



RE Unit for Year 1

Myself: Who am I?

"This is my auntie, uncle and cousin and baby. A new life has been created to join them. Now it will be a big family"



*Telford and Wrekin
SACRE
Support for the RE
Agreed Syllabus*

Units of work

"The Christians go to the church on Sundays. They remember Jesus. They have bread and wine. They believe in Jesus."

Luke, 5

Myself: Who am I? Belonging and believing

YEAR GROUP 1

About this unit:

Theme: Myself: who am I?

In this unit of RE work children think about aspects of identity shown in family, community and the choices they make. They hear some religious stories about who we are, and talk about some beliefs linked to these stories. They discover that some objects are special because they can help us answer the question: who am I?

This unit uses material from the Christian religion to explore questions about identity and belonging for pupils in Year 1. There are opportunities to share what happens in their own family life and to find out what happens in a place of worship. They are enabled to think simply about their own identity and sense of belonging. Belonging is explored, first in the simple sense of 'things that belong to me', my possessions. This is used to develop the idea that we belong in families, to each other, we belong together in some ways as people and we belong (for some) to God as well. These different kinds of belonging are part of who we are. The unit then considers religious examples of signs of belonging such as special clothes, special food and special objects with a focus on Christianity. Children choose some of their own special things and link them up to some of the religious objects they encounter.

Where this unit fits in:

This unit will help teachers to provide thoughtful RE by providing them with well worked examples of teaching and learning using signs and symbols of belonging to explore the question: 'Who am I?' The unit will focus on belonging in Christian communities. Throughout the unit emphasis is placed on speaking, listening and thinking about 'who I am' (identity) and 'how I fit in' (belonging).

The unit will provide these opportunities:

- Pupils will be able to think about different answers to the question 'Who am I?'
- Pupils have opportunities to see the different ways in which they belong together and belong with others.
- From the study of Christianity pupils will learn about some objects and beliefs that are signs of belonging.
- Experiences and opportunities provided by this unit include speaking and listening, using emotional language, identifying answers to questions about 'myself' and expressing ideas for themselves.

For the teacher: Significant background ideas

- The theme of 'myself' is commonly used in Year 1 to help children with self awareness. In RE the theme is useful for drawing attention to religious commitment and to diversity too.
- In Christian thinking, children may develop a strong sense of belonging to a church through its community life. Many churches run groups for children's learning and worship which make age-appropriate ways of belonging. Prayer and the place of religion in the family sometimes enable children to think of themselves as belonging to God.

Estimated teaching time for this unit: 8 hours. More, shorter sessions may be the best planning models – one hour 'chunks' of time may be too long for some children. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Issues of continuity and progression

The unit helps children, as they begin KS1 RE, to understand that the subject is about big questions that matter to us. It builds upon the learning of basic Christian and other faith beliefs and practices. The unit anticipates a further study of questions of identity and diversity in Key Stage 2

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs and teachings (AT1)
- Ways of expressing meaning (AT1)
- Questions of identity and belonging (AT2)

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own and others' sense of belonging
- **Respect for all** by developing a willingness to value difference and diversity for the common good;

Making this unit accessible for pupils with special educational needs:

Use of practical activities and visual stimuli will support pupils with special educational needs. The level of support for recording ideas should enable pupils to access this work and show their understanding at their own level.

Making this unit challenging for able, gifted and talented pupils:

