

## Unit Y2 C2: HOW DO CHILDREN LEARN ABOUT BELONGING TO THE CHRISTIAN FAMILY?

### Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by the joint Hackney and Enfield RE Curriculum Development Group.

Teaching and learning activities plan for the two attainment targets for religious education – learning *about* and learning *from* religion.

On the right of this page is the full KS 1 Christianity programme of study from the Agreed Syllabus. The material picked out in bold features in this unit. Within each unit some of the content picked out in bold is a major focus, other content is a minor focus. A minor focus and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model, individual and paired group and whole class activities and tasks are included in the planning. It is the teacher's responsibility to adapt the planning and scaffold or extend the activities and resources to meet the range of pupil needs and abilities in their class.

This title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follows is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'big question.'

The unit does not attempt to cover the whole programme of study. The unit focus has been carefully chosen to contribute to the spiritual, moral, social and cultural development of all pupils. It makes relevant links to other aspects of personal development and other dimensions of the curriculum.

Schools are required to report pupils' achievement in RE in terms of the Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and the learning outcomes are in pupil speak, 'I can' language.

### Enfield Agreed Syllabus 2007 – KS 1 Christianity Programme of Study:

- explore Bible stories of the birth of Jesus which teach the Christian belief that Jesus is God's Son
- explore Bible narratives of Jesus' death and resurrection, understood by Christians as a promise of new life and new beginnings
- explore how Christian traditions at Advent and Christmas re-tell the birth of Jesus and teach Christians about God and Jesus Christ
- explore how Christian traditions at Lent and Easter re-tell the death and resurrection and teach Christians about God and Jesus Christ
- **explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus**
- explore how the traditions of Christian Harvest Festival express Christian beliefs about, and responses to, God as Creator eg thankfulness and sharing with others
- **explore some of the ways in which children learn about their faith by growing up in a Christian home eg by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying**
- **explore how belonging to the Christian 'family' means living in the way Jesus taught**, especially caring for others eg the poor and those in need
- **explore how local leaders of Christian communities (eg priests, ministers, elders) teach about Jesus and belonging to the Christian family**
- explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God
- **explore how the symbols of light, used by Christians at Advent and Christmas, express their belief that Jesus is the light of the world**
- **explore how the symbols of baptism (eg water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family**
- explore how the symbols of Easter (eg palms, crosses, eggs, hot cross buns and colours associated with Lent and Easter) remind Christians of Easter events and the theme of endings and new beginnings

