

Meeting People – Year 1/2

About the Unit

This unit allows children to look at the work of religious leaders in order to explore the concept of interdependence. They should begin by thinking about who they rely upon, what support they receive and how they say thank you. This then leads into investigating the work of a Christian leader (vicar, minister, etc.), who does not only work on 'Sundays', but includes teaching, caring, weddings, funerals, giving advice, etc in the role. Pupils learn how ordinary Christians help. The unit then looks at a Buddhist monk and the work of teaching and advising and then how lay people say thank you in return. The unit ends with pupils reflecting on their own experience of co-operation.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and 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

- a) Learning how religions teach a sense of fairness and caring
- 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
2.1e	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
2.2a	Reflection on Feelings Experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, 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
2.2d	Responses to Ethical and Philosophical issues	<ul style="list-style-type: none"> (i) Ask and respond imaginatively to puzzling questions, communicating their ideas (ii) Reflect on how spiritual and moral values relate to their own behaviour

Range and Content (traditions and themes)

This unit focuses on the Christian and Buddhist traditions.

Themes for this unit:

- d) Important leaders and teachers:** important figures who are influential locally, nationally and globally in religions.
- e) Belonging:** where and how people belong and why belonging is important
- f) 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:

Literacy – Drama/role play activities to talk about their experiences, the use of questions and interviewing, group discussion and interaction.

Art – to draw or paint their experiences.

PSHE – links to people who live and work within the local community, as well as themselves, friends and family.

ICT - internet to find information about Buddhist tradition.

Opportunities for visits to school by a Christian vicar, minister and, possibly, a Buddhist monk enhance pupils' social and cultural education

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 identify people who look after them and how they do that. They will be able to talk about some of the things that a Christian leader or member of the clergy and a Buddhist monk do. Working towards Level 1	Pupils will be able to relate their own experiences of people who care to what they have learned about a Christian leader or member of the clergy and a Buddhist monk. They will express opinions about how and why Christians help their leaders and how lay people help Buddhist monks. Level 1
Developed	Pupils will be able to relate their own experiences of people who care to what they have learned about a Christian leader or member of the clergy and a Buddhist monk. They will express opinions about how and why Christians help their leaders and how lay people help Buddhist monks. Level 1	Pupils will be able to identify and consider the similarities between the work of a Christian leader or member of the clergy and a Buddhist monk and explain their reasoning. They will be able to talk about ways in which they have helped and cared for others and how they felt in doing so, comparing this to the experience of Christians and Buddhists and predicting their possible feelings. Level 2
Extended	Pupils will be able to identify and consider the similarities between the work of a Christian leader or member of the clergy and a Buddhist monk and explain their reasoning. They will be able to talk about ways in which they have helped and cared for others and how they felt in doing so, comparing this to the experience of Christians and Buddhists and predicting their possible feelings. Level 2	Pupils can use specialist vocabulary when describing and comparing the two important leaders of different faiths. They ask relevant questions about the religious beliefs and practices and link their own and others' responses. Level 3

Possible assessment tasks:

- Observe and listen to how pupils describe their carers.
- Do children demonstrate understanding of the role of the religious leaders in the community?
- Are more able children able to ask questions whilst listening to a talk by a religious leader?

Resources

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

- Pictures and posters of people around us.
- Dog collar, vestments any other artefacts available related to the role of a Christian leader
- Books on Christianity: *Where We Worship: Christian Church*, Angela Wood, Franklin Watts; *Lucy's Sunday* –M Barratt.
- Buddhist monk's robe and alms bowl
- Books: *The Buddha's Birthday*, M Barratt- Heinemann; *I am a Buddhist*, Samarasekra and Fairclough, Franklin Watts
- Posters from living religions: Buddhism – Nelson.
- Collection of gifts that could be given.
- Useful websites - www.reonline.org.uk, www.bbc.co.uk/schools/religion, www.primaryresources.co.uk/re

