

# KS3 RE What does it mean to belong to a faith community?

Spring Year 2

Subject curriculum intent:	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>		
End of Key stage intent/outcome			
End of KS3	End of KS4	End of KS5	
Students will be able to talk about what is special and of value about belonging to a group that is important to them. Students will understand that some people belong to different religions and this can affect the way in which they live their life.	Students will recognise symbols of belonging from their own experience and recognise symbols of belonging for Christians and Muslims. Students will be able to identify ways in which religious symbols affects the way in which they live their life i.e. getting baptised/ married.	Students will be able to give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. Students will be able to identify some similarities and differences between the ceremonies studied.	
Intent for this topic:	<p><b>Living Topic:</b> Religious practices and ways of living; questions about values and commitments.</p> <p>Students will be given the opportunity to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about religious sacraments (ways babies are welcomed in religions and the promises made at weddings). They will think about their own network of belonging and how we all belong to someone.</p>		
UNICEF Rights of The Child	<p><b>RRS - UNCRC Relating Articles (Use within your teaching and planning)</b></p> <ul style="list-style-type: none"> <li>Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.</li> <li>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</li> </ul> <p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p>See the link for a summary of the Rights Of the Child  <a href="https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018">https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</a></p>		
Core vocabulary needed for this	Belong, community, faith, religion, believe, Christian, Muslim, marriage, baptism, religious sacraments (rites/rituals/ceremonies)		

<b>subject/topic:</b>				
<b>Vocabulary pupils will have accessed in other topics or subject areas:</b>		Community, belong, believe		
<b>Big Questions</b>		What is a community? What communities do I belong to? What is faith? How do Christians show they belong? How do Muslims know that they belong? How do Christians welcome a new baby? How do Muslims welcome a new baby? How do some people show they belong to one another?		
<b>Prior knowledge: what pupils may already have studied</b>				
<b>Key stage</b>	<b>Subject</b>	<b>Topic title</b>	<b>Term/year taught</b>	<b>Content/What might pupils already know?</b>
3	RE	Who is a Christian and what do they believe?	Autumn year 1	Symbols of christianity, beliefs, traditions, stories
3	RE	How and why do we celebrate special and sacred times?	Summer year 2	Religious ceremonies i.e. baptism, marriage
3	RE	Who is a Muslim and what do they believe?	Autumn year 3	Signs of Islam, basic Muslim beliefs/ceremonies
3	PSHCE	The United Convention on the rights of the world - realising my rights	Autumn year 3	Community, helping others, accepting differences
3	PSHCE	Looking after our school	Autumn year 3	What is community, taking care of your community
<b>Links to other subjects:</b> History, Geography, English, PSHCE				
Equality, Diversity and Inclusion: Pupils will explore rights in a number of context and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.				

<b>Key Elements</b>	<b>Belonging to a faith, Worship and Devotion, Sacraments and other signs of belonging</b>
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	B2 stepP4 - P6	B2 stepP7 - P8	B2 Step1	B2 Step2	B2 Step3
<b>Subject specific knowledge</b>	<p><b>To know</b> their preference between two items</p> <p><b>To know</b> there are different religions</p> <p><b>To know</b> a religious story by looking by referring to the pictures</p> <p><b>To know</b> religions have ceremonies (baptisms/marriage)</p>	<p><b>To know</b> some religious symbols</p> <p><b>To know</b> some facts about key religions</p> <p><b>To know</b> what is special/ important to them</p> <p><b>To know</b> religions have special festivals</p> <p><b>To know</b> religions have special celebrations</p> <p><b>To know</b> religions have leaders</p> <p><b>To know</b> that other people have thought and opinions and to respect these</p> <p><b>To know</b> religions have ceremonies to celebrate life events (birth/marriages)</p>	<p><b>To know</b> some religious practices</p> <p><b>To know</b> communities they belong to</p> <p><b>To know</b> they have responsibilities and what some of them are</p> <p><b>To know</b> people have different values</p> <p><b>To know</b> some key beliefs of Christianity, Hinduism, Islam and Judaism.</p> <p><b>To know</b> religions offer guidelines to live by</p> <p><b>To know</b> different religions have a different festivals and celebrations</p> <p><b>To know</b> that different festivals have religious meaning</p> <p><b>To know</b> where worship takes place</p> <p><b>To know</b> how simple artefacts are used</p> <p><b>To know</b> about religious life and practices</p> <p><b>To know</b> some religious symbols and words.</p> <p><b>To know</b> what items are used in birth/marriage ceremonies</p>	<p><b>To know</b> religion is a way of life for believers</p> <p><b>To know</b> we make choices based on our beliefs and values.</p> <p><b>To know</b> why different festivals are important to different religions</p> <p><b>To know</b> what inspires them</p> <p><b>To know</b> some religions share beliefs</p> <p><b>To know</b> the meaning of some religious symbols</p> <p><b>To know</b> some communities face challenges</p> <p><b>To know</b> beliefs and practices of key religions</p> <p><b>To know</b> how followers receive guidance on how to live.</p> <p><b>To know</b> why it is important for different people to belong to a religion</p> <p><b>To know</b> some forms of religious expression.</p> <p><b>To know</b> describe items are used in birth/marriage ceremonies</p>	<p><b>To know</b> links between stories, beliefs and practices of faith communities</p> <p><b>To know</b> a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p> <p><b>To know</b> how beliefs, practices and forms of expression influence individuals and communities</p> <p><b>To know</b> the challenges of commitment to a community of faith</p> <p><b>To know</b> similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p><b>To know</b> similarities and differences within and between different religious festivals</p> <p><b>To know</b> the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p><b>To know</b> different ways of life and ways of expressing meaning including rules for</p>

