Together, we place children at the heart;
nurturing love, respect and life-long learning.

Autumn 1: EYFS					
RE Unit	**Ways of Knowing (icons)**	**Builds on**	**Curriculum Rationale (Statutory to cover NSE)**	**Leads on**	**National Statement of Entitlement:**
F3 How might people in Gloucestershire/your local area show they belong together?	Looking at Stories Observation Examining Texts Interviews Expressing Ideas Coming to Conclusions		This unit gives pupils a chance to explore what it means to belong and many ways in which people show belonging to different groups, including religious ones. To begin, we can start by looking at **ourselves**, which groups we belong to and how we show this. We can find out lots of information by **hearing from others,** including members of the community about how babies are welcomed into different groups. **Observing** ceremonies which show belonging (perhaps using photos, if no live ceremonies are available!), and **objects** used within them will also aid our exploration. Throughout our exploration, we will compare our findings with our own experiences and thinking.	F4 What special times do people celebrate and why might these times be very important? F6. What stories are important in our school community/local area and why? F5. What places are special for people living in Gloucestershire and why?	a:nature/formation/expression e: values/commitments h: lives experience j: personal worldviews

Activities highlighted could be used as inspiration for continuous provision.

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
L1: What does belonging mean?	**Belonging** means being accepted as part of a **group**. The class and school are groups of people which pupils belong. Many people might belong to a	**Looking at Stories, Observation** Share ideas via conversation about what we do as members of our class/ school – make a list. Define belonging, linking ideas on the list as actions we perform due to belonging to class/school. Introduce families as groups many belong to. Share a family story (e.g. a Large	Belonging, group

	range of groups including family, clubs and religious groups. People might wear a variety of **clothes and badges to show** the groups to which they belong.	Family story, Jill Murphy), identify family members and relationships. Discuss similarities/differences with pupils' families. Focus on other groups pupils belong to. Pupils share examples of clothing they wear for these groups. Look at badges showing we belong, pupils copy badges/logos from groups they belong to.	
L2: What does belonging mean in religious communities?	Some people wear special **symbols** to show they belong to **religious groups**, with particular focus on **Christian**, **Hindu** and **Muslim** symbols.	**Observation, Interviews** Introduce wearing religious symbols as a way people from religious groups can show belonging. Use three children (persona dolls/photos of children from three religions); introduce pupils to each one's name, religion and religious symbol. Laminated images of the children – pupils draw correct religious/non-religious (e.g. Humanist) symbol on chain round neck. Pairs game – match the symbols, say the worldview.	Symbols, Christian, Hindu, Muslim
L3: Why do Christians in Gloucestershire baptise babies and what happens?	Many people like to mark a baby's **birth** in a range of special ways to **welcome** the new arrival and show it belongs. **Infant baptism** welcomes babies into the **Christian family** and shows they belong. Examples of what happens at an infant baptism **ceremony**, including items used within it. **Symbolism** within an infant baptism ceremony.	**Observation, Interviews** Discuss experiences of welcoming baby siblings and friends. Talk with some pupils' parents about how classmates were welcomed into their family/community Examine objects used in infant baptism (i.e. feely bag). Introduce how they are used during infant baptism and its significance for many Christians. Learn what happens during the ceremony (films, images and trips to local churches are suitable methods) and talk about symbolism in it. Speak with local clergy and Christian parents who had babies baptised about the ceremony and its meaning. Create baptism card with image of an object/ action from the	Infant Baptism, ceremony

		ceremony on the front, talk about how it is used/ carried out in the ceremony and any symbolism.	
L4: Why do some people in Gloucestershire have non-religious naming ceremonies for babies and what happens?	Some people who do not belong to a religion choose to have a **welcoming/naming ceremony** for their babies, others do not. Naming/welcoming ceremonies welcome the child and show it belongs among its family group and friends. Examples of the kinds of things people say and do at non-religious naming/welcoming ceremonies.	**Observation, Interviews** Record list of promises children might like to make to a newborn sibling. Introduce naming ceremonies and their reasons; ensure pupils know these occur in some, not all, non-religious families. Find out features of a naming ceremony – online and printed resources may be helpful, as might talking with local celebrants and families who have held ceremonies. Hear promises made at one or more naming ceremonies, compare with those pupils decided upon at the start. Whispering promises into ear of baby doll/hanging wish for baby onto wish tree.	Naming ceremony
L5: What do many Hindu siblings in England do to show they love each other at Raksha Bandhan and why?	The Hindu festival of **Raksha Bandhan** marks the bond of **love** and **protection** between siblings. In some Hindu families, this is shown by sisters tying **rakhis** onto their brothers' arms, and the brothers offering sisters gifts and protection.	**Observation, Stories** Define 'protect', decide on 6 top things we do to show we love and protect others. Observe, describe, draw rakhis. Show part of photo of child having rakhi tied; pupils predict and draw what is missing (include most of child but not the arm with the rakhi). Use the whole photo to start exploration of what happens and why at Raksha Bandhan, using a suitable storybook. Compare experiences at Raksha Bandhan with pupils' experiences of family, and showing love and protection. Make a rakhi for someone special, think of words to say to show love/protection when tying.	Raksha Bandhan, rakhis, protect

L6: How might people in Gloucestershire show they belong?	Revision of and extension of knowledge and familiarity with vocabulary (bold above). Revision of belonging, including groups to which we belong and ceremonies of belonging studied. Simple **ways of knowing** used in RE.	**Expressing Ideas, Coming to Conclusions** Recap groups we belong to and ceremonies in some Christian, non-religious and Hindu families showing belonging. Take turns to 'be teacher' explaining a belonging ceremony from one of the worldview backgrounds, using the key vocabulary. Pupils talk about whether they have experienced ceremonies similar to the ones learnt about. Shared writing of letter to an individual whom pupils have met during unit, thanking them and giving three things they have learnt about belonging. Voice and video recordings of similar messages. Identify the ways of knowing used in this unit, and how they helped us find out new things.	Revision of vocabulary

Learning Outcomes (what pupils know)	Quiz Questions
Understanding how worldviews influence people's lives: **Pupils will know that:** Most people belong to groups; these groups might be linked to religious or non-religious worldviews. Some people in the local community might belong to religious groups/traditions The groups people belong to can influence how they behave/act, for example, wearing specific items, behaving in certain ways and taking part in particular practices. Children may be participants in ceremonies that show belonging, including both religious and non-religious examples of these. There are some similarities and differences between the different communities they have focused on in this unit. **Engaging with religious worldviews:** Pupils will: Engage with a story about a group of people, drawing parallels with their own experience.	Who are our family members? How do we belong to groups? What is a religious symbol? How are people welcomed into our community? What is a promise? What promises are made in a naming ceremony? What does protect mean? How is the Raksha Bandham similar to your family experience of showing love and protection?

Observe both symbols and ceremonies that denote belonging. Hear from and talk with people from a range of worldview backgrounds from the community to find out how members are shown to belong in their family or tradition. **Understanding themselves:** Pupils will: Reflect on groups to which they belong themselves and the similarities and differences between their experiences of belonging and those explored within the unit.	