What does it mean to belong to a faith in a community?

Year One **Learning Pathway**

UNIT **11**

In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.

Key Vocabulary

- Community
- Muhammad
- Shabbat
- Allah
- Ichthus
- Faith
- Baptism
- Agigah
- Parable
- wedding



Lesson 1: What does it mean to belong to a community?

STEP 1: Introduce the big question for the topic ('What does it mean to belong to a faith community?') to pupils. Talk about the word 'belonging;' what does it mean? Show pupils pictures of things that they might belong to e.g Rainbows, Cubs, a school logo badge etc. Ask: How do we know that people belong to these groups? What might they wear? What might they have?

STEP 2: Talk to pupils about the fact that many people belong to more than one thing. Choose a member of the class or an adult that pupils know well. Talk about all the things that person is e.g brother, friend, nephew, cub, member of a club etc. ask pupils to share with a friend all the diverse groups that they belong to.

Give pupils an outline of a person and encourage them to write inside all the groups and places that they belong to.

STEP 3: Bring the class back together and encourage pupils to share what they have written with their friend. Have they written the same thing? Why not?

STEP 4: Explain that people from different religious and non-religious worldviews belong to communities. Ask pupils to share some of the names of the religious worldviews that they have studied in previous units. As a class, create mind maps of information that pupils know about these different worldviews. Explain that we will find out more about how some people who are part of these worldviews show that they belong within this unit of work.

Lesson 2: How do Christians and Muslims show that they belong?

STEP 1: Recap the last lesson with pupils, focusing on what was learnt about how different people show that they belong. Show pupils some symbols that people might have, display or wear linked with Christian worldviews. You might like to share a WWJD (what would Jesus do) wristband, a cross and chain a Bible and ichthus fish. Explain that some Christians wear some of these things to show that they belong – discuss which ones a Christian might be likely to wear. Ask whether pupils can think of why some Christians choose not to wear any of these things. Discuss personal choice.

STEP 2: Explain that Muslim people also have things that show they belong. Show pupils artefacts or photographs of the Ka'ba, Topi (prayer cap), prayer mat, the word Allah written in Arabic on a necklace and the Qur'an. Ask: Who might have these things? How do they show that Muslims belong? For what are these objects/special places used? How are they similar and different to the artefacts that Christians have?

STEP 3: Show some Islamic calligraphy of the words Allah and Muhammad. Ask what pupils think these words say and why this writing might be important to a Muslim. Tell pupils that many Muslims choose to have calligraphy in their homes. Explain that these words are important for Muslims because Allah is the Arabic word for God and Muslims believe that there is no God except for Allah. Explain that Muslims believe that Muhammad was the final messenger or prophet of Allah. Ask: Why might some Muslims choose to have these words on display? How might these words show that a Muslim belongs?

STEP 4: Give pupils copies of the calligraphy and encourage them to trace over the words with their fingers. Once finished, encourage them to experiment using different pens and pencils to write these words.

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Lesson 3: How do Christians, Muslims and Jewish people show that they belong?

STEP 1: Ask: What were some of the ways that Christians and Muslims show that they belong? Use pupils' answers as a basis to recap the last lesson through discussion. Show some photographs of different artefacts from your last lesson. Ask: How do some believers use these? How do these artefacts help show that someone belongs?

STEP 2: Show artefacts or photographs of some challah bread, a mezuzah, a table set up for Shabbat, candle sticks, a Star of David necklace, and a Seder plate. Make links to previous unit (Who is Jewish and how do they live?). Ask: who are these artefacts special for? How might they show that a Jewish person belongs?

STEP 3: Talk with pupils about some of the things that different faith communities might do when they meet as groups. Discuss with pupils how Friday prayers for Muslims, Sunday services for Christians and Shabbat celebrations for Jewish people might bring these communities together. With pupils, think about how believers might show and feel that they belong at these times.

STEP 4: Ask pupils to share words that link to belonging. Create a class word bank of words linked to belonging for Christians, Muslims, and Jewish people.

Give pupils slips of paper, encourage them to choose one word that they think best sums up belonging and write it carefully on their slip of paper.

Bring the class back together and stick the slips on large sheets of paper to create a class wordle.

Lesson 4: What do worldviews say about how valuable people are?

STEP 1: Recap the last lesson and discuss how Christians, Muslims and Jewish people might show that they belong. Explain that today we are going to be finding out about how valuable Christians believe that people are to God.

STEP 2: Remind pupils that Jesus told many parables. Find out if they can remember what a parable is. Recap that a parable is a story Jesus told with a meaning. Explain that we are going to be reading a parable today. Read Luke 15:8-10 with pupils (you can access this text by using the Bible Gateway website – choose a simple enough version). Discuss what pupils think the parable might be about. Explain that many Christians believe Jesus told this parable to show that everyone is special to God. The woman has ten coins but searches for the one that she has lost; if she has nine others, does she really need to find the tenth? Many Christians feel that the woman searching for coins that are lost shows that even though God has plenty of followers, God will search for people who are lost.

