Key Question: 1.7: What does it mean to belong to a faith community?

This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="2">1.7 What does it mean to belong to a faith community?

Year group: Recommended Year 1

Strand: Living

Questions in this thread:
F5: Where do we belong?
1.7 What does it mean to belong to a faith community?
L2.7 What does it mean to be a Christian in Britain today?
L2.10 How do family life and festivals show what matters to Jewish people?
U2.6 What does it meant to be a Muslim in Britain today?
3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?

Religions and worldviews: Christians, Muslims and Jews

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="2">• Use the learning outcomes from column 2 of the key question outlines on p.46.
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• Talk about what is special and of value about belonging to a group that is important to them (B2).
• Show an awareness that some people belong to different religions (B1).</td><td>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).
• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).
• Identify two ways people show they belong to each other when they get married (A1).
• Respond to examples of co-operation between different people (C2)</td><td>• Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).
• Identify some similarities and differences between the ceremonies studied (B3).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience. • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – *brit bat* or *zeved habat*; Islam: *Aqiqah.* • Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the *chuppah* in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. • Compare the promises made in a Christian wedding with the Jewish *ketubah* (wedding contract). • Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people). • Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November.

NOTE: This unit of work offers around 6-8 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

Choose Christianity and EITHER Islam OR Judaism or do all three if you have time.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the new context of exploring belonging.

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<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="2">• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.
• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you…?’ statements (for next steps or challenge)
• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
• These ‘I can’/’You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>I can…
You can…
Can you…?
Talk about what is special and of value about belonging to a group that is important to them (B2)

Show an awareness that some people belong to different religions (B1).</td><td>I can…
You can…
Can you…?
Recognise symbols of belonging from their own experience (A3)

Recognize symbols of belonging for Christians (A3)

Recognize symbols of belonging for Jews or Muslims (A3)

Think about why symbols of belonging matter to believers (A3)

Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).

Identify two ways people show they belong to each other when they get married (A1).

Respond to examples of co-operation between different people (C2)</td><td>I can…
You can…
Can you…?
Give examples of ways in which believers express their identity and belonging within faith communities

Responding sensitively to differences in the way believers express their identify and belonging (B2).

Identify some similarities and differences between the ceremonies studied (B3).</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="2">• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
• Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.
• Make sure that the activities allow pupils to practise these skills as well as show their understanding.
• Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.</td></tr>
</table>