Some pupils may extend their learning to make links and recognise similarities and differences between their own sense of belonging and the diversity of 'belonging' in their class, school or town. This may be facilitated by children in the class who 'belong' to different religions or to no religion.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> Some knowledge of the local community around them including awareness of some religious buildings An awareness of how important belonging to the family and the school is for us. Some skills of reflection, and thinking carefully. 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions:</p> <p>Christianity church, communion, bread and wine, God, Jesus</p> <p>The language of shared human experience: Community Symbol Sharing Togetherness Belonging Believing</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> Religious artefacts boxes A visitor from the Christian faith community prepared to 'bring and show', talk and answer children's questions will add much to the learning in this unit. <p>Web:</p> <ul style="list-style-type: none"> The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion The best gateway for RE sites is: www.reonline.org.uk/ks1 You can find and use searchable sacred texts from many religions at: www.ishwar.com Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ There is some more TV material at: www.channel4.com/learning The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts <p>Books, visual and other resources</p> <ul style="list-style-type: none"> RE Today Services (www.retoday.org.uk) publish relevant items: <ul style="list-style-type: none"> Festivals 1 DVD Say Hello to... (Interactive whiteboard CD and book) Developing Primary RE: Special Times, Faith Stories Developing Primary RE: Home and Family RE Ideas: Christianity, RE Today Services Opening Up RE: practical classroom books on Values, Belonging and Identity (£8.50 each) PCET / Folens / Nelson / Westhill publish useful photopacks on different religions Lion publish a range of children's Bibles 'Why do Stars Come Out at Night?' 'I was only asking...' Steve Turner's book of mystery poems. What's special to me? Religious food. ISBN 0750232269 Weddings, Linda Sonntag, Hodder Wayland <p>DVD / Video / visual</p> <ul style="list-style-type: none"> Pathways of Belief: videos for different faiths studied
<p>Contributions to spiritual, moral, social and cultural development of pupils</p> <ul style="list-style-type: none"> Opportunities for spiritual development come from learning about and reflecting on different answers to the question 'Who am I?' and various ways in which we belong, and belong together; Opportunities for moral development come from learning that each person is worth respecting even when we are different and consideration of questions of fairness; Opportunities for social development come through the exploration for each child of the questions 'where do I belong?' and 'Who am I?' Opportunities for cultural development come from considering very simply the links between religion and cultures and how religions and beliefs contribute to cultural identity and practices that show 'belonging' (examples include food and clothes). 		

EXPECTATIONS: At the end of this unit:		
Pupils who are meeting some of the early learning goals will:		
<ul style="list-style-type: none"> • Recognise that 'Who am I?' is a question with many answers (Personal, Social and Emotional Development). • Recognise that some people think they belong to God, and religious beliefs can have an effect on what people do and feel (Personal, Social and Emotional Development) • Communicate verbally feelings and thoughts about belonging in their own lives (Communication and Language) • Become aware that people who belong to Christian religion can give their own answers to some puzzling questions about life, e.g. 'I belong to God' or 'I say thank you to God for food and families.' (Understanding the World) • Listen to stories and imaginative scenarios and create characters and stories of their own about belonging (Creative and Design) 		
Pupils working at level 1 will be able to:	Pupils working at level 2 will be able to:	Pupils working at level 3 will be able to
<ul style="list-style-type: none"> • I can recognise some objects linked to Christianity (AT1) • <i>I can talk about my answers to the question 'Who am I?' (AT2).</i> 	<ul style="list-style-type: none"> • I can match some activities that children do with where they belong (AT1). • I can identify 3 groups I belong to, and 3 examples of belonging from a religious community (AT1) • <i>I can respond sensitively to questions about who I am (AT2).</i> 	<ul style="list-style-type: none"> • I can describe some aspects of belonging for myself and for others (AT1) • I can list some simple similarities between ways Christians belong, and ways I belong (AT1) • <i>I can make a link between belonging to a religion and behaving in a certain way (e.g: she goes to Church because she is a Christian. He prays to Jesus so he is believes in Christianity) (AT2).</i>
ASSESSMENT SUGGESTIONS		
<p>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p>		
Suggested assessment for learning task:		
What's my identity? Who am I? Belonging to – who?		
<ul style="list-style-type: none"> ▪ Children use an outline drawing of a boy or girl to make a picture of themselves. They show signs of belonging in words or symbols for their family, school, town, country and other kinds of belonging using pictures (and words if suitable) ▪ This piece of work will show the most achievement where children talk to parents and carers about it. Some children may use signs of belonging in a more symbolic way. ▪ Ask each pupil to consider the question: do you belong to God? If God was in your diagram, what would be your symbol for God? Where would God be seen? Why? Talk about what Christians would say about belonging to God. Draw attention to the fact that some people do not think they belong to God, because they don'ty believe in God. Do we all belong to each other? Do we all belong to one human family? Do we all belong to the Earth? What statements do children think describe our belonging best? 		

