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	<u>Autumn 1</u> Belonging						
Learning Outcome	FS Who are we and who do we belong to?	Y1 Where do we belong? How do we show this? Lost Sheep	Y2 What is a community? How does it feel to be part of a community? Baptism of Jesus	Y3 What roles and responsibilities are needed to belong to a community? Moses and the 10 commandments	Y4 How do religious families and communities practice their faith?	Y5 What is expected of a person in belonging to a community and/or following a religion or belief?	Y6 How can we as individuals contribute to our communities? (Local, national and global)
Week 1	LO: To describe myself To know who I am and what I am like Ask questions about myself to reflect on who I am. List physical and personal features of self	LO: To know who my family are and know that all families are different To know and name key family members and recognise differences between each other's families. Consider what is important within a family and reflect on how this makes us feel. Give examples about how families can be different sizes and shapes. (Picture/family tree of who is in their family)	LO: To identify all the communities' people can belong to and why To recall the different communities, we can belong to. (religious /non-religious) Reflect on the advantages and disadvantages of belonging to a community. Give an advantage/disadvantage of belonging to a community (Can children link this to Christianity?) Pictures to symbolise different communities and one or two reasons why it is good to belong	LO: To explain the commitments we need to make to belong to a community (religious and non-religious) To recall the different communities, we can belong to. Discuss the benefits communities bring and how they work and who is involved Give examples of the commitments required to be part of a religious community (Move from non-religious to religious - Christianity and Judaism) List commitments, Jewish and Christian	LO: To understand that religious people are part of a community To know and name a range of different religions. (Christianity, Judaism, Islam, Hinduism) Express ideas about why religions can also be called communities by exploring the features, commitments and people Discuss ways in which different religious people show that they belong to their communities e.g. rituals, commitments,	LO: To recall my knowledge of religious customs and practices. To know the practices and customs of Christians, Muslims, and Hindus To discuss the impact commitment to these custom and practices has on daily life. To consider the similarities and differences between these customs and practices to things in my own life.	LO: To express my ideas about the value of the different communities I know about. (Religious and non-religious) To know the value of belonging to a community To express ideas about the value/benefits to belonging to different communities To give examples and explain the benefits of belonging to a religious community

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				people make to be part of the religious community.	symbols, clothes, festivals		
Week 2	LO: To identify my family. To know what a family is - two or more people who rely on each other. Name people living in their house and members of the wider family	LO: To identify all the places where they belong and why they belong there. To know that there are different places or groups that we can belong to or be part of. Respond in discussion about what it means/feels like to belong to their groups/clubs.	LO: To know that Jewish people belong to a religious community (Introduction of Judaism alongside Christianity) To know that Jewish people follow a world religion called Judaism and understand some ways that they show this Reflect on how being a Jew is similar to being part of a non-religious community and compare this directly to Christianity (special building/place, shared goal/beliefs, symbols,	LO: To identify the important role of leaders within their communities To know that communities require leaders and give some examples Express views about the characteristics of a good leader Consider and discuss why leadership is important within communities (non-religious)	LO: To identify ways that Hindu communities practice their faith. To know ways in which Hindu people practice their faith (see video link - resource folder) Reflect on how the child in the video's actions show commitment to his faith Compare and contrast the way people from different religions practice their faith (Christianity, Judaism, Islam, Hinduism - sorting cards)	LO: To explore the words 'devotion' and 'commitment' and explain how religious people demonstrate these within their communities. To know what the term devotion means. Respond in discussion to the difference between commitment and devotion. To give examples of what devotion/commitment looks like a religious community (Christian, Muslim or Hindu)	LO: To explain how people's beliefs can differ between different religions (including non-religious people) and the impact of this To know the similarities and differences between the beliefs of different religious communities Compare and contrast the beliefs in different religious communities in the form of a diagram

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			rituals/routines, rules etc)				
Week 3	LO: To identify my friends To know what a friend is Reflect on what a good friend looks and feels like (to have) Draw a good friend and explain what makes them so.	LO: To know that Christians belong to a religious community (Introduction of Christianity) To know that Christian people follow a world religion called Christianity and understand some ways that they show this Reflect on how being a Christian is like being part of a non-religious community (special building/place, shared goal/beliefs, symbols, rituals/routines, rules etc) (Explore pictures, artefacts/visit) Plan Church Visit	LO: To know and understand the story of the baptism of Jesus Tell 'Jesus is Baptized' from the 'Children's Picture Bible pg. 188-189 To know key figures from the story - identifying John as a leader within the religion (because he was a prophet of God) Respond to and discuss how this story shows a person's commitment to the religion of Christianity	LO: To know that people have different roles within communities To know that within communities, people have different roles Consider why different roles are important within our school community Apply the idea of roles within a community to one of their own E.g., football team, gymnastics/dance troupe	LO: To explain the importance of prayer for religious communities. To know what a prayer is and why people pray Consider how prayer is used in different religions to show respect and give thanks Apply ideas about prayer by writing their own prayer of thanks (Link to Harvest)	LO: To explain 3 or more Christian beliefs and explain why these matter to Christians. To know the key beliefs of Christians Reflect on why these beliefs matter to Christians and how they inform the choices they make To give 3 examples of a Christian beliefs explaining their importance in Christian life	LO: To explore the term 'tolerance' and consider ways the world could be more tolerant. To know what the term tolerance means Consider times when people have been tolerant with them, or they have shown tolerance towards others

