



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: **Ourselves, Our Families and Our Communities: *Where do we belong?***

Year Group: **Early Years Foundation Stage YR**



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About this unit:

This unit enables pupils to recognise and value a sense of belonging and helps them to begin to understand how this contributes to their own emotional well-being and to the values of the community in which they live.

Personal experience, based upon home, school and the local community, will be the key focus for this unit. This will then be used to help them to begin to understand how children in particular religions experience a sense of belonging.

Pupils will also look at how children are welcomed into Christianity and they will be encouraged to think about how people show that they belong to different groups. Finally, they will consider what is special about belonging.

By following this unit, children will develop knowledge, skills and understanding in relation to:
Stories of people who belong to groups - families, schools, classes and the local community;
The importance of being a member of a group and the enjoyment that can be derived from this;
Symbols of belonging used in Christianity and Judaism;
Symbols of belonging in children's own lives and experiences;
The value of each person and how Christians may show this through Baptism/ Dedication;
How Christians and Jews often meet in groups for worship and community activities.

Additionally, children will also be able to consider the following generic key questions:

Why is my family, my home and my school special to me?

Who do I care about and who cares for me?

How are we similar and what makes us different?

How does my world relate to the worlds of other people?

To which groups do I belong?

What is it like to belong to a group?

Pupils are encouraged to consider what can be learned from everyday experience and how this contributes to an emerging sense of their own beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of belonging, based on the personal experience of pupils, through strong and established links at home, school and the wider community that the school serves, and also within the context of Christianity and Judaism.

By focusing on the concepts of values and beliefs, linked to examples of their everyday experiences, pupils will develop a wider understanding of how they belong to their family, their friendship group, their class, their school and their immediate local community. They will also begin to understand how Christians and Jews are made to feel welcome within their religion and experience a sense of belonging as a result.

This unit contributes to the continuity and progression of pupils' learning by linking to ongoing PSED, CLL, KUW and CD provision and also by learning more about the faiths of others and their own emerging sense of faith, where relevant. The unit builds upon learning about celebrations, special times, special objects and places. The unit anticipates further study of Christian life in Key Stage One and other Foundation Stage units.

Estimated teaching time for this unit: 9-10 hours.

The unit has been split into 6 main sections, as follows:

What does it mean to belong in my daily life? (1 hour of direct teaching time);
What is a group and what groups do all of the children belong to? / In what way is our class a group and how do we show we care for each other? (1 hour of direct teaching time);
What does it mean to belong to a religion? (1 hour of direct teaching time);
What does it mean to belong to Christianity? (4 hours of direct teaching time);
What does it mean to belong to Judaism? (1 hour of direct teaching time);
What is special about belonging to a religion? (1 hour of direct teaching time used to assess and review).

As this is a unit for Early Years Foundation Stage, it is expected that the main teaching activities form the basis for large group time but that the learning environment is organised in such a way as to encourage a good balance of child initiated play and exploration based on the key themes.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Belonging (People feel that belonging to a religion gives them identity and purpose);

Family (The family in various forms is often seen as the basic unit of living by religious groups);

Commitment (People do things because of their beliefs).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by recognising similarity and difference in a wide variety of people;
- **Respect for all** by developing a willingness to learn from each other and accept that other people can have different views from their own;
- **Open mindedness** by engaging in positive discussion and debate about the community in which we live.

The unit will provide these opportunities for pupils:

- To consider the concept of lifestyle and how people who are important to us share aspects of our lifestyle;
- To consider a diverse range of views about questions of belonging, why some people are special to them, how they show care for others, how others show care for them, difference, relationships between their immediate experience and the experience of others and what it is like to belong to and feel welcomed by a defined group;
- From the study of Christianity, pupils will be supported to understand their own immediate experiences and how this helps them to enjoy a wider sense of belonging;
- To be able to think about their own experiences and views in relation to questions of how they belong and how they can help others to experience a shared sense of belonging;
- Experiences include getting to know other members of the school and wider community better, getting to know themselves better and recognising that we all have much in common.

