Unit title: What does it mean to belong?
Age Group: 4-7s
Title of the Investigation:
What does it mean to belong?
Year Group: R / 1 / 2

ABOUT THIS UNIT:
In this unit children learn about belonging. They find out how different people belong in families, schools, towns or villages – and how some people belong to religions. They can find out about some symbols of belonging for Jewish people, Hindus, Muslims, Buddhists or Christians. They can think about some of the meanings of a range of symbols, including examples of religious symbols, and about how stories are shared by people who belong together. Children are given the opportunity to deepen their understanding of some religious ways of belonging – by being part of a community that celebrates, shares values and shares a history. Pupils will think about how symbols show us something important and consider what symbols matter to them, and express aspects of their belonging.

The fact that the unit includes all six religions does not mean that teachers should teach six religions one after another. The Cumbria Agreed Syllabus requires schools to be selective about the religions from which they teach. Teachers at KS1 should focus on Christianity and one other religion and at KS2 focus on Christianity and two religions—plus some knowledge of aspects of others.

The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

The Enquiring Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

**Good RE:**
- Informative
- Knowledge Building
- Understanding
- Enquiring
- Questioning
- Investigating
- Expressing
- Active
- Responsive
- Reflective
- Evaluative
- Responsive
Estimated time for this investigation:
8 -10 hours. Be selective, and do the work the RE syllabus requires you to cover in depth, rather than skating over the surface of too much content. Less is more in RE, where pupils reflect deeply. ‘Don’t just answer the question, question the answer.’

Where this unit fits in:
This unit builds on previous work, for example on learning what religion is, and about sacred places, signs and symbols. The curriculum plan connects to two other examples which SACRE has provided, on sacred books and stories and on festivals. Teachers can continue to explore ideas of belonging and symbolism in the 7-11 age range, building on the learning here. Links to communication, language and literacy, where children are beginning to learn about figurative language are important, and the whole function of the unit is to help children see beyond the surface of an object, sign or word, and look for a deeper meaning, a sign of belonging. Religious symbols are imbued with centuries of meaning for millions of people, so it’s important that children see the significance of a symbol – more than a badge or logo!
Do keep stressing the value of clearly seeing the similarities and the differences in religions. The ‘main symbol’ of each faith is a good way to clarify the understanding of the children.

Key strands of learning addressed by this unit, from the Cumbria RE syllabus:
- Knowledge and understanding of ways of expressing meaning AT1
- Skills of asking and responding to questions of identity, diversity and belonging AT2
- Skills of asking and responding to questions of truth, meaning and purpose AT2

Attitudes focus:
This unit enables pupils to develop attitudes of:
- Open-mindedness: Being willing to gain new understanding from other people’s belief about the symbols found in their faith. Practicing respectful attitudes to religions they do not belong to.
- Appreciation and wonder: Developing pupil’s capacity to respond to the exploration of symbols and meanings throughout this unit.

RE in mixed age classes and small schools:
It is challenging to make progression in RE work across the 4-7 age range in the classroom of mixed age children. The writer of these units has made a serious effort here, but teachers from R, Y1 and Y2 are encouraged to be selective and develop their own well thought out practice.

Contributions to spiritual, moral, social and cultural development of pupils
- Spiritual: Discussing and reflecting on key questions of meaning that are at the heart of religious traditions and practices.
- Moral: thinking about why we all belong together and how we can help each other
- Social: Articulating own and others ideas about symbolism in religion and their own lives.
- Cultural: Encountering people, literature, arts and resources from Christian and Muslim cultures.
### Prior learning

It is helpful if pupils have:

Some prior knowledge and understanding of religions, including the words: Buddhist, Muslim, Christian, Hindu

Remind them of work they have done already.

### Vocabulary

- Pupils will have an opportunity to use words and phrases related to:
  - Symbols, Actions, Gestures, Metaphors
  - Christian artefacts: Cross, Palm cross, Hot cross bun, Nativity figures, Easter & Christmas cards.

- And/or
  - Muslim artefacts: Prayer mat, Qur’an, Qur’an stand, Star and Crescent Moon, Eid cards.

- And/or
  - Jewish artefacts: mezuzah, Shabbat

- And/or
  - Hindu artefacts: images or murtis of gods and goddesses, Aum symbol, divas

- And/or
  - Buddhist artefacts: 8 spoked wheel, images of the Buddha, prayer flags

### Resources

- The school symbol/logo, and everything that has the logo on it.
- A collection of badges and signs of belonging
- A selection of information books about the religions studied
- Say Hello To... a whiteboard resource, £30 from RE Today which can make four religions come alive for Reception classes.
- A useful teachers book for work with the Cross is 'A-Cross the World' by Martyn Payne and Betty Pedley
- Jewish Persona doll & details of its persona in a book to remind you. Photos of Shabbat and artefacts: white table cloth; Challah loaves and cover; Kiddush cup; candlesticks and candles, mezuzah.
- Muslim Persona doll & details of its persona in a book to remind you. Muslim artefacts: prayer mat, badges and car stickers with moon and stars on them, pictures, Qur’an stand, compass for prayer directions.
- Hindu Persona doll & details of its persona in a book to remind you. Hindu artefacts: different versions of the Aum Symbol, murtis (statues) of gods and goddesses, diva lamps, an Aarti tray, Divali cards.
- A feely bag
- Photo packs of non-verbal forms of communication e.g. Talking Pictures, RE today 2012 - Whiteboard CD and picture pack for Muslim, Jewish and Christian learning.
- [www.reonline.org.uk](http://www.reonline.org.uk) links to virtual tours of Mandir, Church, Vihara, Synagogue, Mosque
- Resources for Birthdays (cards, candles, fake present)
- Visual cues for celebrations including Harvest, Pesach, Easter, Christmas, Eid, Ramadan, Divali, Wesak.
- Wafa’s Eid Video ([www.childseyemedia.com](http://www.childseyemedia.com))
- Children’s Bible (Lion Publishing) and Christian stories: Daniel and the Lions, David and Goliath, Jesus’ last days
- Muslim stories: The Night of Power
- Hindu Stories: Rescuing Sita (Divali stories)
- Buddhist stories
- Jewish stories
- Christian, Hindu, Buddhist, Jewish and Muslim songs or music.
### Expectations: At the end of this unit of work, pupils will show some achievements:

