Genesis.</p> <p style="text-align: right;">Manchester Synagogue</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
Where and what are symbols of belonging?			
<p>Children will learn to look for meaning in religious symbols</p> <p>Children will learn about the names, uses and meanings of some religious artefacts that matter to Christians, Muslims, Hindus, Buddhists or Jewish people.</p>	<ul style="list-style-type: none"> ● Tell children that sometimes symbols are like a coded message – we have to work out what they mean. Using a feely bag, allow children to explore a range of styles of Christian crosses with their fingers. Talk about what symbols are incorporated into them, what do they symbolise? What do the crosses remind us about? What beliefs do they express? ● Depending on what other religion you are covering ask similar questions using a symbol of that faith e.g. Islam star and crescent moon, a prayer mat, topi and Qu'ran stand. These can be explored in the feely bag by one child, explaining to the class what they are feeling. Do these artefacts remind you of anything? ● If you show the children a Qur'an, you must model respect in the way you treat the book. Talk about what the signs of respect mean – they are also symbolic gestures. Have the Qur'an wrapped in silk, kept on a high shelf, take your shoes off, cover your head and wash your hands before touching it. Decode those symbols! ● Listen to the lyrics of a Christian hymn. Ask children to go and recreate the song in a creative picture and then share reasons for their images with the class. Another group might use movements / dance to explore the meaning – another kind of symbolism. ● Two religions explored together gives children a chance to see similarities and differences clearly. Don't tackle 6 religions –at KS1 we cover 2 according to the Cumbrian RE syllabus. ● Put artefacts and photos from your 2 religions, colour coded on 2 separate table displays to help children to be clear about such wide diversity. ● Discuss how language, music, objects and movement can be symbolic: hidden meanings which are interpreted differently, codes we can unravel if we think. ● Ask children to remember and remind each other of any new words they have found out about in the work. Make a class list for a display of these key words and ideas. 	<p>ELGs: I can talk confidently about my ideas about belonging to a group</p> <p>Most in Y1: I can recall and name religious artefacts from two religions</p> <p>Many in Y1: I can find out how religious meaning is expressed through an artefact</p> <p>Most in Y2: I can ask and respond to questions about the difference between literal and non-literal meanings.</p> <p>Many in Y2: I can express ideas about why, to a believer, some objects are worth more than the money they cost</p>	<p>Once the artefact is out of the bag, ask questions such as,</p> <p><i>Can you describe it?</i></p> <p><i>What is it made of?</i></p> <p><i>Who might use it?</i></p> <p><i>How might it be treated by members of the faith who use it?</i></p> <p><i>How should we treat it?</i></p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
What kinds of play come from our idea of belonging?			
<p>Children will learn a developing respect for their own cultures and beliefs and those of other people</p> <p>Children will learn to use play and talk to explore belonging</p>	<p>Teachers with 4-5 year olds can set up structured opportunities for play on the theme of belonging.</p> <ul style="list-style-type: none"> • Can children recognise the importance of stories, customs, and actions associated with religious and cultural belonging? Can they role play some festival tea parties? • Encourage children to talk confidently about their own family customs and practices – from eating meals and visiting each other to religious celebrations or life cycle rituals. Can they bring in a photo of a special family occasion to talk about? • Can children show respect for varied beliefs by handling artefacts with care? Can they make their own artefact models from clay, paper, lego or some other materials? • Can they play in the Home Corner/Imaginative Play Area to show kinds of belonging? • Can they talk about video clips featuring festivals and special times? Children often think about themselves and ask questions when they see how others live: How am I special? How are other people different? Why is it good to be different? What does it mean to belong? <p>Do, make, create activities: A mosaic of belonging</p> <ul style="list-style-type: none"> • Ask children to make a piece each of a 'belonging' mosaic for the class. Each child has a 10cm square. In it they show who they belong to e.g. family, club, school, home, God, or something else. The squares can be all put together into a mosaic for classroom display. 	<p>ELGs: I can show respect for different beliefs and cultures I can use language to imagine and create roles. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events I can respond in a variety of ways to what I see, hear, smell, touch and feel</p>	<p>Dressing up is often powerful.</p> <p>The creative arts nearly always help RE – but keep the RE objectives in focus.</p> 
What have we learnt about symbols of belonging?			