STEP 3: Watch a high-quality version of the story*. Ask pupils whether the story is the same in the Bible as in the film. If not, use this as an opportunity to highlight why it is important to many Christians to read the story from the original text – that doing this might help them understand the exact story properly.

STEP 4: Explain that the Bible teaches Christians that should love each other (John 13:34-35) and love everybody (Mark 12:30-31). Ask pupils if they can see any links with the story. Continue the discussion by asking what Christians might do to show that everyone is valuable to God. Collect some ideas and display on the whiteboard. Give pupils a heart template, ask them to draw and write one action that a Christian might do to show that to God everyone in their community is valuable.

STEP 5: Bring the class back together and share what other worldviews say. Explain that:

Jewish people have a commandment that says to love your neighbours (Leviticus 19:18).

Muslim teaching says, 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.'

Non-religious people also follow the Golden Rule: Treat others as you would like to be treated yourself.

* a good one can be found here Treasure Champs. 27: Thankfulness - 'The Lost Coin' - BBC Teach

Lesson 5: How do Muslims and Christians welcome a new baby?

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STEP 1: Recap the last lesson with pupils. Ensure pupils are helped to remember how the parable of the Lost Coin shows many Christians how valuable people are to God. Explain that we are going to be finding out about how many Muslims and Christians welcome a new baby into their faith community. Ask pupils if any of them know anything about this already. Ask pupils if they have ever welcomed a new baby into their family. What did they do? What did other people do? Was there a party? Did people bring gifts?

STEP 2: Show pupil's pictures of Muslims and Christians welcoming new babies, do pupils know what is happening in the pictures? Explain that some Christians choose to welcome a baby to their church family by having a baptism. Tell pupils that parents and godparents promise to bring their baby up to know Jesus and the other members of the church promise to help them to do this. Watch a video of an infant baptism*.

STEP 3: Tell pupils that Muslims also often welcome babies into their faith community. Ask whether anybody knows how a Muslim baby might be welcomed. Show pupils a photograph of a Muslim man whispering into a baby's ear. Explain that some Muslims welcome babies by whispering the words of the Shahadah into their baby's ear. These words are 'There is no God, but Allah and Muhammad are the messengers of Allah.' Ask why pupils think these are the first words that many Muslim parents want their baby to hear. Share that some Muslims also have a Aqidah ceremony where the baby's head is shaved and the weight of the hair is given to the poor in silver (some Muslims give food to the community or if they can't afford to do this, they might give a smile) to give something to others after they have been given the special gift of a new baby.

STEP 4: Give pupils slips of paper and encourage them to write down and draw what they think a Muslim, or a Christian might keep remembering their baby being welcomed into the faith community.

Bring the class back together and discuss the emotions that the community might have when they welcome someone new.

*You might choose to use Resources - RE: quest www.request.org.uk

If you want to look at a Hindu baby welcoming ceremony lesson idea, an ebook and a ppt are available as part of your NATRE membership here What do people from different religions do to welcome babies? (natre.org.uk)

Lesson 6: How do people show that they belong to each other?

STEP 1: Ask: How do some Christians and some Muslims welcome a baby into their faith community? Use pupils' answers as a basis for recapping the last lesson. Explain that today we are going to be finding out about how people show that they belong to each other. Ask pupils if they have ever been to a wedding. What was it like? Who got married? Explain that people from different worldviews sometimes choose to get married and this is to show that they belong to each other.

STEP 2: Show some photographs from a Christian wedding. Through discussion, find out whether the pupils can explain what is happening in the images. If not, briefly describe what each image shows.

STEP 3: Tell pupils that in a Christian wedding ceremony, the couple make promises to each other. Explain that the ceremony is usually in a church, with the service being led by a vicar and Christians see the promises made in a Christian wedding ceremony as being made in front of God. Show words linked to traditional Christian wedding vows, e.g love, promise, sickness, health, till death do us part etc. Invite some members of the class to come to the front to hold up these words and phrases. Discuss with pupils why they think that couples say these words to each other and how these promises show that the couple belong to each other.

STEP 3: Explain that within many other worldviews people often choose to get married to show that they belong to each other. Show pupils the ebook of a Hindu wedding*. Show the children a video of a Hindu wedding**. Ask pupils how the couple in the video showed that they belonged to each other and make a list of the children's ideas on the class whiteboard. Give pupils diverse pictures of Hindu weddings, encourage them to draw what they see and write down one way in which these couples show that they belong to each other.

STEP 4: Assessment: Go through the sticky knowledge quiz slides and encourage children to fill out the assessment sheet.

*(insert link when up) Hindus book out in September

**You might like to use: https://youtu.be/rs83rrB5E4E .

Learning Outcomes

- Recognise that loving others is important in lots of communities.
- Say simply what Jesus and one other religious leader taught about loving other people.

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• 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).
• 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.

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