

Awareness, Mystery and Value (AMV) 2011

Key Stage 1 Unit 4: Where do we belong? [B&D]

This unit explores the significance of belonging and how aspects of human nature relate to the practices of religion and belief communities.

About this example

This series of approximately 12 lessons is intended to provide a set of learning activities for a Year 2 class.

The focus here is on exploring what it means to belong within our families and communities and to consider how others experience belonging within their local communities. It also explores what it means to be part of a faith community and how belief systems influence the ways in which people live their lives. It was written by Sheila Hopkins and Jacqui Heber of Trinity CofE/Methodist VA Primary School, Portishead, with additional ideas by Dave Francis, Associate Adviser for Religious Education.

The programme of learning aims to engage pupils through activities that may:

- involve a real-life choice or inspire action;
- affirm identities and sense of belonging;
- relate to social interests;
- involve working with others to ensure that nobody is left out.
- offer an experience or encounter, which challenges their own views and extends their understanding of others.

The specific *personal, learning and thinking skills* of developing a sense of belonging are incorporated in the activities.

Where the example fits into the curriculum

This example connects with Area of Enquiry B (Practices and ways of life) and D (Identity, diversity and belonging).

In terms of 'experiences and opportunities', the example connects with 'Looking at our local community'. It may be possible to explore places of worship in your locality and to consider the range of religious beliefs held by local people. A link could also be made with themes such as, 'Variety of Life', or 'Exploring our World'. Cross curricular connections can be made with Knowledge and Understanding of the World, Art, Music and other subject areas, such as PSHE.

Prior Learning

Pupils will have a developing respect for and understanding of their own culture and beliefs. They will begin to realise that other people have different cultures, beliefs and needs which should be respected. Children will have already considered values and rules of Judaism in an earlier unit and will have some understanding about how Shabbat is celebrated.

This unit considers where children belong and looks at their place in a family, school and the local community. It then explores features of the Islamic faith, looking at Islam as a way of life. For some children, this may be the first time they have been introduced to Islam.

Featured Religions / Beliefs	Focus 'Key Concepts'			
Christianity	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief	
Judaism	A. Beliefs, teachings and sources		D. Identity, diversity and belonging	✓
Islam	B. Practices and ways of life	✓	E. Meaning, purpose and truth	
	C. Forms of expressing meaning		F. Values and commitments	
Key Question: Where do we belong?				
Supplementary Questions				
<p>(a) Where do I belong? (Feelings, experiences) What is special about belonging to a family or community?</p> <p>(b) Where do people belong? (Family, local community, group, club, place, country, faith)</p> <p>(c) What do people do that shows they belong to a belief or faith community?</p> <p>(d) How might ideas of family and community be reflected in our own lives?</p>				
Resources				
<p>The following texts and resources could be used for the sample learning activities below. Of course, teachers are free to vary the resources suggested to suit their pupils.</p>				
<p>You may like to show this scheme of learning to a local minister of religion to see whether there are opportunities for them to contribute to the lessons.</p>				
<ul style="list-style-type: none"> • 'It's Your Turn, Roger' by Suzanne Gretz (1985), The Bodley Head Limited, ISBN 0-370-30621-X • 'Owl Babies' by Martin Waddell, illustrated by Patrick Benson (1994), Walker Books ISBN 0-7445-3167-5 • 'That Pesky Rat' by Lauren Child (2002), Orchard Books ISBN 1-84121-276-8 • 'Don't Hit Your Sister and other family poems' by Ailie Busby (2001), Walker Books ISBN 0-7445-6882 • 'Poems about Families' Selected by Amanda Earl & Danielle Sensier, Illustrated by Frances Lloyd (1994), Wayland ISBN 0-7502-2397-9 • 'The Lion Storyteller Bible' by Bob Hartman and Krisztina Kallai Nagy, Lion Children's ISBN 978-8254-7877-2 • 'Children Just Like Me' by Barnabas and Anabel Kindersley (1995), Dorling Kindersley ISBN 0-7513-5327-2 • 'Children Just like Me in Britain' by Barnabas and Anabel Kindersley (1998), Dorling Kindersley ISBN 0-7513-7102-5 • 'Pathways of Belief' DVD – Judaism. Watch sections on 'God' and 'Shabbat', ISBN 978-0-563-51629-3 				