Background information for the teacher:

- In Christian thinking, Jesus is a personal friend to believers; Jesus showed friendship to be an important aspect of human experience. By recognising that friendships help to hold a community together, understanding the qualities of friendship will help pupils to experience a greater sense of belonging.
- Among non-religious people, a sense of belonging is engendered through group membership and affiliations, this forming a core aspect of the society in which we live. By developing such awareness, pupils will be empowered to make an active contribution to future society and experience high levels of well-being through a firm sense of belonging.

Vocabulary & Concepts	Generic Resources
<p>In this unit, pupils will have an opportunity to develop their own understanding of the following words:</p> <p>Christianity Baptism Candle Christian Christening Cross Dedication Jesus Symbol Worship</p> <p>Judaism Kippah Sukkah Sukkot Synagogue Tallit Torah</p> <p>The language of shared human experience: Belong Belonging Care Commitment Different Emotions Family Feelings Friend Friendship Kindness Listening Love Religion Same Sharing Values Welcome</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Persona dolls from Christian, Jewish and non-faith traditions ▪ The Little Book of Persona Dolls by Marilyn Bowles ▪ An article giving guidance as to how Persona dolls can be used (Celia Maddox from the Farmington Institute of Christian Studies) ▪ Beliefs and Belonging (BBC Active): http://www.schoolsresourcesonline.com/product-details.aspx?productId=809&categoryId=52 . <p>Books</p> <ul style="list-style-type: none"> ▪ “Ms. Macdonald has a Class” by Jan Ormerod (0099516519) will help pupils to recognise the part they play in their class and how their families show pride in what they achieve at school. ▪ “The Big Katie Morag Storybook” (0099720310) and “The Second Katie Morag Storybook” (0099264749) by Mairi Hedderwick will help pupils to recognise a sense of place, family life and community spirit. ▪ “Helpers” by Shirley Hughes (0099926504) will help pupils to understand the different roles that members of their family play. ▪ “Who’s Who in our Street?” by Jan Ormerod (0099262894) celebrates community spirit by looking at the lives of 3 families supporting each other through a very busy week. ▪ “Badger’s Bad Mood” by Hiawyn Oram and Susan Varley (0862647762) will help pupils to understand the love and appreciation of our friends and how this can affect us. ▪ “It’s Your Turn, Roger!” by Susanna Gretz (0099660911) will help pupils to understand the benefits of helping out at home. ▪ “Willy and Hugh” by Anthony Browne (009997780X) will help pupils to celebrate the friendships they have. ▪ “Way Home” by Libby Hathorn and Gregory Rogers (0099486814) will help pupils to recognise that all societies have vulnerable people who are in need of our help. ▪ “No Matter What” by Debi Gliori. ▪ “Pumpkin Soup” by Helen Cooper. ▪ “Laura’s Star” by Klaus Baumgart. <p>Web</p> <ul style="list-style-type: none"> ▪ Culham Institute (www.dottieandbuzz.co.uk) will help pupils to experience a sense of belonging within the family and community beyond. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ Wider multicultural resources are available from “Bright and Early” (http://www.brightandearly.co.uk/Belonging.php) and can be purchased to reflect the individual needs of each class.

Contributions to spiritual, moral, social and cultural development of pupils:

- Opportunities for **spiritual development** come from listening to people describe what they believe, the warmth engendered by a successful friendship and through the love of our families;
- Opportunities for **moral development** come from recognising the part we all play in making our family, class and community successful and that the choices we make have consequences;
- Opportunities for **social development** come from recognising the roles we all play in the groups to which we belong;
- Opportunities for **cultural development** come from meeting people from different faiths and also the wider community.

EXPECTATIONS: At the end of this unit:

Pupils working at Level 1 will be able to:

- Recall what happens at a traditional Christian Baptism or Dedication and use religious vocabulary to recognise and name symbols and features (AT1);
- *Talk about what is special and of value about belonging to a group that is important to them (AT2);*
- Talk about what is special and of value to Christians and Jews when they meet for worship (AT1).