LEARNING OBJECTIVES:	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Myself: what am I like? (could be 2 shorter lessons)			
<p>Children learn about different ways of seeing themselves.</p> <p>They develop ideas about themselves and how they are similar to and different from others.</p> <p>They learn that Christians believe each person belongs to God, who cares for people like a good shepherd.</p>	<p>Me and my feelings, me and my choices Children learn about times in life, and how they feel at different times by talking about, and making choices about:</p> <ul style="list-style-type: none"> • Play ‘would you rather...’ Ask children if they would rather be good at swimming or good at dancing, a sailor or a pilot, train driver or racing driver, climb the highest mountain or dive in the deepest sea, have a monkey or a lion cub as a pet, eat donuts all morning or drink smoothies all evening. Make up lots more and ask them to make up more too. You can do this session by running from side to side of the class or hall, depending which alternative you choose – ask why each time they run! All these choices are about who we are, what we like. We are all different. <p>Consider some important emotions:</p> <ul style="list-style-type: none"> • “Happy” times – discuss what makes them happy. Can they make a list? • “Angry” times – discuss what makes them angry. Another list. • “Sad” times – discuss what makes them sad. Several examples explored carefully. • The teacher may share his/her own sad times (but doesn’t have to of course). • The emotions associated with being lost through discussion of first hand experience (at shops, seaside, park, busy place etc) <p>A Christian story about belonging to God</p> <ul style="list-style-type: none"> • Tell children the parable of the lost sheep – it is in Luke 15 (make it dramatic). What happy and sad feelings come up in this story? How would they feel if they were the shepherd / the lost sheep? Teach the children that this story tells Christian people that God loves them like the shepherd loves the sheep. Ask them some wondering questions: I wonder if you like Jesus’ story? I wonder if your ‘self’ is like the sheep sometimes? I wonder if you would like to be the shepherd in this story? I wonder if losing something makes you care for it more. I wonder if you can take something for granted if you always have it? • Talk about what kind of person Christians think Jesus was. What kind of person the shepherd was. What kind of person would each child like to be? • Do some more ‘would you rathers’: would you rather be a kind shepherd or a helpful fireman? A child or a grown up? First in the family or the youngest? Yellow hair or brown hair? Good at sport or good at singing? The work is all about the sense of self, but the use of the Christian story can focus learning on the values of kindness, patience, love or self sacrifice. 	<p>I can talk about what choices I like to make (L1)</p> <p>I can identify some ways I am special or different to other people (L1)</p> <p>I can respond sensitively to questions about being me and about who I am (L2)</p> <p>I can recognise a Christian idea about belonging to God (L2)</p> <p>I can respond sensitively to the story of the lost sheep and the idea that God is like a shepherd (L2)</p>	<p>This work has some good speaking and listening links to literacy and connects with SEAL approaches to emotional literacy as well.</p> <p>Teaching in RE should be careful to identify the story: told by Jesus, it communicates a Christian belief: God cares for every single person, even if they are ‘lost’.</p>

“We belong together” How do we belong to other people? (could be 2 shorter lessons)

Pupils will be able to:

Talk about their own sense of belonging and where they fit in, using ‘lego’ or ‘playmobile’ people to show the relationships that matter;

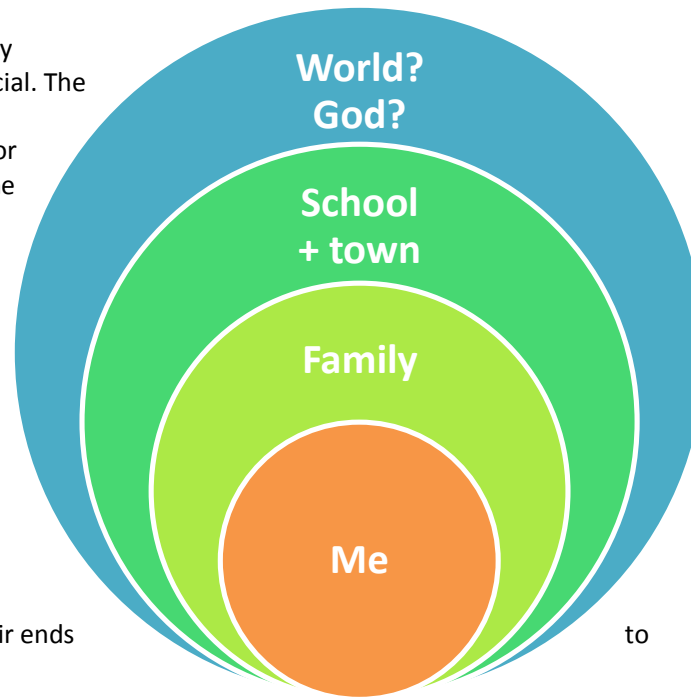
Have a developing awareness of their own community, so that they can talk about where they belong;

Consider how they feel about belonging in school, at home and in other ways;

Consider the idea that some people say they belong to God.

