

Belonging Together- Year 1/2

About the Unit

This unit helps pupils to consider aspects of belonging to a group and the significance of a place that is special to that group, beginning from the shared experience of belonging to a class in school. They are introduced to the idea of religious groups who have symbols that show they belong to their own tradition, in particular the Christians with their cross and the 5 Ks worn by Sikhs. They explore some of the things religious groups do together in their shared places of worship, making a visit to such a place and recognising the co-operation involved. Finally, they are asked to think about the ways in which they show that they belong to each other and share in their class.

Key Concepts

1.1 Beliefs, teachings and sources

- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.4 Identity and belonging

- a) Finding out about where and how people belong and why belonging is important.
- b) Being aware that differences exist between religions and beliefs

1.6 Values and commitments

- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.1a	Importance/impact of religion & religious diversity	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
2.1b	specialist vocabulary	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1e	Religious/spiritual expression	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses
2.2b	reflection on belonging	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2c	reflection on what individuals and communities value	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2e	respect	Recognise that there are different responses

Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

- d) **Symbols:** how and why symbols express religious meaning and significance
- f) **Belonging:** where and how people belong and why belonging is important
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

Art- for drawing ways the class belongs together; for creating crosses; for designing class symbol/class shield

Literacy- for making class book about belonging together

Music- for creating a class anthem about belonging together

ICT- for taking pictures with digital cameras

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Pupils will be able to share about a group they belong to. They will be able to name the cross as a symbol important to Christians and name some of the 5Ks of Sikhism. Working towards Level 1	Pupils will be able to give a brief description of what belonging to something such as a group means. They will be able to name the symbols they have encountered, relating them to the correct traditions. Level 1
Developed	Pupils will be able to give a brief description of what belonging to something such as a group means. They will be able to name the symbols they have encountered, relating them to the correct traditions. Level 1	Pupils will make simple comparisons between the experience of Christians/Sikhs and themselves as members of groups, giving some explanation. They will express their ideas about the advantages of sharing and co-operating. Level 2
Extended	Pupils will make simple comparisons between the experience of Christians/Sikhs and themselves as members of groups, giving some explanation. They will express their ideas about the advantages of sharing and co-operating. Level 2	Pupils show recognition that the use of symbols of belonging implies commitment and will relate this to their own experience. They will design symbols for which they can give an explanation, and recognise that not everyone can accept the same symbol. Level 3

Possible assessment tasks:

- Labelled picture showing 5Ks
- Cross designs showing important aspects of the meaning of this symbol
- Activity and speech within the worship role-play area
- Class symbol designs and individual symbols which show understanding of belonging together and being special as an individual within a group

Resources

You may find the following resources useful when teaching this unit:

- Large paper for book
- Art materials
- Digital camera to take photos of 'belonging' in action
- Collection of crosses
- Ichthus fish symbol
- Book such as *Where We Worship: Christian Church*, Angela Wood, Franklin Watts
- Art materials for making crosses
- Poster showing 5Ks
- 5K artefacts
- Outline of person for adding 5Ks to
- Pictures of people in uniform
- Khanda symbol
- Collection of symbols
- Church visit
- Digital cameras
- Photos from children's Gurdwara visit in Y1
- Artefacts for worship area
- Video: *Introducing Sarah and Paul*, Cross View Audio Visual
- DVD: *Pathways of Belief: Sikhism*, BBC
- Art materials
- Laminator and pouches
- Class shield made from felt with class initials on

Vocabulary

Christian	cross	Jesus	5Ks	Sikhism	Kesh	Kara	Kachera
Kanga	kirpan	Khalsa	khanda	Gurdwara	Nishan Sahib	worship	uniform

Glossary of Key Terms

Five Ks

The **Five Ks** are five items of faith that Sikhs who are members of the Khalsa wear at all times at the command of the tenth Sikh Guru, Guru Gobind Singh. They are:

1. Kesh Uncut hair and beard, maintained with the kanga and usually covered by a turban. It symbolizes obedience to God.
2. Kanga Wooden comb for hygiene and maintenance of the Kesh. It symbolizes discipline.
3. Kara Iron bracelet, a physical reminder that a Sikh is bound to the Guru. The circular nature of the bracelet also reminds of the oneness of God and the location on the wrists inspires the wearer to do good with their hands.
4. Kachera Specially designed cotton underwear:- Naturally comfortable and dignified attire reflective of modesty and high moral character. It demonstrates a readiness for action.
5. Kirpan Strapped sword: Worn to defend one's faith and protect the weak, reminding one of his or her duty as a Khalsa. It is worn to show bravery, not a mere weapon.