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Week 4	LO: To explain why my family are important to me To recall times when it has felt nice to belong to a family, Identify the positives of belonging to a family and the feelings this brings	LO: To know the story of The Lost Sheep To know by name key figures from the story. Respond to and discuss how this story links to feeling special and cared about within a community. Give examples of when their community has made them feel special and cared for.	LO: To understand that baptism is a promise to follow the Christian faith To know and understand what happens during a Christian baptism ceremony Ask and answer questions about why Christians are baptised and what this means	LO: To know the story of Moses and the 10 Commandments To know the story of Moses and the Ten commandments. Reflect on the story and compare the Ten Commandments (child's version) to the school's Golden Rules. Consider why rules are necessary for the success of communities.	LO: To explore the similarities and difference between the ways that Muslims and Christians pray To know how Christians and Muslims pray Reflect upon why people pray E.g., say sorry, give thanks or ask for help	LO: Explain how Christians use teachings from the Bible to guide them. To know some teachings from the Bible and where to find them To ask and answer questions through discussion about the teachings To explain ways in which Christians use the teachings in their lives	LO: To apply the idea of tolerance and respect to current tensions locally, nationally, or globally. To know about current local, National and global issues Ask and answer questions about these issues with tolerance in mind Apply the idea of tolerance to current World affairs (Newsround/ Newspaper article)
Week 5	LO: To identify other places or groups I belong to To know that there are other places (as well as home) that are special Consider why the places that I go make me feel happy or included.	LO: To recognise that people belong to different communities (religious/non-religious) Recap To know that there are different communities that people belong to	LO: To understand that Bar Mitzvah is a promise to follow the Jewish faith To know and understand what happens during a Bar Mitzvah To ask and answer questions about why Jewish people	LO: To discuss the commitments set out in the 5 Pillars of Islam To know that Muslims (belonging to the religion of Islam) show commitment by following the 5 pillars and what these are.	LO: To describe how Muslims pray To know in detail how Muslims pray by observing their practice Suggest ideas about why Muslims follow particular routines in prayer E.g., facing Mecca,	LO: To reflect on teachings from the Bible and consider what that means to me. To know that teachings in the Bible can relate to the live of non-religious people too To reflect a teaching from the	LO: To explain what matters most to them about harmony, peace, and respect and in our community To know what the terms peace and harmony mean Share and suggest ideas about what a harmonious

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	Think of special places (including at school) that bring people together.	(religious/non-religious) Identify ways in which people show their allegiance to their communities (religious and non-religious) Find out more about how Christians show commitment to their religion e.g. going to church, prayers, holy book (Bible), stories, symbols (cross) briefly mention celebrations and festivals (Label a picture of them in the church with key features/artefacts)	have a Bar Mitzvah ceremony and what this means	Compare and contrast the 5 pillars with the 10 commandments	5 times a day, men only prayer hall, grids on the carpet etc. Answer who, what, where, when, how and why questions about the Muslim ritual of prayer	Bible and consider what it could mean in relation to their life	community looks like
Week 6	LO: To understand my place in our school community. Collect pupils' ideas about how we show we belong to the school 'family' (rules, uniform, routines)	LO: To explain the importance of belonging to a community (for religious and non-religious people) Using prompts: Give ways in which communities help us and make	LO: To recognise how commitment is shown when belonging to a community. Give examples of ways in which commitment is shown within their own communities	L.O: To understand that being committed carries responsibility. To express their own ideas about commitment by creating a set of rules for being a 'good' role model	LO: To explain own understanding of prayer. Apply own ideas (religious/non-religious) about prayer to create an acrostic poem using the letters: P-R-A-Y-E-R	LO: To list key things I have been taught (teachings) and explain their importance to me. To give examples of teachings from their life and explain the impact	LO: To consider ways we can build more peaceful and harmonious communities Apply the ideas of harmony to their local community and suggest ways

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	and familiar people) Consider what is the same about me and my school friends and what is different. To celebrate the similarities and differences between me and my friends.	our lives better e.g. through a feeling of belonging, achieving shared goals and being amongst people who have things in common - compare religious (Christianity) and non-religious groups Assembly - how does it make you feel like you belong, rules and ritual (Teachers to annotate children's ideas about how assembly helps us feel like we belong)	(Add labels to the Abbey Logo to identify what commitment we make to be a part of the school community - uniform, golden rules, work hard, be kind etc.)	within a community		they have had on them	to make this happen
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