

The questions we might ask:

- *What do Christians do to celebrate birth?*
- *What does it mean and why does it matter to belong?*

The ideas we might explore

- The importance of belonging – different ways in which people belong; reasons why it is helpful to belong, some of the challenges of belonging (or not feeling like you belong)
- Ways in which Christians mark a sense of belonging:
 - Baptism – different types of baptism, key features, links with Jesus' baptism, what this tells us Christians think God is like, etc.; also known as christening
 - Service of thanksgiving (for families that want their children to choose whether to be baptised or not for themselves)
- The role of the church community in creating a sense of belonging – examples of all-age worship (e.g. Messy Church), engagement with the wider local community (e.g. foodbanks, street pastors)

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KS1 Compulsory Unit: Life Journey (Christianity)

Suggestions for Teaching and Learning

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Belonging	<p>Thinking:</p> <p>When you begin the lesson, speak to the pupils in a different language. Provide all instructions (e.g. 'open your books', 'get out a pencil', 'sit down', etc.) in a different language. After a few minutes, ask the pupils how they feel. If possible, use a language with which at least one child in the room is familiar. How was the experience different for them compared to their peers? Ask the children to reflect on how it must feel to come into a new place and not understand what is going on. (They could select emoticons to represent their feelings and how they changed over the course of the exercise, including when you reverted back to a language they could understand.)</p> <p>Living:</p> <p>Introduce pupils to World Hello Day: on the 21st November, people around the world are encouraged to just say 'hello' to ten other people. The purpose is to help people make connections with each other and start a conversation. This helps people understand what they have in common, as well as share their differences as well.</p> <p>https://www.youtube.com/watch?v=dGqWR2wkPa8 https://www.lincoln.gov.uk/resident/community-sport-and-leisure-facilities/community-events-groups-and-neighbourhoods/world-hello-day/ https://thelincolnite.co.uk/2015/11/world-hello-day-returning-to-promote-peace-and-inclusion-in-lincoln/ http://www.lincolnagainstopoverty.co.uk/compassionate-lincoln-invites-celebrate-world-hello-day/ https://www.lincolncollege.ac.uk/news/hola-students-celebrate-world-hello-day/ https://lincolnshiretoday.net/mag/lincoln-city-celebrate-world-hello-day/ https://www.redimps.co.uk/news/2014/november/first-team-support-world-hello-day/</p> <p>Ask pupils to create a 'Hello' banner to welcome new people to the classroom. Encourage them to find the word for 'hello' in as many different languages as they can. They could do this by searching online (e.g. http://www.omniglot.com/links/dictionaries.htm or https://translate.google.co.uk/), finding out from pupils/adults in the school or searching dictionaries.</p>
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Thinking:

Introduce the word '**belong**'; explain that it comes from an Old English word, *gelang*, which means 'together with'. Ask pupils to describe what they think the word 'belong' means, giving examples to support what they say. How do pupils think the idea of belonging connects with the idea of being together? Ask pupils to add something (visual symbol or words) to their banner to show this idea of belonging. Ask them to think about how making someone feel welcome connects with the idea of belonging.