Early Learning Goals

By following this unit, children will gain exposure to the following Early Learning Goals:

PSED

- *Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;*
- *Understand what is right, what is wrong and why;*
- *Understand that people have different needs, views, cultures and beliefs that need to be treated with respect;*
- *Understand that they can expect others to treat their needs, views, cultures and beliefs with respect;*
- *Maintain attention, concentrate and sit quietly when appropriate.*

CD

- *Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments;*
- *Respond in a variety of ways to what they see, hear, smell, touch and feel.*

KUW

- *Find out about past and present events in their own lives and in those of their families and other people they know;*
- *Begin to know about their own cultures and beliefs and those of other people.*

CLL

- *Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how;*
- *Retell narratives in the correct sequence;*
- *Enjoy listening to and using spoken and written language and readily turn to it in their play and learning;*
- *Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;*
- *Use language to imagine and re-create roles and experiences;*
- *Use talk to organise, sequence and clarify thinking, ideas, feelings and events;*
- *Listen with enjoyment and respond to, stories, songs and other music, rhymes and poems and make up their own stories, songs and rhymes.*

ASSESSMENT SUGGESTIONS

A formal assessment of each child is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning (AfL) methods is best.

The final activities within this unit can be specifically used for assessment purposes and will help pupils to show their understanding of what is special about belonging to a religion and community.

Throughout the topic, practitioners are encouraged to observe children during large and small group time and also child initiated play using the school's agreed approach to the gathering of observational data. Early Years Foundation Stage Profiles should be updated to reflect the progress pupils have made.

UNIT TITLE: Ourselves, Our Families, Our Communities: *What does it mean to belong?*

Key Question: *What does it mean to belong in my daily life? (1 hour of direct teaching time)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise that a family is a group to which we belong.</p> <p>To be aware that the members of a group have much in common and care for each other.</p>	<p>Using the book “Helpers” (Shirley Hughes), introduce children to the concept of a family being a group that cares for each of its members.</p> <p>Invite children to bring photographs of their family into school and create a display in the classroom.</p> <p>With the co-operation of parents, have an open morning/day where parents/carers come into school and work alongside their children.</p> <p>To show how children can create a sense of belonging, offer a circle time about either younger siblings or pets.</p> <p>Create a class book of pets that shows how we care for them.</p> <p>Add pictures of pets to family display to show that the care children give to them is the same as the care parents have for their children and draw out the importance of responsibility.</p>	<p><i>I can talk about belonging and how people in my family care for me in lots of different ways. (AT2 L1)</i></p>	<p><i>Sensitivity will need to be shown to those children who come from single parent or split parent families.</i></p> <p><i>Some children in the class may not have pets or younger siblings and teachers will need to be aware of this beforehand.</i></p>

Key Question: *What is a group and what groups do all of the children belong to? (1 hour of direct teaching time)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify some of the groups to which pupils belong.</p> <p>To be aware that being a member of a group shows we have common interests with other members.</p>	<p>Discuss in whole class about similarities and differences between individuals, e.g. boys/girls, blonde/dark, interests/hobbies, family details etc.</p> <p>Class physical sorting activity to show that at any one time, we can be members of a number of different groups, e.g. boy - football - class e.g. girl - football - family e.g. girl – painting - school.</p> <p>Ask children to bring into school artefacts from the groups to which they belong, e.g. Rainbows, Beavers, Sports groups, etc and create an interactive and informational display to celebrate membership.</p>	<p><i>I can talk about how I and all of my friends belong to lots of groups that are the same and lots that are different.</i> (AT2 L1)</p> <p><i>I can talk about who can help me at school and how I can help others.</i> (AT2 L1)</p>	<p><i>Given the age of the children, it is likely that some children will not be involved in any groups outside of school. Sensitivity is needed here.</i></p> <p><i>This could be recorded with photographs or they can physically move into groups.</i></p>