					<p>living and forms of worship</p> <p><b>To know</b> we make choices based on our beliefs and values.</p> <p><b>To know</b> what is worshiped and why.</p> <p><b>To know</b> why religion is a way of life for believers and find out more about it.</p> <p><b>To know</b> why specific items are used in birth/marriage ceremonies</p>
	B2 stepP4 - P6	B2 stepP7 - P8	B2 Step1	B2 Step2	B2 Step3
<b>Subject specific skills</b>	<p><b>Is able to</b> demonstrate an awareness of stillness and quiet</p> <p><b>Is able to</b> engage in moments of individual reflection, they carry out ritualised actions in familiar circumstances.</p> <p><b>Is able to</b> demonstrate a preference.</p> <p><b>Is able to</b> show curiosity of different religion objects or symbols.</p> <p><b>Is able to</b> observe religious patterns.</p> <p><b>Is able to</b> expresses likes and dislikes.</p>	<p><b>Is able to</b> listen to and follow religious stories; they communicate simple facts about religions and important people in religions.</p> <p><b>Is able to</b> observe an event and recognise that certain things occur in certain events.</p> <p><b>Is able to</b> say what they believe is happening in a religious event.</p> <p><b>Is able to</b> describe how the religious symbols/items look like</p> <p><b>Is able to</b> suggest what the religious symbols/items might symbolise</p>	<p><b>Is able to</b> recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern to themselves.</p> <p><b>Is able to</b> describe objects or events in simple terms.</p> <p><b>Is able to</b> give ideas about the existence of God.</p> <p><b>Is able to</b> identify things they find interesting or puzzling about a religious event.</p> <p><b>Is able to</b> describe religious event/religious symbols/ religious items in simple terms.</p> <p><b>Is able to</b> retell religious stories and begin describing what it symbolises to the believer.</p> <p><b>Is able to</b> act out sections of a festival or celebration</p>	<p><b>Is able to</b> identify some religious practices, pupils will respond sensitively to the experiences and feelings of others.</p> <p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b>Is able to</b> recognise their own responsibilities and values and those of others.</p> <p><b>Is able to</b> identify religious beliefs, teachings and practices and know that some are characteristic of more</p>	<p><b>Is able to</b> compare aspects of their own experiences with that of others; make links between their own values and their attitudes and behaviours.</p> <p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of their class to others</p> <p><b>Is able to</b> describe some of the key rules and say why they are important within a community.</p> <p><b>Is able to</b> explain the significance of holy books to religions.</p>