<table>
<thead>
<tr>
<th>Nearly all pupils will show some learning from the Early Learning Goals:</th>
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<tbody>
<tr>
<td>● Children listen with enjoyment and respond to stories, songs and other music rhymes and poems and make up their own stories.</td>
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<tr>
<td>● Children have a developing respect for their own cultures and beliefs, and those of other people.</td>
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<tr>
<td>● Children begin to know about their own cultures and beliefs and those of other people.</td>
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### Level 1

<table>
<thead>
<tr>
<th>Most pupils will be able to:</th>
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<tbody>
<tr>
<td>● Identify some holy books, e.g. of Muslims and Christians: the Qur’an, the Bible.</td>
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<tr>
<td>● They will be able to talk about why a book is special to them.</td>
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<tr>
<td>● They will be able to say something about stories from Christian, Hindu, Jewish, Buddhist or Muslim faith.</td>
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<tr>
<td>● Ask some big questions about life and God: where is God? What is God like? Can anyone see God? Why are we alive? Is life a gift? What shall we do with our lives?</td>
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<tr>
<td>● They will be able to talk about some stories which Christians, Muslims, Jews, Hindus or Buddhists love to tell, for themselves.</td>
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### Level 2

<table>
<thead>
<tr>
<th>Many pupils will be able to:</th>
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<tbody>
<tr>
<td>● Retell a symbol from a religion they have been learning about</td>
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<tr>
<td>● Describe what happens in some religious stories in detail and identify what message the story holds for believers;</td>
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<tr>
<td>● Make links between the symbols that show respect in different religions</td>
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<tr>
<td>● Use general words like ‘sacred, holy and special’ to describe the place symbols of belonging in religions</td>
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<tr>
<td>● Identify similar beliefs and ideas expressed symbolically in different religious or secular contexts, through symbols, actions and words.</td>
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<tr>
<td>● Make links between their own ‘special objects’ and some artefacts of religions.</td>
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### Level 3

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<tr>
<th>Some pupils might be able to:</th>
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<tbody>
<tr>
<td>● Recall and suggest a meaning for a simple religious fact, e.g. that the Qur’an was revealed to the Prophet Muhammad, that the story of Christmas comes from the Christian’s Bible, that Divali is a Hindu story, that a Buddhist image of the Buddha can help people meditate.</td>
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<tr>
<td>● Suggest the meaning of the way a holy book is treated – e.g the Qur’an is wrapped in silk (respect), the Bible may be read daily (for comfort or help), the Torah Scroll is not touched with dirty hands, is handwritten (Jewish).</td>
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<tr>
<td>● Respond sensitively to a religious idea, e.g. that we should not eat meat because it means killing animals (Buddhists, Hindus).</td>
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### ASSESSMENT SUGGESTIONS:

You don’t always need an assessment task for an RE unit, but if you do, then try these learning tasks that show evidence of achievement. Depending on the religions covered:

- Pupils make jigsaw pieces to show aspects of their own identity and of the religious identities of some children whose stories they have heard.
- Pupils complete a moon and star shaped template to show symbols and meaning from the Muslim faith generated through this unit. Children provide their own symbolic ideas with explanations. Would this symbol be suitable to display in a Mosque? Display as a mobile ceiling hanging.
- Pupils complete a cross shaped template to show symbols and meaning from the Christian faith generated through this unit. Children provide their own symbolic ideas with explanations. Would this cross be suitable to display in a Christian place of worship? Display as a mobile ceiling hanging.
- Pupils make red, orange and yellow flames to go onto a menorah, the 7 branched candlestick symbolic of Jewish life, and choose some key words about what matters most to Jews to write on their flames.
- Pupils complete a template shaped like an Aum to show symbols and meaning from the Hindu faith generated through this unit. Children provide their own symbolic ideas with explanations. Would this symbol be suitable to display in a Hindu Mandir? Display as a mobile ceiling hanging.
- Pupils complete a template shaped like an outline of Buddha, or like an 8-spoked wheel to show symbols and meanings from the Buddhist faith generated through this unit. Children provide their own symbolic ideas with explanations. Would this symbol be suitable to display in a Buddhist temple? Create a mobile hanging from the work done by all the children.
- Older (6-7 year old) pupils can design and make an information leaflet suitable for Year One children containing illustrations and text to explain some symbols from the faiths studied.
**LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>What does it mean to belong to a family? How do we show that we belong to our school?</th>
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</thead>
<tbody>
<tr>
<td><strong>Belonging to your family</strong></td>
</tr>
<tr>
<td>Explore the idea of belonging to a family. Teacher talks about her family and encourages the children to talk about their own families. Draw pictures and collect photos for a display “Belonging to a Family”. In groups children could act out scenes from each other’s family life.</td>
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<tr>
<td><strong>Belonging to our school</strong></td>
</tr>
<tr>
<td>Show children one by one objects that belong to school – e.g. badge; items of uniform; letterhead notepaper; a pencil with the school name on it; photo of the school from the air. As many as you can find. All these things belong to the school, but what really matters in schools is the people. Do the people belong to the school, or does the school belong to the people?</td>
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<tr>
<td><strong>Belonging to a school</strong></td>
</tr>
<tr>
<td>Explore what children enjoy doing with their family, where they like to go, regular family pursuits, meals shared together, special times and events shared. Ask parents/carers for help by sending a letter home and ask them to visit the class to talk about significant family events. Add details of these to the display. Some children may mention significant events that occur in the family because they have a faith commitment. There could be a section of the display with the title “Special Times with our Families”</td>
</tr>
</tbody>
</table>

**TEACHING AND LEARNING**

| ELG: Children have a developing respect for their own cultures and beliefs, and those of other people. |
| Level 1: I can talk about belonging to my family and to my class. |
| Level 2: I can relate the idea of belonging to a symbol or sign. |
| Level 2: I can suggest meanings of different symbols. |

<table>
<thead>
<tr>
<th>Points to note</th>
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<tbody>
<tr>
<td>Links to Literacy and the use of descriptive language and feelings are developed through this work.</td>
</tr>
<tr>
<td>Speaking and listening skills are expanded throughout.</td>
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</tbody>
</table>

**CHILDREN WILL THINK**

- They will think about belonging for themselves and belonging together.
- They will think about belonging in lots of different ways.
- They will think about belonging to faith groups.
- They will think about belonging in lots of different families.
- They will think about being special.

