

# Thorpepark Academy

## Religion, Belief and Values



<b>Year Group:</b> 1 <b>Term:</b> Autumn 1	<b>Unit 1.1</b> <b>Theme:</b> Belonging <b>Concept:</b> belonging, commitment, faith, community, ritual, worldview	<b>Worldview:</b> Christianity, Humanism, personal view
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**Key Question:** Who Belongs?

### About this unit:

This unit builds on and extends children's learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them. By the end of the unit, pupils should be able to associate some symbols and artefacts with naming and marriage ceremonies, connect sacred texts to the appropriate faith and explain how belonging to a faith starts with a naming ceremony and is lived out in daily life. Also see the Christmas unit which may follow.

### Links to British Values

<b>Democracy</b> ✓	<b>Rule of Law</b> ✓	<b>Individual Liberty</b> ✓	<b>Mutual Respect</b> ✓	<b>Tolerance of people of different faiths and beliefs</b> ✓
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### Links to SMSC

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### Hull and East Riding Agreed Syllabus

Relate end of Key Stage 1 expectations pupils should be able to...

Exploring	Learning outcomes by the end of KS1 pupils should be able to
<b>Social sciences</b> Why are symbols and artefacts important to some people?	Reflect on what is special to themselves and others Identify connections to religion and belief in the community Identify precious things for people of faith
<b>Social Sciences</b> What are the religious rituals and ceremonies connected with important times in life?	Say why religious people celebrate an important life event Think about what matters most in a religious ceremony, including symbols and artefacts Say why people of faith make promises
<b>Philosophy</b> How does a person of faith live their life?	Explain how a person shows religion in their life talk about the lives of children from two different faith communities

### Skills

<b>Social sciences</b> Find out about Talk about ideas	<b>Philosophy</b> Respond to questions Talk about Notice details
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Prior Learning		Future Learning
In FS the children will have learned briefly about a range of religions. They will not have encountered Humanism before.		The children will build on this in the following units: 3.2 Founders of faith and 4.1 Communities
Sticky knowledge		Key Vocabulary
<ul style="list-style-type: none"> <li>To show belonging we sometimes wear a uniform and make a promise.</li> <li>To show belonging Christians are baptised and receive a candle.</li> <li>To show belonging Humanists have a naming ceremony and receive a candle.</li> <li>A Christian has a baptism and God parents make promises. Humanists have a naming ceremony and Guide parents make promises.</li> <li>Humanists and Christians both make promises</li> </ul>		religion, life values, belonging, naming ceremonies, promises, candle, church, prayer, baptism/christening, worldview, Humanism, Godparents, Guide parents, wedding, ring, symbol, belief, faith
Resources		
<ul style="list-style-type: none"> <li>Brownie uniform, football kit, dance class outfits, etc</li> <li>Children's bible</li> <li>Christian artefacts (bible, cross, Christening candle &amp; scroll, etc.)</li> <li>Youtube</li> <li>Videoclips ( for teacher knowledge Lesson 3 <a href="https://humanists.uk/ceremonies/humanist-namings/">https://humanists.uk/ceremonies/humanist-namings/</a> ) (for teacher knowledge <a href="https://www.youtube.com/watch?v=wzTXicmkrQ4">https://www.youtube.com/watch?v=wzTXicmkrQ4</a> lesson 5)</li> <li>BBC bitesize</li> </ul>		
	LO	Lesson outline
<b>Lesson 1</b>  Ask and answer questions	<b>LO:</b> To understand what it means to belong  <b>Sticky Knowledge:</b> To show belonging we sometimes wear a uniform and make a promise  <b>Skill:</b> Talk about ideas	<b>Mini Question:</b> How do we show belonging? How do we know if someone belongs to a club or group?  <b>Recap:</b> What makes someone/ something special?  <b>Lesson Outline:</b> Discuss children's own experiences of belonging; is it important to feel that you belong?  Discuss how they know that they belong to a football team, etc Have some resources to show them such as a football shirt, rainbow/brownie uniform.  Teacher scribe children's ideas of different ways in which they belong.  Activity- children to look at the new school logo and discuss why each symbol is on there.  What different promises might you make? Discuss promises you might make as part of a group you belong to; Brownies, football etc.  Discuss promises made as part of the group. E.g. a brownie/cub making a promise (show video).  Ask the children the importance of making a promise. Should you make a promise? Should you keep a promise?  Activity- make a class promise.  <b>In books:-</b> Take a photo of each child in their new school uniform. Children given sentence starter: I belong to ... children write Thorpepark and any other groups they belong to. I feel... children choose emoji to represent how they feel belonging to that group.  <b>Challenge:</b> What are the consequences of breaking a promise?
	<b>Lesson 2</b>  Investigate and dig deeper	<b>LO:</b> To be able to identify some Christian symbols and recognise what they mean to Christians