Who belongs where?

- Start in circle time. Talk about family relationships and why they are special. The teacher can ask pupils to let a ‘playmobile’ or ‘lego’ figure stand for themselves, and put the figure in the centre of a ‘target’ or set of concentric hoops, like this one:
- Ask the children to say who they belong to by putting some more figures close to them in the next circle. Answers might include belonging to parents, carers, brothers and sister, school, class, town and for some to God.
- Talk about why we can’t have an image of God, who believers say is invisible, not like a lego person!
- In pairs, children can talk about their ends these prompts:
 - I belong to...
 - What makes me special is...
 - I like belonging to...
 - Belonging together means...
 - We all belong to friends, families, school, and...
 - Some people belong to God. This means...
- Teach: ‘Who am I?’ is a question rather like ‘Who do I belong to?’ Belonging together is important for everyone. It helps us not to be too lonely and to enjoy life.



I can talk about who I belong to in relation to family, friends and school (L1)

I can recall the name of a sign of religious ‘belonging’ (Christian cross or other example) (L1)

I can respond sensitively to different ideas about belonging (L2)

I can talk about the question: why do some people say they belong to God?’ (LL2).

Links to literacy are useful in RE where the partnership between the subjects is clear. RE objectives need to function alongside those from literacy, not be subordinated to them.

Take care in this lesson to show the children clear links between the main theme ‘Myself’ and the idea of ‘belonging’ – relationships make us who we are.

Who am I? Myself in my family. Learning about weddings *(could be 2 shorter lessons)*

<p>Pupils think about being thankful, asking for help, saying sorry in relationships with adults and with other children;</p> <p>They think about themselves in relation to the family (there are many great ways of being a family – being married is only one of them);</p> <p>They learn about some symbols and promises made at a Christian wedding;</p> <p>They think about themselves in relation to important words and families.</p>	<p>Important words: thank you, sorry, please, I love you.</p> <ul style="list-style-type: none"> • Say it more often. Ask children if they can think of any words we should say more often. They may come up with the examples above, and some others! Talk about why these words are so important. Can the children do a facial expression for ‘Please’ ‘Sorry’ and ‘Thank you’? Talk about body language as well as spoken words. Can the children suggest which of these four words matters most? • Wonder with the children: if we said these words more often in our families, would family life be better? Why are these words sometimes difficult to say? When our families are having a good day, how can we make it better with these words? Some children (and adults in the classroom) may like to share experiences of times when these words meant a lot. Telling stories os good here. <p>Weddings: two people who choose to belong together</p> <ul style="list-style-type: none"> • Children can learn from photos, videotape or personal accounts about a Christian wedding and / or another kind of wedding. Link this to literacy work on lists and labels: make a list of all the ways in which two people who get married show they are special to each other. Label a picture of a wedding with all the details you know and choose five feelings words for the people in the picture: how do they feel on a wedding day? • Discuss with children the promises made at a wedding, from a Christian liturgy, prayer or promises. Check that the children understand what promises mean, and why people make them when they get married: what promises do they think it is good for people who love each other to make? When Christians marry they may promise to love each other, to stay together forever and to share all their property, to look after each other when they are poorly. How do promises help us to belong, and to show we belong? • Ask children: of all the words said at a wedding, which words matter most of all? <p>Expressing belonging: links in a chain</p> <p>Ask children to make three strips of paper into links for a paper chain for the whole class. Call the chain ‘we belong together’. They can choose pictures or words that they have been thinking about in the lesson to show something about themselves on one link, something about the class on a second link and something about the four words they talked about on the third link. Point out that a class is not like a family in every way, but it is a place where everyone is special, and different, and where we belong together. Link them together into a chain of belonging. Refer back to this later in the work.</p>	<p>I can recognise some symbols that show two people are getting married such as rings, special clothes, prayers or promises (L1)</p> <p>I can identify a way people show they belong to each other when they get married (L1)</p>	<p>Of course all discussions of self, family life, weddings and belonging need to be led in ways that are sensitive and affirming to families of all different types.</p> <p>Special clothes vary a lot: white for purity a bride in Christian tradition, red and gold for passion and ‘royalty’ for a bride in Hindu tradition. They are worth looking at: talk about the symbols and meanings.</p>
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“Belonging to God” Why do some people believe that they belong to God?			
<p>Learn about a list of ways that people who are Christians show their religion;</p> <p>Consider the idea that we belong to God</p> <p>Think about why some people say they belong to God and others do not.</p> <p>Think about ‘belonging together’ and how we share our lives.</p>	<p>Belonging for Christian people: belonging to God and belonging to the Church</p> <ul style="list-style-type: none"> • Teach the children some simple starting points for learning about the Christians (using artefacts to touch and learn or photographs for visual learning is good): worship is offered to the Lord Jesus in a church or chapel. • Your local community probably has many thousands of Christian people and hundreds of different churches within 20 miles of your school (some will be close to the school, and children will know them). Christians belong in a community and they share celebrations like Christmas and Easter. Christian people believe they belong to God because God made them, and to Jesus, who they try to follow. • What signs of belonging to God or to the Christian community can children see, name or identify and talk about? Christians show their idea about belonging by symbols (a cross, bread and wine) what they say (prayers for example), where they go (to church or chapel), festivals they join in with, music they love and sing (not usually hymns, but Christian children’s songs) and sometimes by saying or singing ‘I belong to Jesus’ • Create a class collage of a big picture of a church on the wall, and ask each child to draw a Christian person doing one of the things above to put around the church. <p>Belonging for the pupils: how many answers?</p> <ul style="list-style-type: none"> • Ask the children how many ways they have of answering the question: who do you belong to? Talk about whether some of these are more important than others. • Ask pupils if they think ‘belonging to God’ is important, and talk about the different answers they think of. • Ask pupils which children in the school belong together. Spend some time thinking about whether all the children in our school belong together, because they share the same school. The idea that every ‘myself’ belongs with others is worth thinking about. 	<p>I can talk about some ways Christians belong to their religion (L1)</p> <p>I can recognise some signs of belonging, including religious signs (L1)</p> <p>I can respond sensitively to questions about belonging for myself (L2)</p> <p>I can suggest a meaning for some signs of belonging for Christians (L2)</p>	<p>The core concept in this work is belonging to other people. In Christian life, the sense of belonging to God is often personal: a way of seeing myself.</p> <p>Belonging together is a core concept for community cohesion work in schools. Think about how you wish to teach this idea to 5-6 year olds.</p> <p>An extension of this work might use the Bible story of the boy Samuel in the Temple, or of the Boy Jesus in the Temple: both stories about belonging to God.</p>

