

Believing and Belonging- Year 5/6

About the Unit

Pupils begin this unit from their own understanding of groups to which they belong, come chosen , such as youth groups, supporters groups, some through family affiliation or location, such as school, and some through birth, such as race. They should be shown that difference is valuable and seek reasons for this. The explicit material deals with two major branches of Christianity, Roman Catholic and Protestant, exploring external aspects of worship, authority and ceremony and seeing contrast which leads to division, yet recognising the beliefs, values and ideas which are shared worldwide. This leads to ways in which they work together in ecumenism. Pupils have opportunity to consider alternatives to prejudice, thinking of tolerance and mutual respect and giving reasons for such values.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.4 Identity, Diversity and Belonging

- a) Exploring how individuals develop a sense of belonging through faith or belief
- b) Exploring the variety and differences that exist within and between religions, values and beliefs

Key Processes

2.1a	Importance/impact of religion & religious diversity	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
2.1c	beliefs and practices	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	Sources	use and interpret information about religions from a range of sources and understand why they are important in religion
2.2b	reflection on belonging	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	reflection on what individuals and communities value	Reflect on the importance of religion and other world views for individuals and communities
2.2e	Respect	Accept that other people have different views

Range and Content (traditions and themes)

This unit focuses on the Christian tradition.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

History: to explore the history of the Tudors and the Stuarts within the context of Catholics and Protestants. There may also be some scope for exploring more recent history of religious significance e.g. the unrest in Northern Ireland during the 1980s and the aftermath of the events of September 11th 2001

ICT: To do research using CD ROMs and Internet sites

Geography: To locate specific churches mentioned in the planning

PSHE: To explore issues of difference and bullying. This links well with the SEAL topic: 'Getting On and Falling Out'

Literacy: To read & research sources, to write a service plan/poster/leaflet/prayer about similarities of practices

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 5	Year 6
Basic	Pupils will know that not all Christians do things in the same way and will describe some differences. They will express opinions about difference/prejudice and be able to offer a suggestion as to their own response with a reason. Level 2	Pupils will raise questions in relation, perhaps, to why there should be division among Christians. They make links between the pieces of information they gain about the tradition. They use meaningful symbolism in their personal responses to the idea of prejudice, verbally or creatively. Level 3
Developed	Pupils will raise questions in relation, perhaps, to why there should be division among Christians. They make links between the pieces of information they gain about the tradition. They use meaningful symbolism in their personal responses to the idea of prejudice, verbally or creatively. Level 3	Pupils' ideas on appropriate responses to difference are expressed in a reasoned way. They are able to predict Christian responses to prejudice based on Christian teaching and beliefs encountered, giving reasons. They raise questions about the wider phenomenon of religious prejudice and relate these to personal judgements. Level 4
Extended	Pupils' ideas on appropriate responses to difference are expressed in a reasoned way. They are able to predict Christian responses to prejudice based on Christian teaching and beliefs encountered, giving reasons. They raise questions about the wider phenomenon of religious prejudice and relate these to personal judgements. Level 4	Pupils use an increasingly wide range of religious vocabulary to articulate, compare and contrast the shared practices of both Christian traditions and their responses to prejudice and are able to articulate their own personal response to difference using appropriate vocabulary to support their reasoning. They can share ideas about why and how Christians might choose to follow a specific tradition and its practices, citing personal motivations and reference to sources Level 5

Possible assessment tasks:

- Research tasks- areas of prejudice, aspects of practice within Catholic and Protestant churches
- Children's lists of shared practices between Catholics and Protestants
- Use of specialist vocabulary when describing aspects of Catholic and Protestant practices
- Service plans, posters/leaflets and prayers that show understanding of similarities
- Personal responses to difference

Resources

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

- Large sheets of paper
- Sorting rings
- Strips of paper
- Books/websites on the subject of prejudice (e.g. race, disability, refugees, poverty etc)
- Information books such as: *I am a Roman Catholic/Anglican/Baptist etc*, Franklin Watts; *Meeting Christians 1 & 2*, Heinemann; *Living Faith: The Catholic Experience*, Michael Keene, Stanley Thomas
- Artefacts such as: Rosary, candles, plain cross, crucifix, statues, chalice & paten, holy water stoup, communion tots, priest's vestments, etc
- Copies of the Apostles Creed and Nicene Creed
- Bibles
- <http://www.churches-together.net/>
- <http://www.csisynod.com/index.php>
- <http://sites.google.com/site/churchofchristthecornerstonemk/>
- Visitor(s)
- *But Martin*, June Counsel, Corgi

Vocabulary

belief	prejudice	Catholic	Protestant	Holy Communion/Eucharist	liturgy
Apostles/Nicene Creed	discrimination	conflict	Church	tolerance	respect

Glossary of Key Terms

Apostles/Nicene Creed

These can be read at <http://www.silk.net/RelEd/2creeds.htm>. A creed is a profession of faith. The Apostles Creed is an early statement of Christian belief believed to date back to the second century. The Nicene Creed is the one used in the liturgy. It is called Nicene because, in its original form, it was adopted in the city of Nicaea by the first ecumenical council, which met there in A.D. 325. It contains statements of divinity about Jesus and the Holy Spirit which were not included in the earlier Apostles Creed.

