

## Unit F4: Being special: where do we belong?

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 children 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><b>Step 1: Key question</b></p> <ul style="list-style-type: none"> <li>Select a key question from p.26</li> <li>Make sure that you can explain where this unit/question fits into key stage planning</li> </ul>	<p><b>Unit F4: Being special: where do we belong?</b></p> <p>This unit plan focuses on Christianity, Hinduism and Islam. Teachers should use their professional judgement when deciding whether to teach about other religions alongside of these or instead of them when delivering this scheme of work to their own classes. Please bear in mind that families who do not follow a religious tradition also welcome new babies and children can look at ways in which this happens, including non-religious naming ceremonies.</p>
<p><b>Step 2: Use learning outcomes</b></p> <ul style="list-style-type: none"> <li>Use the learning outcomes from unit outlines, as appropriate for the age and ability of your children.</li> <li>Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>	<ul style="list-style-type: none"> <li>re-tell religious stories making connections with personal experiences</li> <li>share and record occasions when things have happened in their lives that made them feel special</li> <li>recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>
<p><b>Step 3: Select specific content</b></p> <p>Look at the suggested content for your key question, from column 3 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 children achieve the learning outcomes</p>	<p>This unit of work selects from the suggested content on p.32 of the syllabus.</p> <ul style="list-style-type: none"> <li>Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthdays).</li> <li>Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139). Also reflect on Christian beliefs about Jesus believing children to be very special. Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13-16).</li> <li>Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication.</li> <li>Consider signs and symbols used in the welcoming of children into the faith community e.g. water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play.</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk about how children are welcomed into another faith or belief community e.g. the Islamic <i>Aqiqah</i> ceremony, whispering of adhan and cutting of hair.</li> <li>• Consider ways of showing that people are special from other religions e.g. Hinduism: stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or rakhi) of gold and red threads around the right wrist of her brother.</li> </ul>
<b>Step 4:</b> <b>Assessment: write specific pupil outcomes</b> <ul style="list-style-type: none"> <li>• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements</li> <li>• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want children to be able to understand and do as a result of their learning.</li> <li>• 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.</li> </ul>	<p><b>I can... (Self-assessment)</b>  <b>You can... (Teacher assessment)</b>  <b>Can you...? (Next steps/challenge)</b></p> <p>...talk about my ideas about how I am special.  ...share occasions when I have felt special.  ...talk about some Christian beliefs about how people are special to God.  ...re-tell the story of Jesus blessing the children  ...talk about and show how key characters within a religious story would feel  ...talk about groups I belong to  ...talk about groups that others belong to  ...recognise symbols or badges which show belonging, including religious ones  ...use the right words to talk about different religious groups and symbols that they use  ...talk simply about what happens at a traditional infant baptism  ...talk about how babies are welcomed in the Muslim tradition  ...show respect for the way that my family and other families welcome babies  ...choose some sensible words to say to welcome a new baby  ask questions about religious artefacts  ...talk about my feelings and how others feel about Raksha Bandhan and feeling special  ...talk about what happens at Raksha Bandhan and why</p>
<b>Step 5: Develop teaching and learning activities</b> <ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable children to achieve the outcomes.</li> <li>• Don’t forget the skills you want children to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow children to practise these skills as well as show their understanding.</li> </ul>	<p><b>NOTE:</b> This unit of work should take around 8 hours of classroom time. You can select from it and add in extra activities in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8 hours can be delivered in smaller chunks in a variety of ways (eg whole class teaching, group work, continuous provision, extended provision, focused activities etc)</p>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to help children achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help children to work towards achieving the following expected outcomes:
<i>What makes us feel special? What makes many Christians believe they are special to God?</i>	
<p><b>Star children</b></p> <ul style="list-style-type: none"> <li>Ask parents to be involved in this unit by sending home an A4 page containing the outlines of four large stars. Parents should write on each star one thing that their child is very good at, then cut the stars out and send them back to school.</li> </ul> <p><b>Special characters in a story</b></p> <ul style="list-style-type: none"> <li>Share a tale with children where a main character turns out to be special even though s/he does not appear to be so at the start. E.g. The Lion and the Mouse, The Ugly Duckling. Ask children to pinpoint what was actually so special about the character.</li> </ul> <p><b>What is special about us?</b></p> <ul style="list-style-type: none"> <li>Recap the story and use it to draw out the idea that everyone is special in different ways. Ask children to think about what they are good at, reminding them that they might be good at different things. Share with the class or group their own ideas about how they are special.</li> <li>Look at the stars sent in by parents and give children the opportunity to contribute to writing a star for a friend (children's ideas can be used with an adult to scribe if necessary).</li> <li>Give children the opportunity to show their reasons about why they are special e.g. making a photo-frame with words and images on to show their special qualities and talents – put a photo of them inside/making an 'I am special' certificate with words and pictures on to show just why they feel that they are special.</li> <li>Sit in a circle and play 'pass the smile'. Discuss how it feels when someone smiles at you. Do we feel happy/special/loved/cared for/something else? How would we feel if we had played pass the angry/crying face? Think together about times when others have made us feel happy and times when we could make others feel good and even special through our actions.</li> </ul> <p><b>Special to God</b></p> <ul style="list-style-type: none"> <li>Introduce the character of Grace (or re-introduce her if children have met her before) in the form of an image or persona doll. Explain that Grace is from a Christian family. Lots of Christians, just like Grace, believe that everyone is special and precious to God. Explain that there is a poem that teaches lots of Christians that God knows everyone very well and loves them, God loves them even before they are born! If children have already</li> </ul>	<p><b>Make sense of belief:</b> Begin to recognise the Christian belief that God loves and knows all people.</p> <p><b>Make connections:</b> Share occasions when others have made them feel special.</p> <p><b>Sample 'I can...' statements</b> ...talk about my ideas about how I am special.  ...share occasions when I have felt special.  ...talk about some Christian beliefs about how people are special to God.</p>

