

Key Question: 1.7: What does it mean to belong to a faith community?

This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.

The investigation implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<p>Step 1: Select a key question</p>	<p>1.7 What does it mean to belong to a faith community?</p> <p>Year group: Recommended Year 1</p> <p>Strand: Living</p> <p>Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Christians, Muslims and Jews</p> <p>Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</p>	
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outlines on p.42. • Select learning outcomes 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>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>
<p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>Show an awareness that some people belong to different religions (B1).</p>	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p>	<p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</p>

Step 3: Select specific content	<ul style="list-style-type: none">• Look at the suggested content for your key question, from column 3 in the unit outlines.• 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>This plan has selected the following content to exemplify the learning outcomes.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.• Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.• Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.• Compare this with a welcoming ceremony from another religion e.g. Judaism: <i>Brit Milah</i>; Islam: <i>Aqiqah</i>.• Find out how people can show 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.• Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract).
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NOTE: This unit of work offers around 6-8 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

Choose Christianity and EITHER Islam OR Judaism, or do all three if you have time.

<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. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge) • 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>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>
<p>I can... You can... Can you...?</p> <p>Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Show an awareness that some people belong to different religions (B1).</p>	<p>I can... You can... Can you...?</p> <p>Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Recognize symbols of belonging for Jews or Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p>	<p>I can... You can... Can you...?</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities</p> <p>Responding sensitively to differences in the way believers express their identify and belonging (B2).</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</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. 	