

Unit 1.1: Looking at me, looking at you

Key Question: What makes us special?

<p>About this unit</p> <p>This unit builds on children’s previous learning in EYFS around themselves as ‘special’ people. Explore the child's self-concept, enabling an appreciation of their uniqueness as a human being. Promote a positive attitude to children's identity and use alongside work on naming ceremonies from any world faith.</p> <p><i>Resources: about the individual - CAFOD, Action for Children, Oxfam, faith stories, persona dolls</i></p>		
Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p>Identity & values explore through faith stories what religions say about the value of each individual</p> <p>observe and/or participate in religious ceremonies connected with important times in life</p>	<p>recognise what makes a person unique</p> <p>say how faith members are the same and how they are different</p> <p>retell faith stories about caring for others</p> <p>say why religious people celebrate an important life event</p> <p>name religious ceremonies connected with important times of life</p> <p>talk about religious symbols and artefacts in an important religious ceremony</p>	<p>compare themselves to others</p> <p>talk sensitively about people of different faiths</p> <p>say why they think people of faith may help others</p> <p>talk about their important life events</p> <p>say what they think matters most in a religious ceremony</p> <p>say why symbols and artefacts are important at certain times of life</p>
<p>Prepare for learning</p> <p>Explore what makes the children special- features, abilities Think about who they are special to - family, friends...</p>		

Engage the learner

Introduce the children to a child of faith (use a persona doll, e-book or other resource)

Identify learning questions

What makes a name special?
What do some Christians do to welcome a new baby into the Christian family of the Church?
What symbols and artefacts are used in an infant baptism (Christening) and why are they used?
What does another religion do to mark the birth of a new child?
What symbols, artefacts and actions are used in this ceremony?
How do stories from the Bible show Jesus caring for different people?
How do stories from another religious tradition show how people are cared for?

Provide new information

Find out about infant baptism by watching a video clip or by taking part in a roleplay ceremony led by a local member of the clergy
Look at pictures of participants in an infant baptism and explore the artefacts used in the ceremony
Find out about the meaning of the artefacts for members of the faith
Listen to stories from the Bible about Jesus caring for people, and give children opportunity to creatively retell these stories to each other through drama, artwork and writing:

- Jesus blesses the children (Matthew Chapter 18 verses 13-15)
- Jesus heals a paralysed man (Matthew Chapter 9 verses 1-7)
- The feeding of the five thousand (Luke Chapter 9 verses 10-17)

Find out about a naming ceremony or a ceremony associated with early childhood in another faith; find out about any artefacts used as part of this ceremony
Listen to stories from another sacred text about caring for others

Search for meaning

Investigate early childhood ceremonies from two different faiths- identify similarities and differences
Roleplay infant baptism; explore the roles of the different participants and the meaning of the artefacts used and given
Talk about what matters in these ceremonies, why do members of faith use them?
Think about what two different faiths say about the importance of caring for others, explore why this might be important
Freeze-frame sections of sacred stories to show 'caring'

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Share new understanding

Plan a naming / thanksgiving celebration for a doll:

- roles
- food
- activities
- cards

Create a display/book about the ceremonies studied, showing the elements of the ceremony, the artefacts used and their meaning for a believer

Create a display/book about caring for others and what sacred texts have to say about this

Reflect on learning

Recall features and recognise symbols of a religious naming ceremony

Read books such as *God's Dream* by Archbishop Tutu

Recall what believers of a particular faith think about what their sacred text has to say about who we should care for

THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

AT1	AT2
Retell some religious and moral stories from sacred writings specified in the key content, recognising the traditions from which they come	Suggest meanings of some religious and moral stories specified in the key content