




<b>What does it mean to belong to a faith community?</b>	
SACRE Strand:	Living
Learning outcomes:	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p>
Links to previous learning	The children have seen the Christian symbol of the cross and the Islamic symbol of the star and moon in previous units.
Links to future learning	The children will compare different marriages in different religions.
Key vocabulary	<p><b>parable</b> – stories told by Jesus</p> <p><b>baptism</b> – being welcomed into a Christian church</p>
Key knowledge	<p>Water is poured on the head 3 times in a baptism ceremony - for the father, the son and the holy spirit.</p> <p>Babies are given a candle at a baptism ceremony symbolising the way a new baby is like a shining light.</p> <p>Muslims circle the Kaaba to worship God.</p> <p>Muslims expect babies to grow up as loving and generous adults, some Muslims gently shave the baby's hair. They place it in scales and whatever its weight, they give that weight in gold or silver, or some other precious metal, to the poor.</p> <p>A wedding ring means an unbroken chain between the people who are married as well as God.</p>
Misconceptions	That everyone is married wears a ring – not everyone is religious.
Key diagrams	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Kaaba in Mecca</p> </div> <div style="text-align: center;">  <p>Christian cross</p> </div> <div style="text-align: center;">  <p>Christian fish symbol</p> </div> </div>
Do we all belong to something?	<p><b>Retrieval task:</b> Match up task:</p> <p><b>rejoice</b> - feel or show great joy or delight.</p> <p><b>disciple</b> – Jesus followers</p> <p><b>resurrection</b> – rising from the dead</p> <p><b>Activate task:</b> Play 'Would you rather...' be good at running or jumping, a deep-sea diver or an astronaut, be a kitten or a puppy, live in a castle or live in a camper van, have wings to fly or breath underwater, etc. Talk about how all these choices are about who we are, what we like. We are all different.</p> <p><b>Main lesson:</b> Hand out cut-outs of a person, A4 size will give enough room. Pupils write or draw three things in the cut-out person that makes them who they are; parents, siblings, hair colour, name, likes, skills, etc.</p> <p>Teacher (or willing adult) shows things from their life that tells pupils something about who or what they belong to. This could be multiple things, such as a family photo, a wedding ring, tickets to a play or gig they went to with a friend, mementoes from a holiday with friends, objects from a club they belong to, etc. Ask pupils to talk about what each thing shows about the teacher. If two adults can do this together, it is fun to have pupils guess</p>

	<p>who owns each object. Talk about how this shows all the things the teacher belongs to; family, friends, clubs, hobbies.</p> <p>Ask pupils to talk in pairs or threes about all the people, places and groups they belong to. Write some common words on the board to help them; family, brother, sister, friends, church, mosque, swimming, Rainbows, Beavers, football, etc.</p>	
<b><u>Teacher assessment</u></b>	<b><u>Still need more depth of learning</u></b>	<b><u>Shows strong understanding</u></b>
How do Christians show they belong?	<p><b><u>Retrieval task:</u></b> Match up task:</p> <p><b>Sacred</b> – means special in religions  <b>Muslim</b> – some who follows the Islam religion  <b>mosque</b> – Religious building for Muslims  <b>Qur'an</b> – Islamic holy book  <b>Ramadan</b> – the month of fasting  <b>Imam</b> – the person in charge of a mosque</p> <p><b><u>Activate task:</u></b> Show images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ICHTHUS (this was a secret symbol for early Christians, also a reminder of Jesus' disciples, many of whom were fishermen. The word comes from five Greek words that mean: Jesus Christ, God's Son, Saviour'); 'What would Jesus do?' (WWJD) bracelet, an image of Jesus, Jesus and Mary, a church, rosary, Bible, etc.</p> <p>Do they recognise any of these objects? Can pupils tell you what religion this represents?</p> <p><b><u>Main lesson:</u></b> Talk about Christians all belong to a group, and the most important person to them is Jesus. They belong to Jesus and he belongs to them.</p> <p>Make a gallery of Christian signs of belonging. Label them and write a sentence to say why Christians wear them or use them or display them.</p> <p>Tell pupils the story of the Lost Coin.  <a href="https://www.youtube.com/watch?v=yvHxUxjaboE">https://www.youtube.com/watch?v=yvHxUxjaboE</a>  Focus on the way that the woman does not settle for just the coins she has; she searches for the missing coin. Discuss why. They all belong to her. Teach that for Christians this makes them think about how God cares for every single human and notices when we are lost. Ask pupils to tell you who the woman represents (God) and who the coin represents (a lost person).</p> <p>Share the story one lost sheep <a href="https://www.youtube.com/watch?v=smvcsgMv6Dw">https://www.youtube.com/watch?v=smvcsgMv6Dw</a></p> <p>Ask some 'wonder' questions about the stories. I wonder if you sometimes wander off sometimes. I wonder how your special adults feel when they lose you. I wonder how you feel when you get lost. I wonder how it feels to know that someone is always looking out for you.</p> <p>What makes pupils feel happy about the story?</p>	
<b><u>Teacher assessment</u></b>		<b><u>Still need more depth of learning</u></b>
How do Muslims know that they belong?	<p><b><u>Retrieval task:</u></b>  <b>Christian</b> – Someone who believes in God  <b>church</b> – The special place where Christians go to pray</p>	