covered the Bible, you can tell them that this is where the poem is found (Psalm 139). Have a look at the poem ([www.biblegateway.com/passage/?search=Psalm+139&version=ICB](http://www.biblegateway.com/passage/?search=Psalm+139&version=ICB)) for a simple translation. The relevant part is found in verses 13-16. Read or adapt this to tell your class.

### Grace



- Discuss how well children know each other – pair them up. Sit pairs back to back; do they know each other's hair colour without having to look? Do they know which one is shorter/taller, has smaller/larger feet without having to compare? etc. Give children the opportunity to find out the answers to any of the questions that they did not know. Explain that lots of Christians believe God would have known these answers straight away, without even having to find them out. This is because many Christians believe that God knows everyone so very well and everyone is so very special to God.
- Look at a Where's Wally book. Discuss features of Wally and how children can identify him. Let them see how easy or hard it is to find Wally on such crowded pages. Using technology, children's faces can be substituted for Wally's in the images – do children find it easy to locate themselves? Point out that it can be hard to find Wally on a crowded page and discuss whether children have ever found it difficult to find someone in a crowded place. Explain that many Christians believe God wouldn't have problems knowing where anybody was in the whole wide world because God knows everyone so well and will know where they are, even though there are many more people in the world than a normal crowd or a Where's Wally picture.
- Explain that it's easy to tell who is who by looking at people's hair colour/length/height etc, but there are other clues that we can't always see so easily. Look together at finger prints. Allow children to make finger prints and finger print pictures. Discuss the differences between patterns in children's fingerprints. Draw attention to how we did not know what each other's finger prints looked like before this lesson. Do children think many Christians would believe that God knows what everyone's fingerprints are like? Why?