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Do we all belong to something?		
Pupils will learn: That we all belong to something and belonging is an important part of our lives. That religious people have signs we can notice about the fact that they belong to a religion	**Way in: who am I?** This could fit in with in work along the theme of 'myself'. Play a game of 'would you rather…?' to get pupils thinking about their own preferences. • **'Would you rather...'** be good at running or jumping, a deep-sea diver or an astronaut, be a kitten or a puppy, live in a castle or live in a camper van, have wings to fly or breath underwater, etc. Talk about how all these choices are about who we are, what we like. We are all different. • **Me, myself:** Hand out cut-outs of a person, A4 size will give enough room. Pupils write or draw three things in the cut-out person that makes them who they are; parents, siblings, hair colour, name, likes, skills, etc. • **How do I feel?** Consider the feelings we all have and what inspires them. Discuss what makes them happy. Add a happy face to their person cut-out and write what makes them happy (one word or a picture is fine), add what makes them feel upset. The teacher may share their own sad times. • **Being lost:** what if a child got lost at the shops, the seaside, park or a busy place? What words can they give you to describe this feeling of being lost? Write them all on the board. If you are artistic, add an emoticon for each one, or ask pupils to design one. **Symbols of belonging** • Teacher (or willing adult) shows things from their life that tells pupils something about who or what they belong to. This could be multiple things, such as a family photo, a wedding ring, tickets to a play or gig they went to with a friend, mementoes from a holiday with friends, objects from a club they belong to, etc. Ask pupils to talk about what each thing shows about the teacher. If two adults can do this together, it is fun to have pupils guess who owns each object. Talk about how this shows all the things the teacher **belongs** to; family, friends, clubs, hobbies. • Return to the words and emoticons for feeling 'lost' above. Some pupils will be able to talk about how we feel worried and scared when we lose our special people because we belong to them and need them. **We all belong** • Return to the person cut-out. Glue the people onto a sheet of A4 (coloured A4 would be nice). Ask pupils to talk in pairs or threes about all the people, places and groups they belong to. Write some common words on the board to help them; family, brother, sister, friends, church, mosque, swimming, Rainbows, Beavers, football, etc. pupils write the two most important things they belong to on the outside of their person, and decorate the outside. Save these people for your Belonging display.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about what is special and of value about belonging to a group that is important to them (B2)** **Expected** **Recognise symbols of belonging from their own experience (A3)**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Christians show they belong?		
Pupils will learn: Describe what Christians believe about God caring for them. Find out more about Christian signs of belonging	**Symbols of Christian belonging** • **What can we notice about Christian belonging?** Show images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ICHTHUS (this was a secret symbol for early Christians, also a reminder of Jesus' disciples, many of whom were fishermen. The word comes from five Greek words that mean: Jesus Christ, God's Son, Saviour'); 'What would Jesus do?' (WWJD) bracelet, an image of Jesus, Jesus and Mary, a church, rosary, Bible, etc. Can pupils tell you what religion this represents? Talk about Christians all belong to a group, and the most important person to them is Jesus. They belong to Jesus and he belongs to them. • **Make a gallery of Christian signs of belonging.** Label them and write a sentence to say why Christians wear them or use them or display them. **A story of belonging in Christianity** Tell (or re-tell) pupils the story of the Lost Coin. Focus on the way that the woman does not settle for just the coins she has; she searches for the missing coin. Discuss why. They all belong to her. Teach that for Christians this makes them think about how God cares for every single human and notices when we are lost. Ask pupils to tell you who the woman represents (God) and who the coin represents (a lost person). (There are two other stories of lost people being found by God in Luke 15; the story of the lost sheep and the story of the lost son, or prodigal son. Note whether pupils have already encountered these in earlier units – 1.1 Who is a Christian? and 1.4 What can we learn from sacred books? – and revisit or explore for the first time, as appropriate.) • Ask some 'wonder' questions about the story. I wonder if you sometimes wander off sometimes. I wonder how your special adults feel when they lose you. I wonder how you feel when you get lost. I wonder how it feels to know that someone is always looking out for you. • What makes pupils feel happy about the story? Give each group a plain outline of a Bible (or book). Write why they feel happy in the Bible, such as 'being looked after', or 'being found' or 'feeling better'. Save this Bible for your Belonging display.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about what is special and of value about belonging to a group that is important to them (B2)** **Expected** **Recognise symbols of belonging from their own experience (A3)** **Recognise symbols of belonging for Christians (A3)** **Think about why symbols of belonging matter to believers (A3)** **Exceeding** **Give examples of ways in which believers express their identity and belonging within faith communities (B2)**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Muslims know that they belong?		
Pupils will learn: Describe what a story about the prophet shows about belonging to the Muslim community Find out more about how calligraphy shows what is important to Muslims	**Symbols of Muslim belonging** • **What can we notice about Muslim belonging?** Show two pieces of Islamic calligraphy saying 'Allah' and 'Muhammad'. Muslim pupils in the class might have objects with calligraphy on they could bring in. Can they explain the letters to the class? There are many beautiful examples online. Google image search 'calligraphy Allah' and 'calligraphy Muhammad'. First show 'Allah'. Print out and let pupils trace the letters with their fingers; these are Arabic letters spelling A-LL-A, which is the Muslim word for 'God'. It is written from right to left. Teach that this is the most important thing Muslims belong to. Many Muslims will have some calligraphy in their house and the mosque. • Next show calligraphy spelling 'Muhammad'. Teach that this was a man who belonged totally to Allah as he was very good, loving and wise. The things Muhammad said and did help Muslims today to be good people. • **S**how an image of pilgrims circling the ka'aba at hajj. This is an incredible sign of belonging in Islam. **Resources:** Show a simple version of Allah in calligraphy. Then do an online image search to show how beautifully the calligraphy can be done.  Allah in Arabic: https://freeislamiccalligraphy.com/?portfolio=allah-2 Reading from right to left: AH – L – L – 'A  More details here: https://en.wikipedia.org/wiki/Allah Muhammad in Arabic: https://freeislamiccalligraphy.com/?portfolio=muhammad • NOTE: the word Allah is the Arabic word for God. Christians in the Middle East also use this word for God. So 'Allah' is not a name for God in Islam – it is simply the word God in a different language. **A Story of Belonging in Islam** • Ask pupils to think about a time when they have got in trouble. What happened to them? What did their parents or teacher say? Were they punished? Howe did they know it was all ok again afterwards? We are going to learn about a naughty boy and how the Prophet Muhammad helped him be better: • Read the story of the Boy who three Stones and Trees. A version of this given below. Ask 'wonder' questions; I wonder what the little boy thought about the tree. I wonder what the farmer thought about	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about what is special and of value about belonging to a group that is important to them (B2)** **Expected** **Recognise symbols of belonging from their own experience (A3)** **Recognise symbols of belonging for Muslims (A3)** **Think about why symbols of belonging matter to believers (A3)** **Exceeding** **Give examples of ways in which believers express their identity and belonging within faith communities (B3)**

