

Pioneer Federation
Medium term plan
Cycle 1, Term 1
R.E



Subject: RE:	
Key Concept/ Theme: What does it mean to belong to a faith community?	
Prior Learning links: F4 Being special: where do we belong? F5 What places are special and why? F6 What times/stories are special and why?	
Vocabulary: Christians, Jews, Muslims, belonging, families,	
1.	<p>Reconnection: What do we already know about different religions? LO: Do we all belong to something?</p> <p>· ‘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.</p> <p>We are all different.</p> <p>· Me, myself: 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>· How do I feel? Consider the feelings we all have and what inspires them. Discuss what makes them happy. Add a happy face to their person cut-out and write what makes them happy (one word or a picture is fine), add what makes them feel upset. The teacher may share his/her own sad times.</p> <p>· Being lost: what if pupils got lost at the shops, the seaside, park or a busy place? What words can they give you to describe this feeling of being lost? Write them all on the board. If you are artistic, add an emoticon for each one, or ask children to design one.</p> <p>Symbols of belonging</p> <p>· Teacher (or willing adult) shows things from their life that tells the children 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 the children to talk about what each thing shows about the teacher. If two adults can do this together, it is fun to have the children guess who owns each object. Talk about how this shows all the things the teacher belongs to; family, friends, clubs, hobbies.</p> <p>· Return to the words and emoticons for feeling ‘lost’ above. Some pupils will be able to talk about how we feel worried and scared when we lose our special people because we belong to them and need them.</p>

Pioneer Federation
Medium term plan
Cycle 1, Term 1
R.E

	<p>We all belong</p> <ul style="list-style-type: none">· Return to the person cut-out. Glue the people onto a sheet of A4 (coloured A4 would be nice). 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. pupils write the two most important things they belong to on the outside of their person, and decorate the outside. Save these people for your Belonging display. <p>Reflection Question: Why do religious people have signs and symbols?</p>
2.	<p>Reconnection: How do we belong? What symbols help show us how we belong? LO: How do Christians show they belong?</p> <p>Symbols of Christian belonging</p> <ul style="list-style-type: none">· What can we notice about Christian belonging? Show images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ichthus, What would Jesus do(WWJD) bracelet an image of /Jesus, Jesus and Mary, a church, rosary, bible, etc. Can the children tell you what religion this represents? 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.· 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>A Story of belonging in Christianity Tell children the story of the Lost Coin. 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). (There are 2 other stories of lost people being found by God in Luke 15 if you have time; the story of the lost sheep and the story of the lost son, or prodigal son.) · Ask some ‘wonder’ questions about the story. 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? · What makes the children feel happy about the story? Give each group a plain outline of a bible (or book). Write why they feel happy in the bible, such as ‘being looked after’, or ‘being found’ or ‘feeling better’. Save this bible for your Belonging display.</p> <p>Reflection Question: What is important about symbols for Christians?</p>

Pioneer Federation
Medium term plan
Cycle 1, Term 1
R.E

3	<p>Reconnection: What makes us feel safe and happy? LO: How do Muslims know that they belong?</p> <p>Symbols of Muslim belonging · What can we notice about Muslim belonging? Show two pieces of Islamic calligraphy saying ‘Allah’ and ‘Muhammad’. Muslim children 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 the children trace the letters with their fingers; these are Arabic letters spelling A-LL-A, which is the Muslim word for ‘God’. 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.</p> <p>A Story of Belonging in Islam</p> <p>· Ask children 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?</p> <p>· Read the story of the Boy who three Stones and Trees. A version of this given below. 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 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 children’s 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. Gather these words and write them on the board. · Hand out a blank outline of the ka’aba (Google image search ‘ka’aba outline’) one per group. Write how they feel about this story in the ka’aba, such as ‘being forgiven’ or ‘saying sorry’. Save this for your Belonging display.</p> <p>Reflection Question: How does calligraphy show what is important to Muslims?</p>
4	<p>Reconnection: How do Muslims know they belong? LO: How do Jewish people show they belong together as a community?</p> <p>Symbols of Jewish belonging · Put a cup, some Ribena in a jug, a candle and some bread out on the table, place them all on a nice cloth. If you can get Kiddush wine and challah bread, even better. Give the children a moment to look at the objects. Tell them they are all signs of Jewish belonging. Watch this video clip of Jewish Shabbat at home: www.bbc.co.uk/education/clips/z3hyr82 . Shabbat is a special meal eaten together on a Friday night in Jewish homes all over the world. Read the story about Leah and Shabbat to the class. Six-year-old Leah tells us why she loves Shabbat: My special day – Shabbat ‘One of the best things about Shabbat is sharing it with family and friends. Our grandparents often join us – and sometimes cousins as well.’ Just before it gets dark on a Friday night mum lights the Shabbat candles. She waves her hands over the candles, covers her face with her hands and makes a prayer. It starts with “Barukh atah Adonai</p>