- Artefacts used in Judaism such as a challot, a kippah, havdalah candles and spice boxes.
- REonline Shabbat Project: http://www.refuel.org.uk/projects/ks2_judaism/shabbat.php
- *Two Candles Burn* (1996), Two Candles Publication, ISMN 979-0-9002167-0-0
- 'Pathways of Belief' DVD – Christianity. Watch programme 4 on The Church ISBN 978-0-563-51630-9
- Artefacts used in Christianity such as a cross, baptism and confirmation candles, communion chalice.
- Photos of local churches.
- RE:Quest DVD www.request.org.uk and <http://www.request.org.uk/infants/buildings/buildings09.php> for features of church buildings.
- 'Pathways of Belief' DVD – Islam. Watch programme 2 on Living as a Muslim. ISBN 978-0-563-50179-4
- Artefacts used in Islam such as skull cap, prayer mat, prayer beads, compass.
- Books for Schools project from the Muslim Council for Great Britain: www.mcb.org.uk/booksforschools.php
- 'Ramadan' by Suhaib Hamid Ghazi, Illustrated by Omar Rayyan, Holiday House/New York (1996) ISBN 0-8234-1254-7
- 'My Muslim Faith' by Khadijah Knight, Rainbow Big Books, Evans ISBN 0-237-52014-1
- 'The Hundredth Name' by Shulamith Levey Oppenheim (1995), Illustrated by Michael Hays, Caroline House/Boyd Mills Press Inc. ISBN 0-613-03493-7
- 'Loving Letters – An Islamic Alphabet', Riad Nourallah (1995), Illustrated by Harriet Dell, The Lutterworth Press ISBN 0-7188-2936-0
- 'Festival Fun for Early Years', Ramadan and Eid-UI-Fitr, Carole Court, Scholastic (2005), ISBN 978-0-439-96491-3
- 'A Gift to the Child', Simon & Schuster, Yaseen's Book, ISBN 0-7501-0161-X, The Story of God's Words to Mohammad, ISBN 0-7501-0163-6
- 'A Gift to the Child -Teachers' Source Book', ISBN 0-7501-0128-8
- 'What I Believe – A Young Person's Guide to the Religions of the World', Alan Brown and Andrew Langley (2007), Fernleigh Books, ISBN 978-1-905212-85-9
- 'Opening Up Belonging', Joyce Mackley (ed.) (2010), RE Today Services, ISBN 9 781905 893362

Expectations		
By the end of this sequence of learning:		
All Pupils:	Most Pupils (majority class expectation):	Some Pupils:
<p>B1 use the right names for some things that are special to Christians, Jews and Muslims (e.g. church, synagogue, mosque).</p> <p>D1 talk about things that happen to them, e.g., what happens at places where they belong.</p>	<p>B2 talk about some of the things that are the same for different religious people, e.g., notice that Christians, Jews and Muslims respect their holy books.</p> <p>D2 ask about what happens to others with respect for their feelings.</p>	<p>B3 describe some of the things that are the same and different for religious people, e.g., know that Christians, Jews and Muslims respect their holy books and care for them in different ways.</p> <p>D3 compare some of the things that influence them with those that influence other people.</p>

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Introduction and links to cross-curricular curricular learning strategies

This scheme of learning was built around three planning questions:

1. What are we trying to achieve?
2. How do we organise learning to achieve our aims?
3. How well are we achieving our aims?

In this unit, pupils will consider where they belong and how that influences their lives. They will also think about how the way in which people live their lives may be affected by belonging to a faith community.

Key Question: Where do we belong?