**CHILDREN WILL KNOW**

- That some people belong to faith groups.
- That some people belong to different types of families.
- That some people are special.
- That some people understand that we all belong in lots of groups.
- That some people know that some people have a faith commitment.

**CHILDREN WILL BEGIN TO UNDERSTAND**

- That some people believe in belonging together, and how they show it.
- That some people have a faith commitment.
- That some people share similar experiences.
- That some people share similar experiences.
- That some people think about belonging in lots of different ways.
- That some people think about belonging to faith groups.
- That some people think about belonging to different types of families.
- That some people think about being special.
- That some people understand that we all belong in lots of groups.
- That some people know that some people have a faith commitment.

**CHILDREN WILL REFLECT**

- They will reflect on the concept of belonging.
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**OBJECTIVES**

- Give children a strip of paper, and tell them we will make a paper chain to hang up in the classroom to show we all belong. Children write their names and draw self portraits on the strips. Who else, apart from those in the class shall we add to be part of our ‘chain of belonging’?

**Classroom to playground?**

- Class to playground?
- Classroom to playground?
- How do we show we all belong?
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<tr>
<th>LEARNING OBJECTIVES</th>
<th>TEACHING AND LEARNING</th>
<th>LEARNING OUTCOMES</th>
<th>Points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean to belong to our class? Do we fit together like a jigsaw puzzle?</td>
<td><strong>Children will know that they are members of a class community.</strong>&lt;br&gt;<strong>Children will begin to understand that they can take responsibility for each other.</strong>&lt;br&gt;<strong>Children will reflect on their place in the class community and that class members can “belong” in different ways.</strong>&lt;br&gt;<strong>Children will think about how they belong, and who they are, linking work on identity and belonging.</strong>&lt;br&gt;• Introduce the idea of the class as a community to which the children belong and are members of. Talk with them about membership of the class. What makes us belong? – because we learn and play together and take care of each other. Each child draws themselves (or take photos) and make a display of the children’s faces with the caption “All the children in Class 1 belong together because-------”&lt;br&gt;• Talk about whether a person is like a jigsaw. Tell pupils if you were to make 6 pieces of a jigsaw with pictures in to show who you are, what six things would you show? Home? Family? Pets? People? Activities? We are all made up of different parts to our lives or to who we are. Make jigsaws about ourselves, to show who we are and who we belong to. We will learn be learning about the different ‘jigsaw pieces’ children from different religions might choose.&lt;br&gt;• An internet search will show you where you can buy blank jigsaws for pupils to use in this work, but ones they make themselves may be just as good. Ask every child to make some drawings to go into the jigsaw puzzle pieces: a picture of your favourite place, your favourite book, your favourite day of the year, your self and a symbol or badge that says who you are. Everyone can do a five piece jigsaw. Older or faster working children can add pieces 6, 7, 8 and 9. Think of some of the pieces that make up you. Put simple labels around the pieces. Draw leaves and growing branches around the jigsaw: we are all growing and changing. The jigsaw isn’t finished yet.&lt;br&gt;• Good RE teaching is never content with a factual approach to religion: the subject is for every child, and must seek to connect with every child, helping them to reflect on their own experiences and values. <strong>Stories of religious children: ‘Say hello to...’</strong>&lt;br&gt;• Use two stories of religious children and their lives (e.g. Say Hello to...’ from RE today or any two stories will do). Ask children in groups of three to do a jigsaw of belonging for the religious children in the stories. Change the religions, change the focus questions, change the layout, make it work as a paired activity or collect ideas on the whiteboard. It can be done by purposeful drawing, and two words added to each box for slightly older children can be useful.&lt;br&gt;• Does everyone have a ‘jigsaw life’ made up of lots of different pieces? Do the jigsaws of our lives grow bigger?</td>
<td><strong>ELG: I respond in different ways by play and talk to ideas about belonging.</strong>&lt;br&gt;<strong>Level 1: I can identify some pieces of the ‘jigsaw of my life’ and talk about them</strong>&lt;br&gt;<strong>Level 2: I can respond sensitively and suggest meanings to the jigsaws of other people.</strong>&lt;br&gt;This activity can link to literacy work, e.g. alongside the Year 1 literacy unit on Narrative, ‘Stories from a range of cultures’.&lt;br&gt;This example uses ‘Say Hello to...’ digital storybooks for the whiteboard, by RE today. But any two stories about children from different faiths would be suitable.</td>
<td></td>
</tr>
</tbody>
</table>
**LEARNING OBJECTIVES**

- Introduce Hassan (persona doll) as a member of a Muslim family. Build a persona for him: Hassan lives with his parents & 2 sisters. He likes to eat…. He likes to go swimming with his sister. He lives…. Display Hassan, photos and artefacts on a green cloth. Explain that Hassan and his family are Muslims. They believe in one God, call God Allah and believe that Allah made the world. Do you know anyone like Hassan? Discuss how they are the same as Hassan, and any differences. Read from a children’s book the Creation account from the Qur’an. What questions have they got for Hassan? Children can draw Hassan and his family and add details to the family display.