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	the little boy. I wonder why Muhammad decided not to be angry. I wonder how Muhammad helped the farmer to forgive the boy. I wonder how the boy felt at the end of this story. • Collect the words from the story describing how Prophet Muhammad dealt with the little boy, such as 'spoke quietly', 'was not angry' and 'explained'. Who actually forgave the boy? It is the farmer. He forgives the boy because Muhammad shows him how to think about the situation. • Return to pupils' memories of times they were in trouble. How did they feel when it was over? Relieved, grateful, better? Talk about how belonging to people means sometimes doing silly things, and having to say sorry. Sometimes it means having to forgive people yourself. Gather these words and write them on the board. • Hand out a blank outline of the ka'aba (Google image search 'ka'aba outline') one per group. Write how they feel about this story in the ka'aba, such as 'being forgiven' or 'saying sorry'. Save this for your Belonging display.	

The boy who threw stones at trees: a story from Islam

Once upon a time there was a boy who loved the taste of fresh dates. He lived in a city called Medina where there was a beautiful oasis surrounded by many palm trees. These were date palms. Every day the boy would leave his friends and go to the palm trees where he would take out some stones from his pocket and aim at the trees, trying to get the dates from the trees. He continued to do this until there were lots of dates on the ground; sometimes the dates were not even ripe. The boy never thought about the damage he was doing to the trees and that they might never be able to grow dates again.

One day the farmer who owned the trees noticed that each day there were fewer fruits and that the trees were starting to die. He was very unhappy about this and decided to watch the trees for a whole day.

When he saw the boy throwing the stones and trying to steal the unripe dates he was extremely cross and angry. He didn't know what to do with the boy, so he decided to take him to Prophet Muhammad. The boy was frightened. He was usually very well behaved, but he so loved fresh dates and it was so easy to knock them down from the trees.

Prophet Muhammad talked very quietly to the boy. He wasn't angry, he knew that the boy hadn't thought about the trees and that he only did this because of his love for fresh dates.

He explained to the boy that he had damaged the trees by throwing stones at them and that if he was patient and waited for the fruit to become ripe, they would be ready to be picked and would taste even better. The boy was upset and said he was sorry to the farmer who forgave him. The boy was very happy to be forgiven and learned to be patient.