**pews** – long bench in a church

**font** – a piece of furniture that holds holy water

**lectern** – a tall stand to hold a book to read

**hymns** - a religious song or poem of praise to God or a god

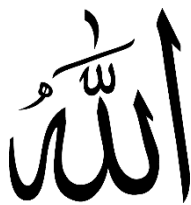
**vicar** – the leader of a church

**pray** – communicate with God

**Activate task:**

**Main lesson:**

Show two pieces of Islamic calligraphy saying 'Allah' and 'Muhammad'. Muslim pupils in the class might have objects with calligraphy on they could bring in. Can they explain the letters to the class? There are many beautiful examples online. Google image search 'calligraphy Allah' and 'calligraphy Muhammad'.



First show 'Allah'. Print out and let pupils trace the letters with their fingers; these are Arabic letters spelling A-LL-A, which is the Muslim word for 'God'. It is written from right to left. Teach that this is the most important thing Muslims belong to. Many Muslims will have some calligraphy in their house and the mosque.



Next show calligraphy spelling 'Muhammad'. Teach that this was a man who belonged totally to Allah as he was very good, loving and wise. The things Muhammad said and did help Muslims today to be good people.

Show an image of pilgrims circling the ka 'aba at hajj. This is an incredible sign of belonging in Islam.



Ask pupils to think about a time when they have got in trouble. What happened to them? What did their parents or teacher say? Were they punished? How did they know it was all ok again afterwards?

We are going to learn about a boy who made the wrong choices and how the Prophet Muhammad helped him be better:

Read the story of the Boy who three Stones and Trees.

*Once upon a time there was a boy who loved the taste of fresh dates. He lived in a city called Medina where there was a beautiful oasis surrounded by many palm trees. These were date palms. Every day the boy would leave his friends and go to the palm trees where he would take out some stones from his pocket and aim at the trees, trying to get the dates from the trees. He continued to do this until there were lots of dates on the ground; sometimes the dates were not even ripe. The boy never thought about the damage he was doing to the trees and that they might never be able to grow dates*

again. One day the farmer who owned the trees noticed that each day there were fewer fruits and that the trees were starting to die. He was very unhappy about this and decided to watch the trees for a whole day. When he saw the boy throwing the stones and trying to steal the unripe dates he was extremely cross and angry. He didn't know what to do with the boy, so he decided to take him to Prophet Muhammad. The boy was frightened. He was usually very well behaved, but he so loved fresh dates and it was so easy to knock them down from the trees. Prophet Muhammad talked very quietly to the boy. He wasn't angry, he knew that the boy hadn't thought about the trees and that he only did this because of his love for fresh dates. He explained to the boy that he had damaged the trees by throwing stones at them and that if he was patient and waited for the fruit to become ripe, they would be ready to be picked and would taste even better. The boy was upset and said he was sorry to the farmer who forgave him. The boy was very happy to be forgiven and learned to be patient.

Ask 'wonder' questions;  
 I wonder what the little boy thought about the tree.  
 I wonder what the farmer thought about the little boy.  
 I wonder why Muhammad decided not to be angry.  
 I wonder how Muhammad helped the farmer to forgive the boy.  
 I wonder how the boy felt at the end of this story.

Collect the words from the story describing how Prophet Muhammad dealt with the little boy, such as 'spoke quietly', 'was not angry' and 'explained'.

Who actually forgave the boy? It is the farmer. He forgives the boy because Muhammad shows him how to think about the situation.

