

Unit 1.10 What does it mean to belong to a faith community

This unit supports the principal aim of RE: **The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question Make sure that you can explain where this unit/question fits into key stage planning 	<p>This is one of three thematic units in Key stage 1, which means it compares more than one religious tradition on the theme of belonging. The syllabus recommends that this is a good unit for the early part of Year 1 (see syllabus p. 147). Take opportunities to make connections with belonging to your infant school.</p> <p>You should also build on pupils' learning from FS, where they will have encountered specific Christian ideas (Units F1, F2 and F3), as well as ideas about being special (Unit F4), special places (Unit F5) and special stories (Unit F6).</p> <p>This unit enables pupils to think about belonging and to learn about how Christians, Muslims and Jews show they belong to their faith community.</p> <p>Further learning will go on in thematic units in KS2 e.g. L2.11 <i>How and why do people mark the significant events of life?</i></p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>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</p>	<p>Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</p> <ul style="list-style-type: none"> Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christians: e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/<i>ichthus</i> badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; Muslims: e.g. an example of calligraphy, a picture of the Ka'aba, a <i>taqiyah</i> (prayer cap); Jews: e.g. a <i>mezuzah</i>, a <i>menorah</i>, a Kiddush cup, <i>challah</i> bread, a <i>kippah</i>), symbols of belonging in pupils' own lives and experience. Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people

	<p>should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself.’</p> <ul style="list-style-type: none"> • Introduce Christian 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 – <i>brit bat</i> or <i>zeved habat</i>; Islam: <i>Aqiqah</i>; some atheists might have a Humanist naming ceremony. • Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> 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. • 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 some people are not part of religious communities, but that most people are in communities of one sort or another. • Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements • 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. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p> <p>...give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean</p> <p>...give an account of 1 thing that happens when a baby is born into a Muslim family</p> <p>...identify some similarities and differences between the ceremonies studied</p> <p>...identify two ways Christian people show they belong to each other when they get married</p> <p>... identify two ways Jewish people show they belong to each other when they get married</p> <p>...identify some similarities and differences between the marriage ceremonies studied</p> <p>...give an example of how a person might show they love people</p> <p>...say what Jesus says about loving other people</p> <p>...Say what a religious leader from Judaism or Islam says about loving other people</p> <p>...Say a group or community that I belong to</p> <p>...talk about what is special and important about belong to a group that is important to me</p> <p>...show that I know that people belong to different communities (religious and non-religious)</p>

	<p>...recognise symbols of belonging for Christians</p> <p>...recognise symbols of belonging for Jews or Muslims</p> <p>...think about why symbols of belonging matter to believers</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • 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. 	<p>This unit of work is intended to last for around half a term – 6-8 hours of learning. It provides more ideas than you can probably fit into the time available, and so the expectation is that you will select the ideas that will best help the pupils in your classes to achieve the unit outcomes.</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Do we all belong to something?	
<p>Way in: who am I? This could fit in with other work along the theme of ‘myself’.</p> <ul style="list-style-type: none"> Play a game of ‘Would you rather...?’ to get pupils thinking about their own preferences. ‘Would you rather...’ (for example) ...be good at running or jumping; ...be 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 breathe underwater? Talk about how all these choices are about who we are and what we like. We are all different. Me, myself: Hand out A4-size cut-outs of a person to each pupil. Get them to write or draw three things in the cut-out person that go to making them who they are, e.g. 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 his/her own sad times. Being lost: what if pupils 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. <p>Symbols of belonging</p> <ul style="list-style-type: none"> Teacher (or willing adult) shows things from their life that tells the 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 the pupils to talk about what each thing shows about the teacher. If two adults can do this together, it is fun to have the pupils guess who owns each object. Talk about how this shows all the things the teacher belongs to, such as 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. <p>We all belong</p> <ul style="list-style-type: none"> Return to the person cut-out. Glue the people onto a coloured sheet of A4 paper. 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 cut-out, and then decorate the outside. Save these people for your Belonging display. 	<p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <p>Sample ‘I can...’ statements</p> <p>...Say a group or community that I belong to</p> <p>...talk about what is special and important about belonging to a group that is important to me</p>

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

How do Christians/Muslims/Jewish people show they belong?

You might choose to focus on all three religions or alternatively just compare Christian signs of belonging with one other religion.

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 symbol; 'What would Jesus do?' (WWJD) bracelet; an image of /Jesus; Jesus and Mary; a church; rosary; Bible, etc. Can the pupils tell you what religion this represents? Talk about how 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/or share/write a sentence to say why Christians wear them or use them or display them.

