

ECM - Make a positive contribution
 3. Develop positive relationships and choose not to bully or discriminate.

Stubbin Wood School

Topic: 3.1 How do communities of faith support believers? (plus Christmas)

Subject: Religious Education (belonging)

Key Stage: Three (class seven, eight, nine)

Autumn 06

NC Area of Study Learning Objectives Including Links to QCA units of work	Content	Suggested Activities	ICT links	Learning Outcomes I CAN...
<p>To develop an understanding of the meaning of community for Islam Christianity and Sikhism.</p> <p>To consider a non- religious view on community eg Humanism</p> <p>To learn about the outward signs within Islam, Sikhism and Christianity to show that individuals belong to a religious community.</p> <p>To develop appropriate religious vocabulary</p> <p>To handle artefacts with care and respect</p> <p>To consider how the communities we belong to effect and influence our</p>	<p>Ask children what communities they belong to and why eg school (it's the law) football clubs / army cadets (choice) religion (parents choice).</p> <p>How do we know children belong to different communities eg attendance / clothing / behaviours.</p> <p>What are the 5 Pillars of Islam / the khalsa / and the crucifix in relation to belonging to the community of faith</p> <p>Consider the advantages and disadvantages of belonging to a community of shared values</p> <p>Handle religious artefacts used to show belonging with</p>	<p>Use artefacts eg the 5 ks to describe outwards signs of belonging</p> <p>Look at the Muslim year Eid ul - Fitr (Ramadan)</p> <p>Visit a church</p> <p>Use prayer mat to demonstrate how Muslims worships</p> <p>Look at the different ways of dress</p> <p>Learn about the rites of passage in birth/ marriages / deaths etc Birth:- a child is a gift from Allah / naming ceremonies- Aqiqah naming ceremony Marriage: fun, colourful clothes, symbolism, white</p>	<p>www.activityvillage.co.uk/diwali.htm</p> <p>www.bbc.co.uk/schools/religion/himduism/diwali.shtml</p> <p>www.seattleindian.com/seattle/library/Diwali.asp</p> <p>www.christianity.com</p> <p>www.divali.co.uk</p> <p>www.religiousbuildings.com</p>	<p>P1 i I can encounter activities and experiences P1 ii I can show emerging awareness of activities and experiences P2i I can accept and engage in coactive exploration eg holding an artefact P2ii I can engage in religious activity, repeating simple actions, placing hands over eyes (Islam) P3i I can participate in shared religious activity P3ii I can recall learned responses P4 I can communicate my view through gesture/ word or sign as to what my communities of belonging are P5 I can identify artefacts for belonging with regard to the religions being studied P6 I can identify and name artefacts of outward belonging eg the 5 ks P6 I can name the rites of passage for the religions being studied P7 I can make contributions to discussion with simple phrases P7 I can identify and describe details about the rites of passage being studied P7 I can communicate my reasons as to the</p>

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<p>way of life.</p> <p>To learn about the 5 Pillars of Islam and the ummah as examples of belonging</p> <p>To develop an understanding of how communities show their belonging through festivals and celebration.</p> <p>To learn about belonging to a religious community through rites of passage</p> <p>Religions Christianity Sikhism Islam</p> <p>Concepts Beliefs Behaviour Belonging</p> <p>Skills Investigating Empathising</p> <p>Attitudes Respect Self-understanding</p>	<p>care and respect</p> <p>Talk about the ways in which the different religions being studied worship and where</p> <p>Talk about why it is important to have a sacred place and how they are used within the community</p> <p>Examine rites of passage for the religions being studied</p> <p>Look at the different sacred texts which are used in worship</p> <p>Talk about and compare the rights of passage for a Muslim / Sikh and Christian</p>	<p>/ red / comparisons etc</p> <p>Death & Burial: wrapped in white sheets and given to Allah to be judged to see if they go to paradise / cremation / reincarnation</p> <p>What are the advantages to belonging to a community</p> <p>Are there any restrictions / disadvantages to belonging to a religious community?</p> <p>Role play rites of passage from Sikhism, Islam and Christianity</p> <p>Drive through derby to look at an Islam community</p>	<p>virtual tour of religious buildings</p> <p>photographs</p>	<p>communities to which I belong</p> <p>P8 I can communicate simple facts about religions being studied</p> <p>P8 I can give a simple meaning for the artefacts used / symbols involved</p> <p>P8 I can identify the significance of places of worship with regard to religious communities</p> <p>Level 1c I can give detailed meanings behind the outward signs worn by people of faith</p> <p>Level 1b I can show respect for the choices of others and what they believe in / the communities they belong</p> <p>Level 1b I can use religious vocabulary in discussions about communities of faith</p> <p>Level 1b I can suggest advantages and disadvantages to belonging to a community</p> <p>Level 1a I can give an example of a community celebration</p> <p>Level 2c I can describe how a religious building is used to facilitate community and belonging</p> <p>Level 2b I can give reasons as to why communities celebrate through festival</p> <p>Level 2a I can suggest the meaning behind all the outward signs worn by a member of the faith being studied</p> <p>Level 3 I can compare the ideals / festivals of belonging between two of the religions being studied</p>
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