

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year A RE and World Views – Exploration (Belonging)

**Key Question** (to be used all year): What do people say about God?

**Focus Question** (for this investigation): How might beliefs about creation affect the way people treat the world?

**PoS aims from Lancashire SACRE:**

In this unit, children will learn about belonging. They will discover how people belong to families and how the word 'family' can mean a multitude of different things. They will consider how people can also belong to communities, clubs and religions. This unit will look into religions including Christianity, Judaism and Islam, and children will have the opportunity to deepen their understanding of the different ways of belonging to these religions. This may include thinking about shared values, religious symbols and stories. Children will also be able to reflect on their own sense of belonging and how they can express this.

**Prior Learning (what pupils already know and can do)**

In the units on Christianity, children have already begun to explore the sense of belonging and community within the Christian faith. They have explored the role of God as a father and considered family roles within that unit. They have also considered how baptism welcomes babies into the church. In the unit on Islam, children learnt about how many Muslims respect the world that they are in and that brings them closer together and closer to Allah. In Hinduism, children explored the different roles of God and this can be applied to the different roles of the family or members of a family. Children also considered festivals in EYFS (Diwali, Eid and Easter).

**Long-term Learning (what pupils MUST know and remember) End Goals**

- To know what it means to belong to a family, school or group.
- To know that there are different types of family and different ways of belonging to a family.
- To recognise they are the same and different to others.
- To identify the Christian symbol of the cross and the Muslim symbol of the star and crescent
- To know that symbols can support a person's sense of belonging to a religion or community.
- To know that festivals and celebrations, such as Holi and Aqiqah, can give people a sense of belonging.

**Disciplinary knowledge (on-going for the year)**

- Ask questions
- Give an example of a key belief and/or a religious story
- Give an example of a core value or commitment
- Use some religious words and phrases to recognise and name features of religious traditions
- Talk about the way that religious beliefs might influence the way a person behaves
- Notice and show curiosity about people and how they live their lives

**Key Vocabulary**

***Belonging, community, festival, symbol, identity***

**Session 1: What does it mean to belong to a family?**

To know what it means to belong to a family by exploring how different families can be made up and the roles taken by each person in a family

**Core knowledge**

- To know what it means to belong to a family, school or group.
- To know that there are different types of family and different ways of belonging to a family.
- To recognise they are the same and different to others.

**Suggested activities**

- Explore the meaning of family and explore the different types of family that children might encounter. Explain that families can come in many different forms and these might be very different to the children's own direct experiences. Explore images of different families and discuss.
- Encourage children to talk about their families. What do you do with your family? Ask children to discuss family celebrations and 'get togethers'. Explore how the children's families may be organised. Who does the shopping/washing/tidying/looking after pets? Talk about different roles in a family and how their role makes the children feel. Can you think of things families do together?
- Children could draw an image of their family and label the roles that members take on and what they do separately and together as a family.

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*Vocabulary = family, identity, similarities, differences*

### Session 2: Who am I?

To understand who they are and how they belong by exploring our school and class community. Children begin to understand that people belong in different ways and recognise the ways in which they are the same and different to others.

#### Core knowledge

- To know what it means to belong to a family, school or group.
- To know that there are different types of family and different ways of belonging to a family.
- To recognise they are the same and different to others.

#### Suggested activities

- Children could draw an image of themselves or around their hand and write about what makes them unique (this could be done like a thumb print to show everyone's uniqueness)
- Children could create a Venn Diagram to show themselves and a friend in the class, showing their differences and their similarities.
- Design a badge that identifies them and their class

*Vocabulary = identity, community, belong*

### Session 3: What does it mean to belong to the Christian Community?

To understand what it means to belong to the Christian community by exploring some features, symbols and practices of Christian life.

#### Core knowledge

- To know what it means to belong to a family, school or group.
- To identify the Christian symbol of the cross and the Muslim symbol of the star and crescent
- To know that symbols can support a person's sense of belonging to a religion or community.