Supplementary Question (a) Where do I belong?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 2 Pupils will:</p> <ul style="list-style-type: none"> think about people who are special to them; consider how other people make a difference. 	<p>2. Ask the children about the people who make a difference to our lives. Who are they and what do they do that helps us? These could be members of our family, people in our class/school, people in the community (e.g. leaders of clubs or religious communities). Encourage the children to ask questions about the different jobs that people do, including ministers of religion. Ask the children to draw portraits of people in different categories who are important/special to them: Me / Family / Friend / Other, e.g., sport instructor, teacher, doctor. They could design frames for their portraits. Underneath each portrait, they write the name of the person and why they are special.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> think about people who make a difference to them; ask about what happens to others with respect for their feelings. 	<p>Key vocabulary: Influence, special, important, difference. ---- Teaching strategy / skills used in this session: Discussion. ----</p>

Key Question: Where do we belong?

Supplementary Questions (a) Where do I belong? (b) Where do people belong? (c) What do people do that shows they belong to a belief or faith community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 3 Pupils will:</p> <ul style="list-style-type: none"> think about who makes up their family; draw their family as a paper chain or family tree; think about the roles in a family; 	<p>3. Focus on the 'family' group. Ask the children, Who is in our families? Do they all live in the same house or different houses? How often do we see members of our families who don't live with us? Explain that there are different sorts of families – not everyone is the same. Encourage the children to make people paper chains to represent their families, using folded paper and a template. If family groupings are large, they may need to join two or more chains together. Alternatively, they could represent their families by drawing a family tree to show how family members are connected. If you prefer, they could draw a house with a window for each person and put the names</p>	<p>Pupils:</p> <ul style="list-style-type: none"> identify feelings and experiences associated with being part of their family; recognise that there are different sorts of family; 	<p>Key vocabulary: family, belonging, difference, Temple, Passover, God as 'heavenly father'. ---- Teaching strategy / skills used in this session: Discussion will need to be led with sensitivity, depending on the needs</p>

<ul style="list-style-type: none"> hear the story of Jesus in the Temple in Jerusalem at 12 years old; think about roles within the family as illustrated in the story of Jesus in the Temple; think about what this story tells Christians about why Jesus was special. 	<p>of family members in each window.</p> <p>They could choose 3 or 4 family members who have different roles and write 2 or 3 roles under a picture of each.</p> <p>Explain that, for Christians, Jesus, with his mother Mary and father Joseph, are the ‘Holy Family’, and that Christians read the stories about them to help them understand how to lead a good life.</p> <p>Tell the story of Jesus visiting the Temple in Jerusalem with his family when he was 12 years old, from, e.g., <i>The Lion Storyteller Bible</i>.</p> <p>Ask the children why Mary and Joseph took Jesus to the Temple. <i>Draw children’s attention to the idea that they were devout Jews, and that they were celebrating the Passover holiday.</i></p> <p>Why do they think Mary and Joseph didn’t notice that Jesus wasn’t with them on the return journey. <i>Answers could refer to the fact that they were travelling in a large group, and that they thought he was walking with family and friends.</i></p> <p>Ask them to explain why Jesus was surprised that Mary and Joseph hadn’t realised where he would be and why he said that he was in his Father’s house. <i>Draw their attention to the way Jesus called God his Father in heaven.</i> Ask who they think Jesus belonged to. <i>Answers could refer to his parents, his religion, God.</i></p> <p>Provide a sketch of Jesus at the Temple and ask children to label the characters, including Jesus, Mary, Joseph, and the Temple teachers, plus the Temple itself. Ask them to choose two characters to write speech bubbles for, one asking a question and the other answering. Answers should refer to their learning as above.</p> <p>Ask children to think about a special time spent with their families and perhaps bring a photo or object next week that reminds them of it.</p>	<ul style="list-style-type: none"> use the right names for things that are special to Christians and Jews; ask about what happens to others with respect for their feelings. 	<p>and circumstances of the children.</p> <p>----</p>
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Key Question: Where do we belong?

Supplementary Questions (c) What do people do that shows they belong to a belief or faith community?