Key Question: *In what way is our class a group and how do we show care for each other? (1 hour of direct teaching time)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that our class is a group to which all of the children belong.</p>	<p>Using the book “Ms. Macdonald has a class” (Jan Ormerod), introduce children to the idea that our class is a group to which we all belong and everyone has a part to play.</p> <p>Teach the children ‘Old Macdonald Had a Farm’ and change the words to retell the story. Children could also make musical instruments to accompany this familiar song.</p> <p>Remind the children of the school and class approach to behaviour management. Support the children to understand the wider consequences of positive and negative choices within the class group.</p> <p>Organise a themed day within school where children work in many different groups, e.g. birthday month, where they live, school house etc to show that within school, there are many different groups beyond our class and that we can all show care for each other.</p>	<p><i>I can talk about belonging within my class and how the choices I make may affect others in a wider group. (AT2 L1)</i></p>	<p><i>For those children who require additional support to make positive behavioural choices, care needs to be taken to ensure they are not singled out and that they can and do make a positive contribution to the class group and also that this is recognised by others.</i></p>

Key Question: *What does it mean to belong to a religion? (1 hour of direct teaching time)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise that religious groups exist in the local community.</p> <p>To recognise that some children in the class may belong to a religious group.</p>	<p>Using pictures of places of worship, symbols and clothing, can the children match the pictures into their groups? (Christianity and Judaism).</p> <p>Discuss with the children that followers of Christianity and Judaism feel they belong in the same way that all of the children belong to their families, school and class.</p> <p>Can the children recall why it is special to belong and how this makes them feel? This will be a good opportunity to revise and extend generic vocabulary and link this to the specialist vocabulary for this unit.</p> <p>Using visual resources and some of the parables about God's love for mankind from the Bible, help the children to understand the connection between a parent's love for their child, a teacher's care for their class and God's love for His followers in Christianity.</p> <p>Collect key thoughts and ideas from the class and record these for assessment purposes at the end of the unit.</p>	<p>I can talk about belonging to a religion being important to its followers. (AT1 L1)</p> <p>I can use religious words to identify places of worship in Christianity and Judaism. (AT1 L1)</p>	<p><i>The internet provides a wealth of visual resources that can be used to engage the children. It might also be the case that the school has a collection of artefacts and objects that represent Christianity and Judaism. It would be beneficial if these could be made available for the children, to give practical, hands-on experience.</i></p>

Key Question: *What does it mean to belong to Christianity? (4 hours of direct teaching time)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To retell what happens at a traditional Christian Infant Baptism / Dedication.</p> <p>To recognise the symbols used in Infant Baptism / Dedication.</p>	<p>Help the children to remember how they became members of the groups they have joined. Ask if anyone knows how Christians join the Church Family. Share a video of a Baptism*.</p> <p>Revise and review with the children the role of infant Baptism, using visual resources. Introduce children to the symbols of infant Baptism including water, the sign of the cross and a candle**.</p> <p>To help the children understand the importance of Baptism, tell the story of John the Baptist and explain that this is how the ritual of Baptism began. Can the children retell the story of John the Baptist through role play, puppets, artwork, etc?</p>	<p>I can talk about baptism as the way Christians join and become part of the Church family. (AT1 L1)</p> <p>I can retell what happens in a Christian Baptism and say why it is special. (AT1 L1)</p>	<p>*www.REquest.org.uk 'Milestones in Family Life: The Baby'.</p> <p>**It will be important for teachers to remember that the font is an important religious artefact but not a symbol in its own right. Water is a symbol as it washes clean enabling Christians to make a new beginning with God.</p> <p><i>The Lion Storyteller Bible (0745929214) contains an appropriate version of the story of John the Baptist.</i></p> <p>Video resources of an infant dedication are available at www.REquest.org.uk .</p> <p>www.dottieandbuzz.co.uk also contains some good resources under the 'Belonging' and 'Baptism' sections.</p>

Key Question: *What does it mean to belong to Christianity? (Continued)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
	<p>To extend the children’s understanding, it might be appropriate to share a video of a dedication of an infant in a Baptist Church. Explain to the children that a dedication is different to a Baptism as it will allow the child to make a choice about religion when they are older.</p> <p>Create an informational display in the classroom with a special focus on the candle and the cross. A picture of an altar setting should also be included. Help the children to understand that the cross has a special meaning for Christians. Can the children use ICT, visual and book based resources to find the symbol of a cross?</p> <p>All of the above activities could be enhanced by a visit to a local church. If the priest or minister is available, it would be an advantage for them to show the children their church and some of the key artefacts with which they are now familiar. If possible, ask the vicar to simulate an Infant Baptism at the church.</p>		