## SESSION 1: HOW DO PEOPLE SHOW THEY BELONG?

<p><b>LEARNING OBJECTIVES</b> Children should learn:</p> <p>that we show we belong by wearing signs and making promises</p> <p>that Christians learn about God and Jesus at church and from the Bible</p> <p>that the symbol of the cross shows God loves them and they belong to the Christian family</p> <p>or how people show they belong</p> <p><b>LEARNING OUTCOMES</b> I can:</p> <p>talk about belonging</p> <p>say some ways children learn about God, Jesus and being Christians</p> <p>talk about the symbol of the cross and what Christians say about it</p>	<p><b>TEACHING ACTIVITIES</b> <b>Starter activity (10 minutes)</b> <i>We all belong to this school and this class. How do we show that we belong to our school?</i> <i>What rules or promises do we have to follow because we belong to this school?</i> <i>What other groups do you belong to?</i> <i>What do you have to agree or promise to do for the group you belong to?</i> <i>How do you show that you belong?</i></p> <p>Some groups are like families. The people who belong to the group try to look after each other. There are other kinds of groups or ‘families.’ Some groups of people belong together because of their beliefs. <i>Do you know the names of any of these groups? (eg Muslims, Christians)</i></p> <p>Our big question is ‘<b>How do children learn about belonging to the Christian family?</b>’ And to help you find some answers to that big question, the question for today’s lesson is ‘how do people show they belong?’</p> <p>Show children a display of different types of crosses. <i>Where have you seen a cross like this before?</i> Christians sometimes wear a cross to show that they are Christians. The cross is a Christian symbol. Some Christians wear the cross like a badge to show that they belong to a group or family called Christians. Christians believe the cross shows that God loves them.</p> <p>Matthew is going to tell us what it’s like to belong to the Christian family. He asks the question “what’s a Christian?” You need to look and listen for:</p> <ul style="list-style-type: none"> <li>● what do Matthew and his dad tell us that Christians believe?</li> <li>● what are some of the ways Matthew and his family learn about God, Jesus and being Christian</li> <li>● what do Jamie’s mum and Anne, the Vicar, say about baptism?</li> <li>● what will happen at Jamie’s baptism to show he belongs to the Christian family?</li> </ul> <p>Play the DVD extract for session 1 (issued with this unit). Feedback and scribe children’s responses to these questions, ensuring that the key things are covered (see points to note). You could also ask: <i>what do you think Anne’s job is?</i> You could display what Matthew’s mum and dad say, in speech bubbles.</p> <p><b>Individual activity</b> Children write or draw examples in response to the following starters: To show I belong I ... (teachers could give the following example, wearing a uniform) To show I belong I promise ..... Christians show they belong by ... Christians learn about God and Jesus by .....</p>	<p><b>RESOURCES</b> DVD extract for Session 1 Crosses or photographs of the following types of cross: Cross and chain, a crucifix, an ‘empty’ cross, a Salvadorian cross – a South American religious art form for communicating beliefs (the Salvadorian cross on CD ROM tells the story of Jesus’ birth)</p> <p><b>POINTS TO NOTE</b> Signs that children belong to the school include: school uniform, school badge. Belonging to the school involves commitments and responsibilities eg keeping the ‘golden rules.’ Other groups children belong to might include: family, sports teams, cubs/brownies, supplementary school, Qur’an classes, Sunday school. Belonging to these groups might include promising to behave well or to practice a musical instrument or to keep their kit clean and turn up for games</p> <p>Matthew and his family tell us that Christians:</p> <ul style="list-style-type: none"> <li>▪ believe in One God who made the world and in Jesus Christ</li> </ul> <p>We learn that Christians:</p> <ul style="list-style-type: none"> <li>▪ read stories from the Bible to find out about God and Jesus</li> <li>▪ go to church to meet, pray and learn about God</li> <li>▪ worship in many different kinds of churches</li> <li>▪ go to church on Sunday and special days eg baptisms</li> </ul> <p>Teachers should let children know that not all Christians baptise infants. In some Christian traditions, ‘believers baptism’ is practised. (This is included in a KS 2 unit.) In these denominations services of infant dedication take place. (Resources to introduce infant dedication in this unit will be developed and published with a later draft of this unit.)</p> <p>The phrase ‘Christian family’ refers not only to Matthew and Jamie’s immediate family - mum &amp; dad, brothers, grandparents - but also to the worldwide family of Christians who share the same beliefs Matthew’s mum says “baptism is a celebration to welcome Jamie into God’s family.” Anne, the Vicar, says that at the baptism:</p> <ul style="list-style-type: none"> <li>● she will use a special sign, a cross</li> <li>● godparents will make promises to bring Jamie up “to know and love the Lord Jesus as he becomes a member of our church”</li> </ul>
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## SESSION 2: WHAT ARE THE SYMBOLS OF BAPTISM?