Symbols of Muslim belonging

- **What can we notice about Muslim belonging?** Ask what might show that Muslims belong together. Show a picture of (for example) the Ka'aba in Makkah; a *taqiyah* (prayer cap); a prayer mat; a Qur'an on a Qur'an stand; and discuss how these might show Muslim belonging.
- Show two pieces of Islamic calligraphy saying 'Allah' and 'Muhammad' [see Resources below]. 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. Do an online image search for 'calligraphy Allah' and 'calligraphy Muhammad'. First show 'Allah'. Print out and let the pupils trace the letters with their fingers; these are Arabic letters spelling A-LL-A, which is the Muslim word for 'God'. Teach that first and foremost, Muslims belong to God. 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. Muslims believe he was chosen by God to be the final messenger, bringing God's message to humanity. The things Muhammad said and did help Muslims today to be good people.
- Show an image of pilgrims circling the Ka'aba at hajj. This is an incredible sign of belonging in Islam. Are there any places that pupils go to that show they belong e.g. school? Grandparents' house?

Symbols of Jewish belonging

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences

Sample 'I can...' statements

...show that I know that people belong to different communities (religious and non-religious)
 ...recognise symbols of belonging for Christians
 ...recognise symbols of belonging for Jews or Muslims
 ...think about why symbols of belonging matter to believers

- 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 the 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.
- 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 is broken, shared and 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. Add to your RE Belonging display. Add images from the internet of the Ka’aba, Islamic calligraphy and Jewish Shabbat.

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.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>Is every person valuable?</i>	
<p>Explore the idea that everyone is valuable. Share a story that shows that for Christians, all people are important to God.</p> <p>A story of belonging in Christianity</p> <ul style="list-style-type: none"> Tell pupils the story of the Lost Coin (Luke 15:8-10 – use www.biblegateway.com to find the text). 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; she cares about each one). Teach that for Christians this makes them think about how God cares for every single human and notices when people 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 in Luke chapter 15 of the lost being found by God. You could add the story of the lost sheep here too (Luke 15:1-7), but note that Unit 1.1 (<i>What do Christians believe God is like?</i>) focuses on the story of the lost son, Luke 15:1-2, 11-32.) Ask some ‘wonder’ questions about the story. <i>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? I wonder how I know that someone else loves me?</i> What makes the pupils feel happy about the story? Give each group a plain outline of a Bible (or book). Write or draw why the people feel happy in the Bible, such as ‘being looked after’, ‘having someone who cares’, ‘being found’ or ‘feeling better’. Save this Bible for your Belonging display. Explain that Christians are taught that should love each other (John 13:34-35) and love everybody (Mark 12:30-31). How could Christians show that they love each other and other people? Discuss what people might do to show love, to show that everyone is valuable. Ask pupils to draw a picture to stick in a class book for the Belonging display to show how a Christian might show love, or how they show love themselves. As a class, create a title for the book. <p>Do all people think everyone is valuable? What do they do to show that?</p> <ul style="list-style-type: none"> Jewish people have a commandment that says to love your neighbours (Leviticus 19:18). Muslim teaching says, ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself.’ Non-religious people also follow the Golden Rule: Treat others as you would like to be treated yourself. Have you got a school rule that says the same thing? Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Sample ‘I can...’ statements</p> <p>...give an example of how a person might show they love people</p> <p>...say what Jesus says about loving other people</p> <p>...say what a religious leader from Judaism or Islam says about loving other people</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
How do Christians welcome a new baby? How do Muslims welcome a new baby?	
<p><i>You might choose to focus on all three religions or alternatively just compare Christian welcome ceremonies with one other religion.</i></p> <p>Way in: a new baby</p> <p>Can pupils remember anything about being a baby? For example, their first word, the first food they ate, etc.?</p> <p>Do pupils' parents have mementoes of when they and their siblings were babies, such as framed scan images, photos, baby books, little hand- or foot-prints? Why do parents keep these mementoes?</p> <p>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.</p> <p>We are going to learn about how a new baby is welcomed into the family of different religious and non-religious traditions.</p> <p>Baby baptism in Christianity</p> <ul style="list-style-type: none"> • Have any pupils been baptised or christened or attended a baptism/Christening? This means being welcomed into the Christian family. Find out if they already know something about baptism. Note down their ideas to see if they are right, as they learn more about it. • 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. The 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 (Christians read about God and Jesus in the Bible) and the cross (for Christians, this 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'. • Go back to what pupils have said about baptism already; what will it actually involve? It is supposed to show the beginning of something new and exciting. Can pupils think of how Christians could show that? 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? Three times, for the Father, the Son and the Holy Spirit; that is, the three ways Christians understand God. You could also talk about the candle, symbolising the way a new baby is like a shining light. • Pick out the important elements of the baptism: water, sign of the cross, lit candle, full name. Get pupils to select the relevant photos from a range of pictures from different celebrations and traditions, and then order the photos to show when the items are used in the baptism. Ask pupils to explain what each symbol means as they order them. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean <p>Make connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <p>Sample 'I can...' statements</p> <p>...say what happens at a traditional Christian infant baptism, and suggest what the actions and symbols mean</p>

- Return to the conversation at the beginning of items the pupils' parents have kept to remind 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, such as the candle, some water from the font, the white robe, and explain why.