#### Suggested activities

- Recap the key beliefs of Christianity and the importance of the church as both the place of worship and the centre of the Christian community.
- Christian symbols – candle, fish, cross, dove - which can they name? Which can they spot? Discuss how symbols contribute to a sense of belonging. Discuss how the symbols might be similar (white, involve 3) and different (shapes, creatures).
- Begin to discuss the meaning behind the symbols.

*Vocabulary = belong, Christian, Christianity, church, Easter, Christmas*

### Session 4: What does it mean to belong to the Muslim community?

To understand what it means to belong to the Muslim community by exploring some features, symbols and practices of Muslim life.

#### Core Knowledge

- To identify the Christian symbol of the cross and the Muslim symbol of the star and crescent
- To know that symbols can support a person's sense of belonging to a religion or community.
- To know that festivals and celebrations, such as Holi and Aqiqah, can give people a sense of belonging.

#### Suggested activities

- Recap the key beliefs of Islam, including the importance of the Prophet Muhammad (PBUH) to Muslims and the significance of the mosque as the Islamic place of worship and the centre of the Muslim community.
- Focus on the special celebrations marked by Muslim families: the Adhan birth ritual and the Aqiqah ceremony. Allow children time to consider how the birth ceremonies may contribute to a child's feelings of belonging. Have you welcomed a new baby into your family? How did your celebrations differ from the Muslim celebrations?
- Children could ask other children who are Muslims questions about how they welcome babies into their community (a member of the local mosque could also be invited or interviewed)

*Vocabulary = ceremony, welcome, mosque, community, belonging*

### Session 5: How do symbols support a sense of belonging?

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To know how symbols are used in religions by thinking about what symbols mean and how they express a community's way of life.

### Core Knowledge

- To know what it means to belong to a family, school or group.
- To recognise they are the same and different to others.
- To identify the Christian symbol of the cross and the Muslim symbol of the star and crescent
- To know that symbols can support a person's sense of belonging to a religion or community.

### Suggested activities

- Recap some of the different religious symbols – the star and crescent, the cross,
- What is a symbol? a mark that represents or stands for something else and represents something 'abstract' like a character or set of beliefs.
- Explore the meanings of different symbols related to the religions explored so far: Christianity and Islam. 1
- Why do you think these symbols are important to people of faith? Link children's answers to the idea of belonging. Is it possible to have faith without symbols?
- Can you think of one object that could be a symbol for your sense of belonging? Allow children time to discuss and then share ideas together as a class.
- Create their own symbol for their family/class/school and note down what it represents

**Vocabulary = symbol, identity, belonging**

## Session 6: What does it mean to belong to the Hindu community?

To understand what it means to belong to the Hindu community by exploring some features, symbols and practices of Hindu life.

### Core Knowledge

- To know what it means to belong to a family, school or group.
- To know that festivals and celebrations, such as Holi and Aqiqah, can give people a sense of belonging.

### Suggested activities

- Ask the children to think about the Indian proverb, 'A book is like a garden in the pocket'. What do the children think this means?
- Recap - Who Are Hindus and What Do They Believe? Key beliefs of Hinduism, including the One God Brahman represented in different forms (the Trimurti and the three gods, Brahma, Vishnu and Shiva).
- Holi: The Festival of Colour: Teach children about the festival of Holi: the 'Festival of Colour'. This may be a useful video:  
<https://www.google.com/search?q=holi+ks1&oq=holi+KS1&aqs=chrome.0.0i512l4j0i22i30j0i15i22i30j0i22i30l4.2887j1j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:f4ec1cd1,vid:wTfYhG2mOSA> (CBEBIES – Let's celebrate – Holi)
- Children draw upon what they have learnt about the Holi festival and consider how this feeds into a Hindu's sense of belonging. Do children understand how Hindu people celebrate the festival of Holi?

**Vocabulary = Holi, festival,**

Future learning this content supports:

When considering Islam in year B, children will consider how shared rituals can unite communities. Uniting communities is further explored in UKS2 through learning about the Ummah in Islam and Taize community in Christianity, as well as how food can bring people together and build a sense of community/belonging in LKS2.