(d) How might ideas of family and community be reflected in our own lives?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
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<p>Lesson 4</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify feelings and experiences associated with belonging to a family; • reflect on things that make them happy; • learn how religious groups remember important beliefs or traditions. 	<p>4. If children have brought in photos or objects to remind them of a special family occasion, spend time sharing them, or share some objects related to your own special family occasions.</p> <p>Read some poems about the family and talk about some of the things about the family that are the same for different religious people, e.g., the mutual support they offer for members and how their religious traditions and values can be passed on. Explain that religious groups have different festivals / holidays (= <i>Holy Days</i>) to remember important beliefs or traditions.</p> <p>Engage in 'walk and talk'. Children start with a talk partner and tell them about their special memory. Swap so that each person has an opportunity to talk and listen. Children walk around the room to music or until a signal is given. They find a new talk partner and repeat their story. Continue until everyone has spoken to 3 or 4 different people. You could ask the children to share the most memorable story they have heard from someone else.</p> <p>On a special sheet of paper, children write about their own special memory of a family occasion and illustrate their work.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • share stories of special memories; • talk about things that happen to them; • ask about what happens to others with respect for their feelings; • think about what makes a special occasion. 	<p>Key vocabulary:</p> <p>Family, support, traditions, values, occasion, special, being together, festival, Holy Day.</p> <p>----</p> <p>Teaching strategy / skills used in this session: walk and talk.</p> <p>-----</p> <p>Additional resources / notes: photos and objects brought in by the children. Use poems from 'Don't hit your sister', 'Poems about families' or any similar resources.</p>
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Key Question: Where do we belong?

Supplementary Questions (b) Where do people belong? (c) What do people do that shows they belong to a belief or faith community? (d) How might ideas of family and community be reflected in our own lives?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • consider what it means to be part of a family; • think about the value that they get from their 	<p>5. On sticky notes, ask the children to write down as many words as they can associated with the word 'family'. Stick these on a board and share.</p> <p>Ask children such questions as, 'What is it like to be part of a family?' 'What does a family give you?'</p> <p>Encourage them to think of such values as: a sense of belonging, love, security, as well as material things!</p> <p>Explain that in most religions, the family unit is very important. There are certain activities that the family will share in together that help</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • understand how families help us to feel a sense of belonging; • talk about some of the things that are 	<p>Key vocabulary:</p> <p>values, community, baptism, communion, celebrate, Shabbat, Passover, festivals, synagogue, prayer, Ramadan, fasting, mosque.</p> <p>----</p>

<p>families;</p> <ul style="list-style-type: none"> think about how religious people might remember their religion. 	<p>them to understand their religion and help them to feel the sense of belonging to a wider faith community. For Christians, this may be sharing in services of baptism and communion and being part of a church family; for Jews this could be celebrating Shabbat, Passover and other festivals and attending the synagogue; for Muslims this could be regularly responding to the call to prayer, keeping the Ramadan fast, celebrating Eid and attending the mosque.</p> <p>Ask the children to write acrostic poems based on the word 'FAMILY', either as a class, in pairs or individually.</p> <p>Alternatively, use this poem frame:</p> <p>Being in a family is like...</p> <p>Being in a family means...</p> <p>Being in a family gives you...</p> <p>My family is special because...</p> <p>Encourage them to think about times when Christians, Jews or Muslims might get together for family events and to add a sentence to their poems, beginning, Families remember their religion when they...</p>	<p>the same for different religious people;</p> <ul style="list-style-type: none"> talk about what happens to others when they meet as a family. 	<p>Teaching strategy / skills used in this session: Discussion, sticky notes poster, poetry. ---- Additional resources / notes: Be aware that not every child has a happy family situation. Encourage positive attitudes and approaches that build self-esteem.</p>
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Key Question: Where do we belong?

Supplementary Question (c) What do people do that shows they belong to a belief or faith community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 6</p> <p>Pupils will:</p> <ul style="list-style-type: none"> think about significant festivals; consider the importance of baptism for Christians. 	<p>6. Show the children pictures of different church buildings in the local area. Do children recognise them? Show children pictures of different features within a church building. Can children identify them? (RE:Quest can help, e.g., http://www.request.org.uk/infants/buildings/buildings09.php)</p> <p>Ask them to recall significant events from the Christmas story, and of Jesus in the Temple at 12 years old, perhaps working with a talk partner to retell the story.</p> <p>Explain that Jesus grew up and probably learned to work as a carpenter. It wasn't until his baptism that his ministry began. Read or</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use the right names for things that are special to Christians; ask about baptism with respect for Christians' 	<p>Key vocabulary: Church, Bible, Christian, prayer, worship, baptism. ---- Teaching strategy / skills used in this session: Talk partner, storytelling. ---- Additional resources / notes: arrange to visit a</p>