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to help children achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help children to work towards achieving the following expected outcomes:
<b>Why do many Christians believe that children are special to God?</b>	
<p><b>A story for Grace</b></p> <ul style="list-style-type: none"> <li>Tell children that you will be sharing a Christian story. It is special to Grace and many other Christians like her all over the world. If children have already learnt about the Bible, tell them that the story is from this book.</li> </ul> <p><b>Jesus blesses the children</b></p> <ul style="list-style-type: none"> <li>Tell children the story of Jesus blessing the children from the gospel of <a href="#">Mark 10:13-16</a>. Use Godly play or a story sack to help with the retelling. Details to include are:             <ul style="list-style-type: none"> <li>Setting the scene – Jesus is talking to his friends in a land called Judaea</li> <li>People bringing the children to Jesus</li> <li>The disciples shooing the people and children away</li> <li>Jesus telling the disciples off and saying that the children should come to him because the Kingdom of God belongs to people just like them</li> <li>Jesus welcoming and blessing the children</li> </ul> </li> <li>End the story with some ‘I wonder...?’ questions for children to think about and/or discuss. E.g. I wonder what was so special about Jesus that the children were brought to him? I wonder how it feels when an adult tells you to go away? I wonder why the disciples tried to take the children away from Jesus? I wonder why Jesus thought children were so important? I wonder how a Kingdom of God can belong to children and people like them? I wonder how it feels when an adult spends time with you? I wonder how it feels when an adult is kind to you? I wonder how the children felt when Jesus welcomed and blessed them?</li> <li>Give children opportunities to show their learning and thoughts about both the story and the I wonder questions e.g. role-playing the story, using the objects from the story sack or Godly play box to retell it, showing their responses to some of the questions in words or pictures, discussing responses to some questions in small groups.</li> <li>Retell the story and give each child a happy and sad face. As you tell the story, children should hold the masks up to show the feelings of the children at that point in the plot. This can be repeated with feelings of Jesus.</li> <li>Explain to children that many Christians (just like Grace) believe Jesus was God. Ask children what they think the story shows many Christians about how much God must care for children. Remind them that they know quite a lot now about what lots of Christians believe about God and people – all people and children are special to God, who knows them very well, from even before they are born.</li> </ul>	<p><b>Make sense of belief:</b> Re-tell the story of Jesus blessing the children.</p> <p><b>Make connections:</b> Make simple connections between the story of Jesus blessing the children and their own personal experiences.</p> <p><b>Sample ‘I can...’ statements</b>          ...re-tell the story of Jesus blessing the children          ...listen to a religious story          ...talk sensibly about the plot of a religious story and ask good questions about it too          ...talk about my ideas and feelings about a religious story linked to my personal experiences          ...talk about and show how key characters within a religious story would feel</p>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to help children achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help children to work towards achieving the following expected outcomes:
<i>Where do you belong? How do you know you belong? What groups do religious people belong to?</i>	
<p><b>Our families</b></p> <ul style="list-style-type: none"> <li>Share a story about families e.g. a 'large' family story, discussing the relationships between the characters. Children show their own immediate families by painting a family portrait/creating a simple family tree/creating a family scrapbook (it may be helpful if parents send in photos of family members).</li> <li>Remind children that they generally belong to different families. Children share experiences of being in their family. What are the brilliant things about being in your family? Are there sometimes things that are hard about being in a family? (e.g. not fighting with brother/sister, hearing the baby crying when you want to go to sleep.) What do you have to do as part of your family? (e.g. keep bedroom tidy, help take the dog for a walk.) How do people in your family show you that they care for you? How do you know your family love you? Take the opportunity to sensitively bring out how children's families have similarities and differences during this discussion and help children start to see these patterns for themselves.</li> </ul> <p><b>Which other groups do we belong to?</b></p> <ul style="list-style-type: none"> <li>Explain that each family is a group of people. Each children's family is a group of people to which they belong and there are other groups of people that children might belong to as well. Discuss other groups that children are in e.g. a football team, Rainbows, a rugby club, Sunday school group, dance group, swimming club, Mosque school (madrassah), drama group, class group etc. Give children the opportunity to bring in any special clothes they need to wear as part of these groups and discuss them with the others.</li> <li>Find out together which of the groups have a badge or logo that members wear to show what the group is and that they belong to it. Children copy one of these to represent one group that they belong to.</li> <li>Remind children that most people in the class belong to at least three groups of people – their family, their class group and their school group, and some belong to many more. Ask children how belonging to a group makes them feel. Set them the challenge of coming up with as many 'Wow!' words as possible for how belonging makes them feel. Children finish the sentence 'Belonging makes me feel...' and give a reason if possible.</li> <li>Children's work on their families and other groups they belong to can make up the start of a 'Belonging' display.</li> </ul>	<p><b>Make sense of belief:</b> Know three different religious groups and the main symbol associated with each</p> <p><b>Make connections:</b> Share and record groups that they belong to</p> <p><b>Sample 'I can...' statements</b> ...say which groups I belong to ...talk about groups I belong to ...talk about groups that others belong to ...recognise symbols or badges which show belonging, including religious ones ...use the right words to talk about different religious groups and symbols that they use</p>

