

Unit title	Year	Background notes
What does it mean to belong?	1	<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 & religions. They will look at how children are welcomed into different religious traditions. They will think about how people show that they belong & what is special about belonging.</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & 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
What groups do we belong to?	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 & 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"> • Class discussion about what 'belonging' means & the different groups the children belong to • Make a collection of familiar badges, symbols & emblems & 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 • Draw or make a symbol or badge which shows one group that the children belong to • Make a class display about belonging to different groups or families • Ask children to talk about their own experiences of belonging to a group or family including those from religious families • 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) 	<p>Collection of familiar badges, symbols & emblems</p> <p>Visitor (if available)</p>

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How do people show they belong?	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 & use the right names for them (Level 1)</p>	<ul style="list-style-type: none"> Learn about some special things families do to show that they belong to a religion Talk about how we can tell from the outside that someone belongs to a religion 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) Use books & ICT to find pictures that show people from different faiths all over the world 	<p>Examples of clothing & ornamentation which show that people belong to particular religious & 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>
How are some Christian babies welcomed into their family?	<i>Christening</i> Welcoming Naming Symbol	I can act out what happens in the Christening ceremony & say why the symbols of the cross, the water & the candle are used (Level 2)	<ul style="list-style-type: none"> Find pictures of Christening using RE books, posters, ICT Watch a video about a Christening eg 'Beginnings' programme in BBC 'Watch' series Identify some of the symbols used in the ceremony Role play based on Christening ceremony Children demonstrate their knowledge eg matching pictures 'Beginnings' video & resources in BBC 'Watch' series 	<p>"Beginnings" video & 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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How are other babies welcomed into their families?	Welcoming Naming	I can begin to talk about some of the things that people do to welcome babies into their family (Level 1/2)	<p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> • Talk about the ways in which people can welcome new babies into the family eg parties, cards, presents • Find out about some ways that babies are welcomed into different groups & religions eg the Muslim, Sikh, Hindu, Buddhist and Jewish traditions. (Visitor/s from these faith traditions would make this more realistic.) • 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) • 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 & act out a class welcoming ceremony for a new baby, where everyone shares their hopes for its future 	<p>New baby greetings cards, wrapping paper for presents</p> <p>Visitor/s</p> <p>Doll (for the class ceremony)</p>