	<p>retell the story of Jesus' baptism, e.g. from The Lion Storyteller Bible.</p> <p>A clip from RE Quest explains baptism clearly: http://www.request.org.uk/infants/tellme/infant/baptism01.php and http://www.request.org.uk/infants/tellme/baptism/baptism.php</p> <p>Alternatively, show <i>Pathways of Belief – Christianity Programme 4</i> which introduces the concept of the Church as a family.</p> <p>Encourage the children to ask questions about (a) Jesus' baptism and (b) baptism in the churches. Can they see the connections?</p> <p>Ask them to draw a cartoon strip about the Baptism of Jesus and explain why people get baptised today.</p>	<p>feelings;</p> <ul style="list-style-type: none"> talk about the baptism of Jesus and how that may be remembered by different Christians. 	<p>local church (or remind them of a previous visit) to see a font and / or baptismal pool.</p> <p>Alternatively, show these on RE:Quest.</p> <p>Invite church leader in to talk in the next lesson about being a Christian.</p>
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Key Question: Where do we belong?

Supplementary Question (c) What do people do that shows they belong to a Christian community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 7</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn about Jesus' 'Last Supper'; consider the importance of communion for Christians; talk about how being a Christian may affect the way that people live their lives; ask questions about being a Christian. 	<p>7. Read 'An Important Meal' from 'The Lion Storyteller Bible' or another account of the Last Supper.</p> <p>Use a scripted sketch to act out the story or get children to make up their own dramatic presentations. 'Hot seat' children who have played the parts of Peter, Jesus and Judas, encouraging other children in the class to ask such questions as, 'How did you feel when Jesus said that someone was going to betray him?' 'What do you think Jesus meant when he said that the bread was his body and the wine was his blood?' 'How did you feel when Judas left the room?'</p> <p>Explore why Communion is an important sacrament in the Christian faith. If you haven't yet shown <i>Pathways of Belief – Christianity Programme 4</i>, then you could show it in this lesson to introduce the idea of sharing an important meal together.</p> <p>You may choose to invite a Church leader in to explain what being a Christian means to them and to talk about how Communion is celebrated in their church. Children could prepare questions to ask.</p> <p>Activity: Ask the children to design a communion poster based on the sayings of Jesus,</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use the right names for things that are special to Christians; ask about communion with respect for Christians' feelings. 	<p>Key vocabulary: Communion, Eucharist, Last Supper.</p> <p>----</p> <p>Teaching strategy / skills used in this session: Storytelling, drama, hot seating, interviewing a visitor.</p> <p>----</p> <p>Churches of different denominations have different ways of including children in communion. It may be valuable to find out about whether any of the children have any</p>

	<p>'I am the bread of Life' and 'I am the vine.'</p> <p>The section on Communion in 'What I Believe' by Brown & Langley provides a helpful explanation (see Resources). Or see RE:Quest: http://www.request.org.uk/infants/communion/communion01.php</p>		<p>experience of communion.</p> <p>Invite a member of the Jewish community to talk to the class about how they celebrate Shabbat in their family.</p>
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Key Question: Where do we belong?