- If you have some small world people, or some dolls, or a Querk in your classroom, suggest to the children that they play whispering to the toys. Sit some dolls in the middle for circle time, and ask children to whisper important words to them. Would it be good to have an afternoon when we all whispered, once in a while? It makes you calm, helps you listen, and keeps the classroom peaceful. Are there other things children like about whispering?

- In circle time, tell children we are going to learn about whispering. Ask them to talk in pairs about when it is good to whisper. Play a game of Chinese whispers – it is boring if the circle is too large, so set up two or three circles of about 6-8 children to do this. Give them some messages to try out first: ‘There is cheese pie for dinner today.’ ‘Mrs Jones is having a baby in the summer holiday.’ ‘Everyone should remember to be kind.’ ‘When Baby is sleeping, don’t make loud noises.’ Ask children if it is true that whispering makes us listen carefully, and talk about why we whisper – to tell a secret, or to ‘not wake the baby.’ Some children have a baby in their homes: ask if they will share what kinds of things people say to the baby, and the kinds of voice they use.

- Religious whispers: Tell children that there is a religion where a new baby gets a message in whispers at the beginning of life. Show a picture of a Muslim dad whispering the Adhan, the statement of Muslim faith, into his baby’s ear. What questions have they got about the photo? Ask them to make some guesses: What is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? What do you like about the picture?

- Explain that a Muslim custom is to whisper to a new baby ‘**God is most great. There is no God but Allah**’. These words are a part of what Muslims pray 5 times every day and are very important for Muslims. Why whisper? Why not shout? Why these words? How does it feel? Does it matter that baby doesn’t understand? Think about whispering to a baby. If they could choose words to whisper, what would they choose? e.g. ‘Welcome to the World!’ (or ‘Family’?); ‘You are loved’; ‘May you always be happy’ or ‘The fun starts here!’ (or ‘the learning…’). Which ideas do the children like, and can they suggest ideas of their own?

**TEACHING AND LEARNING**

- Children will learn to recognise and talk about features of Muslim life and how babies begin to belong to the community.

- Children will think about belonging in their own lives.

- Children will learn some details of Muslim family life.

- Children will understand that Hassan’s family believe that they belong to God.

- Children will reflect on how they are the same or different to Hassan.

**LEARNING OUTCOMES**

**ELG: I can listen to stories, and respond in different ways by play**

- Level 1: I can talk about some Muslim customs and practice.
- Level 2: I can respond sensitively and suggest meanings to Muslim practice.