<p><b>LEARNING OBJECTIVES</b> Children should learn:</p> <p>that some Christians welcome babies into the Christian family with a baptism</p> <p>that the candle given at a baptism reminds Christians that Jesus is like a light</p> <p>that Christians believe the cross is a symbol to show that God loves them and they belong to the Christian family</p> <p>Or</p> <p>About the Christian symbols used at baptism</p> <p><b>LEARNING OUTCOMES</b> I can:</p> <p>name 3 symbols used at a baby's baptism and know what Christians say about them</p> <p>talk about someone or something which helps me to live a good life</p>	<p><b>TEACHING ACTIVITIES</b></p> <p>Our big question is 'How do children learn about belonging to the Christian family?' <i>In the last lesson what did we find out about how Christians show they belong to the Christian family? Read and show good examples from children's independent work from the last lesson.</i></p> <p>To help you find some more answers to the big question, the question for today's lesson is 'what symbols do Christians use at a baptism to show the baby belongs to the Christian family?'</p> <p><i>Have any of you had a new baby brother or sister? How did your family show that they were happy? How did they welcome the new baby into your family?</i></p> <p>When a new baby is born into a Christian family, some Christians have a special ceremony to show the baby belongs and will be brought up as a Christian. <i>What is that special ceremony called? What did we learn about baptism from Matthew and the Vicar in the DVD last time? Have any of you been to a baptism? What do you remember about it? How did the baby's family make it a special day?</i></p> <p><i>Can you remember what Christian symbol the Vicar said she would use at Jamie's baptism? There are some other symbols Christians use at baptism to remind Christians that they belong to the Christian family: water and the light of a candle.</i></p> <p>Now we're going to watch another clip of DVD about Jamie's baptism. You need to look and listen for:</p> <ul style="list-style-type: none"> <li>● what are the three shapes that the Vicar makes from a piece of paper? (Extension question for more able pupils: What does she say about them?)</li> <li>● How does the Vicar use the Christian symbol of the cross on Jamie?</li> <li>● How does she use water in the baptism?</li> <li>● Why does the Vicar give a lighted candle for the baby?</li> </ul> <p>Play the DVD extract for session 2 (issued with this unit). Feedback and scribe children's responses to these questions, ensuring that the key things are covered (see points to note)</p> <p><b>Individual activity</b></p> <p>With picture and word cues to support children as necessary, children identify the key Christian symbols used at infant baptism and suggest what they symbolise for Christians (see attached baptism symbols worksheet). (Level 3 extension activity: Jamie's parents and godparents promise to help Jamie to know about Jesus and to grow up as a Christian. <i>Who helps you to grow up and live a good life?</i> At Level 1, pupils could name and choose relevant symbols to make a baptism card with an appropriate greeting inside.)</p> <p><b>Plenary activity</b></p> <p><i>Who do Christians hope their children will grow up to be like? Why? How do your family hope you will grow up?</i></p>	<p><b>RESOURCES</b></p> <p>DVD extract for Session 2 The following artefacts or pictures of them: Baptismal candle, Baptism gown, Baptism cards, Baptism certificate Baptism symbols worksheet (attached)</p> <p><b>POINTS TO NOTE</b></p> <p>From Level 2 onwards, children should begin to show awareness of similarities in religions. So there are opportunities for children to identify ways in which babies are welcomed in other religious and cultural traditions. It is not necessary to dwell on these examples or to divert the course of the lesson. There are other units of work in KS 1 and early KS 2 which introduce how other religious traditions, for example Muslims, learn about belonging.</p> <p>The 3 shapes the Vicar makes are:</p> <ul style="list-style-type: none"> <li>▪ a house - because she hopes Jamie will be part of the church, St Oswald's each week, "the house of God." She says it's important that "Jamie knows Jesus as his friend at home too."</li> <li>▪ a book – because at church Christians read "God's book, the Bible" and she hopes Jamie will learn about Jesus at home too, by listening to stories from the Bible</li> <li>▪ a cross – baptism marks a new beginning in the Christian family.</li> </ul> <p>The Vicar uses this 'origami' activity because it is a striking visual aid to explain her key points to the congregation. The only <u>Christian</u> symbol she makes is that of the cross. Please do not spend precious time repeating this activity yourself or getting the children to do it.</p> <p>Symbols of baptism that mark a new beginning in the Christian family:</p> <ul style="list-style-type: none"> <li>▪ the cross - the vicar makes the sign of the cross on Jamie's forehead. She says it 's the sign of Jesus (because Jesus died on the cross) and shows that "God loves Jamie and Jamie is special to him."</li> <li>▪ Water - which makes things clean and new. Jamie is starting his new life in the Christian family</li> <li>▪ the lighted candle - which reminds Christians that Jesus is a light, showing them how to live. She hopes Jamie will "shine like a lighted candle in the world, like Jesus."</li> </ul>
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**SESSION 3: WHAT DOES BAPTISM SHOW ABOUT BELONGING TO THE CHRISTIAN FAMILY ?**