Khalsa

This was a military order of Sikhs first established by Guru Gobind Singh. 'Khalsa' means 'pure'. Sikhs are initiated into the Khalsa through the Amrit ceremony (during which sweet water is drunk by the initiate). They take on the name 'Singh' (lion) and 'Kaur' (princess). The 5Ks are worn as a symbol of belonging.

Nishan Sahib and Khanda

The nishan sahib is the Sikh flag which is flown outside most Sikh gurdwaras (Sikh place of worship). It is triangular and orange in colour, bearing the khanda symbol- the double edged sword, inside a circle and flanked by 2 kirpans.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

It would be possible to substitute other traditions for the Sikh tradition in this unit. The Muslim tradition uses the crescent moon and star, which can be found on mosques and on the flags of Muslim countries.

In the Hindu tradition the Aum symbol is used and the use of bindi marks to show affiliation to particular deities would be relevant but personal in its sense of belonging.

The Jewish Menorah symbol will be found in synagogues, ie the seven-branched candlestick. If you use the Star of David it might be possible to point out the use of this symbol to mark out those who wore it for ill-treatment in Nazi Germany.

Buddhists use symbols but not as a sign of belonging in the same way.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To be able to identify the things that show they belong together as a class</i></p>	<p>What makes our class special?</p> <p>How do we know we belong together?</p> <p>How do we get along together in our class?</p>	<p>Pupils' experience of belonging to a class in school.</p> <p>Their understanding of sharing possessions and activities in a place which is special to all of them.</p>	<p>Discuss with the pupils how a visitor to their school would know that they all belonged to the same class, eg shared cloakroom, classroom, register, ways of doing things, sign on the door.</p> <p>Move on to how they show each other that they all belong together. Ask them to draw a picture that shows them sharing or helping or doing things together in the classroom. Add captions and make a book: 'Belonging to our Class', which could be given to a new child joining the class to help them fit in.</p> <p>During ordinary activities draw their attention to how they are sharing and co-operating.</p> <p>Imagine how they would manage for a whole day if they couldn't use their own classroom for some reason. Would they feel comfortable?</p>	<p>Children can share things that they do because they belong together as a class</p> <p>Children can contribute to a book about the class</p>	<p>Large paper for book</p> <p>Art materials</p> <p>Digital camera to take photos of 'belonging' in action</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p><i>To know that the cross is an important symbol for Christians</i></p> <p><i>To begin to understand why the cross is so important to Christian</i></p> <p><i>To be able to make their own cross</i></p>	How do Christians show that they belong to Jesus' followers?	The Christian use of the cross as a symbol of affiliation to the Christian Church.	<p>Explain to the pupils that some groups have a special sign or badge to show they belong together.</p> <p>Show a picture of a Christian child and tell them that he/she uses the cross sign. Discuss the cross as a symbol of belonging in Christianity. Explore other symbols, such as the Ichthus fish which was used by Christians as a secret symbol of belonging during times of persecution.</p> <p>Bring into the classroom a collection of crosses and pictures of crosses for the pupils to examine. Explore the differences between the crosses- do they have different meanings?</p> <p>Tell them the cross is a Christian symbol showing how much Jesus loves people.</p> <p>Use construction materials or found materials or clay to make a variety of crosses that demonstrate the child's understanding of the cross and what is important to them about this symbol.</p>	<p>Children are able to identify the cross as an important symbol for Christians</p> <p>Children are beginning to understand why the cross is an important symbol to Christians</p> <p>Children can create their own cross to show what they think is important about this symbol</p> <p>Some children can begin to show understanding of the messages behind different types of cross</p>	<p>Collection of crosses</p> <p>Ichthus fish symbol</p> <p>Book such as <i>Where We Worship: Christian Church</i>, Angela Wood, Franklin Watts</p> <p>Art materials for making crosses</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><i>To be able to recognise the 5Ks.</i></p>	How do Sikhs show who they are?	The 5Ks worn by Sikhs as a symbol of identity since the time of Guru Gobind Singh.	<p>Introduce the 5Ks using the poster and the artefacts or a Sikh visitor to show and Tell, if possible.</p> <p>Allow the children to handle examples of the Ks. Take care with the kirpan. Explain that they are a bit like wearing a uniform to show what you belong to. Name the 5 items and their meaning. Play a game where you describe an item and the children have to say it's name and meaning.</p> <p>Ask the children to draw the 5Ks onto the outline of a person. Labels the items.</p> <p>Ask the pupils to draw other people who wear uniforms like that, eg police officer. What do the uniforms tell us?</p> <p>Show the pupils the khanda symbol on the Sikh flag. Talk about the symbols on it- what might they mean?</p> <p>Look at a collection of other symbols, religious and non-religious in nature, and discuss how the show meaning.</p>	<p>Children can recognise and name some of the 5Ks.</p> <p>Some children can name all the 5Ks and share their meanings</p> <p>Children can identify people who wear uniforms</p> <p>Children can name some symbols they have seen and begin to explain their meaning</p>	<p>Poster showing 5Ks</p> <p>5K artefacts</p> <p>Outline of person for adding 5Ks to</p> <p>Pictures of people in uniform</p> <p>Khanda symbol</p> <p>Collection of symbols</p>