**Points to note**

The lesson will work differently for Muslim and non-Muslim children in the class.
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>TEACHING AND LEARNING</th>
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<th>Points to note</th>
</tr>
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<tbody>
<tr>
<td>When, what and why do Muslims shout? What is worth shouting about?</td>
<td>Children will think about how they belong, and who they are, linking work on identity and belonging. Children will learn how Muslims feel they belong together, and show this when they all pray in the same way. Children will think about the way some Muslims show they belong to their religion.</td>
<td>ELG: Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Retell narratives in the correct sequence, drawing on language patterns of stories.</td>
<td>Choose 5 entrants to a shouting competition, and send them with a TA to the highest window in school. The rest of the class stand 50, then 70 metres away. Can they hear, loud and clear? What will they shout? Things they have learned this week. Words that really matter.</td>
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<td>Ask: Do you like to whisper or do you like to shout? Most of us like to do both at different times. Challenge groups to build big towers using whatever blocks you have. Can anyone make a 20 block tower, without it falling down? What is the tallest Jenga tower you can make? Remind children about the words Muslims whisper to new babies and the words they chose to whisper last time. Tell them that shouting is sometimes useful. When is it good to shout? When is it bad to shout? (Football? Across a distance? At home? If we are cross? In the playground? In the classroom?)</td>
<td>Level 1: I can talk about religious practices like shouting from a Minaret. Level 2: I can identify and respond sensitively to religious words and ideas in Muslim prayer.</td>
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<td>Explain that you are going to do some shouting together. This sounds crazy, but works well – some ‘shouting to order’ is fun and can reinforce the teacher’s control of the class. Tell them that you would like to hear their ideas about good words to shout, and in talking partners come up with ideas. Suggest some of your own e.g. Every child is important or We all have to be fair or Donuts are delicious or Computers are cool or Every day, learn something new or Every day, be kind to someone new. Tell the children that you will shout the lines first, and they can all shout back. Make it fun.</td>
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<td>Shouting from Minarets. Explain that a Muslim place to pray is called a mosque, and mosques often have a tower called a minaret which is for shouting. Show some pictures of minarets and talk about other buildings with towers. The tallest minaret in the world is 210 metres, 689 feet tall. It is part of the Hassan II Mosque in Casablanca. In olden times, before watches or clocks or loudspeakers, the prayer-caller would climb the stairs of the minaret and shout from the top when it was time to pray, 5 times a day. He would shout things like: ‘Prayer is better than sleep’ ‘Come to Prayer’ ‘Come to God’ ‘There is not God by Allah.’ Do children remember what was whispered to the baby? It is the same as one thing shouted from the Minaret: ‘There is only one God.’</td>
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<td></td>
<td>Can we find out from what people whisper, and what people shout, what matters most to them? What really matters to Muslims? What words are most important to Muslims? Allah is most important to Muslims. It’s not a good idea to get children to join in with the religions they study, so don’t have the whole class shouting the call to prayer. It is fun, though, to have a shouting competition and see who can do ‘loud and clear’ the best.</td>
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<td></td>
<td>What questions have they got for Hassan about the shouting and whispering?</td>
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Use the tower building play to show children how Muslims make towers on mosques, and shout important words from them.
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<tbody>
<tr>
<td><strong>What does it mean to belong to Christianity? What does it show? What do Christians remember at Easter?</strong></td>
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<tr>
<td>Children will know that some children are members of a church and belong to the Christian family.</td>
<td>Introduce Elizabeth (persona doll) as a girl belonging to a Christian family. Build a persona for her - where she lives, who she lives with, her parent’s occupation, family pastimes. On Sunday Elizabeth goes to church with her family. Use a blue cloth to display the persona doll and any Christian artefacts. Children draw Elizabeth and record some detail of her family life. This information plus photos are displayed with the children’s family “details”. Do you know anyone like Elizabeth? Discuss how they are the same as Elizabeth, and any differences. What questions have they got for Elizabeth?</td>
<td>Level 2: I can identify reminders of special events in things we do.</td>
<td>Use visual aids to stimulate the discussion. Use 10 objects related to Easter and play ‘Kim’s Game’ with them – hide and remember!</td>
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<td>Children will sit alert and relaxed, ignoring outside distractions, to reflect on what they can hear, smell, feel.</td>
<td>Stilling: Explain that we are going to prepare for what will happen when we visit a Christian church or chapel to look for clues about belonging to Christianity. So they can feel what the atmosphere is like and why it is a special place, they are going to practice being still and quiet. Children sit up straight but relaxed, breath slowly with their eyes closed. Focus on their breath. Ask children to imagine they are entering a large room. In their mind, they look around the room to find somewhere to sit. What can they hear in their imaginary room? What can they smell? How do they feel? Have a silence before opening eyes. In pairs children describe to each other what their room was like and how they felt when they were there. Ask some children to tell everyone about their partner’s room.</td>
<td>Level 2: I can retell the story of Jesus’ last days.</td>
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<tr>
<td>Children will learn about signs of belonging to Christianity.</td>
<td>Visit a local Christian place of worship: Be detectives-what clues can we find to help us with our enquiry about how does belonging to Christianity show? Inner &amp; outer, external &amp; internal clues.</td>
<td>Level 2: I can suggest a meaning from the Easter festival.</td>
<td>Use visual aids to stimulate discussion. Use mica of ‘Kim’s Game’ with 10 objects related to Easter.</td>
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<tr>
<td>Children will learn about the stories and celebrations of Holy Week and Easter.</td>
<td>What do Christians remember at Easter? Tell some Easter stories. Emphasise that Christians belong together, and it shows at festivals like Easter: they share a story.</td>
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<td>Children will identify how participating in Easter might show that a person belongs to Christianity.</td>
<td>Ask children to reflect on what they know about the key events in the Christian calendar (Easter, Harvest, Christmas) and how visual symbols can be seen at these times e.g. the cross on the Easter hot cross bun. Show them Easter objects – they are symbols, reminders. The community is bound together by sharing the story, which shows belonging.</td>
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<tr>
<td>Children will reflect on events in their own lives and link them with festival and celebration in Christianity.</td>
<td>Base literacy lessons on stories from the last week of Jesus’ life: entering Jerusalem on Palm Sunday, Healing, the Last Supper, the death of Jesus and the Empty Tomb. Explain, using symbols and objects, how these events are remembered today by Christians. Use music, dance and drama.</td>
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<tr>
<td>How does belonging to the Christian religion show at Easter time?</td>
<td>Have a quiz about all the children know and have learned about Easter. Show the children a version of ‘Kim’s Game’ with 8 objects on a cloth, all to do with Easter – flower, toy rabbit, hen’s egg, chocolate egg, bread, wine, toy donkey, hot crossed bun, crosses. Ask children to label the object with flash cards, and talk about how they connect to Easter. You could put in a couple of irrelevant objects too. Ask them to look and remember, then cover the cloth and see if they can list all the objects to a talking partner. Ask children which ones matter most at Easter. Take away those that matter less one by one, and see what the last three, two, one are. These are signs of belonging to the Christian faith.</td>
<td></td>
<td>Use a simple selection of Easter objects for a version of ‘Kim’s Game’ to explore belonging at Easter. Drawings are a possible substitute for objects.</td>
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</table>
### LEARNING OBJECTIVES

**What does it mean to belong to the Hindu community? What is it like to belong when it is Raksha Bandhan?**

Children will recognise uniforms, badges or behaviours as signs of belonging.

Children will identify how belonging can be shown.

Children will know that some children have an identity as members of the Hindu faith community.

Children will know the meaning and key features of the festival of Raksha Bandhan.

Children will explore some ways in which siblings express care and concern for each other and the importance of this for relationships.

Children will develop an awareness of their own value and the value of others.

Children will explore how people know that they belong to a family and other groups, including religious groups.

### LEARNING OUTCOMES

**Level 1:** I can recognise that Raksha Bandhan is a festival of religious belonging.

**Level 2:** I can talk about the ways I belong to my family and friends for myself.

**Level 2:** I can explore how Hindu families enjoy the festival of Raksha Bandhan.

### Points to note

Natural links to the festivals celebrated by any child in any family can be made here.

Use cards with words & pictures showing communities to which pupils belong plus statements e.g. Where I know lots of people; Where I worship; Where I play.

### TEACHING AND LEARNING

**How can we tell what belongs to who?**

- Show your own doll or soft toy – “this is my doll”. How do I know she belongs to me? She sits on my bed. She has my family name. I like her. We do things together. Talk about the idea ‘she belongs to me’. Do families say that? Do families belong together? How does it show? What family do each of the children belong to?

- Remind children that we belong to our class, and to a group within the class. In our school we show we belong by e.g. wearing a uniform, carrying our school book bag. What makes us feel we belong? Discuss why the children are important members of this school/class. Others don’t belong to our school – we are fine with that, but we like all those who share one school.

- Talk about *clubs to which the children belong* – do they wear special clothes-badge? Are there special rules for their club? There are others who wear things to show they belong to a religion. What examples can children remember? Look at pictures and artefacts to work out answers to this question.

- **Introduce Rita (a persona doll) as a member of a Hindu family.** Build a persona for her - Rita belongs to her family, class, school and Hindu faith community who meet at the Mandir. Rita also belongs to Rainbows. Explore the uniform, badge and activities that Rita enjoys as a member of Rainbows. Rita’s brother plays in a football team - describe the football club & strip. Display Rita, pictures and artefacts on a red cloth. What questions have they got for Rita?

