

Unit title	Year	Background notes
What makes me the person I am?	3	<p>In this unit, pupils are given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them. The unit develops work on special qualities from Year 1 as well as ideas in two other Year 2 units: What does it mean to live with family and friends? and What makes us wonder about the world?</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	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
Who or what influences my life?	Relationships Role models	<p>I can ask/reflect on what happens to me and to others with respect for our feelings (Level 2)</p> <p>I can compare some of the things that influence me with those that influence other people (Level 3)</p>	<ul style="list-style-type: none"> Show the children a Matryoshka doll – a wooden doll with four or five layers. Discuss with the children how the many layers of the doll represent the different layers of our personality, our thoughts and feelings. Ask the children to draw or create a collage of themselves as the outer layer of a Matryoshka doll. This is the part of themselves that everyone can see. Around the image, the children should represent either in writing or pictorially the different people or groups who influence their lives eg. their parents, brothers/ sisters, friends, clubs (Brownies/Cubs) or religious groups. Begin to discuss with the children the different ways in which they are influenced by these people eg by people being role models, giving advice. Introduce the idea that for religious people, key figures or leaders act as role models for believers. Tell a story about one or more key figure to illustrate this eg. the story of Muhammad and the crying camel, stressing importance of Muhammad to Muslims or the Sikh story Guru Nanak and Bhai Lalo, the poor carpenter. Discuss the story/stories and the good qualities shared by Muhammad and/or Guru Nanak with their followers. How might the stories change the behaviour of Muslims or Sikhs? In the light of these stories, ask the children to think back on the people or groups who influence them and write a story to show this. Make into a special class book of people who have an influence on their lives. 	Matryoshka doll

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<p>What things do I care about in the world?</p>	<p>Relationship with and responsibility towards the Natural world</p>	<p>I can talk about things that make me wonder and ask questions (Level 2)</p> <p>I can ask important questions about the natural world and compare my ideas with those of other people (Level 3)</p>	<ul style="list-style-type: none"> • Show some pictures of the natural world and share some of their responses – perhaps in the form of single words (eg calm, beautiful, peaceful) • Ask the children to draw/create a collage of the second layer of the Matryoshka doll and inside to draw a picture of things they care about in the natural world eg this might be animals or endangered species or scenes of natural beauty, or both. • Discuss what it would mean if we used the words like Brother and Sister to describe the different parts of their picture, (eg Brother Sun, Sister Water), stressing what it means to feel part of the same family, and how we would behave if we felt like this • Tell children about the life of St Francis and his love for the natural world. • Listen to St Francis 'Canticle to the Sun', focusing on references to natural things mentioned in the hymn (eg Brother Fire, Sister Moon and Stars) • Split the canticle into verses. Divide class into groups. Each group can design an illustration for each verse, eg the Sister Moon and Stars group. ICT could also be used to find appropriate images to illustrate the canticle • They can finally write a verse dedicated to an element of the natural world that they care about and this can be put together into a class natural world poem 	<p>Pictures of the natural world</p> <p><i>Story of St. Francis</i> by Brian Wildsmith Pub: Oxford University Press</p> <p>Statue or picture of St Francis ICT Art materials</p>

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What objects remind me of special times in my life?	Symbolic objects	<p>I can recognize some symbols important to me and talk about them (Level 1)</p> <p>I can say what some religious symbols stand for and why they are important (Level 2)</p>	<ul style="list-style-type: none"> Ask the children to draw/create a collage of the third layer of the Matryoshka doll and use the space inside as a 'memory box', filling it with words or pictures of special objects which remind them of special times in their lives eg. a swimming certificate, a badge, a baptismal candle, a teddy. Listen to pupils talk about their own special objects which remind them of special times in their life, how they would feel they were lost or damaged, and how they would like others to look after them. Some might like to bring their object in to share with others. Read the story of <i>Dogger</i> and ask questions focusing on the importance of Dogger to Dave and Dave's feelings when he lost Dogger This could lead into a discussion about religion and how each community has objects which are important and are treated in special ways eg how the Qur'an is stored, or what happens to the Guru Granth Sahib, the Sikh holy book, at night time Invite a member of a religious group to talk to the children about an object which is special to his/her community and how it is used and treated. Or, the children could visit a place of worship to see this for themselves. 	<p>Special object of your own to share with class</p> <p><i>Dogger</i> by Shirley Hughes (Red Fox, ISBN 009992790X)</p>
What special qualities do I have?	<p>Valuing our special qualities</p> <p>Creating symbols</p>	<p>I can compare some of the things that influence me with those that influence other people (Level 3)</p> <p>I can identify what things have inspired me and others, and the groups to which we belong (Level 4)</p>	<p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> Recap on earlier discussions about what makes us all different, how we are influenced by different groups, enjoy different aspects of nature and have different special objects which remind us of special times in our lives. Introduce the idea that we all have special qualities; some people are good at helping, at being thoughtful, at being kind etc. Each child draws round their hand and cuts the stencil out. They then write their name in the middle of the hand and their classmates write on it any positive words that describe them, perhaps prompted by a list of qualities on the board. Assessment activity: Introducing... In pairs or small groups, one child 'introduces' a classmate to the rest of the class, describing what/who influences them, their favourite aspects of nature, objects which remind them of special times in their lives and their special qualities. If appropriate, the person describing could select a symbol to represent the person. This could be an introduction for a 'television programme' and if the symbols are created, they could then be used as part of a game to identify individual children. 	

Useful websites

www.google.com (click on Images)

Search for Canticle of the Sun. Images to link with this hymn will be displayed.

www.reep.org.uk

is an educational organisation which focuses on RE and the environment

Book about the life of St Francis

Brother Sun, Sister Moon: The Story of St Francis by Margaret Mayo & Peter Malone (Dolphin Paperbacks, ISBN 1858817706)

St Francis, the Man who spoke to Birds by George Berton (Moonlight Publishing, 1996, ISBN 185103241X)

A glossary of religious, cultural and other terms used in this planning grid

Canticle	A song, poem or hymn, especially one that is religious in character.
Guru Granth Sahib	The full title of the Sikh holy book. Sikhs treat it with great care eg it is covered with decorative cloths when not used, it is carried by being placed on someone's head, it is put away into a special room at night.
Muhammad (570-632 CE)	According to Muslim belief, the final Prophet sent by God (Allah) to humankind to deliver his message. Muslims do not worship Muhammad but regard his life as a model for Muslims to follow.
Qur'an	Muslim holy book. Because they believe that it contains the Arabic words revealed by God to Muhammad, Muslims treat it with great care eg washing hands before touching it, wrapping it up after use, placing it on a high shelf 'above' other books.
Saint Sainthood	The word <i>saint</i> (deriving from the Latin <i>sanctus</i> meaning holy) was used by the first Christians to refer to themselves: all Christian believers were saints. Gradually, however, the title came to be reserved for Christian men and women who revealed exceptional spiritual qualities in their lives and deaths.
Saint Francis (c1181-1226)	Francis was born into a rich merchant family in the Italian town of Assisi. He eventually gave up his wealthy background in order to embrace 'Sister Poverty'. Many men and women followed his lead and so began the Franciscan Order of monks and nuns. Francis had a particular love of nature and is often called the patron saint of ecology. His feast day (a day when some Christians celebrate his life and example) is October 4th.