### Religious Groups

- Explain to children that a type of group to which many people belong is a religious group. Some might have already brought this up in their previous responses and if so, you can refer to the children's own experiences. Very simply, make clear that each religious group is made up of people who believe similar things. Sometimes they also do similar things that show what they believe.
- Ask children if they can remember which religious group Grace belonged to (Christian). Look together at her necklace. Ask children to describe the shape on it and talk about whether they have seen this shape anywhere or whether they have seen anyone wearing it on a necklace, just like Grace. Give the details that a cross is a symbol that many Christian people wear to remind them about their Christian beliefs and show that they follow the Christian religion. If you are using a persona doll to be Grace, a chain with a cross can be fixed around the doll's neck.
- Introduce the character of Imran. Children may have met him in another unit; if so, see if they can remember which religious group he belongs to. If not, explain that Imran belongs to a group of people who we call Muslims. Tell children that Muslims also have a symbol for their religion and point out that Imran is wearing it on his top rather than a necklace. Ask children to describe the symbol they can see to you. Repeat for Samit from the Hindu tradition whose top shows an Aum symbol.

Samit



Imran



- Allow children time to look carefully at the symbols from each religion and see different examples of each one. Allow them to create a cross for Grace, star and crescent for Imran or aum for Samit through painting, salt dough, plasticine etc.

**Note:** Some people are more likely to wear religious symbols than others. Ensure children get to see examples of the symbols being used in real life e.g. on greetings cards, books, phone covers etc.



<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to help children achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help children to work towards achieving the following expected outcomes:
<b>How do we show people they are welcome? How are babies welcomed into the Christian family?</b>	
<p><b>A Warm Welcome</b></p> <ul style="list-style-type: none"> <li>Tell children some good news – they are going to have a visitor for snack time/a particular lesson/a class lunch! Gather examples of how children make guests feel welcome when they have visitors to their homes and give children the chance to talk about their feelings towards having visitors. Invite suggestions for what they might do to make the visitor feel welcome to class. Find a willing member of staff or some older children to be the visitor/s and carry out the children’s welcoming ideas.</li> </ul> <p><b>Welcoming a baby</b></p> <ul style="list-style-type: none"> <li>Ask those children with younger siblings to explain how they felt when their new baby came. What new things did they have to do when the baby arrived?</li> <li>Explain that just as lots of people like to give visitors a warm welcome to their homes, lots of people love to welcome babies when they are born, and many people are just delighted when a baby arrives safely. Discuss what children have done when new babies have arrived in families that they know (given cards? gone to visit the baby? attended a naming ceremony? given presents? etc). Ask who the baby’s arrival is important for and ensure that a range of people are examined e.g. the baby itself, its family, perhaps its religious community, the family’s friends.</li> </ul> <p><b>We were all babies once</b></p> <ul style="list-style-type: none"> <li>Ask children to bring in a picture of themselves as a baby and a special memento to show how they were welcomed into the world (e.g. hospital tag, birth announcement, baptism certificate, book of their first year, new baby card).</li> <li>Remind children that everyone in the class was once a baby (even the adults!) and other people may well have been delighted to welcome them when they arrived. Look at the baby photos without giving away whose is whose and see if the class can match them up with the person each baby has grown into.</li> <li>Ask children to explain what their memento is and help them to talk about who was welcoming them and how, alongside why it is an important keepsake for themselves and their families.</li> </ul>	<p><b>Understand the impact:</b>          Recall simply what happens at a traditional Christian infant baptism</p> <p><b>Sample ‘I can...’ statements</b>          ...talk about how babies are welcomed          ...talk simply about what happens at a traditional infant baptism          ...show respect for the way that my family and other families welcome babies</p>