<p><b>LEARNING OBJECTIVES</b> Children should learn:</p> <p>The symbols and actions of baptism mark a new beginning in the Christian family</p> <p>Baptism expresses the hope that children will grow up to follow the teaching and example of Jesus</p> <p>Or</p> <p><b>LEARNING OUTCOMES</b> I can:</p> <p>describe a baby's baptism and talk about the meaning of what happens</p> <p>talk about some of the ways Christians learn about God and Jesus</p> <p>describe some of the things about baptism that are the same and different (in different Christian churches)</p>	<p><b>TEACHING ACTIVITIES</b></p> <p><b>There are alternative plans for this session</b></p> <p><b>a) Visit to a local church which practices infant baptism (eg Church of England, Roman Catholic or Greek Orthodox, Methodist Church) to consolidate their learning about baptism</b></p> <p>It is essential to brief the vicar/minister about what the class has already learnt and how you would like this visit to focus upon the actions and symbols of infant baptism (and not a general tour of the church or a general talk on Christian belief).</p> <p>The visit might begin with the vicar talking about the clothes or vestments that s/he would wear for a baptism. The colours of the vestments may symbolise some of the hopes and beliefs expressed in the baptism service.</p> <p>Group the children around the font and role play the key actions of a baptism using a doll. If necessary, stop the Vicar at key points in the ceremony to ask the children questions which help them to develop their understanding of the actions and symbols, for example:</p> <ul style="list-style-type: none"> <li>● When the water is poured into the font, ask: <i>What sort of things do we use water for in our daily life?</i> And the Vicar/Minister could explain that Christians want to show that the baby is clean and new, and beginning a new life in the Christian family.</li> <li>● <i>What sort of promises do the godparents make</i> And the Vicar/Minister could explain that the godparents promise to help the baby grow up as a Christian and to know about God and Jesus. <i>What would you promise to do to help a new baby grow up to lead a good life?</i></li> </ul> <p><b>Or</b></p> <p><b>b) use the Greek Orthodox baptism powerpoint to introduce children to the diversity of traditions within Christianity</b> (To attain Level 2, children should "identify how religion is expressed in different ways.") The powerpoint presentation (included with resources for this unit) contains photographs and texts showing the key features of a Greek Orthodox infant baptism, some of which differ from the baptism seen in the DVD extracts in session 2. The powerpoint presentation also has questions and answers relating to AT 1 and AT2.</p> <p><b>Group/paired activity</b> Children write captions for a sequence of key photographs (taken on the visit to the church or from the Greek Orthodox baptism CD). The emphasis is on describing some of the religious actions and symbols and suggesting meaning for them.</p>	<p><b>RESOURCES</b></p> <p>A doll (one for the baptism in the church or enough for each group of children if you are role playing in the classroom) Adult helpers equipped with digital camera and digital video camera Greek Orthodox Baptism Powerpoint (on CD ROM) Greek Orthodox Baptism photographs (on CD ROM): 4, 6, 9, 10, 12, 14, 16, 17, 19, 21</p> <p><b>POINTS TO NOTE</b> Brief the photographers carefully so that they know which parts of the baptism are the most important to take pictures of, for example:</p> <ul style="list-style-type: none"> <li>▪ The minister or priest holding / reading from the Bible (expressing the hope that Christian children will become familiar with the Bible as a source of stories about what Jesus said and did)</li> <li>▪ The pouring of water on the baby's head or immersion in water (the symbolism of pouring the water or immersing the baby three times, reflects the Christian belief in One God in 3 persons – Father, Son and Holy Spirit).</li> <li>▪ The marking of the sign of the cross on the baby (to show that Jesus loves the baby and that the baby is to grow up as a Christian)</li> <li>▪ The giving of a lighted baptismal candle (expressing the hope that the baby will grow up following the example of Jesus, will be like Jesus's light)</li> <li>▪ The baby's clothing or the wrapping and dressing of the baby in white (to mark a clean new beginning)</li> </ul>
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## YEAR 2 Unit C2