	<p><b>Is able to</b> engage in moments of reflection in group times.</p> <p><b>Is able to</b> take part in activities based on simple questions with support.</p> <p><b>Is able to</b> recognises pictures of festivals and celebrations.</p> <p><b>Is able to</b> identify a special time they celebrate and explain simply what celebration means.</p> <p><b>Is able to</b> talk about ways in which Jesus was a special person who Christians believe is the son of God and compare with another religion.</p> <p><b>Is able to</b> communicate how their curiosity about religious items/religious symbols/religious stories.</p> <p><b>Is able to</b> recognise religious chant/prayer/text.</p> <p><b>Is able to</b> make their own contribution to festivals and celebrations.</p> <p><b>Is able to</b> respond appropriately to simple questions about familiar religious people</p>	<p><b>Is able to</b> listen to a range of faith stories.</p> <p><b>Is able to</b> say what they believe in.</p> <p><b>Is able to</b> act out simple stories and celebrations</p> <p><b>Is able to</b> asks and answers questions about festivals and celebrations</p> <p><b>Is able to</b> express views and feelings.</p> <p><b>Is able to</b> increasingly able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p><b>Is able to</b> communicate their feelings about what is special to them</p> <p><b>Is able to</b> reflect on what makes them happy, sad or excited</p> <p><b>Is able to</b> say who is special to them</p> <p><b>Is able to</b> communicate simple facts about religion and important people in religions.</p> <p><b>Is able to</b> focus on key religious celebrations.</p>	<p><b>Is able to</b> describe an action of a character.</p> <p><b>Is able to</b> recognise how people can live a religious life</p> <p><b>Is able to</b> know that we all make decisions about how we live</p> <p><b>Is able to</b> identify what is involved belonging to a family</p> <p><b>Is able to</b> make simple comparisons</p> <p><b>Is able to</b> ask questions about religions</p> <p><b>Is able to</b> retell parts of a festival story.</p> <p><b>Is able to</b> collect examples of what people do, give, sing, remember or think about at religious celebrations studied, and say why they matter to believers.</p>	<p>than one religion.</p> <p><b>Is able to</b> recognise how followers receive guidance on how to live.</p> <p><b>Is able to</b> explain why it is important for different people to belong to a religion</p> <p><b>Is able to</b> show respect to religious artefacts.</p> <p><b>Is able to</b> identify some similarities and differences between the celebrations studied.</p> <p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> describe some of the key rules and why they are important</p> <p><b>Is able to</b> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p><b>Is able to</b> show respect to religious artefacts.</p> <p><b>Is able to</b> describe forms of religious</p>	<p><b>Is able to</b> describe and suggest meanings for some religious symbols. Eg. Fish, cross</p> <p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences.</p> <p><b>Is able to</b> compare two religious events within two religions and be able to compare key features.</p> <p><b>Is able to</b> describe some of the key rules and say why they are important within a community.</p> <p><b>Is able to</b> use research skills to find out about a place of worship.</p> <p><b>Is able to</b> describe and suggest meanings for some religious symbols.</p> <p><b>Is able to</b> suggests meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr,</p>
<b>Key outcomes</b>	<ul style="list-style-type: none"> <li>• Talk about what is special and of value about belonging to a group that is important to them.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Show an awareness that some people belong to different religions.</li> <li>• 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.</li> <li>• Give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</li> <li>• Identify two ways people show they belong to each other when they get married.</li> <li>• Respond to examples of co-operation between different people.</li> <li>• Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</li> </ul> <p>Identify some similarities and differences between the ceremonies studied.</p>
<p><b>Suggested Content for learning: Teachers can select content from these examples, and add more of their own.</b></p>	<ul style="list-style-type: none"> <li>• Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.</li> <li>• Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.</li> <li>• Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.</li> <li>• Compare this with a welcoming ceremony from another religion e.g. Judaism: <i>Brit Milah</i>; Islam: <i>Aqiqah</i>.</li> <li>• Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</li> <li>• Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract).</li> <li>• Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.</li> <li>• Explore the idea that different people belong to different religions, and that some people are not part of religious communities.</li> <li>• Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include</li> <li>• Christian Aid and Islamic Relief or Remembrance on 11<sup>th</sup> November.</li> </ul>

<p><b><u>Suggested learning activities:</u></b></p>	<p>Sensory stories Listen to music Reenact celebrations Listen to sermons Explore artefacts</p>	<p>Explore picture stories Role play Dress up Match artefacts to pictures</p>	<p>Sequence pictures to tell a story Talk about artefacts</p>	<p>Caption images Match artefacts with names  Role play Multiple choice questions Comprehension  Re tell a story</p>	<p>Storyboard  Discuss significance of artefacts  Closed questions</p>	<p>Discussion exploring meanings of stories Open questions</p>
<p><b><u>Resources in school (Fiennes Stock Cupboard)</u></b></p> <p>Christianity: Pottery statue of Mary (FRAGILE!) • Pottery Chalice + Saucer (FRAGILE!) • Crucifix necklace • Doll Battery Powered Candles • Photos • Bell • Ornaments (x8) • Large, Wooden Crucifix • Mary Statue • Candle x3 (Satchel) • Crucifix x3 Satchel Books: New Testament and Psalms Good News Bible Holy Scriptures A man with a vision Christmas Children's Illustrated Bible The Birth of Jesus Creation Messiah Jesus in Galilee</p>		<p>Hinduism: Items: Candle holders (x11) Necklaces (X6) Silver plate Spoon Wind chime Rocks (x4) Henna Glove God/dess statues (X4) Goddess picture Photo pack Celebration Cards (x8) Artefacts (including bell) Hindu Collection Hindu god Statue A/V: DVD: 'Festivals' 'Festivals 2' 'Animated World Faiths' Audio: Cassettes Books/ Documents: Teachers notes Our Culture: Hindu Photopack: Hinduism Hindu Manir Hindu Dharma My Hindu Life</p>		<p>Islam: Items: Kufi cap (x2) Flag of Pakistan (x2) Henna Powder Beads (White) Beads (Wooden) Bag Scroll in a pouch Gold temple A gift for life Blue bag.  DVD's: The message of Islam The miracles of our life The miracles of the Qur'an The final prophet The secret Books/ Documents: The Holy Qur'an The Noble Qur'an Ramadan Photopack: Islam The Life of the Prophet Muhammad Muhammad: The messenger of Allah Answers to the Non-Muslims' Common Questions about Islam Who is Allah &amp; his Prophet A Brief Illustrated Guide to Understanding Islam Imran Learns about Allah You must know this man Islam at a Glance The Qur'an (Heinemann) Our Culture: Muslim</p>		

	Hinduism India Specials! Hinduism Discovering religions: Hinduism	Imran Learns about Ramadan Imran Learns about the Qur'an School Worship File: Islam Muslim Artefacts Teaching Pack The Qur'an & Modern Science The Prophet and the Blind Man Islam: the FAQ's 3 men: 1 mission Disbury Mosque details Eid cards (x4) Photo pack
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### **Evidencing Work**

There must be a **balance** between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.