Supplementary Question (c) What do people do that shows they belong to a Jewish community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 8</p> <p>Pupils will:</p> <ul style="list-style-type: none"> think about special meals that they share with their family; understand why Shabbat is important to Jewish families. 	<p>8. Ask the children to talk to a talk partner about special meals they have shared with their families. Introduce the idea of Shabbat as a special time for the Jewish family.</p> <p>Show the DVD – <i>Pathways of Belief – Judaism – Programme 1</i> on 'God' which links the celebration of Shabbat with the Creation story.</p> <p>Read the Creation story from, e.g., 'The Lion Storyteller Bible' which shows the celebration of God creating his world.</p> <p>Explain that the story says that God rested on the seventh day and that the day of rest is very important to Jews and Christians. This is called the 'Sabbath Day' or 'Shabbat', meaning 'rest'. For Jews this is on Saturday, for Christians, Sunday.</p> <p>Describe some of the things that happen in the special Jewish Shabbat meal, such as lighting candles, wearing special clothes, preparing special plaited bread called <i>Challah</i>, making the <i>Kiddush</i> blessing. See, e.g., 'The Friday Night Meal' PowerPoint available at: http://www.refuel.org.uk/projects/ks2_judaism/shabbat_meal.php</p> <p>Show Jewish artefacts from the Shabbat meal, explaining what each one is used for. Alternatively, share Leah's story about why she loves Shabbat, from '<i>Opening Up Belonging</i>' (Resources) p.6.</p> <p>Teach the children the Shabbat Song, <i>Two Candles Burn</i>. Sing the song a few times with the backing track and encourage the children to ask each other questions about Shabbat and to say what they have</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use the right names for things that are special to Jews; ask about how Jews celebrate Shabbat with respect for Jews' feelings. 	<p>Key vocabulary:</p> <p>Creation, Sabbath Day, Shabbat, Kiddush, Challah, Kippah, community, sharing.</p> <p>----</p> <p>Teaching strategy / skills used in this session: learning through singing the <i>Two Candles Burn</i> song.</p> <p>----</p> <p>Additional resources / notes:</p> <p><i>Two Candles Burn</i>, CD and lyrics booklet.</p>

	learnt so far about how some Jews show they belong to the Jewish community / family.		
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Key Question: Where do we belong?

Supplementary Question (c) What do people do that shows they belong to a Jewish community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 9 Pupils will:</p> <ul style="list-style-type: none"> think about special meals that they share with their family; understand why Shabbat is important to Jewish families. 	<p>9. Remind children that they are investigating all sorts of people and where they might say they <i>belong</i> to get more ideas for answering the key questions: 'Where do we belong?' Remind them of some of the features of Jewish belief and practice looked at in the previous lesson.</p> <p>Activity: encourage children to draw a picture of a Jewish family celebrating a Shabbat meal. Speech bubbles could be used to show what family members might be saying, including some questions and answers.</p> <p>Provide salt dough so that children can make their own plaited Challah loaves. They could also make simple Kippahs from a paper circle.</p> <p>Ask the children to say what they notice that is the same for Jews and Christians, e.g., the Creation story, sharing bread and wine, singing 'worship' songs, meeting as a family / community.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use the right names for things that are special to Jews; ask about Shabbat with respect for Jews' feelings; talk about some of the things that are the same for Jews and Christians. 	<p>Key vocabulary: Shabbat, Kiddush, Challah, Kippah, worship, community, sharing. ---- Teaching strategy / skills used in this session: Handling food: please note food safety and hygiene requirements. ---- Additional resources / notes: Jewish Shabbat artefacts. Salt dough. Paper circles.</p>

Key Question: Where do we belong?

Supplementary Question (c) What do people do that shows they belong to a Muslim community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 10 Pupils will:</p> <ul style="list-style-type: none"> find out about the importance of prayer for 	<p>10. Remind children about the special ways in which Christians and Jews show that they belong to their faith communities. Explain that this lesson will help them to think about what it might be like to be a Muslim.</p> <p>Begin by reading 'My Muslim Faith', or sections from 'What I believe' to show children some of the ways Muslims express their faith. Ask</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use the right names for things that are special to 	<p>Key vocabulary: Muslim, Qur'an, Muhammad (* Note that Muslims often say 'Peace and blessings of Allah be upon him' when his name</p>