Key Question: *What does it mean to belong to Judaism? (1 hour of direct teaching time)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise some of the symbols of belonging in Judaism.</p>	<p>Recall previous teaching in respect of the groups children belong to and the sense of belonging that Christians feel in respect of their faith. Introduce the following artefacts:</p> <ul style="list-style-type: none"> • Torah – a special scroll; • Tallit – the prayer shawl; • Kippah – the skull cap; • Synagogue – place of worship. <p>Using a multisensory approach, allow the children to explore the artefacts and discuss them freely. Other resources can also be used including books, videos, IWB etc. Try to record the thoughts the children have about the artefacts and how they think they might be used.</p> <p>Give children information about the artefacts and how they show belonging to Judaism. If possible, ask a Jewish visitor to show, and talk about, the artefacts, explaining why they important to them.</p> <p>Remind children about the activities that were introduced at the beginning of the unit regarding the family. Share appropriate examples of what Jewish families might do at home. (Sukkot is a good example to show traditional family celebration in Judaism and is accessible to the children if a simple version of the story is used. A model Sukkah can be constructed and the children can share snacks inside it. This celebration also provides an opportunity for simple comparisons with Christian Harvest Festival to be made.)</p>	<p>I can talk about what is special and of value to Jews when they meet for worship. (AT1 L1)</p>	<p><i>This aspect of the unit will be most effective if Jewish artefacts can be brought into the classroom for the children to touch and handle. It should also be noted that they will encounter Judaism again in Key Stage 1 so it will be important to ensure that confusions between Christianity and Judaism do not occur.</i></p> <p><i>Whilst a real Torah cannot be handled, model Torahs are available to use with children.</i></p> <p><i>TTS Religion in Evidence has many Early Years artefacts available. (www.tts-shopping.com).</i></p> <p><i>A strong link can be established between the family and Judaism. At the beginning of this unit, the children will have spent some time considering their family as a group that cares for each of its members.</i></p> <p><i>Rainbow Big Books: My Jewish Faith (023751897X)</i></p> <p><i>Jewish Synagogue (0749631538)</i></p> <p>http://atschool.eduweb.co.uk</p> <p><i>Link with other YR units and with KS1 Judaism units which cover Shabbat and other Jewish festivals to avoid repetition of experiences and activities.</i></p> <p><i>See Support Materials for details of Jewish visitors.</i></p>

Key Question: *What is special about belonging to a community? (1 hour of dedicated teaching time to address gaps in learning)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise that we are all members of our local community and that different groups make up our community.</p>	<p>Using the book ‘Who’s Who in Our Street?’ (Jan Ormerod), help the children to understand that there are other families that live nearby who may share many similarities with their own. Can the children recognise the helpful things that the story characters do that bestow a sense of belonging within the street?</p> <p>Using junk modelling or artwork, can the children build a model of the street from the story? Could a church and synagogue be added to the model? How would the children make a new family feel welcome if they moved into the street? What sort of things could they do?</p> <p>What other aspects of our community could be included? School, shops, village hall, park etc.</p> <p>All of these aspects create a community to which the children belong. Discuss how.</p>	<p>I can talk about my community and some of the many different groups it contains, including the local church. (AT1 L1)</p> <p><i>I can show ways to make new members of a community experience a sense of belonging. (AT2 L1)</i></p>	<p><i>It is expected that ongoing observations and assessments are undertaken throughout this unit. Through a balance of observational data, work samples, planning and photographic evidence, there will be sufficient time at the end of the unit to address any areas of misunderstanding.</i></p> <p><i>Throughout this unit, opportunities have been created for the children’s thoughts to be recorded. This might take the form of concept or mind maps. A purposeful form of assessment is to return to these and show the children how much more they know at the end of the unit than at the beginning.</i></p>