- Give pupils a series of statements and get them to match these to 3 or 4 groups to which they belong e.g. school, family, club, town, village, faith e.g. where my friends are, where I play etc.

- **How do Hindus show they belong to family and religion during the festival of Raksha Bandhan?** Remind pupils that there are many religions. Hindus are the religion we are finding out about today. Show a Rakhi, or photos if you can’t get one. Ask before you tell: what might it be? Who do you think uses it? What do you like about it? What questions have you got about it? Explain that at Raksha Bandhan sisters like Rita make a Rakhi, a wristlet, for their brothers, and tie it onto their wrist. Brothers give sisters a present, and a promise: to care for and protect them. Sisters give sweets to their brothers. It’s a festival of family belonging.

- Ask pupils if they could weave four colours of thread together and decorate the wristlets with three symbols of belonging, what would they do? Design and make wristlets like rakhis that show belonging to your school. Ask pupils to think about what kind of sister, or brother, or friend they want to be. Can they choose 5 words to do this (maybe from a word bank?)

Rakhis are bracelets, given by Hindu sisters to their brothers. Often they are handmade, with love.
### What does it mean to belong to Buddhism? How do the Buddha’s followers belong together?

| Children will know that Buddhists have a particular identity as members of the Buddhist community. | Introduce Arun (persona doll) as a member of a Buddhist family who belongs to our school. He could wear a school uniform to make this more realistic. Build a persona for Arun e.g. favourite foods, hobbies, comics and his family. Add his details to the belonging display. Do you know anyone like Arun? Talk about some of the “rules” that are important in Arun’s family e.g. Arun knows that he must look after his younger sister, take good care of his cat and not kill insects. He learns that it is important to help others and his family don’t eat meat. |
| Children will begin to understand that we all belong to different communities that have rules for members. | Choose some images, or artefacts that show the calm and peaceful face of the Buddha and show them to the class. What do they notice? What questions have they got? Do the images show any feelings? What do we mean by calm / peaceful / serene / rested? Tell the children that Buddhists follow the teaching of the Buddha, and they find calmness and peace doing this. We are going to learn about 4 things the Buddha taught. People who belong to the Buddha’s way find these images very calming, and they help them to belong together. |
| Children will learn about 4 things the Buddha taught his followers. | Outside the Classroom– a walk to look for things in nature we can learn from. Prepare children to take a quiet walk in the school grounds or local park or field. Can they look out for four things on their walk? Something fresh, a sign of peace, something beautiful and something still. Grass and leaves, flowers or twigs, stones and seeds might all have these kind of meanings for children. Walk, collect, and remind them. Put the collection of things they bring on display: can we see why people chose their four objects? |

### Act out:

- **When did the children feel most thirsty?** Waking up? After easting crisps, or running hard? What is it like? Something refreshing when you are thirsty is wonderful. Act out drinking a glass of water, and get the children to do so with sound effects.

- **What makes a good sign of peace?** Talk about doves and hearts, candles and handshakes – try some out. What is it like to show a peace – sign? Act out being aggressive or cross, then act out peace or calm, in pairs.

- **What is beautiful?** What beautiful things came from the walk? Which do you think is more beautiful, the Queen’s crown, or a mountain view? A smart new bike, or a lovely tree? A flower, or a bird? Act out how we react when we see something beautiful, in pairs, and then share some with the class.

- **Why is it sometimes good to be still?** Ask children who can keep a straight face, or a still body (on one leg?) play it as a game, and then talk about how stillness makes us feel. When are you still? (Asleep, watching something carefully, feeling relaxed?) Act out ‘busy’ and ‘still’ top show the contrast.

### ELGs: These activities help children to:

- develop respect for different beliefs
- use language to imagine and create roles and experiences
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- respond in a variety of ways to what they see, hear, smell, touch and feel

| Level 1: I can recognise three things a Buddhist learns from looking at the world around them I can talk about what I think is good about being kind and calm. | This lesson uses hard ideas – but very simple activities. The intention is to enable children to think for themselves, deeply, about some Buddhist ideas. |
| Level 2: I can make up two examples from nature that would show what Buddhists believe about being kind and calm. I can talk about how we can use our bodies to learn about how to live. | |

The Buddha taught calmness and his followers try to be calm. This image is by 7 year old Daisy.
**What did the Buddha teach? Can we understand some of his teaching?**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>TEACHING AND LEARNING</th>
<th>LEARNING OUTCOMES</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| Children will learn about some sacred sayings from Buddhist life, and think about ideas to do with Buddhist practice – calmness, beauty, peace. | **The Buddha said...**  
- Tell the children that some people think this next bit of work is too hard, but you think they can do it. Explain that Arun has been learning about things the Buddha taught. Read them the four quotes below from the Buddha. How do these connect up to what we have been doing? Which do you think is Arun’s favourite quote? Ask pupils to choose a favourite quote, and design a picture or image to go with it. Make a class display. One is for freshness, one for calm, one peace, one for beauty. Which is which and why? | **Level 1:** I can recognise things a Buddhist learns from looking at the world around them  
I can talk about what I think is good about being kind, calm, or peaceful | If you think the work is too hard, why not try it with a small group of higher achieving pupils, and have them share their learning with the rest? |

| You should refresh other people by bringing love and kindness to everyone.  
(from Milindapanha 22.7) | Listening to the words of the Buddha can bring you deep peace.  
(from Dhammapada 82) | **Level 2:** I can make up examples from nature that show what Buddhists teach about being kind and calm.  
I can talk about how we can use our bodies to learn about how to live. |

| Take time to be still. Calm your mind. It will help you think more clearly.  
(from Dhammapada 34) | A kind word is beautiful to others. It does good to other people.  
(from Dhammapada 51) |

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<th>Creative endings:</th>
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<tr>
<td>Ask children to suggest some other things from nature and lessons we might learn from them. Some could link to the Buddhist teachings; some could be children’s own ideas for how we should behave.</td>
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<td>Ask children to choose two of these creatures or objects from nature for themselves. One can be the kind of person they already are. One can be the kind of person they would like to be.</td>
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<td>Ask children to do some display work, drawing and painting the two creatures/objects they have chosen. For writers, a simple writing frame could help: “I am like a … because… I want to be more like a … because…” or “A (e.g. stream) is (lively). I am/am not like this.”</td>
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<td>Remind the class that the Buddha’s teaching is followed by millions, who belong together – they are Buddhists because they follow the same teaching – and they follow the same teacher, the Buddha.</td>
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<tr>
<td>What questions have they got for Arun about what the Buddha taught?</td>
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What does it mean to belong to Judaism? How do Jewish people show belonging?