Vocabulary

Christians	vicar	minister	member of clergy	dog collar	vestment
Buddhists	monk	lay people	Kathina day		

Glossary of Key Terms

Clergy

Members of the priesthood; those who have been ordained into service within the Church

Kathina Day

Part of Kathina Day is a special ceremony, marking the Vassa (monsoon) season during which monks usually stay in one place,. It is essentially an alms-giving ceremony, with the offering of robes and other presents to a monastery by the laity, ending in a public feast and the display of the gifts on a tree. An especially important gift is the mahakathina (great robe), spun, woven, and stitched together by a number of people who must in theory do all the work in one night.

Lay People

The term "laypeople" refers to people who live in a family in Buddhism. When Buddhism arrived in China, "laypeople" became the terminology that referred to the people who practised Buddhism at home. They are Buddhists who are not monks.

Monk

A monk is a person in a state where all desire and suffering have been eliminated. Monks live alone or in a community of monks to focus themselves on the goal of enlightenment.

Vestment

Vestment is a gown (especially ceremonial garments) worn by the clergy

Further Guidance

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

In the Buddhist tradition the word 'faith' is not appropriate. Buddhists conduct their lives based on what has been learned by experience, and not belief. When talking about a Christian leader, various terms can be used: vicar, minister, pastor, priest, etc. Use the title that relates to the denomination you choose.

Kathina Day

Kathina is a Buddhist festival which takes place at the end of the rainy season (usually November). It is a time when people can take special gifts to the monastery to say thank you to the monks for the work they do during the year. It also shows that the people realise how important the monks are. The gifts are useful things such as cloth for new robes. No monk is allowed to own things himself, so the gifts are given to the monastery. Giving at this time is thought to earn extra merit for the giver. NB The book *The Buddhas' Birthday* relates to Wesak and not Kathina. However, the events of the day follow a similar pattern, except for the dedication of new robes and the subject matter of the dhamma talk.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2,2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><i>To be able to recognise and celebrate the distinctiveness, value and achievement of individuals.</i></p>	<p>Who looks after me?</p> <p>In which ways do they do that?</p>	<p>Pupils' personal experience at home, school and in the local community. People in the community whose roles involve caring.</p>	<p>Discuss and collect children's ideas about who looks after them and the ways in which they do that. Opportunities for drama and role play.</p> <p>Let the children talk about their own experiences and draw upon these to illustrate, paint or write about.</p> <p>Make a group/class book on ways to look after others. Develop the imaginative play area as school, doctor's surgery, etc.</p> <p>Look at the diversity of people who care and the many different ways. Interview one or more of these, eg a crossing warden, dinner lady, nurse.</p>	<p>Children are able to identify a person who looks after them.</p> <p>Children can talk about the way that person takes care of them.</p>	<p>Various pictures and posters of people who help us</p>

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<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 begin to understand about caring through experiences, stories and questioning people who are involved in caring activities.</i></p>	What can I do in return?	Pupils' own experiences.	<p>Give the pupils opportunity to reflect on their own experience of caring. Discuss different ways people thank their carers.</p> <p>Plan a 'Thank you Tea' for parents to come to school and share with the children. It might be appropriate to include other members of the school community in this event too e.g. dinner ladies, crossing warden, governors, helpers etc. Make thank you cards.</p>	Children understand that it is important to thank people who care for us.	<p>Resources for 'Thank You Tea'</p> <p>Art materials for Thank You cards</p>