Catholic

The word 'Catholic' comes from the Greek word καθολικός, which means 'universal'. The full title for this denomination is 'Roman Catholic'. It is the largest Christian church denomination in the world with over a billion members worldwide. It was first used to describe the Christian Church in the early 2nd century. Since the East-West Schism of 1054, the Western Church has generally been known as "Catholic", while the Eastern Church has generally been known as "Orthodox". Following the Reformation in the 16th century, the church in "communion with the Bishop of Rome" used the term "Catholic" to distinguish itself from the various Protestant churches. It teaches that it is the "One, Holy, Catholic and Apostolic Church" founded by Jesus Christ, that its bishops are consecrated successors of his apostles and that the Pope, as the successor of St. Peter, is the head of the Church. Church doctrines have been defined through 21 ecumenical councils and the Church maintains that by guidance of the Holy Spirit, it can define some teachings infallibly. Catholic beliefs are based on the Holy Bible and Sacred Tradition interpreted by the Church's teaching authority and detailed in the 'Catechism of the Catholic Church'. Catholic worship is called the liturgy, the central component of which is the Eucharist.

Liturgy

Customary public worship. This is led by the priest and includes opportunities for the laity to respond with prayers and refrains.

Protestant

The term 'Protestant' is most closely tied to those groups that separated from the Roman Catholic Church in the sixteenth-century Protestant Reformation led by Martin Luther of Germany. The doctrines of the various Protestant denominations vary, but nearly unanimous doctrines include justification by grace through faith and not through works, the priesthood of all believers, and the Bible as the ultimate authority in matters of faith and order. The main differences between the two traditions occur in the following areas: veneration of Mary the Mother of Jesus, the Pope, confession/penance, purgatory, indulgences, certainty of salvation, marriage of church leaders, prayer, rituals and some debate over the nature of the Trinity.

Further Guidance

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

This unit is one to handle with care. It provides opportunities to raise major issues, bullying, racism etc but this must be done with sensitivity.

It would not be wise to contrast two different religious traditions in this unit because it would be difficult to demonstrate an underlying unity. It might be possible to look at Orthodox and Reformed Jews, or two branches of the Buddhist tradition.

Although a church visit is not specifically mentioned it would help to point out the contrast between different denominations in architecture and artefacts. The research task might be undertaken in a church setting.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><i>To be able to identify groups they belong to and those which are chosen/ Compulsory</i></p> <p><i>To begin to understand that difference can lead to prejudice</i></p>	<p>How do you choose the groups to which you belong?</p> <p>Is there always a choice?</p>	<p>Pupils' experience of belonging to a variety of groups, clubs and organisations from choice.</p> <p>Groups to which they belong by birth or through their family. For some this may include religious groups.</p>	<p>Introduce the topic by talking about the group to which pupils belong and then ask them to write the names of the groups onto slips of paper with their reasons they belong. These can then be sorted into groups they chose and groups they had no control over. Discuss in small groups what they have placed where and why.</p> <p>Label several large pieces of paper or sorting rings with the names of groups such as family, school, uniformed organisations, supporters groups, people with blue eyes, people with curly hair, etc</p> <p>Ask the pupils to place their names in the appropriate columns/circles. Some will fit everyone, some will be exclusive.</p> <p>Discuss the results and</p>	<p>Children can identify groups to which they belong</p> <p>Children can say which groups they have chosen to be part of and which they have no control over</p> <p>Children can share some ideas about why difference sometimes causes prejudice</p>	<p>Large sheets of paper</p> <p>Sorting rings</p> <p>Strips of paper</p>