Pioneer Federation
Medium term plan
Cycle 1, Term 1
R.E

	<p>Eloheinu” which means “Blessed are you, our God, King of the Universe”. The prayer asks God to help us honour the Sabbath with light, joy and peace, and for the light of the candles to help us to follow God’s ways. When my dad blesses me I like to think about what the words mean. He uses words from our special Jewish book called the Torah. For girls he says: “May God make you like Sarah, Rebecca, Rachel and Leah, our mothers.” I’ve heard stories about them, they were very good people. It’s like saying “make me a very good person”. Then dad makes Kiddush. It’s a blessing over the wine and the challah bread. He pours red wine into silver goblets for all the grown-ups – we children have grape juice instead. After all the blessings we sit down at the table. It’s a time to talk and have a special family meal. We have cakes, special bread and lots of nice things to eat. We have lots of talking, eating and singing. One of my favourite songs is Shalom Aleichem which means “peace be with you”. Everything we do before and after the meal, including the singing, is our way of thanking God for giving us a day of rest. Shabbat is a special day because it is different from all the other days of the week. If you were working all the time, non-stop, you would never have time to stop and think... like “I’ve done something really nice”. The singing makes it special – and another special thing about Shabbat is sharing all the stories.’ · Return to the items on the table. Ask children to talk about each one and prompt them in the direction of these artefacts being signs of belonging, such as; Kiddush cup/ wine- drunk in blessing, grandfather blesses his grandchildren, Bread- broken and shared together, eaten together, Candle- lit together at the beginning of the meal, blessing said together. · Share the bread and a sip of Ribena among the class. Light the candle. Talk about how it feels to do this together. Gather the words on the board, such as ‘friendly’, ‘together’, “warm’, ‘special’, etc. Hand out a blank outline of a cup to groups. They enter these words describing Jewish belonging. These are the final pieces of your RE Belonging display. Add images form the internet of the Lost coin, the ka’aba, Islamic calligraphy and Jewish Shabbat.</p> <p>Reflection Question: Why do Jewish people get together every Friday?</p>
5	<p>Reconnection: How do Jews feel they belong? LO: How do Christians welcome a new baby? How do Muslims welcome a new baby?</p> <p>Can children remember anything about being a baby, their first word, the first food they ate, etc? Do childrens’ parents have mementoes of when they and their siblings were babies- such as framed scan images, photos, baby books, little hand or foot prints? 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 welcomes into religious groups.</p> <p>Look at ways Christians baptise babies and how Muslims welcome a baby</p> <p>Activity:</p> <p>Memory models Return to the images pupils have drawn of what they would keep from a child’s baptism and Islamic initiation rituals. Share each other’s pictures and explain why they chose these items. Give each child a piece of modelling clay or Playdough and ask them to create an ornament to go on the mantelpiece to remind parents of this special time when their baby was born. Children can use religious symbolism and make their own meaning, or stick to the religious meaning, as they prefer</p>

Pioneer Federation
Medium term plan
Cycle 1, Term 1
R.E

	Reflection Question: What are the similarities and differences between baptism in Christianity and belonging ceremonies in Islam?
6	End of unit quiz returning to the big overarching question: LO: How do some people show they belong to one another? Reflection question: What does it mean to belong to a faith community?
End Points: _ <u>Make sense of belief:</u> <ul style="list-style-type: none">● Recognise that loving others is important in lots of communities● Say simply what Jesus and one other religious leader taught about loving other people <u>Understand the impact:</u> <ul style="list-style-type: none">● Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean● Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <u>Make connections:</u> <ul style="list-style-type: none">● Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences● Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	
Evaluation: What have the pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP.	