

## Unit 2.1: Belonging

## Key Question: What does it mean to belong?

### About this unit

This unit builds directly and extends children's learning from the previous Unit 1.3 *Worship and festivals* with elements of Unit 1.1 *Looking at me, looking at you* about rites of passage. Focus on belonging to a faith and encourage children (using the time of year) to consider

- personal relationships among family, friends and in school life
- what makes a family and what it means to belong
- life within a faith family, the distinctive pattern of faith life and what it means to believe and to belong, especially at times of festival
- shared values influencing rules for family, school, friendship and faith groups, including the importance of keeping promises
- reflective responses and feelings about belonging to groups at school, home and elsewhere

There are opportunities to work on the end of key stage statement relating to examples of collaboration between faiths

*Resources: personal ephemera, faith visitors to share their life stories, film clips of people of faith, holy books, artefacts relating to commitment*

Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p><b>Beliefs &amp; practices</b> find out about different religious festivals and rituals</p> <p>find out about how a person of faith lives their life</p>	<p>compare similarities and differences in religious festivals</p> <p>explain how a person shows religion in their life</p>	<p>suggest reasons why festivals and rituals are important</p> <p>compare the daily life of children from two different faiths</p>
<p><b>Identity &amp; values</b> explore how values provide rules for living</p> <p>explore the idea of committing to a faith</p>	<p>understand that many values come from holy books</p> <p>recognise special rules that religious people follow</p> <p>talk about important promises made by a faith member</p> <p>recognise symbols that show commitment in the life of a religious person</p>	<p>recognise the need for values for living</p> <p>make links between some religious rules and rules at school</p> <p>say why people of faith make promises</p> <p>say why symbols of commitment are important to belonging</p>

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### Prepare for learning

Identify different groups the children belong to: family, class, uniformed youth organisations, sports teams...  
How do they show belonging? Uniforms, badges...

### Engage the learner

Begin to think about what it means to belong, promises or commitments made to a particular group or activity; draw on children's own experiences of belonging... Promise Night in a uniformed organisation, committing to turn up for team football matches  
Set up a moral dilemma to get the children thinking about rules and values

### Identify learning questions

How is the life of a child of faith the same as and different from my own?  
What does a Christian child wear/do because they belong to a church?  
What does a child of another faith wear/do because they belong to that faith?  
What promises does a Christian make; what actions do they undertake when they become a member of a Christian group; what happens at special times of the year?  
What promises does a member of another faith make; what actions do they undertake when they become a member of that faith; what happens at special times of the year?  
Where do Christians find their rules for living?  
Where do members of another faith find their rules for living?

### Provide new information

Listen to stories from the Bible that contain rules for living

- Ten Commandments (*Exodus 20:1–17*)
- The Great Commandment (*Mark 12:28–31*)
- The parable of the Good Samaritan (*Luke 10:25–37*)

Listen to stories from another sacred text that contain rules for living

Interview a faith member about how the teaching in their faith book guides their life and determines how they treat others

Find out about the way a faith member practises their faith at home and what they do at special times, giving opportunity to compare festivals from more than one faith

Find out about the items a Christian might wear/own to show their faith

Find out about the items a member of another faith might wear/own to show their faith

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### Search for meaning

Learn about the key teachings of some faith stories

Roleplay or use puppets to tell a faith story about caring, forgiveness, truth, fairness

Identify some ways in which rules for living in the Bible and another sacred text are played out in the lives of faith members

Identify links between religious rules and rules in school and wider society

Investigate how a faith member feels a sense of belonging to their faith, especially at times

Explore why a faith member might find it important to carry out particular rituals or wear particular items at certain times

### Share new understanding

Create a 'Book of Belonging' making links between their own experience of belonging and those of a child of faith

Make a blog or 'Day in the Life of...' filmclip or presentation of a child of faith

Create artwork illustrating a rule for living from a particular faith tradition

Create a display explaining how a particular festival is important to a member of a particular faith

Make a display of rules for living from a sacred text showing how these link to school rules

Create a film or PowerPoint about how to live your life according to a particular set of rules

### Reflect on learning

How do the rules by which a child of faith might live their life, link to those by which the pupils live?

How does a person of faith demonstrate belonging? How does this relate to how the pupils demonstrate belonging?

What are the most important rules for a member of a faith? How do pupils' own important rules relate to these?

Reflect on examples of collaboration between faiths in considering rules for living in community and in celebrating festivals

## 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

AT 1	AT2
Identify what difference belonging to a faith community might make	Ask and respond to questions about what individuals and faith communities do, and why
Observe and recount different ways of expressing identity and belonging to faith groups, including wearing clothing and symbols and taking part in acts of worship	Respond sensitively to expressions of belonging to faith groups
Identify how different religions answer questions of right and wrong	Express their ideas and opinions in response to questions of right and wrong