			<p>whether everyone should be identical. Draw out the idea that difference is sometimes a cause of prejudice.</p>		
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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p>(ii) identify and begin to describe similarities and differences within and between religions.</p> <p><i>To be able to identify some areas of prejudice using research to explore these further</i></p> <p><i>To know that religion can be a source of prejudice</i></p>	<p>Why does difference lead to prejudice?</p>	<p>Areas where difference leads to prejudice, discrimination or conflict.</p>	<p>Ask pupils to list things about which prejudice exists. Have available books and the Internet so that the children can widen their range of understanding about prejudice as part of individual or group research. Discuss the key question, encouraging pupils to share their research findings.</p> <p>If it has not already arisen, point out that religion can be a source of prejudice or be used to define groups who are opposed for other reasons. This may lead into questions and/or discussion of political-religious conflicts of recent history, such as those in Northern Ireland or the aftermath of the September 11th attacks. These discussions should be explored sensitively but the children should feel free to ask questions.</p>	<p>Children can identify some areas where prejudice arises</p> <p>Most children can use books and the Internet to research prejudice. SEN children may need support to do this.</p> <p>Children know religion can be a source of prejudice and can ask sensitive questions to explore this issue further</p>	<p>Books/websites on the subject of prejudice (e.g. race, disability, refugees, poverty etc)</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><i>To be able to compare aspects of practice of Catholics and Protestants</i></p> <p><i>To be able to use research</i></p>	<p>How do symbols and symbolic actions help people to express their commitment to their faith?</p> <p>What do Roman Catholics and Protestants do differently?</p>	<p>Actions, artefacts, hymns and prayers related to the Roman Catholic Church and one Protestant Church e.g. Anglican, Methodist, Baptist, as a way of looking at the visible aspects of belonging to these Churches</p>	<p>Compare different aspects of the practice of Catholics and Protestants, for example:</p> <ul style="list-style-type: none"> • What do they do when they go into church? • What happens when they pray? • How do they share Holy Communion? • What hymns do they sing? <p>Make this into a research activity, with each group seeking to answer one question and feedback to the whole class.</p> <p>Use books, artefacts, websites, film footage and CD ROMs as sources of information.</p>	<p>Children can make comparisons between the practices of Catholics and Protestants</p> <p>Most children can use research skills to find out about aspects of religious practice for the two traditions. SEN children may need support to do this.</p>	<p>Information books such as: <i>I am a Roman Catholic/Anglican/Baptist etc</i>, Franklin Watts</p> <p><i>Meeting Christians 1 & 2</i>, Heinemann</p> <p><i>Living Faith: The Catholic Experience</i>, Michael Keene, Stanley Thomas</p> <p>Artefacts such as: Rosary, candles, plain cross, crucifix, statues, chalice & paten, holy water stoup, communion tots, priest's vestments, etc</p>

***skills to
explore a
range of
sources to
find out about
religious
practice***

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><i>To begin to understand the Apostle and/or Nicene Creeds</i></p> <p><i>To be able to identify the things that are shared by Catholics and Protestants</i></p>	<p>What beliefs and ideas do Catholics and Protestants share?</p>	<p>The shared nature of the creeds and the Bible and the values beliefs and ideas which are shared</p>	<p>Share the text of the Apostles Creed and/or Nicene Creed. Point out that these words are shared between the two Christian traditions. Ask the children to make a list of what else is shared e.g. the Trinity, the Bible, caring for others, etc</p>	<p>Children can name some beliefs highlighted in the Apostle or Nicene Creed</p> <p>Children can identify aspects of belief and practice that are shared by the Catholic and Protestant traditions</p>	<p>Copies of the Apostles Creed and Nicene Creed</p> <p>Bibles</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p>(ii) identify and begin to describe similarities and differences within and between religions.</p> <p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p>2.2c Reflect on and respond to the challenges of commitment</p>	<p>How do Christians try to live together in unity?</p>	<p>The move among Christian Churches to work together where possible, both in Britain and elsewhere</p>	<p>Invite a visitor from a group such as Churches Together, or one of your local churches, to explain how churches try to work together and live in mutual respect both here and world-wide e.g. Christ the Cornerstone (Milton Keynes) or The Church of South India</p> <p>Ask the children to suggest ways in which local churches could work together in the local community</p> <p>Invite the children to design a service that might show through symbol or symbolic action that Christians can be united. Alternatively, a poster or leaflet could be designed to show this idea or a prayer that could be used by both denominations.</p>	<p>Children show some understanding of the ways in which Christian churches are trying to work together in unity</p> <p>Children can suggest some ways in which local churches could work together in the community</p> <p>Children are able to reflect the similarities in practice between Catholics and Protestants through their service plan, posters/leaflets and prayers</p>	<p>http://www.churches-together.net/</p> <p>http://www.csisynod.com/index.php</p> <p>http://sites.google.com/site/churchofchristthecornerstonemk/</p> <p>Visitor(s)</p>

<p>and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><i>To be able to identify ways in which churches work together</i></p> <p><i>To be able to suggest ways in which local churches could work together in the local community</i></p> <p><i>To be able to show similarities of practice between Catholics and Protestants</i></p>					
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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2e Accept that other people have different views</p> <p><i>To begin to understand that there are other responses to difference other than prejudice</i></p> <p><i>To be able to share these responses, including their own personal response</i></p>	<p>What approaches to difference seem preferable to prejudice?</p>	<p>Tolerance and respect</p>	<p>Begin a discussion by sharing the young children's book <i>But Martin</i> (or something similar) as a stimulus as to how they might respond to difference on a day-to-day basis</p>	<p>Children can share other responses to difference other than prejudice</p>	<p><i>But Martin</i>, June Counsel, Corgi</p>