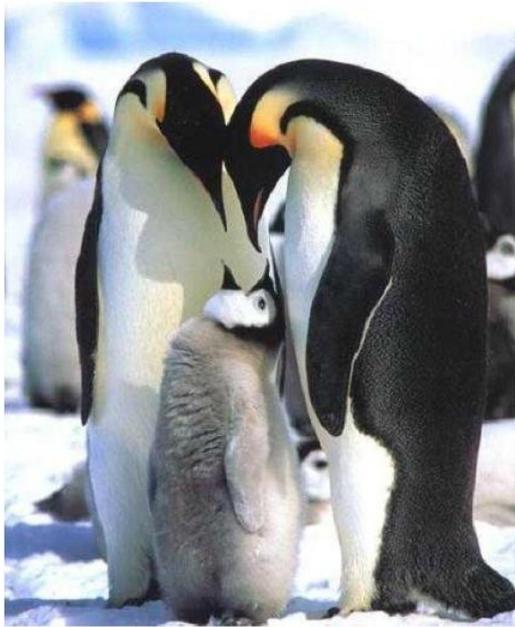


# BELONGING

*Nottinghamshire SACRE RE Syllabus*

**YEAR GROUP: KS1**



# BELONGING – HOME, SCHOOL, & IN CHRISTIANITY

## KS1

### OVERVIEW

#### About this unit:

Through firstly looking at families, home, school and the community around them, the unit enables pupils to investigate the concept of belonging in the Christian community. The pupils learn about symbols of Christianity and baptism, both infant and believers' baptism, investigating links to Jesus' baptism.

There is an obvious connection with the theme 'Visit to a Church', though this unit can be explored in a different term.

This unit gives pupils opportunities to explore what enables their home/school to be a more harmonious place. This is followed by looking carefully at rules and ways of behaving that help people live together harmoniously. Reflecting on belonging helps the pupils realise this means deeper relationships which calls for responsibilities such as helping and the need for apologising.

### SESSIONS

1. Belonging in families
2. Caring in Families
3. Belonging in schools
4. Belonging in the community, intro Christianity/ other faiths
5. Belonging to a Christian Family
- 6-7. Intro Infant baptism - A Christening Experience
- 8A. Jesus' baptism
- 8B Reflection on belonging

#### WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using the concepts of religious practices and ways of expressing meaning as well as concepts of identity, diversity, & belonging and commitments. It contributes to the **continuity and progression** of pupils' learning by:-

- building upon the learning from FS - Belonging and Baptism
- anticipating a further study of Christians in the community – Visiting a Church in KS1 and Reviewing a Local Church in KS2

## **POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES**

With discussions on both families/home/school situations and ways of behaving, friendships and rules, it is an ideal unit at the start of year as children get to know each other, the teacher & new surroundings. However it can be used at other times. Also SEAL – New Beginnings; Getting on and Falling out.

**Estimated teaching time for this unit: 8 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours and teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

## **RE AIMS**

### **To know and understand:**

- belonging in families, schools, communities, including Christian communities and Christian symbols.
- christenings/ baptisms, believer's baptisms and their relationships to Jesus' baptism.

### **To express Ideas and Insights about:**

- caring and belonging within a group.
- friendships, good ways of behaving, and saying sorry.

### **Gaining and Deploying skills:**

- talking about ways of belonging, caring, helping, and developing friendships.
- investigating ways people and animals in families or groups can co-operate together for harmonious relationships.

### **ATTITUDES FOCUS:** Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own identity.
- **Respect for all** by developing a willingness to learn from the ways Christians show they belong to a faith.

### **THE UNIT WILL PROVIDE OPPORTUNITIES FOR:**

- Pupils to consider the concept of belonging and their own experiences of this.
- Pupils to look at the concept of belonging in the Christian faith, including looking at some artefacts of Christian symbols.
- Pupils to be able to think about their own experiences and views in relation to questions of ways of behaving towards other people.
- Opportunities provided by this unit include co-operative games, ICT, role-play, a Christening experience, listening to parents' experiences and includes reflective sessions.

## BACKGROUND INFORMATION FOR THE TEACHER (Also see Teacher Information paper)

- **In Christian thinking**, babies can be baptised/christened or dedicated to God. These ceremonies are signs of belonging to a Christian community and ways of thanking Him for the baby. Some Christians prefer dedication, rather than baptism, as they believe that their baby should be allowed to make their own decision about baptism at a responsible age. Adult baptism is more common now and occurs more frequently in certain denominations eg Baptist church. It happens when an adult decides to follow Jesus, who was baptised by John the Baptist at the start of His ministry.

**RESOURCES** – websites included – also see separate paper

## KNOWLEDGE

### Pupils will learn about:-

- Their uniqueness as a person in a family, school, and community.
- Examples of sharing and caring for other people and animals
- Explore characteristics such as goodness, kindness, joyfulness, patience, gentleness, peacefulness, faithfulness, and being loving.
- Christian symbols and ways of belonging in Christianity eg Christenings and Believer's baptisms.
- Jesus' baptism

## SKILLS

### Pupils will:-

Discuss simply, share and express their own ideas, and use observation and thinking skills.

## KEY CONCEPTS and WORDS

Religion, Christian, church, symbol, God, worship, belonging, baptism.

### Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **moral development** come from valuing relationships and discussing ways of behaving that enhance these relationships.
- Opportunities for **social development** come from considering how they and others belong to a community.
- Opportunities for **spiritual development** come from considering the importance of baptism – both infant and adult – and its relationship to Jesus' baptism.

**EXPECTATIONS/ IMPACT: At the end of this unit**  
**Most Y1 Pupils will be able to do step 1; Most Y2 pupils will be able to do Step 2.**

Pupils working at step 1 will be able to:	Pupils working at step 2 will be able to:	Pupils working at step 3 will be able to:
<ul style="list-style-type: none"> <li>▪ Name a Christian artefact.</li> <li>▪ Observe some of the things that happen at a baptism/ christening.</li>   <li>▪ Find out about how we can care for animals.</li> <li>▪ Talk about/ think about some ways of behaving that make a home/ school happier.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell how a baby is baptised.</li> <li>• Identify ways of belonging for Christians, such as wearing symbols, or being baptised.</li>   <li>• Talk about and give opinions about ways that animals and people in groups make harmonious relationships.</li> <li>• Talk about ways of behaving and rules that make a home/ school happier and talk about the value of saying sorry.</li> <li>• Respond sensitively in the Christening experience and to discussions on baptism.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between Jesus' baptism and someone who has chosen to be baptised.</li> <li>• Describe some symbols of belonging that Christians use eg cross, and match them to some Christian beliefs.</li> <li>• Describe the baptism/christening of a baby using religious or spiritual vocabulary (eg font, baptism candle).</li>   <li>• Talk and listen to others about ways of developing good relationships. Talk about and make links between saying sorry/ being helpful and friendships/relationships.</li> <li>• Respond well and sensitively in the Christening experience</li> <li>• Make links between infant baptism/ Christening, and Believer's Baptism and Jesus' Baptism.</li> </ul>

### ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by choosing **one** ( or more, if necessary) of the following :-

Session 2 and 3 – Through discussions and activity about ways of behaving.

Session 4 – Through discussions and role-play about helping someone join a new group.

Session 6-7 - Through the children's interactions with and discussions about baptism

Session 8B – Through the reflections and discussions about friendships/relationships

G&T: To extend this work: Ask pupils to discuss the relationship between Jesus' baptism and the believer's baptism;

Session 8B: Ask children to relate saying sorry/ being helpful with friendships and relationships, and with Christian beliefs.