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<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 think of questions to ask local religious leaders or a representative to find out about their work.</i></p> <p><i>To be able to use some specialist vocabulary.</i></p>	<p>What does a Christian leader do?</p>	<p>The Christian leaders within the local community.</p> <p>The jobs they do.</p>	<p>Introduce the idea of Christian leaders through local examples. Look at the Dog collar/vestments of a Christian leader, where appropriate.</p> <p>Let the pupils make suggestions as to what a Christian leader might do. Make a mind map.</p> <p>Think about how, where and why he or she does these things.</p> <p>Plan a visit to see a Christian place of worship or invite the Christian leader into school.</p> <p>Plan questions to ask. Think about the working environment, job description and type of person a Christian leader might be. Write an advertisement for a Christian leader, including the necessary qualities for the job.</p>	<p>Children are able to understand vocabulary related to the Christian leader – dog collar, vestment, minister, vicar.</p> <p>Children show some understanding of the role of a Christian leader</p>	<p>Dog collar, vestment.</p> <p>Visit to the church or a meeting with a Christian leader.</p> <p>Books: <i>I am a Christian</i>, Franklin Watts.</p>

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<p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p><i>To begin to understand how individuals give time, effort and money as a form of service.</i></p>	<p>How do Christians help their leader?</p>	<p>How the Christians in church/ chapel, help the church and the community</p>	<p>Use the book <i>Lucy's Sunday</i> as a way of looking at how Christians help their leader. Make a book of ideas called '<i>Helping in Church</i>' which could be used in a church.</p> <p>Use books to highlight services people can give to help their Christian leader, as well as giving time to church and God.</p>	<p>Children are able to think of an idea to help in the church.</p>	<p>Books – <i>Lucy's Sunday</i> , M Barratt <i>Where We Worship: Christian Church</i> Angela Wood, Franklin Watts</p>

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<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><i>To begin to understand that religious traditions give guidance for life.</i></p>	<p>What does a Buddhist monk do?</p> <p>How do the lay people help him?</p>	<p>Importance of teaching others about caring, meditating, growing, developing, caring, sharing and kindness.</p> <p>The festival of Kathina Day.</p> <p>Giving food and alms and new robes to the monks.</p>	<p>Use books and websites to introduce Buddhism and Siddhartha Gautama (Buddha) as the founder of the Buddhist tradition.</p> <p>Use <i>The Buddha's Birthday</i> book as an introduction to what a Buddhist monk does. Look at the clothes that he wears. Explain that they are special clothes. Use books and websites to investigate what Buddhist monks would talk to lay people about.</p> <p>Tell the children that a monk is like a teacher. Relate this to what the class teacher talks to them about. Discuss in detail what a Buddhist monk does.</p> <p>Talk about families giving to the monks. What might they give? Paint 'giving' pictures of gifts, food – different, favourite and healthy foods which might be offered. What else might they give and why?</p> <p>Explain that Kathina Day is a way of saying thank you to the monks when robes are given. Reinforce that a monk doesn't own things for himself, so they are given to the monastery. What would be useful? Draw out the idea that both monks and lay people each give something valuable to the other and are inter-dependent.</p>	<p>Children understand the role of a monk as a teacher.</p> <p>Children understand the ways to thank an important person.</p>	<p>Books: <i>Buddha's Birthday</i>, M Barrattt. <i>I am a Buddhist</i></p> <p>Posters from Living religions: Buddhist Nelson.</p> <p>Buddhist monk's robe and alms bowl.</p> <p>A visit by a Buddhist monk if possible.</p>

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<p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><i>To begin to understand how people including themselves can share things and depend on each other.</i></p>	<p>Is it better to work alone or together?</p> <p>How do you feel when you have helped, cared or worked with someone else?</p>	<p>Situations, experiences and occasions when pupils have helped.</p>	<p>Explain to the children that everyone can give and help others. Give them the opportunity to reflect and discuss what they have done, e.g. working together in class, Rainbows/Beavers, taking responsibility.</p> <p>Children present their own giving and helping experiences through painting, drawing and descriptive writing.</p> <p>Pupils should be able to make clear statements about how they have helped others and how they felt in doing this.</p>	<p>Children understand the importance of working together and helping each other in different ways.</p>	<p>Pictures of people that help us in the community.</p>