	<p><b>Sticky knowledge:</b> Christians have symbols and they have meaning attached to them</p> <p><b>Skill:</b> Find out about</p>	<p>Identify items Christians might wear/own to show their faith and learn about their meaning; explore why faith members might find it important to wear particular items at certain times.</p> <p>Focus on cross, water, christening gown, wedding ring.</p> <p>Explore what each symbol looks like and what they mean for Christians. In books – labelling and matching activity- symbol on sticker, children label (or early writers have names of symbols on stickers to label). Then children match up what each symbol represents to Christians (on sticker).</p> <p><b>Work in books</b> - Answer Mini question in book What do these symbols tell us about what Christians believe? Adults can scribe responses if needed. Good writers to have a go independently and adults add any omitted words etc.</p> <p><b>Challenge:</b> What do we all wear at school? What does this tell us about what we believe about school?</p>
<p><b>Lesson 3</b> Investigate and dig deeper</p>	<p><b>LO:</b> To recognise the need for rules and where Christians find their rules for living</p> <p><b>Sticky knowledge:</b> Rules are important so that everyone can get along. Christians find their rules for living in a bible.</p> <p><b>Skill:</b> explain how</p>	<p><b>Mini Question:</b> Do we need rules? Where do faith members find their rules for living?</p> <p><b>Lesson outline:</b></p> <p>Ask children what rules they can think of. What places/groups have rules? Focus on school. Investigate why we have rules at school E.g, To keep us safe, keep everyone happy, so we can all learn, etc.</p> <p>Ask: Do you think Christians follow rules? What rules do you think they have? List children’s responses on flipchart. Elicit that Christians read a special book that contains their rules for living. Can anyone name it? Clarify that it is the bible. Show children a copy of a bible. Focus on the ten commandments.</p> <p><b>Work in floor book</b> – Children as a class create a class child speak version of the ten commandments. Teacher scribes/types and adds to floor book.</p> <p>Children each answer this questions and adults scribe answers on post it notes to add to floor book. Where do you find your rules for living?</p> <p><b>Challenge:</b> Where would other faith members find their rules for living?</p>
<p><b>Lesson 4</b> Investigate and dig deeper</p>	<p><b>LO:</b> To understand how Christians show their faith</p> <p><b>Sticky Knowledge:</b> To show belonging Christians are baptised</p> <p><b>Skill:</b> Find out about</p>	<p><b>Mini Question:</b> How do Christians show they are a member of their faith?</p> <p><b>Recap:</b> What is a promise and why is it important to honour a promise? What are the different ways in which we belong?</p> <p><b>Lesson Outline:</b> starts with a naming ceremony – baptism (main focus), wearing a cross, going to church, reading the bible, try to live by God’s rules.</p> <p>Explain that people can be baptised at any age, but in the Church of England people are often baptised when they are a baby.</p> <p>Visit to St Michaels and All Angels to take part in a mock baptism. Rev to talk about the symbols associated with Baptism e.g. candle and scroll and the promises parents and Godparents make.</p> <p><b>In book-</b> Photos tweeted- Twitter sticker, including LO and outline of lesson on a separate sticker.</p> <p><b>Challenge:</b> Questioning during the visit.</p>
<p><b>Lesson 5</b> Investigate and dig deeper</p>	<p><b>LO:</b> To understand how Humanists show belonging.</p>	<p><b>Mini Question:</b> How do Humanists show belonging?</p> <p><b>Recap:</b> Why do Christians get baptised? Recap of key knowledge learnt from visit to church</p> <p><b>Lesson Outline:</b> Explain that some people don’t follow a religion but might call themselves Humanists. They don’t believe in God but believe</p>