Children will know that some children have an identity as members of the Jewish faith.
Children will know how one family celebrates Shabbat and begin to understand the importance of shared meals.
Children will reflect on significant times for their own family.
Children will identify a Jewish place of belonging as a synagogue.
Children will use the words 'holy' and 'sacred' to describe why the objects in a synagogue matter to Jewish people.
Children will begin to be sensitive to others' beliefs, values and experiences.

If possible, use a Jewish persona doll with a bag of objects, artefacts and foods to introduce the class to what it means to belong in Judaism. Introduce David as a boy who belongs to a Jewish family. Build a persona for him - where he lives, who he lives with, what he likes to do after school: Monday – swimming; Tues–cubs; Wed-meal at Grans; Thurs-friend’s; Friday - go home to help prepare for Shabbat.

David helps his Mum clean the house and lay the table for the Shabbat meal that Jewish people share with their families on Friday evening. Explain what happens - lay down white cloth, place on this two silver candlesticks with white candles, challah bread with cover, Kiddush cup.

When everything is ready Mum lights the candles and waves the light of these out to the family saying Blessed are You, O Lord our God, King of the universe, who has made us holy and commanded us to light the Shabbat candles. David’s Dad also says a prayer. Everyone is happy because work has ended for the week and they can relax together and say thanks to God for all the good things in their lives. As the family share the challah bread they think about the wonderful things God created for them to enjoy.

David enjoys being with his family for the special time of Shabbat. Do you know anyone like David? What questions have they got for David? What special times do you enjoy with your family?

Children can role play or sequence the events of the Shabbat meal using the artefacts.

What is a synagogue like? If possible, arrange to visit a synagogue or use a video clip or online virtual tour or set of photographs. Show artefacts and photos of a synagogue, for example the Torah scrolls, the Yad, the Ark, the Bimah. What questions have the children got? What do they think all these things are for? How might they be used?

What do Jewish people say about their places of worship? In pairs children work out a series of questions they would like to be answered by David or a member of the Jewish community. For example, how important is worship in the synagogue to a Jew? What happens in the building on Shabbat (Saturdays)? Emphasis should be placed on asking pupils to reflect on their observations and feelings in the synagogue or while watching a video of Jewish people worshipping in a synagogue.

What do the symbols at a synagogue mean? Ask children to label a diagram or photograph or a model of a synagogue, placing the Bimah, the Ark, the Torah scroll and the Yad in their place. Talk about the meaning and significance of each one. What questions do children have? Where can they find out the answers? Can they make simple versions of these out of lego?

What happens at synagogue on the Sabbath? After watching a video of what happens in a synagogue on Sabbath days e.g. www.bbc.co.uk/learningzone/clips/celebrating-shabbat-at-the-synagogue/3877.html children could talk about, and find out how Jewish people feel when they go to worship. If possible listen to Jewish prayers or songs.

Level 1: I can talk about how symbols are used in religions.
Level 1: I can talk about how Jewish people belong to the synagogue.
Level 2: I can suggest meanings in objects which demonstrate Jewish belonging.
Level 2: I can suggest why some objects are important for Judaism.

The Manchester Synagogue
### LEARNING OBJECTIVES | TEACHING AND LEARNING | LEARNING OUTCOMES | Points to note
---|---|---|---
**What have we learnt about symbols of belonging?**
Children will learn how symbols are used by believers in practice.
**The use of symbols: how and why?**
- Re-cap on what children have learnt about symbolism and ask the questions why are these symbols so important to some people? Is it possible to have a faith with no symbolic meanings? What sorts of symbols do we use in our families, to show we belong together?
- Children complete a reflective activity: to make their own symbol for their family. Use play dough, modelling clay, junk modelling kit, collage or Lego if you work indoors – but try a ‘Forest School’ approach if the weather is dry: Make the symbol of leaves, mud and twigs on the ground, or chalk on the playground. Emphasises thoughtfulness! Children choose four words that describe why their symbols work for them and why it matters. Walk about and see each other’s symbols. Take photos for the record and to show the work has real importance.

**Similar or different? A bit of both.**
- Another ‘circle time’ activity might follow: to share these self-made symbols and their meanings, looking for similarities between them. Take photos for a whiteboard PowerPoint if you have worked outside.

| Level 1: I can talk about how symbols are used in religions. |
| Level 2: I can suggest meanings in objects. |
| Level 2; I can suggest why they are important. |

**Opportunity to ask many ‘puzzling’ questions.**

### What kinds of play come from our idea of belonging?
Children will develop more respect for their own cultures and beliefs and those of other people.

**Teachers with 4-5 year olds can set up structured opportunities for play on the theme of belonging.**
- Can children recognise, for themselves and others, the importance of stories, customs, actions associated with religious and cultural belonging? Can they role play some festival tea parties?
- Encourage children to talk confidently about their own family customs and practices – from eating meals and visiting each other to religious celebrations or life cycle rituals. Can they bring in a photo of a special family occasion to talk about?
- Can children show respect for varied beliefs by handling artefacts with care? Can they make their own artefact models from clay, junk, paper, lego or some other materials?
- Can they play in the Home Corner in ways that show different kinds of belonging? (Dressing up is often powerful)
- Can they watch and talk about video clips which feature varied festivals and special times? Children often think about themselves and ask questions when they see how others live: how am I special? How are other people different? Why is it good to be different? What does it mean to belong?