<p>Muslims;</p> <ul style="list-style-type: none"> • understand why Muslims use a prayer mat. 	<p>the children if they know the name of the Muslim holy book and the place where Muslims go to worship. Explain that the Qur'an was written in the Arabic language because Arabia is where the words of the Qur'an was revealed to the prophet Muhammad. Ask if they know the Arabic name for God. On the whiteboard show children where Saudi Arabia is and explain that this is where Muslim prophet, Muhammad* came from.</p> <p>To help children to understand ways that Muslims show respect, ask them to re-enter the classroom, having removed their shoes and if possible, provide them with head coverings. Ask why they think it might show respect to remove shoes before entering a special place. You could show the section on daily prayer from the 'Pathways of Belief' programme on 'Living as a Muslim'.</p> <p>Explain that prayer is so important to Muslims that they pray five times a day. Why do they think Muslims stop to pray five times each day?</p> <p>Read the 'call to prayer' and show the words on the whiteboard. Ask the children to pick out key Muslim beliefs in the Call.</p> <p>Ask the children how they think five prayer times can be fitted into a day and then provide them each with a day planner, with clocks showing times for prayer. An example of one Muslim's prayer times: http://pof.reonline.org.uk/emailproject/showquestion.php?id=152&faith=4</p> <p>What would the children be doing at these times if they needed to stop for prayer? Ask them to write the activity they would need to leave next to each time. Do they think that prayer could be more important than the activity? Why / Why not?</p> <p>Explain the importance of the prayer mat and show pictures of prayer mat designs. Explain that Muslims do not put pictures of people on these mats, because they are praying to Allah, not any person. Ask the children what would they put on a prayer mat if they were to design their own.</p>	<p>Muslims;</p> <ul style="list-style-type: none"> • ask about prayer with respect for Muslims' feelings; • talk about some of the things that are the same for Jews, Christians and Muslims; • compare some of the things that influence them with those that influence Muslims. 	<p>is mentioned), Allah, prophet, Arabic, mosque, salah, wudu.</p> <p>----</p> <p>Teaching strategy / skills used in this session:</p> <p>Active, kinaesthetic learning; relating ideas from religion to their own lives.</p> <p>----</p> <p>Additional resources / notes: You may like to invite a member of the Muslim community to speak to the class about being a Muslim; consider making a visit to a mosque. Use books listed in the bibliography to provide background information. 'Children Just Like Me' books are particularly helpful. 'What I believe' gives a valuable introduction to Muslim life. The call to prayer is found in 'Pathways of Belief' resource pack.</p>
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Key Question: Where do we belong?

Supplementary Question (c) What do people do that shows they belong to a Muslim community?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 11 Pupils will:</p> <ul style="list-style-type: none"> • find out how Muslims celebrate their special days; • understand what Muslims do to celebrate Ramadan; • taste foods used to break the fast; • think of ways that they can show care for others. 	<p>11. Explain that Ramadan is a special holy month for Muslims, during which adults fast (go without food) during daylight hours. Ask the children if they think that would be easy or hard to do and why. Explain that part of the reason for Ramadan is to take time to think of the needs of others. Can the children think of a time of year when Christians give things up? (Lent)</p> <p>Show children when the holy month of Ramadan takes place. See, e.g., http://www.bbc.co.uk/religion/tools/calendar/faith.shtml?muslim and compare the lunar calendar with a standard calendar or diary. See, e.g., http://www.islamicfinder.org/Hcal/index.php</p> <p>Show the Ramadan section from the 'Pathways of Belief' programme on 'Living as a Muslim'. What question would the children like to ask about Ramadan? If you have a Muslim visitor to talk to children, they can of course direct their questions to her/him.</p> <p>As the fast is broken with dates and a drink, you may choose to provide dates and a drink for children to taste.</p> <p>Ask them to think about things that <i>they</i> might give up, helping them think of the needs of others. What could they give to help others?</p> <p>Ask them to divide a page in their books in two. In one column, a dustbin could be drawn. Under this picture they could draw or write things they could give up. In the other column, a present could be drawn. Under this picture, they could write or draw things that they could give to help others.</p> <p>If time, you may like to explore other festivals that are important to Muslims. See, e.g., www.reonline.org/ks1/topiclist.php?6-124 or www.bbc.co.uk/religion/religions/islam/holydays/holydays.shtml</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use the right names for things that are special to Muslims; • talk about things that happen to them; • compare some of the things that influence them with those that influence Muslims. 	<p>Key vocabulary: Islam, Muslim, Ramadan, fasting, festivals. ----</p> <p>Additional resources / notes: 'Pathways of Belief' Lunar calendar. Dates and drinks.</p>