***To begin to
understand the
meaning of the
5Ks***

***To begin to
understand
symbols and
uniforms as a
means for
showing
belonging***

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>2.2e Recognise that there are different responses</p> <p>To know what happens in Christian and Sikh places of worship and to identify similarities</p> <p>To begin to understand what contributes to an area intended for worship</p>	<p>What do Christians/Sikhs do together?</p> <p>What are their special places?</p> <p>What happens there?</p>	<p>The church and the gurdwara as places of worship shared by communities.</p> <p>Indications of prayer, praise, music, offering, to be found in places of worship.</p>	<p>Make a visit to the local church. Discuss what happens there. Look for the cross symbol and others in the church. Use <i>Introducing Sarah and Paul</i> video to explore further.</p> <p>Look at photographs of a gurdwara Point out the khanda symbol at the gurdwara and the Nishan Sahib (flag) outside. Use <i>Pathways of Belief: Sikhism</i> resource to further explore.</p> <p>Discuss what takes place here and at the church. See how many of these things Christians and Sikhs do as worshipping communities. Discuss the importance of respecting the religious practices of different groups.</p> <p>Arrange a role-play area in the classroom as a place of worship. The children can contribute their own ideas for what might create a worshipful environment. Encourage children to get it ready for worship but not to role play worship in a tradition other than the one that may be recognised in their home. Ensure pupils show respect whilst using the area.</p>	<p>Children can identify symbols within places of worship</p> <p>Children know what happens within a place of worship</p> <p>Children can draw similarities between places of worship</p> <p>Children can contribute to and use an area designated for worship within the classroom</p> <p>Some children can draw comparisons between what they want to do in the worship role play area and what Christian and Sikh people do</p>	<p>Church visit</p> <p>Digital cameras</p> <p>Photos of gurdwara</p> <p>Artefacts for worship area</p> <p>Video: <i>Introducing Sarah and Paul</i>, Cross View Audio Visual</p> <p>DVD: <i>Pathways of Belief: Sikhism</i>, BBC.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><i>To be able to design a class symbol to show belonging together</i></p> <p><i>To begin to understand their own individuality as part of a group</i></p>	What would tell people our class is special?	Pupils' ideas about symbols and caring for their special place (the classroom).	<p>Point out that their class doesn't have a special symbol. Give the children an opportunity to use art materials to design one, discussing the kind of things they might choose as signs of how special their class is. Hold a class vote to choose the best one. Laminate it and make smaller copies to make badges for everyone with the chosen symbol.</p> <p>Contribute to a class shield by designing your own symbol to represent yourself.</p> <p>Make up a class song about being special and belonging together to the tune of the drunken sailor. Sing regularly as a class anthem.</p>	<p>Children can attempt a design for a class symbol</p> <p>Children can design a symbol to represent themselves for putting on a class shield</p> <p>Some children can contribute to lyrics for a class song about belonging together</p>	<p>Art materials</p> <p>Laminator and pouches</p> <p>Class shield made from felt with class initials on</p> <p>Guitar for accompanying song</p>