<p>Children will learn how symbols are used by believers in practice.</p> <p>Children will learn to use their imagination in RE to devise their own symbol</p>	<ul style="list-style-type: none"> • Re-cap on what we have learnt about symbolism. Ask: why are these symbols so important to some people? Is it possible to have a faith with no symbolic meanings? What sorts of symbols do we use in our families, to show we belong together? • Children complete a reflective activity: to make their symbol for their family. Use play dough, modelling clay, collage or Lego if you work indoors – but try a 'Forest School' type approach if the weather is dry: Make the symbol of leaves, mud and twigs on the ground, or chalk on the playground. Emphasise thoughtfulness! Children choose four words that describe why their symbols work for them and why it matters. Walk about and see each other's symbols. Take photos to show the work has real importance. • Another 'circle time' activity might follow: to share these self-made symbols and their meanings, looking for similarities between them. Take photos for a whiteboard PowerPoint if you have worked outside. 	<p>Most in Y1: I can recall and name how symbols are used in religions</p> <p>Many in Y1: I express my ideas about meanings in religious and natural objects</p> <p>Many in Y2: I can express why they are important</p>	<p>Opportunity to ask many 'puzzling' questions.</p> 

INTENT	IMPLEMENTATION	IMPACT	NOTES
What have we learned about Buddhist, Hindu, Jewish, Muslim or Christian symbols?			
<p>Children will learn to bring together the ideas and information they have gained during this unit of work.</p> <p>Children will learn to work in a team on a shared task.</p> <p>Children will learn to select and suggest meanings for symbols from three religions.</p> 	<p>Following the syllabus requirements of 2 religions at KS1 and depending on the 2 religions you cover these activities could be done in groups, using 2 of these: a huge cross / OM / moon and star / menorah / Eight Spoked Wheel, or individually, with a template card for each child.</p> <ul style="list-style-type: none"> • Ask children to complete a moon and star shaped template to show symbols and meaning from the Muslim faith. It needs to include ideas generated through this unit and some of their own symbolic ideas with explanations. Would this be suitable to display in a Mosque? Ask children: who are your guiding lights? On another star can they draw 5 people who have been guiding lights to them? Or... • Ask children to complete a cross shaped template to show symbols and meaning from the Christian faith. It needs to include ideas generated through this unit and some of their own symbolic ideas with explanations. Would this cross be suitable to display in a Christian place of worship? Ask pupils: who gave up something for you? Ask them to draw the person who shows they care for them, and how they show it. Or... • Ask children to complete a template shaped like an OM showing symbols and meaning from Hindu traditions. It needs to include ideas generated through this unit plus some of their own symbolic ideas with explanations. Would it be suitable to display in a Mandir? Ask the children: What sound makes you calm? A song, a voice, a type of music? Or.. • Ask children to complete a template of a giant Menorah, seven branches on one candlestick, using Jewish signs and symbols. Include ideas from this unit. Ask: would this be good to place in a synagogue? Why? Can they think of 7 people or things that light up their lives? Can they say how and why? Can you draw them on the Menorah? Or.... • Ask children to make a large template of a Buddhist 8 spoked wheel, and decorate and fill it with all the things they have learned about belonging in Buddhism. What would make it suitable for displaying at a Buddhist temple or vihara? Can they give 8 ways to live that they think would make the world a better place? Have a TA write for them – this is a thinking activity, but writing gets in the way sometimes. • Create a mobile ceiling hanging from the work done by all the children, celebrating their ideas about belonging and reinforcing learning about religions. 	<p>ELGs: I can show sensitivity to others, beginning to recognise my own culture and beliefs and those of others.</p> <p>Most in Y1: I can recall and name symbols used by different religions and talk about them</p> <p>Most in Y1: I can decorate symbols to show what is special about two religions</p> <p>Many in Y1: I can ask and respond to questions about symbols</p> <p>Most in Y2: I can ask and respond to questions about stories from religions</p> <p>Some in Y2: I can express my ideas about meanings of stories, symbols and actions linked to belonging</p>	<p>Some higher achieving YR2 pupils could design and make an information leaflet suitable for YR1 children with illustrations and text to explain some symbols from different faiths.</p>