### Welcoming a baby in Christianity

- Explain that for many Christians, it is wonderful to welcome babies into the world and into their families when they are born. Also, Christian mums and dads often like to welcome their baby into their religion: Christianity. For many Christians, their religious Christian group is like one huge family, and welcoming the baby into this big Christian family is a very important thing to do.
- Show children a baptism certificate made out to Grace (internet search to find one). Explain that babies are often welcomed into the Christian family by having a baptism or dedication ceremony and Grace's certificate is to remember a time when she had a ceremony to welcome her when she was a baby. Visit the local church and ask the minister to demonstrate what happens in an infant baptism ceremony. If this cannot be arranged, the minister can visit the school and role play the ceremony (if necessary, it could be role played without a minister or the children could watch a video of one).
- See whether children managed to spot the symbol of the cross in the ceremony and recap the cross that Grace wore, explaining to children that it is a symbol of Jesus.
- Put a range of artefacts and objects connected with infant baptism on a cloth with children seated around. Try to include a baptism invitation, card, certificate, baptismal gown, cross, Bible, baptismal candle and baby presents given at a baptism (e.g. baptism cup/jewellery with cross/baptism book). Also include images of a church building, a baptism taking place, a font, a christening cake and a baptismal shell. Ask children to explain as many of the items and images as they possibly can from their learning about baptism and help them to understand the significance of any they don't know. Play Kim's game by covering up the items and taking one away – children should identify what is missing and how it is linked to a baptism ceremony before they win the round. Play 'What am I?' in which one pupil is sent to the back of the room whilst the rest of the group decide on one item or object in secret – the child at the back should return and ask questions in order to determine which object the others have selected.
- Allow children to role play an infant baptism in groups – if appropriate, some of the objects and images from the cloth could be used in the role playing.
- If possible, invite in a parent who has had their child baptised. The parent should be invited to speak to the children about the baptism and why they decided to have a baptism for their youngster. Bringing in photos and mementos from the event and answering children's questions will help to make this a lively session.
- Make baptism cards. Ask children to pick out and draw on the front of their card at least one of the objects from the cloth. Give them the chance to talk about what the object is and how it is linked to/used at a baptism.

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to help children achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help children to work towards achieving the following expected outcomes:
<b>How are some babies welcomed in the Muslim tradition?</b>	
<p><b>A tiny whisper</b></p> <ul style="list-style-type: none"> <li>Think together of times when it is good to whisper. What do children like about whispering? (it is calm, quiet, helps to keep things secret, might not wake a sleeping baby etc). Play a game of Chinese whispers. Compare it with a game of Chinese shouts – does the latter work as well? Take a register in whispers and have children whisper in response to their names. How does this feel compared to the usual register?</li> </ul> <p><b>Whispering to welcome a baby</b></p> <ul style="list-style-type: none"> <li>Ask children to remind you of Imran's religion. Tell the children this is a religion where new babies often get a message at the very beginning of their lives to welcome them into the world and into belonging to the Muslim religion. Show children a picture of someone whispering the Shahadah, the statement of Muslim faith, into a new baby's ear. Ask children first of all to make some guesses: What is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? Then tell them what is really happening, including explaining that the words being whispered are 'God is most great. There is no God but Allah,'.</li> </ul> <p><b>Aqiqah</b></p> <ul style="list-style-type: none"> <li>Explain that this is not the only thing that Muslim families do to welcome a baby. There are other ceremonies too that are called <i>aqiqah</i> (which is the name given to a group of Islamic birth ceremonies). Show an image of a baby having its hair shaved at an <i>aqiqah</i> ceremony – ask children to say what they can see about the image and ask any questions they would like to find out. Tell children that some Muslims believe that getting rid of the hair is a way of getting rid of any bad luck or trouble that the baby might bring into the world when s/he is born. Many families also weigh the hair and an equal weight of silver (or something similar) is given to poor people. Meat is shared too, especially with the poor. Why do children think a family might give something to poorer people when they have a new baby? It is one way to say thank you to Allah for the baby's birth.</li> <li>Tell children that in lots of Muslim families the baby is also named and given something sweet and something bitter to taste to show they will have good times and hard times in life. Taste sweet food such as a little piece of date and some bitter food too.</li> <li>Think about some names that Muslim people often like to give to their babies and explain the meaning of each. For example, boys' names: Amir – Prince, Halim – mild, gentle, patient, Kahil – friend, Mohammed – praised (from the name of the prophet Muhammad), Zahir – bright, shining. Girls' names: Ameerah – Princess, leader,</li> </ul>	<p><b>Understand the impact:</b>          Recall simply what happens when a baby is welcomed into the Muslim tradition</p> <p><b>Make connections:</b>          Decide upon appropriate, meaningful words to say to a baby based on the knowledge that important words are said to babies in a range of welcoming ceremonies</p> <p><b>Sample 'I can...' statements</b>          ...talk about how babies are welcomed in the Muslim tradition</p> <p>...show respect for the way that my family and other families welcome babies</p> <p>...choose some sensible words to say to welcome a new baby</p>

Khadijah – First wife of prophet Muhammad, Hana' – happiness, Salma – peaceful, Zahrah – flower, beauty, star. Ask children to choose one of the names that they think would be good for a Muslim baby and discuss why they picked it. Did they like the sound of the name? Did they like its meaning? Was there a different reason?