Welcoming a baby in Islam

Spread items over a table; a razor (in a case) and shaving foam, a pair of kitchen scales, a 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, such as www.youtube.com/watch?v=fe8qRj12OhY. You could play the sound from this softly as the pupils explore the artefacts on the table.
- **Weight of hair:** A Muslim should be generous and share what they have with others. Ask pupils how a tiny baby could share what they have? It is possible? As one way to show that they expect the baby to grow up as a loving and generous adult, many Muslims gently shave the baby's hair. They place it in scales and whatever its weight, they give that weight in silver (or some other valuable metal) to the poor. As you explain this process hold the razor, foam, scales, silver etc. Ask the pupils to tell you what the gift of 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 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. Add some ideas to the Belonging display.

Memory models

- Return to the images that pupils have drawn of what they would keep from a child's baptism and Islamic initiation rituals. Share pictures and get them to explain why they chose these items. Give each pupil a piece of modelling clay or similar 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. Add some pictures of what pupils create to the Belonging display.

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.

...say what happens when a baby is born into a Muslim family

...identify some similarities and differences between the ceremonies studied

...give a suggestion for what is the best thing about these ceremonies, for the families

...talk about some ways I celebrated when a baby was born in my family, comparing with what I have learned in RE

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
How do some people show they belong to one another?	
<p>Way in: friendship promises</p> <p>Start a conversation about friendship. 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 friendships: jokes, games, toys, laughter, listening, fun? What do their friends give to them? Gather words from this conversation and record on a large piece of paper; save the paper.</p> <p>Explain we are going to look at how two people can 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.</p> <p>Belonging to each other in a Christian wedding ceremony</p> <ul style="list-style-type: none"> • Why won't Elsa let Anna marry Prince Hans (<i>Frozen</i>) after one day? Because they don't know each other. Compare with Gru and Lucy's wedding at the end of <i>Despicable Me 2</i>. Can the pupils tell you how many dates they went on before they got married? (147) Discuss why it is important for people to know each other well before they get married. • 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 know what they symbolise? Explain that they mean an unbroken connection between the people who are married, as well as with God. They can also mean the idea of love lasting forever. At a wedding, couples often 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? • Share or display this traditional Anglican wedding vow: <i>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.</i> • Young 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, 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. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Sample 'I can...' statements</p> <p>...identify two ways Christian people show they belong to each other when they get married</p> <p>... identify two ways Jewish people show they belong to each other when they get married</p> <p>...identify some similarities and differences between the marriage ceremonies studied</p>

Belonging to each other in a Jewish wedding ceremony

- 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 cry at a wedding? Why would someone 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 children 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* – this is 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 new home will be open to friends and family.
- Play *Hava Nagila*, a traditional Jewish song of celebration; there are lots of versions on 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 (online image 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'.

Non-religious wedding ceremonies

- Talk about what is similar and different between the ceremonies studied above and a non-religious example. Many wedding ceremonies include singing, promises, dressing up, rings, emotions, celebrations, food, dancing, love and friendship. Promises are made without reference to God, of course, and non-religious weddings may take place in a registry office or other venue. Talk about whether it makes any difference to the couple and their family if promises do not include God.

A friendship card.

- Display the words gathered at the start of this section about the pupils' friendship promises and what they get from each other in their friendships.
- Use the wedding hearts and/or chuppahs, depending on whether you studied both Christianity and Judaism. 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.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What matters about being in a community?</i>	
<p><i>Use this lesson to recap learning about what it means to belong to a faith community.</i></p> <p>If possible, talk to someone who is a Christian and someone from another religion about what is good about being in a community. Ask them what they do when they meet up in groups.</p> <ul style="list-style-type: none"> • Source 3 or 4 pictures to show the different groups you have studied in this unit (from Christians and Muslims, Jewish and non-religious people.) You could use symbols or perhaps places of worship. • Stick each picture in the middle of a large piece of paper; depending on the age and ability of the pupils this activity can be done as a class or in a small group. Discuss and then draw what this religious or non-religious group do when they are together. Draw a picture on the paper to show their ideas. • Write words or draw pictures to show how people might feel about belonging in those groups • Put a picture of your school in the middle of a different piece of paper. Explain that you are all members of your school community. Repeat the activity above for your school. <p>Compare all the pieces of paper – what is similar and what is different? Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.</p> <p>Use the Belonging display to talk through what pupils have learned through this unit.</p>	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities <p>Make connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.