Key Question: Where do we belong?			
Supplementary Questions: (c) What do people do that shows they belong to a belief or faith community? (d) How might ideas of family and community be reflected in our own lives?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 12</p> <p>Pupils will:</p> <ul style="list-style-type: none"> work in mixed ability groups to review what they have learned about peoples from different faith groups; consider how Jews, Christians and Muslims show that they belong. 	<p>12. Explain to the children that they are going to have an opportunity to work in groups to record what they have learned about the key question, 'Where do we belong?' and about belonging in different faith groups. They will be looking for interesting facts or new information about people who belong to those faith groups.</p> <p>Divide the children into six groups. Appoint a scribe and a spokesperson for each group (or allow the children to choose for themselves.) Each group should be given a large sheet of paper and a different coloured pen.</p> <p>The tasks are:</p> <p>(a) to record what they know about how people for the three faith groups studied show that they belong (one fact to be agreed and recorded by each group) and</p> <p>(b) to find out about something the faith group does that shows belonging (one per group).</p> <p>(c) to add a reason saying WHY they think the faith group does this activity.</p> <p>At a given signal, children move on to another table with their group until all six groups have visited every work station.</p> <p>Bring the children back together and allow the spokesperson for each group to share the comment from their group for each sheet.</p> <p>Ask children to suggest things that different faith groups have in common, and some that are different.</p> <p>Ask the children to look again at their posters and the reasons for doing the religious activities they have found out about. <i>These might include simple reasons such as 'part of a family traditions'; 'part of their religion'; 'everyone does it in their religion'; 'they want to'; 'it's</i></p>	<p>Pupils:</p> <ul style="list-style-type: none"> use the right names for things that are special to Jews, Christians and Muslims; talk about things that happen to them; talk about some of the things that are the same and different for Jews, Christians and Muslims; ask about what happens to others with respect for their feelings; compare some of the things 	<p>Key vocabulary:</p> <p>Celebration, belonging, compare, similarity, difference.</p> <p>----</p> <p>Teaching strategy / skills used in this session:</p> <p>Critical skills activity.</p> <p>Team work.</p> <p>----</p> <p>Additional resources / notes:</p> <p>Large sheets of paper, pens, books about Judaism, Christianity and Islam (see Resources section). Set up six different work stations. In 3 areas, provide a large sheet of paper with a key question on it:</p> <p>Jews – how do they show they belong?</p> <p>Christians – how do they show they belong?</p> <p>Muslims – how do they</p>

	<p><i>good fun</i>; or more sophisticated reasons, such as, <i>‘they believe God wants them to do this’</i>; <i>‘it is what they are told to do in their Holy Book’</i>; <i>‘they believe it will help them or other people’</i>; <i>‘they are afraid of being left out’</i>; <i>‘they think God might punish them if they don’t’</i>.</p> <p>Introduce the children to these types of reasons and ask them to say which reasons <i>they</i> think are the best ones. Which ones might influence them if they belonged to that religion? Why?</p> <p>In the available time left, ask children to add their own favourite reasons to the posters.</p>	<p>that influence them with those that influence other people.</p>	<p>know they belong?</p> <p>In the other three areas, provide post-it notes and information books for each faith.</p>
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RECORD OF ATTAINMENT

KS1 Unit 4: Where do I belong? (B&D) Year 2

All pupils: (Level 1)	Most pupils - majority class expectation: (Level 2)	Some pupils: (Level 3)
<p>B1 use the right names for some things that are special to Christians, Jews and Muslims (e.g. church, synagogue, mosque).</p> <p>D1 talk about things that happen to them, e.g., what happens at places where they belong.</p>	<p>B2 talk about some of the things that are the same for different religious people, e.g., notice that Christians, Jews and Muslims respect their holy books.</p> <p>D2 ask about what happens to others with respect for their feelings.</p>	<p>B3 describe some of the things that are the same and different for religious people, e.g., know that Christians, Jews and Muslims respect their holy books and care for them in different ways.</p> <p>D3 compare some of the things that influence them with those that influence other people.</p>