- Ask parents and children to work together to help the children find out why their parents gave them their own names.

#### **Our messages for a baby**

- Recall what is said at a baptism ceremony and what is whispered into a Muslim baby's ear. Give children examples of messages and promises that might be good to say to a baby e.g. Welcome to the world, baby! I promise to love you always. I promise to make you happy. We're so delighted that you are here, baby. I promise to take care of you. This is the start of your whole life! Allow children to think, pair, share and ultimately decide on which one they like best. Invite children to make their own suggestions.
- Children can show their ideas by saying their messages in an appropriate tone of voice to a baby doll or writing their chosen message onto a speech bubble.

**Resources:** RE Today's picture pack, [Talking Pictures](#), is designed for use with 4-7s. It contains some images to do with birth, including a photo of a Muslim dad whispering into his child's ear.

## Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to help children achieve the outcomes.

### LEARNING OUTCOMES

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

### How do Hindu brothers and sisters show their love for each other at a festival?

#### Our brothers and sisters

- Ask children to think about brothers and sisters in their families – which members of the class have siblings? Are they younger or older? Encourage children to talk about times they have been looked after by a brother, sister, other family member or someone else. Role play situations where brothers, sisters and other family members look after each other. Ask what children do to show that they love their brothers, sisters and others.

#### Mystery objects

- Remind children of Samit who they met earlier in this unit. You can use the image from p. 8 or a persona doll to be Samit. Show children a selection of Samit's possessions (if you are using a persona doll, give the doll a bag to carry with the items in, if not then put the items into a parcel that Samit has 'sent' to the class). Possessions should include: a rakhi, a picture of his sister Nita (see left) and some money in a decorative (shagun) envelope.
  - Encourage children to explore the items in the bag/parcel thoughtfully and discuss what they can see e.g. materials and colours that the objects are made of. Children think, pair, share questions they could ask Samit to find out more about what is in the bag/parcel. E.g. Is that a bracelet? When might you wear it? Why is the money in the beautiful envelope?



#### Finding out about Raksha Bandhan

- Allow children to pose their questions to Samit. If you are using a persona doll, the questions can be asked verbally and responses can be given to children there and then. If not, write some good questions in a letter or email to send to Samit. These can be answered in a letter/email that he 'writes' in reply. In Samit's answers to the questions, ensure that Samit explains how the rakhi would be given by a sister to a brother at the Hindu festival of Raksha Bandhan & the brother's actions in return. Help children to understand that Raksha Bandhan is a time for brothers and sisters to show how much they love and want to look after each other.
- Share a book, e.g. *Soni and Rishi's Raksha Bandhan* by Supriya Kelkar or *Bringing Asha Home* by Uma Krishnaswami, or watch a film clip to find out more about how brothers and sisters might feel at Raksha Bandhan and the festival in general.

#### Make sense of belief:

Recognise that Raksha Bandhan is a time to focus on the bond between siblings.

#### Understand the impact:

Talk about some of the practices at Raksha Bandhan.

#### Make connections:

Share occasions when things have happened in their lives that made them feel special.

#### Sample 'I can...' statements

...ask questions about religious artefacts

...talk about my feelings and how others feel about Raksha Bandhan and feeling special

...explore and find out about objects that matter in Hinduism

...talk about what happens at Raksha Bandhan and why

**When do we feel special?**

- Ask children to share their thoughts on how brothers must feel at Raksha Bandhan. How must sisters feel?
- Look together at a number of examples of rakhis and cards celebrating raksha bandhan.
- Children make a special friendship/love band for a brother, sister or someone special, using craft materials. Ask: Who is your band for? Why did you choose that person? How might you feel if you were given a band to show friendship/love? How would you look after it?
- If children have not mentioned it, ask them to consider how very special a Hindu brother or sister might feel at Raksha Bandhan. Think together about occasions when children have felt special themselves e.g. their own birthday parties, winning a game, family gatherings, receiving presents on a special occasion, when they do very well at something in school etc. If time allows, children can be given opportunities to show at least one time when they have felt very special through creating pictures, models, role play etc. Can children explain why they felt so special at that time?

**Note:** BBC class clips has a film showing Raksha Bandhan [www.bbc.co.uk/education/clips/zsmfbk7](http://www.bbc.co.uk/education/clips/zsmfbk7)