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Jewish people show they belong together as a community?		
Pupils will learn: Describe what happens at Shabbat Give simple reasons for why Jewish people get together every Friday to spend special time together They share **challah** bread as a sign of being together.	**Symbols of Jewish belonging** • Put a cup, some Ribena in a jug, a candle and some bread out on the table, place them all on a nice cloth. If you can get Kiddush wine and challah bread, even better. Give pupils a moment to look at the objects. Tell them they are all signs of Jewish belonging. Watch this video clip of Jewish Shabbat at home: www.bbc.co.uk/education/clips/z3hyr82 . Shabbat is a special meal eaten together on a Friday night in Jewish homes all over the world. Read the story about Leah and Shabbat to the class. **Six-year-old Leah tells us why she loves Shabbat: My special day – Shabbat** *'One of the best things about Shabbat is sharing it with family and friends. Our grandparents often join us – and sometimes cousins as well.' Just before it gets dark on a Friday night mum lights the Shabbat candles. She waves her hands over the candles, covers her face with her hands and makes a prayer. It starts with "Barukh atah Adonai Eloheinu" which means "Blessed are you, our God, King of the Universe". The prayer asks God to help us honour the Sabbath with light, joy and peace, and for the light of the candles to help us to follow God's ways.* *When my dad blesses me I like to think about what the words mean. He uses words from our special Jewish book called the Torah. For girls he says: "May God make you like Sarah, Rebecca, Rachel and Leah, our mothers." I've heard stories about them, they were very good people. It's like saying "make me a very good person". Then dad makes Kiddush. It's a blessing over the wine and the challah bread. He pours red wine into silver goblets for all the grown-ups – we pupils have grape juice instead.* *After all the blessings we sit down at the table. It's a time to talk and have a special family meal. We have cakes, special bread and lots of nice things to eat. We have lots of talking, eating and singing. One of my favourite songs is Shalom Aleichem which means "peace be with you". Everything we do before and after the meal, including the singing, is our way of thanking God for giving us a day of rest.* *Shabbat is a special day because it is different from all the other days of the week. If you were working all the time, non-stop, you would never have time to stop and think... like "I've done something really nice". The singing makes it special – and another special thing about Shabbat is sharing all the stories.'* • Return to the items on the table. Ask pupils to talk about each one and prompt them in the direction of these artefacts being signs of belonging, such as: Kiddush cup/ wine - drunk in blessing, grandfather blesses his grandchildren, Bread - broken and shared together, eaten together, Candle - lit together at the beginning of the meal, blessing said together. • Share the bread and a sip of Ribena among the class. Light the candle. Talk about how it feels to do this together. Gather the words on the board, such as 'friendly', 'together', ''warm', 'special', etc. Hand out a blank outline of a cup to groups. They enter these words describing Jewish belonging. These are the final pieces of your RE Belonging display. Add images from the internet of the Lost coin, the ka'aba, Islamic calligraphy and Jewish Shabbat.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about what is special and of value about belonging to a group that is important to them (B2)** **Expected** **Recognise symbols of belonging from their own experience (A3)** **Recognise symbols of belonging for Jewish people(A3)** **Think about why symbols of belonging matter to believers (A3)** **Exceeding** **Give examples of ways in which believers express their identity and belonging within faith communities (B3)**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Christians welcome a new baby? How do Muslims welcome a new baby?		
Pupils will learn: Think of reasons why many Christian families baptise their babies Look for similarities and differences between two different baptisms Find out more about welcoming ceremonies in Islam. Look for similarities and differences between baptism in Christianity and belonging ceremonies in Islam.	**Way in: a new baby** Can pupils remember anything about being a baby, their first word, the first food they ate, etc? Do pupils' parents have mementoes of when they and their siblings were babies- such as framed scan images, photos, baby books, little hand or footprints? Why do parents keep these mementoes? Talk about how when a new baby arrives it is a very special time- it is like a gift has been given to the family. We are going to learn about how a new baby is welcomes into religious groups. **Baby baptism in Christianity** • Have any pupils been baptised or christened or attended a baptism/ Christening? This means being welcomed into a Christian church. • Watch this clip of a church community preparing to baptise baby Jamie: www.bbc.co.uk/education/clips/zm87tfr • If you can, fold a sheet of paper like the vicar to explain what baptism means; first she folds the paper into a house shape, then a book shape, and finally she tears off one edge to create a cross. Pupils will be impressed if you can do this! As you tear, talk about what the house means (the family of the church and the family at home), the book (you can read about God and Jesus in the bible) and the cross (means God loves Jamie very much). Draw these items on the board and write one or two words inside each, such as 'church family', 'bible' and 'God'. • Do the class know what baptism will actually involve? How can we show something new and ex citing is about to start? Christians show it with water- symbolising a clean, fresh start. Watch this second clip where Jamie is baptised: www.bbc.co.uk/education/clips/zr34wmn • After watching the clip, talk about the water. How many times was water poured on Jamie's head? 3- for the father, the son and the holy spirit, the three ways Christians understand God. You could also talk about the candle, symbolising the way a new baby is like a shining light. • Finally, compare this church to Jamie's church: www.bbc.co.uk/education/clips/zq87tfr There are lots of similarities but also some differences. Give pupils time to talk about what they see- is the meaning behind baptism the same? What is different? Move back to the underlying meaning of baptism for both church communities. • Return to the conversation at the beginning of items pupils' parents have kept, reminding them of when they were babies. Talk about what a parent might keep from these baptism ceremonies to remember this special day. Ask groups to draw a picture of the thing they would keep, the candle, some water from the font, the white robe, etc and explain why.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Show an awareness that some people belong to different religions (B1).** **Expected** **Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).** **Exceeding** **Responding sensitively to differences in the way believers express their identify and belonging (B2).** **Identify some similarities and differences between the ceremonies studied (B3).**