**Do, make, create activities: A mosaic of belonging**
- Ask children to make a piece each of a ‘belonging’ mosaic for the class. Each child has a 10cm square. In it they show who they belong to – family, club, God, school, home or something else. The squares are all put together into a mosaic for classroom display.

| ELGs: develop respect for different beliefs and cultures |
| - use language to imagine and create roles and experiences |
| - use talk to organise, sequence and clarify thinking, ideas, feelings and events |
| - respond in a variety of ways to what they see, hear, smell, touch and feel |

Creative arts links nearly always help RE – but keep the objectives from RE in focus.
### LEARNING OBJECTIVES

**Where and what are symbols of belonging? (These lessons could come earlier in the unit)**

Children will look for meaning in religious symbols.

Children will learn about the names, uses and meanings of some religious artefacts that matter to Christians, Muslims, Hindus, Buddhists or Jewish people.

- Tell children that sometimes symbols are like a coded message – we have to work out what they mean. Using a feely bag, allow the children to explore a range of Christian crosses with their fingers. Talk about what symbols are incorporated into them, what do they symbolise? What do the crosses remind us about? What beliefs do they express? Look at a range of styles of Christian cross.
- Ask the same questions using the Symbol of Islam (star and crescent moon) Muslim prayer mat, Topi and Qu’ran stand. These can be explored in the feely bag by one child, talking to the class about what they are feeling. What do they remind us of?
- When you show the children a copy of the Qur’an, model respect in the ways you treat the book. Talk about what the signs of respect mean – they are symbolic gestures too. The books is wrapped in silk, kept on a high shelf, hands are washed before it is touched. Decode those symbols!
- Children listen to the lyrics of a Christian hymn e.g. ‘God’s love is very wonderful’ in Kevin Mayhew Songs for Assembly, but many others would be suitable. Ask the children to recreate the song in a creative picture then share reasons for their images with the class. Another group might use movements or dance to explore the meaning – another kind of symbolism.
- Two religions taken together gives children a chance to see similarities and differences clearly. So don’t tackle 5 religions in one lesson. Next lesson use artefacts from another religion e.g. Buddhism in a similar way - depending which religions you are covering according to the Cumbrian RE syllabus
- If you have artefacts and photos from 3 or more religions, colour coded, in separate table displays it may help children to be clear about such wide diversity.
- Discuss how language, music, objects and movement can be symbolic: hidden meanings which are interpreted differently, codes we can unravel if we think.

### LEARNING OUTCOMES

| Level 1: | I can name a religious artefact. |
| Level 2: | I can identify how a religious meaning is expressed through an artefact. |
| Level 2: | I can give an example of the difference between literal and non-literal meanings. |
| Level 2: | I can say why some objects might be worth more to a believer than the money they cost. |

**Points to note**

Once the artefact is out of the feely bag, ask questions such as: What does it look like? What is it made of? Who would use it? How would it be treated by members of the faith who use it? How should we treat it?
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>TEACHING AND LEARNING</th>
<th>LEARNING OUTCOMES</th>
<th>Points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What have we learned about Buddhist, Hindu, Jewish, Muslim or Christian symbols of belonging?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Children will learn to bring together the ideas and information they have gained during the unit of work. | **Crosses, Aum, Moon and Stars, Wheel and Menorah:** These activities could be done in groups, using a huge cross / aum / moon & star / Menorah / or Eight Spoked Wheel, or individually, with a template card for each child. Follow the Agreed syllabus requirements of 2 religions at KS1.  
- Ask children to complete a moon and star shaped template that will show symbols and meaning from the Muslim faith. Children draw some of their own symbolic ideas generated through this unit with explanations. Would this symbol be suitable to display in a Mosque?  
Ask children: who are your guiding lights? Can they draw 5 people onto a star, who have been guiding lights to them? Put the 30 moon and star designs made by the class into a mobile ceiling hanging. Or:  
- Ask children to complete a cross shaped template that will show symbols and meaning from the Christian faith. Children draw some of their own symbolic ideas generated through this unit with explanations. Would this cross be suitable to display in a Christian place of worship?  
Ask children: who has given up something for you? Can they draw the person who shows they care for them, and how they show it. Put the 30 crosses made by the class into a mobile ceiling hanging. Or:  
- Ask children to complete a template shaped like the Aum symbol that will show symbols and meaning from Hindu traditions. Children draw some of their own symbolic ideas generated through this unit with explanations. Would this symbol be suitable to display in a Hindu Mandir?  
Ask the children: What sound makes you calm? A song, a voice, a kind of music? Create a mobile ceiling hanging from the work done by all the children. Or:  
- Ask children to complete a template of a giant Menorah, seven branches on one candlestick, using Jewish signs and symbols. Include ideas from this unit, and ask: would this be good to place in a synagogue? Why? Ask: can you think of seven people or things that light up your live? Can you say how and why? Can you draw them on the Menorah? Or:  
- Ask children to take a large template of a Buddhist 8 spoked wheel, and decorate and fill it with all the things they have learned about belonging to Buddhism, ideas they have collected in the unit. What would make it suitable for displaying at a Buddhist temple? Ask: can you give eight ways to live that you think will make the world a better place? Have a TA write for them – this is a thinking activity, but writing gets in the way sometimes. | **Level 1:** I can name a symbol for Muslims and for Christians.  
**Level 1:** I can talk about how to decorate the symbols in ways that show what is special about the two religions.  
**Level 2:** I can respond sensitively for myself to the task.  
**Level 2:** I can retell stories from religions.  
**Level 2:** I can suggest the meaning of a symbol from religion. | **Extension:** Some higher achieving Year Two pupils could design and make a leaflet with illustrations and text to explain some symbols from 3 -6 different faiths. It is to be made as an information leaflet suitable for Reception or Year One children. |
| Children will work in a team on a shared task. | | | |
| Children will select and suggest meanings for symbols from two or three religions. | | | |

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