

Year Group Reception	Worldview: Christianity												
Strand:	Community and Identity												
Key Question:	Who am I and where do I belong?												
Focus of study:	The differences between individuals, but also the things that people have in common. The difference between group identity and individual identity.												
<p>Background information for teachers:</p> <p>There are lots of different groups that people belong to for example, family, village/community groups where a person lives, sport groups, music, arts etc. A person may support and help their local community groups to feel part of the community. Find out if any of your pupils attend any local groups or clubs. Think about the different religions represented in your class when looking into special places around the world. A group often has a uniform or a special symbol that they share and that can give people an identity. There are some good examples in the Jewish and Sikh traditions, where certain items of clothing help to identify a group of believers. Although this unit focuses on Christianity, bringing in the experiences of your pupils will strengthen the learning. Many Christians see Baptism a sign of belonging to the Christian community. Some Christians baptise their babies, others wait until a person is old enough to choose for themselves. Belonging to a group can give a person friendship and support as well as a sense of identity. In a group many people will say and do the same things. Many Christian believers go to church to feel part of a community, but not all. Even at this age it is important for pupils to know that there are different ways of belonging to a group. It is also important to show that people can belong to more than one group – a race or a religion may not always coincide as expected. Many people celebrate birthdays and events in the year to be part of a community.</p>													
<p>Key Vocab:</p> <table> <tr> <td>Celebrate</td> <td>Christianity</td> </tr> <tr> <td>Identity</td> <td>Judaism</td> </tr> <tr> <td>Belief</td> <td>Islam</td> </tr> <tr> <td>Difference</td> <td>Hindu dharma</td> </tr> <tr> <td>Similarity</td> <td>Sikhi</td> </tr> <tr> <td>Compare</td> <td>Buddhism</td> </tr> </table>		Celebrate	Christianity	Identity	Judaism	Belief	Islam	Difference	Hindu dharma	Similarity	Sikhi	Compare	Buddhism
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Prior learning:	<p>Family celebrations</p> <p>Birthday celebrations</p> <p>Some understanding of celebrations and being part of a community at home</p> <p>Belonging to a community – school and home</p>												
Building Blocks:	There are things that Christians do that show that they belong – Baptism for example, this can include going to church.												
Outcomes:	<p>Pupils show an understanding of different communities.</p> <p>Pupils recognise that they belong to a community of school, home and perhaps a faith.</p> <p>Pupils can understand and compare the similarities and differences between themselves and others.</p> <p>Pupils show some understanding of Religious and Non-Religious Worldviews.</p>												

Resources:	<p>Discovery RE, Understanding Christianity Picturing Christianity – RE Today Publications Real People Real Faith: https://www.natre.org.uk/about-natre/projects/real-people-real-faith/ BBC Bitesize CBeebies My First Festivals: https://www.bbc.co.uk/cbeebies/shows/my-first-festivals https://www.youtube.com/watch?v=uRpNNF4fB4g -BBC Teach CBeebies Let’s Celebrate: https://www.bbc.co.uk/cbeebies/shows/lets-celebrate https://www.nurseryworld.co.uk/news/article/rama-and-sita https://www.youtube.com/watch?v=TuMN-60CFoE – Read aloud story and video</p>
Suggested book list:	<p>Lost and Found Who are you? Once There Were Giants The Rainbow Fish</p>
Question 1:	Who am I?
<p>Introduce the discussion of ‘Who am I?’, what makes us all unique and different? Sit in a circle and choose two pupils to stand up in the middle. Encourage the pupils to partner talk of similarities and differences between the two in the middle. For example, one pupil may have brown hair, one may have blonde. Continue this game with other pupils to encourage discussion looking at hair, eyes, skin colour, clothes, hair length, shoes etc.</p> <p>Talk about how each individual is different and unique, special in our own way. Talk about how every person has a different belief, religion, faith, use own examples to compare yourself to the pupils or another adult in the room. Some pupils may understand their own differences and be able to share this with the group.</p> <p>Another activity idea: Ask the pupils to bring in a baby photo. Talk about the differences between the pupils then and now, discussing how much they have changed. Play the baby game – can the pupils guess which picture is of their peers?</p>	
<p>Activity ideas: Take portrait pictures of the pupils and cut up the faces into 3s, laminate and provide these for the pupils to make different faces. Draw self-portraits using mirrors.</p>	
Question 2:	Which communities do I belong to?
<p>Before this lesson, ask the pupils to bring in photos of their families (or the people they live with?) ‘Show and Tell’: Share family photos and talk about who lives in your home – do you have pets, if so, how many? Do you have siblings? Who lives in your family home? Maybe have some pictures of different families from around the world available, particularly if your class is not very diverse.</p> <p>Display images of different groups pupils could belong to e.g. Beavers, Brownies, sports teams. Ask the pupils if they belong to any clubs outside of school. Does anyone belong to a group that isn’t represented in the images? Explain that by being part of a club or group then you are part of that community.</p>	

Use a template of a house and encourage the pupils to draw a family portrait. Some pupils may wish to label their drawings with family names.	
Activity ideas: Family portrait photos using stones. Use cameras to take photos of school families.	
Question 3:	Special places
Ask the pupils where a special place is for them. Share ideas together and ask why the place is special to them. Place images of iconic religious places around the world in the middle of the circle and discuss why they think these places are special (use majority Christian faith buildings e.g. Canterbury Cathedral, St Peter’s Basilica, Westminster Abbey, Notre Dame). Who might visit these places? Display images around the room and ask pupils to pick a favourite. Why is it their favourite? Think about places that might be special to pupils. Where is your special place? Is school a special place for you?	
Activity ideas: Draw a picture or design a special place using different art materials e.g. junk modelling. Holiday role play Build a special place in the construction areas inside and outside.	
Question 4:	Religious communities
Introduce the 6 main religions around the world: Christianity, Islam, Judaism, Buddhism, Sikhi, Hinduism. Every religion has a “community” feel. Many religious people go to a place of worship to feel part of their community. Look at places of worship and talk about the religion. Pupils could share their experiences of visiting these places of worship and how they feel about the place. Watch some videos and if possible, interview some people who go to places of worship. Find out about any places of worship near the school.	
Activity Ideas:	
Question 5:	Baptism of Jesus
Look at Picturing Christianity resource 9 ‘Believers’ baptism in the River Jordan’. Discuss with the pupils what they think is happening in the image. Explain to the pupils that the people are being baptised. Baptism is a way for Christians to show their commitment to God and the Christian community. Watch a video of the story of Jesus’ baptism on YouTube (pick a video appropriate for your setting/cohort).	
Activity ideas: Paper plate doves Explore some artwork showing the baptism of Jesus.	
Question 6:	Modern day baptism
Think about the different ways that there are of joining a group- making a promise, putting on a uniform etc. Link this to the first day of school, when they became part of the school – uniform, learning the rules, learning where to go and what to do. Prior to this lesson if there are any staff or pupils that have been baptised, ask them to bring in photos of themselves on their special day. Christians baptise members of their religion to show they are a community. Explain that baptism is where someone makes a promise to follow God and a priest anoints them with Holy Water and special oil. Watch https://www.bbc.co.uk/programmes/p0115hmi	

<p>If possible, visit the local church to see the font or baptistry. Try to ensure that pupils see different types of baptisms.</p>	
<p>Activity ideas: Pupils could act out a baptism in the play area or the water play.</p>	
<p>Assessment opportunities:</p>	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ● Invent, adapt and recount narratives and stories with peers and their teacher.
<p>Notes</p>	