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	Welcoming a baby in Islam Spread items over a table; a razor (in a case) and shaving foam, a pair of kitchen scales, a gold or silver necklace or ring and a print-out of the Islamic calligraphy looked at in the first section saying 'Allah'. Give pupils time to look at them all. Explain these are going to help us understand how a baby is welcomed into Islam. • **Call to prayer:** ask pupils what they think the most important thing about being a Muslim might be? The most important thing at the centre of all Muslim life is faith in Allah. Because of this a new baby has a prayer whispered in its ear. The most important words of the prayer are 'Allahu Akbar'- God is great. The whole prayer is called the 'Call to Prayer' as it calls Muslims to worship Allah. Search for 'Call to Prayer' on YouTube, there are lots of soulful examples, such as www.youtube.com/watch?v=fe8qRj12OhY . You could play this softly as pupils explore the artefacts on the table. • **Weight of hair:** Muslim teachings say Muslims should be generous and share what they have with others. Ask pupils how a tiny baby could share what they have? It is possible? In order to show that they expect the baby to grow up as a loving and generous adult, some Muslims gently shave the baby's hair. They place it in scales and whatever its weight, they give that weight in gold or silver, or some other precious metal, to the poor. As you explain this process hold the razor, foam, scales, gold etc. Ask pupils to tell you what the gift of gold/silver means, even though the baby doesn't know about it. • **Sum up:** ensure pupils understand that two important aspects of being Muslim are performed by many Muslims when a baby is born: faith in Allah and being generous and kind. As above, ask what mementoes of these ceremonies Muslim parents would keep and draw one image per table. **Memory models** Return to the images pupils have drawn of what they would keep from a child's baptism and Islamic initiation rituals. Share each other's pictures and explain why they chose these items. Give each child a piece of modelling clay or Playdough and ask them to create an ornament to go on the mantelpiece to remind parents of this special time when their baby was born. Pupils can use religious symbolism and make their own meaning, or stick to the religious meaning, as they prefer. *Alternatively, you could get pupils to explore welcoming a new baby girl in Judaism, called Brit Bat or Zaved Halet. You could also look at non-religious welcoming ceremonies. There is a useful section on this in Inspiring RE: Living without God, from RE Today.*	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do some people show they belong to one another?		
Pupils will learn: Find out more about elements of Christian and Jewish weddings; rings and vows Think of reasons why people choose to make promises to one another when they get married Give simple reasons for why Jewish people get married under a chuppah	**Way in: friendship promises** Start a conversation about friendship, refer to a book you have been reading recently, or something you have been talking about in the last week. Ask pupils to tell you what makes a friend. What do they have to do to be a good friend? Do they ever make promises to their friends? What do they bring to their friends; jokes, games, toys? What do their friends give to them? Gather words from this conversation and write on a large piece of paper, save the paper. Explain we are going to look at how two people show they belong to each other with a ring and a promise. Can the class guess what you mean? We are going to look at weddings. [Note of course that not everyone who is married did so in a religious ceremony, so you can compare these with non-religious weddings; also, people do not need to be married to make lifetime commitments to each other. Make sure you point these out to pupils – there will be different kinds of families represented in your classroom.] **Belonging to each other in a Christian wedding** • Why won't Elsa let Anna marry Prince Hans after one day in *Frozen*? Because they don't know each other.. Compare to Gru and Lucy's wedding at the end of *Despicable Me 2,* can pupils tell you how many dates they went on before they got married (147)? Discuss why it is important to know each other well before you get married. • The ideal of marriage involves looking after each other for the rest of your lives, so people make promises to each other on their wedding day. In pairs, ask pupils to think about what promises would be important if two people were going to get on, live together and help each other. Ask some pairs to share the promises. • Show images of wedding rings. Show your own if you have one. Do the class now what they symbolise. Explain that they mean an unbroken chain between the people who are married as well as God. At a wedding the couple place rings on each other's fingers as part of their promise to each other. Ask the class why people wear their wedding rings all the time. What sign does this give the world? • Display this traditional Anglican wedding vow: *I, take you, to be my wife [or husband]. To have and to hold from this day forward; for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy law; and this is my solemn vow.* Small pupils will find this complicated. Break it up into chunks and talk about the separate promises; for better and worse, for richer and poorer, in sickness and in health. What do they mean? Cut up paper hearts and give to individual pupils. Ask them to choose one of these three promises and design a symbol to show what they mean,	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Show an awareness that some people belong to different religions (B1).** **Expected** **Identify two ways people show they belong to each other when they get married (A1).** **Respond to examples of co-operation between different people (C2)** **Exceeding** **Responding sensitively to differences in the way believers express their identify and belonging (B2).** **Identify some similarities and differences between the ceremonies studied (B3).**