Return to pupils' memories of times they were in trouble. How did they feel when it was over? Relieved, grateful, better?

Talk about how belonging to people means sometimes doing silly things, and having to say sorry. Sometimes it means having to forgive people yourself.

**Teacher assessment**

**Still need more depth of learning**

**Shows strong understanding**

How do Christians welcome new babies?

**Retrieval task:**

**Christians** - people who worship God and go to church.

**Christianity** – The belief of Christians

**God** – Christians believe that God created the world, he is Father of the world and he is Jesus.

**Jesus** – A special person to Christians who told stories about God

**Bible** – A special book that tells the stories of Jesus

**Parables** – Religious stories

**Miracle** – an unusual or wonderful event that is believed to be caused by God

**Activate task:**

Can pupils remember anything about being a baby, their first word, the first food they ate, etc? Do pupils' parents have mementoes of when they and their siblings were babies- such as framed scan images, photos, baby books, little hand or footprints? Why do parents keep these mementoes? Talk about how when a new baby arrives it is a very special time- it is like a gift has been given to the family. We are going to learn about how a new baby is welcomed into religious groups.

**Main lesson:**

Have any pupils been baptised or christened or attended a baptism/ Christening? This means being welcomed into a Christian church.

Watch this clip of a church community preparing to baptise baby Jamie:

[www.bbc.co.uk/education/clips/zm87tfr](http://www.bbc.co.uk/education/clips/zm87tfr)

Do the class know what baptism will actually involve? How can we show something new and exciting is about to start? Christians show it with water- symbolising a clean, fresh start.

	<p>Watch this second clip where Jamie is baptised:  <a href="http://www.bbc.co.uk/education/clips/zr34wmn">www.bbc.co.uk/education/clips/zr34wmn</a></p> <p>After watching the clip, talk about the water. How many times was water poured on Jamie's head? 3- for the father, the son and the holy spirit, the three ways Christians understand God. You could also talk about the candle, symbolising the way a new baby is like a shining light.</p> <p>Finally, compare this church to Jamie's church: <a href="http://www.bbc.co.uk/education/clips/za87frr">www.bbc.co.uk/education/clips/za87frr</a>  There are lots of similarities but also some differences. Give pupils time to talk about what they see- is the meaning behind baptism the same? What is different? Move back to the underlying meaning of baptism for both church communities.</p> <p>Return to the conversation at the beginning of items pupils' parents have kept, reminding them of when they were babies. Talk about what a parent might keep from these baptism ceremonies to remember this special day. Ask groups to draw a picture of the thing they would keep, the candle, some water from the font, the white robe, etc and explain why.</p>	
<p><b>Teacher assessment</b></p>	<p><b>Still need more depth of learning</b></p>	<p><b>Shows strong understanding</b></p>
<p>How do Muslims welcome new babies?</p>	<p><b>Retrieval task:</b>  Match up task:</p> <p><b>Sukkot</b> – A Jewish festival which happens around harvest time  <b>Sukkah</b> – A temporary hut which is made during Sukkot  <b>Diwali</b> – A Hindu festival which celebrates light winning over dark  <b>Easter</b> – A Christian festival which celebrates Jesus rising again</p> <p><b>Activate task:</b>  Spread items over a table; a razor (in a case) and shaving foam, a pair of kitchen scales, a gold or silver necklace or ring and a print-out of the Islamic calligraphy looked at in the first section saying 'Allah'. Give pupils time to look at them all. Does anyone recognise any of these things? What might they be used for?  Explain these are going to help us understand how a baby is welcomed into Islam.</p> <p><b>Main lesson:</b></p> <p><b>Call to prayer:</b> Ask pupils what they think the most important thing about being a Muslim might be? The most important thing at the centre of all Muslim life is faith in Allah. Because of this a new baby has a prayer whispered in its ear. The most important words of the prayer are 'Allahu Akbar'- God is great. The whole prayer is called the 'Call to Prayer' as it calls Muslims to worship Allah. Search for 'Call to Prayer' on YouTube, there are lots of soulful examples, such as <a href="http://www.youtube.com/watch?v=fe8qRj12OhY">www.youtube.com/watch?v=fe8qRj12OhY</a> . You could play this softly as pupils explore the artefacts on the table.</p> <p><b>Weight of hair:</b> Muslim teachings say Muslims should be generous and share what they have with others. Ask pupils how a tiny baby could share what they have? It is possible? In order to show that they expect the baby to grow up as a loving and generous adult, some Muslims gently shave the baby's hair. They place it in scales and whatever its weight, they give that weight in gold or silver, or some other precious metal, to the poor. As you explain this process hold the razor, foam, scales, gold etc. Ask pupils to tell you what the gift of gold/silver means, even though the baby doesn't know about it.</p> <p>Sum up: ensure pupils understand that two important aspects of being Muslim are performed by many Muslims when a baby is born: faith in Allah and being generous and kind. As above, ask what mementoes of these ceremonies Muslim parents would keep.</p>	
<p><b>Teacher assessment</b></p>	<p><b>Still need more depth of learning</b></p>	<p><b>Shows strong understanding</b></p>
<p>How do some people show they belong to one another?</p>	<p><b>Retrieval task:</b>  Match up task:</p> <p><b>disciples</b> – friends of Jesus.  <b>Christians</b> - people who worship God and go to church.  <b>church</b> – a special place where Christians go.</p>	