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Baptism	<p>Believing:</p> <p>Introduce pupils to the story of Jesus' baptism (e.g. Luke 3:21-22). Who are the key characters in the story? What are the key events? How do you think the characters in the story feel at various points (e.g. before the baptism, during the baptism, after the baptism)?</p> <p>Ask pupils to look at an artistic representation of this passage (e.g. Piero della Francesca's The Baptism of Christ, He Qi's Baptism of Jesus or Jerzy Nowosielski's Jordan, The Baptism of Jesus). How has the artist represented this story in their painting? How does the painting make you feel? Do you think it shows the feelings in the story?</p> <p>Living:</p> <p>Revisit a clip on Christian baptism:</p> <p>https://www.bbc.com/education/clips/zm87tfr (Christian baptism part 1)</p> <p>https://www.bbc.com/education/clips/zr34wmn (Christian baptism part 2)</p> <p>https://www.bbc.com/education/clips/z8b9jxs (Christian baptism celebrations)</p> <p>https://www.bbc.com/education/clips/zhq6sbk (Christian baptism animated story)</p> <p>https://www.bbc.com/education/clips/z6wmpv4 (the Bible and baptism)</p> <p>If possible, visit a church or invite a visitor into the class to find out more about baptism. What features of the service of baptism remind pupils of the story and the artwork?</p> <p>Thinking:</p> <p>Explain that baptism is one way of welcoming somebody into a Christian community, in the same way that the banner pupils created in the previous lesson welcomes visitors into the classroom. What do pupils think it is about this service that might make someone feel welcome?</p>
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<i>Holy Communion</i>	<p>Thinking:</p> <p>Put pupils into groups and ask them to plan a meal for a particular group of people (e.g. their friends, the teachers in school, their grandparents, the Queen, etc.). What sorts of thing do they have to think about? How would they try and make each person feel welcome at the meal? What sorts of food and drink might they serve? Ask pupils to think about reasons why we might plan a special meal (e.g. to celebrate a birthday, to take part in or remember a special event such as a Royal Wedding or the Olympics)</p> <p>Believing:</p> <p>Give pupils the text version of the Last Supper – the last meal Jesus shared with his friends (e.g. Luke 22:7-20; Matthew 26:17-29; Mark 14:12-25). They could compare different versions of the story from the Bible and see if they can identify the similarities (e.g. sharing food together, Jesus' words about the bread and the wine).</p> <p>Introduce the service of Holy Communion in Christianity: https://www.youtube.com/watch?v=fQq9WDliZGc&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=28 (focus on Catholic Christianity) https://request.org.uk/teachers/christianity-unpacked/2014/07/23/christianity-unpacked-communion/ (this includes clips of Holy Communion in different Christian denominations)</p> <p>If possible, provide pupils with examples of artefacts that are used during Holy Communion, e.g. candles, a Bible, a paten (to hold the bread/wafers), a chalice (to hold the wine), etc. They could also consider the different colours of cloth that are placed on the altar table to show the different times during the Christian year.</p> <p>Thinking:</p> <p>Ask pupils to look back at the meal they planned at the beginning of the lesson. How did they plan to make everyone feel welcome? What made this meal a special meal? How do Christians think Holy Communion is a meal at which everyone is welcome? How do they make people feel welcome? What makes this a special meal for Christians? Pupils could record their thoughts as a podcast, vlog or piece of scaffolded writing.</p>
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<p><i>Church as a community 1</i></p>	<p>Thinking:</p> <p>Ask pupils to take a walk around the school – what signs are there that the school is a shared community? Does the school have values that are shared by everyone? What places in the school give everyone the opportunity to be together (e.g. playground, school hall, etc.)? Are there any places in school that only some people can access (e.g. the staffroom)?</p> <p>Believing and Living:</p> <p>Introduce the key text: “And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another...” (Hebrews 10:24-25). Explore some of the ways in which Christians do this church, e.g.:</p> <ul style="list-style-type: none">• All-age worship (http://www.allageworshipresources.org/; https://www.barnabasinchurches.org.uk/all-age/) – explore some of the suggested resources, e.g. prayer activities; ask pupils to try them out and give feedback, then share them with adults in school and get feedback – do different ages get something different from the same activity? How does this connect with the idea of belonging to a Christian community made up of people of all ages who encourage one another?• Messy Church (https://www.messychurch.org.uk/) – what are the key elements of Messy Church? (play, sharing a meal, learning about God and Christian community, etc.) How does this connect with the more traditional Holy Communion service? Ask pupils to try out some of the activities (e.g. https://www.messychurch.org.uk/resources/messy-church-does-science) – what do they learn about Christianity and God from these activities? [Remember, these are done from a perspective of faith, so you may need to change any ‘we believe...’ language to ‘Christians believe...’] How might Messy Church encourage Christians to feel as though they belong to a Christian community? <p>Thinking:</p> <p>Ask pupils to plan some activities that teachers and pupils can take part in to help deepen the sense of belonging in school; these should involve adults and children working/playing together, and the option of a shared meal. Pupils should explain how their activities help members of the school community “spur one another on toward love and good deeds..., encouraging one another”.</p>
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<i>Church as a community 2</i>	<p>Thinking:</p> <p>Ask pupils to find out if the school supports any particular charity. What do members of the school community do to support this charity/these charities? (e.g. fundraising, sponsored events, volunteering, etc.) What different do pupils think this make to the people supported by the charity?</p> <p>Living:</p> <p>Ask pupils to find out what members of local Christian communities do to engage with the wider local community. They could do this by researching church websites/social media accounts or by interviewing members of local Christian communities.</p> <p>E.g. https://www.streetpastors.org/; https://streetpastors.org/locations/lincoln/; https://lincoln.foodbank.org.uk/; https://www.alivechurch.org.uk/community.html; https://www.alivechurch.org.uk/restore.html; http://www.sspp.lincs.sch.uk/catholic-life/charity-projects/;</p> <p>Pupils could roleplay/hot-seat those who carry out this work and those on whom it impacts.</p> <p>Ask pupils to produce a visual representation of their research, with the Greatest Commandment (Mark 12:30-31) at the centre of the image as a reminder of the Christian teaching that underpins this work.</p> <p>Thinking:</p> <p>Ask pupils to explore the question: “How do Christians use their beliefs to help them belong to the wider local community?” This could be carried out as a discussion or a silent conversation.</p>
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<i>Summative</i>	<p>Ask pupils to use the learning they have carried out over the half term to answer the question:</p> <p>“What does it mean to belong to a Christian community?”</p> <p>They could explore:</p> <ul style="list-style-type: none">• Baptism as a way of entering the community• Taking part in Holy Communion as a communal way of sharing in the memory of Jesus’ last meal• The different ways in which Christian communities welcome all people, e.g. through all-age worship or Messy Church• The different ways in which Christian communities make an effort to belong to the wider local community <p>They could record their learning as a website, a vlog, a podcast, an app, an information booklet, etc.</p>
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