	<p><b>Sticky Knowledge:</b> To show belonging Humanists have a naming ceremony</p> <p><b>Skill:</b> Find out about</p>	<p><i>they should help the world.</i> <a href="#">Baby Naming Ceremonies by George McLean Humanist Celebrant - YouTube</a> Watch the video with the class and talk about what happens in a naming ceremony. Explain that Humanists don't believe in God but they still might like to welcome a baby into their family.</p> <p><b>In Book-</b> Images of the naming ceremony in books. Children label each part. E.g. Readings, music, parental promises, guide parents, candles, etc.</p> <p><b>Challenge:</b> <i>Why is a naming ceremony important to Humanists?</i></p>
<p><b>Lesson 6</b> Investigate and dig deeper</p>	<p><b>LO:</b> To know some promises made in a wedding</p> <p><b>Sticky Knowledge:</b> Christians and Humanists both make promises in a wedding ceremony</p> <p><b>Skill:</b> Find out about</p>	<p><b>Mini Question:</b> What promises might a faith member make?</p> <p><b>Lesson Outline:</b></p> <p>Research lesson, watch videos, read stories about weddings – Christian and Humanists.</p> <p>Promises made at a wedding- Christian and Humanist.</p> <p>Discuss the similarities. Who are they making promises to? Each other Christians do so in God's holy law and in his presence.</p> <p>What does the symbol of the ring represent?</p> <p><b>Challenge:</b> What does the wedding ring mean to Humanists and Christians?</p>
<p><b>Lesson 7</b> Interpret and analyse</p>	<p><b>LO:</b> To know and understand the differences and similarities between how Christians and Humanists show belonging</p> <p><b>Sticky Knowledge:</b> A Christian has a baptism and a Humanist might have a naming ceremony</p> <p><b>Skill:</b> Talk about ideas</p>	<p><b>Mini Question:</b> What are the similarities and differences between how Christians and Humanists show they are members of their faith?</p> <p><b>Recap:</b> Why do Christians and Humanists have baptisms and naming ceremonies?</p> <p><b>Lesson Outline:</b></p> <p>Talk about how both can have naming ceremonies.</p> <p>Talk about how Christians go to church and Humanist celebrations can take place in a variety of locations, e.g. the park, at home, etc</p> <p>They both have symbols to represent their belonging e.g. candles</p> <p>Both have special people to help the person in their life- Godparents and Guide Parents but they make different promises.</p> <p><b>In book-</b> Activity- Venn diagram to show similarities and differences between the ceremonies. Use a variety of pictures for the children to cut and sort into the correct boxes.</p> <p><b>Challenge:</b> Can you name any other ceremonies where people make promises?</p>
<p><b>Lesson 8</b> Evaluate and review</p>	<p><b>LO:</b> To know some promises a faith member might make</p> <p><b>Sticky Knowledge:</b> Christians and Humanists both make promises</p> <p><b>Skill:</b> Find out about</p>	<p><b>Mini Question:</b> What promises might a faith member make?</p> <p><b>Recap</b> first lesson about belonging and promises. What/ who do they belong to and what promises have they made to those groups. What promises were made in the baptism and naming ceremonies?</p> <p><b>Lesson Outline:</b></p> <p>Research lesson, watch videos, read stories from sacred texts. (Noah's ark-God's promise never to destroy the world again- rainbow- Bible, )</p> <p>Why do you think people make promises?</p> <p><b>In book-</b> Sentence starters</p> <p>A Christian might promise to.....</p> <p>A Humanist might promise to...</p> <p>I promise to.....</p> <p>Children to create a promise tree using examples of their promises</p>

		<b>Challenge:</b> Why is it important to keep a promise?
<p><b>Lesson 9</b> Reflect and respond</p>	<p><b>LO:</b> To be able to express an opinion about whether it is right to break a promise</p> <p><b>Sticky knowledge:</b> Christians and Humanists both make promises during a wedding ceremony</p> <p><b>Skill:</b> Talk about ideas</p>	<p><b>Mini Question:</b> Is it ever right to break a promise?</p> <p><b>Recap:</b> All of belonging unit so far. Discuss what children have learnt and reflect on their learning in this unit.</p> <p><b>Lesson Outline:</b> Class discussion about promises and breaking promises. Discussion – how would you feel if someone broke our class promise? Yes/ no signs on each side of room. Give scenarios as to whether it is right or wrong to break a promise- children move to yes or no. Adult to scribe why on a post it note and add to child’s RE book. In books – short description of the activity and post-it notes of comments scribed by adults.</p> <p><b>Challenge:</b> Do you think it is right to break a promise?</p>
<p><b>Lesson 10</b> Demonstrate new understanding</p>	<p><b>LO:</b> To be able to show what belonging means to a Christian</p> <p><b>Skill:</b> Demonstrate new understanding</p>	<p><b>Mini Question:</b> What links are there to religion and belief in the community?</p> <p><b>Recap:</b> lesson 3.</p> <p><b>Lesson Outline:</b> Discuss Christian rules for living such as forgiveness, love, kindness, selflessness, not telling lies, honour your parents, etc Create artwork (painting/poster/collage) illustrating one of a Christian’s rules for living, e.g One of the ten commandments: Do not bear false witness against thy neighbour (Do not tell lies). Why is this an important rule? How does this link to school /home rules?</p> <p><b>Work in book/floor books</b> - Display in floorbook or display in classroom and take a photograph of them as a collection to display in the books.</p>