**holy** – special and linked to God.  
**Islam** – the Muslim religion.  
**Muslims** – people who worship Allah.

**Activate task:**

Ask pupils to tell you what makes a friend.

- ✓ What do they have to do to be a good friend?
- ✓ Do they ever make promises to their friends?
- ✓ What do they bring to their friends; jokes, games, toys?
- ✓ What do their friends give to them?

Gather words from this conversation and write on a large piece of paper, save the paper.

Explain we are going to look at how two people show they belong to each other with a ring and a promise. Can the class guess what you mean?

We are going to look at weddings.

**Main lesson:**

Why won't Elsa let Anna marry Prince Hans after one day in Frozen? Because they don't know each other.

Compare to Gru and Lucy's wedding at the end of Despicable Me 2, can pupils tell you how many dates they went on before they got married (147)?

Discuss why it is important to know each other well before you get married.

The ideal of marriage involves looking after each other for the rest of your lives, so people make promises to each other on their wedding day.

In pairs, ask pupils to think about what promises would be important if two people were going to get on, live together and help each other. Ask some pairs to share the promises.

Show images of wedding rings.



Show your own if you have one. Do the class now what they symbolise. Explain that they mean an unbroken chain between the people who are married as well as God. At a wedding the couple place rings on each other's fingers as part of their promise to each other. Ask the class why people wear their wedding rings all the time. What sign does this give the world?

Display this traditional Anglican wedding vow:

I, take you, to be my wife [or husband]. To have and to hold from this day forward; for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy law; and this is my solemn vow.

Small pupils will find this complicated. Break it up into chunks and talk about the separate promises; for better and worse, for richer and poorer, in sickness and in health. What do they mean?

Cut up paper hearts and give to individual pupils. Ask them to choose one of these three promises and design a symbol to show what they mean, such as 'I will look after you when you are ill', 'I will still love you if we are poor', etc. If possible they can write the meaning, or just present their symbol. Collect and save these.

**Teacher assessment**

**Still need more depth of learning**

**Shows strong understanding**

What does it mean to belong to a faith community?

**Retrieval task:**

Match up task:

**Christians** - people who worship God and go to church.  
**church** – a special place where Christians go to worship.  
**holy** – special and linked to God.  
**Islam** – the Muslim religion.  
**Muslims** – people who worship Allah.  
**Mosque** – a special place where Muslims go to worship.  
**vicar** – in charge of a church  
**imam** – in charge of a mosque

**Activate task:**

What can you remember from this unit about welcoming ceremonies and weddings?

**Main lesson:**

Give them a large Venn diagram with religious ways of belonging in one circle, and non-religious ways of belonging in the other. Recall the key ideas about symbols, welcoming ceremonies and weddings.

What keywords and ideas fit only in religious ways of belonging? (e.g. baptism, aqiqah, God)

What keywords only fit in non-religious ways of belonging? (e.g. Beavers/Rainbows; sports clubs etc)

And which might overlap? (e.g. family, friendship, love, symbols, badges, commitment, identity...)

Give some examples of where religious and non-religious people might work together, such as doing charity work, or remembering special events.

Christian Aid week is a time when many people who are not Christians give to support people in need; Children in Need is a charity event that people take part in, both religious and nonreligious. Remembrance Day is a special day of remembering for all people, regardless of whether they are religious or non-religious.

Common strengths	Common weaknesses	Notes for subject leader	Pupils who still need more depth of learning	Shows strong understanding