### 'How do children learn about belonging to the Christian family?'

#### Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

#### Children working at level 1 could:

- recognise that many Christians baptise infants to welcome them into the Christian family
- identify features of Christian family life such as baptism, the Bible, the church
- identify the cross, the candle, water, the colour of baptismal clothing as key symbols associated with baptism
- recognise that they belong to groups eg their family, their class, their school, possibly a religious community
- recognise some special days and events in their lives and those of others eg celebrations to mark birth of new baby, festival days

Translated into 'I can' attainment statements for use with children the above outcomes might be shared with pupils as:

I can

- remember that baptism is a special day for Christians to welcome a baby
- use the right names for things in a picture of a baptism
- say where Christians meet and pray and the name of their special book
- name a group or groups I belong to
- name some special days

#### Children working at level 2 could:

- use religious words to describe some of the ways children learn about being Christians
- begin to show awareness of what is involved in belonging to religious and other groups
- identify some of the actions and symbols involved in infant baptism and suggest what these mean for Christians

Translated into 'I can' attainment statements for use with children the above outcomes might be shared with pupils as:

I can

- talk about some ways children learn about God, Jesus and being Christians
- talk about the symbols of baptism and what Christians say about them
- describe a baby's baptism and talk about what happens
- talk about belonging (with examples from my own and others' lives)

#### Children working at level 3 could:

- recognise key similarities and differences in baptisms within two Christian traditions
- use a developing religious vocabulary to describe beliefs about belonging to the Christian family which are expressed in the actions of the baptism
- explain that children learn about living Christian lives from their family, godparents and the church community
- recognise how their family and others help them develop values and to live a good life

Translated into 'I can' attainment statements for use with children the above outcomes might be shared with pupils as:

I can

- describe some of the things about baptism that are the same and different (in different Christian churches)
- use religious words to say what happens at baptism and how Christians explain it
- explain that Christians belong to two families – the home and the family of the Church
- talk about someone or something which helps me to live a good life

#### Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg symbol, God*
- Christianity, *eg Christian, Jesus, Bible, church, Christian family, baptism, cross, vicar/priest/minister,*
- religious and human experience, *eg belonging promise, celebration*

## **How do people show they belong?**

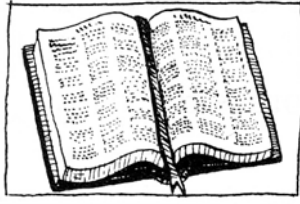
To show I belong I ...

To show I belong I promise .....

Christians show they belong by ...

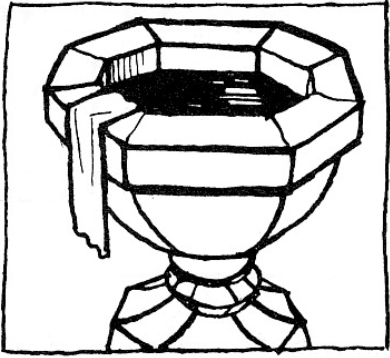
Christians learn about God and Jesus by .....

## What special things are used at baptism?



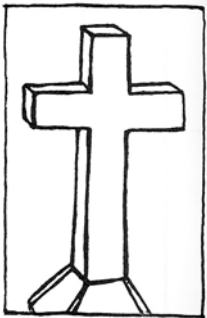
This is a special book for Christians called .....

Christians read the Bible because .....



Inside this font there is .....

Many Christians baptise babies because .....



This Christian symbol is called a .....

This symbol is used at baptism because .....



This is a lighted .....

This symbol is given at baptism because .....