

Question: 1.7 What does it mean to belong to a faith community?		Critical Learning <ul style="list-style-type: none">Knowing about and understanding religions and worldviewsExpressing and communicating ideas related to religions and worldviewsGaining and deploying the skills for studying religions and worldviews Key Vocabulary Cross, crucifix, fish/ICHTHUS, Jesus, Mary, church, rosary, Bible, God, Bible, christening, water, font, candle, Holy Spirit, God, Muslim, Allah, Prophet, Muhammad, calligraphy, ka’aba, haj, ‘Allahu Akbar, call to prayer, wedding, belonging
Strand Living (Religious practices and ways of living; questions about values and commitments)		
Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it meant to be a Muslim in Britain today?		
International Baccalaureate Learner Profile Link <i>Inquirer: Learning about other religions from stories.</i> <i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i> <i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i> <i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i> <i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i> <i>Open-minded: Appreciating the traditions of others.</i> <i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i> <i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i> <i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i> <i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i>		
Prior Skills <ul style="list-style-type: none">Re-tell religious stories making connections with personal experiencesShare and record occasions when things have happened in their lives that made them feel specialRecall simply what happens at a traditional Christian infant baptism and dedicationRecall simply what happens when a baby is welcomed into Islam.	New Skills <ul style="list-style-type: none">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 (A3).Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).Identify two ways people show they belong to each other when they get married (A1).	Future Skills <ul style="list-style-type: none">Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).Ask good questions about what Christians do to show their faith (B1).Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it

	<ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). • Respond to examples of co-operation between different people (C2) 	<p>might be hard sometimes (B2).</p> <ul style="list-style-type: none"> • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
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Knowledge, Skills and Understanding

<u>Emerging</u> <u>You can...</u>	<u>Expected</u> <u>You can...</u>	<u>Exceeding</u> <u>You can...</u>
<ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2) • Show an awareness that some people belong to different religions (B1) 	<ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience (A3) • Recognize symbols of belonging for Christians (A3) • Recognize symbols of belonging for Muslims (A3) • Think about why symbols of belonging matter to believers (A3) • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of cooperation between different people (C2) 	<ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities (B2). • Responding sensitively to differences in the way believers express their identity and belonging (B2). • Identify some similarities and differences between the ceremonies studied (B3).

Resources

- Teacher (or willing adult) shows things from their life that tells pupils something about who or what they belong to.

Website/Apps

- Watch this clip of a church community preparing to baptise baby Jamie:
www.bbc.co.uk/education/clips/zm87tfr

<ul style="list-style-type: none"> • 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. • A cup, some Ribena in a jug, a candle and some bread. • A razor (in a case) and shaving foam, a pair of kitchen scales, a gold or silver necklace or ring and a print-out of the Islamic calligraphy looked at in the first section saying 'Allah'. 	<ul style="list-style-type: none"> • Watch this second clip where Jamie is baptised: www.bbc.co.uk/education/clips/zr34wmn • compare this church to Jamie's church: www.bbc.co.uk/education/clips/zq87tf • call to prayer www.youtube.com/watch?v=fe8qRj12OhY
	<p>Suggested Quality Texts</p> <ul style="list-style-type: none"> • The boy who threw stones at trees. • The Lost coin.
<p><u>Assessment ideas</u> Help pupils to recall their learning in this unit by summarising the key ideas they have encountered. Give them a large Venn diagram with religious ways of belonging in one circle, and non-religious ways of belonging in the other.</p> <p><u>Writing Opportunities</u> A friendship card. Display the words gathered at the start of this section about pupils' friendship promises and what they get from each other in their friendships. If you have studied both Christianity and Judaism use the wedding hearts and wedding chuppahs they have written on, otherwise use whichever one you worked on. Hand out pieces of card, folded in half. Pupils will stick their hearts and/ or chuppahs on the front to make a friendship card. They can write or a special message to someone inside- someone at home or someone in the classroom. They could write why they like someone, a funny joke, a promise to someone, etc.</p> <p><u>Cross Curricular Links</u> (These need to be linked with topics that are taught in the year group)</p>	