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	such as 'I will look after you when you are ill', 'I will still love you if we are poor', etc. If possible they can write the meaning, or just present their symbol. Collect and save these. **Belonging to each other in a Jewish marriage** Jews also make vows and give wedding rings. Ask pupils if they have been to a wedding or seen one on TV. Have they seen people (usually mothers) cry at a wedding? Why would they cry at a happy time? Traditionally girls lived with their parents until they were married, then they started a new household with their new husband. As well as the happiness of the wedding, the bride's parents might feel sad that she is leaving their home. Explain that homes are a very important symbol of a Jewish wedding. The couple will set up their new home where they will support each other, as well as have pupils of their own. Remind pupils of the Shabbat ceremony they watched in the previous section- lots of important things happen in a Jewish home. Show an image of the Jewish wedding *chuppah;* a canopy which stands over the couple at the ceremony. It has a roof but no sides. Can pupils guess what this means? The roof symbolises the new home the couple will create, and the open sides symbolise how their now home will be open to friends and family. Play *Hava Nagila¸* a traditional Jewish song of celebration, there are lots of versions of YouTube. The phrase means 'let us rejoice' in Hebrew. It is played at weddings. How do pupils feel while listening to this song? It is uplifting and makes you want to dance, but there is a mournful note. Discuss the mixed emotions people might feel at a wedding. Print a chuppah outline for each child (Google images search 'chuppah clipart') or draw a simple canopy. Ask them to write on the canopy one or two words describing what we hope when a couple get married, such as 'love', 'happiness', 'children', 'friendship'. **A friendship card.** Display the words gathered at the start of this section about pupils' friendship promises and what they get from each other in their friendships. If you have studied both Christianity and Judaism use the wedding hearts and wedding chuppahs they have written on, otherwise use whichever one you worked on. Hand out pieces of card, folded in half. Pupils will stick their hearts and/ or chuppahs on the front to make a friendship card. They can write or a special message to someone inside- someone at home or someone in the classroom. They could write why they like someone, a funny joke, a promise to someone, etc. Remember to ask them the next day what the reaction was when they gave out their friendship cards.	

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	What does it mean to belong to a faith community? This unit has focused on faith communities, but pupils will have noted some similarities and differences between religious communities and non-religious ones. Help pupils to recall their learning in this unit by summarising the key ideas they have encountered. Give them a large Venn diagram with religious ways of belonging in one circle, and non-religious ways of belonging in the other. Recall the key ideas about symbols, welcoming ceremonies and weddings. What keywords and ideas fit only in religious ways of belonging? (e.g. baptism, aqiqah, God) What keywords only fit in non-religious ways of belonging? (e.g. Beavers/Rainbows; sports clubs etc) And which might overlap? (e.g. family, friendship, love, symbols, badges, commitment, identity…) Give some examples of where religious and non-religious people might work together, such as doing charity work, or remembering special events. Christian Aid week is a time when many people who are not Christians give to support people in need; Children in Need is a charity event that people take part in, both religious and non-religious. Remembrance Day is a special day of remembering for all people, regardless of whether they are religious or non-religious.	

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