Who do we belong to? Do we belong together?			
<p>Learn more about being a member of a family, a group of friends, a school and the human race;</p> <p>Think about what kinds of belonging matter most.</p>	<p>Signs of belonging: what do we notice?</p> <ul style="list-style-type: none"> ▪ A teacher or other adult can show some pictures from their own life if they wish, that show something about themselves and the different ways they belong. A box of objects is another way to do this; a wedding ring, a holiday souvenir, a memento from childhood, a family photo, a town map. Children guess what each thing shows about belonging. If two adults can do this together, it is fun to have the children guess who owns each object. ▪ Some children or parents can do the same. ▪ Use a persona doll, or another strategy to enable children to talk about signs of belonging for a Christian (maybe a Bible, a Christmas nativity set, a Christening artefact). Play this activity like ‘through the keyhole’ if you wish, showing just a little to start with to stimulate curiosity and questioning. <p>Belonging together in many ways</p> <ul style="list-style-type: none"> ▪ Talk about belonging together in different groups. Draw concentric circles on a piece of large paper, with a child pictured in the middle. Ask children to suggest what goes in the other circles to show where the child belongs, and to whom they belong. Clues: family, school, city, humanity, other ways of belonging. ▪ Ask a child to say which of these kinds of belonging matters to them. Talk about how belonging to families might matter more than belonging to a city, but both have their place. Ask children what the signs of belonging to school are; where we go, how we dress, where we live, what we do, to show that we belong. ▪ Remind children of the earlier work on being myself and on belonging. <p>Getting ready to express my own ideas</p> <ul style="list-style-type: none"> ▪ Teach pupils that they are going to create their own pictures of belonging. Set the activity of the final lesson up in as creative and exciting a way as possible – you might link this work to the art curriculum, and make a creative time for them to show their thoughts. 	<p>Can the children talk about some of the ways they belong together? (L1)</p> <p>I can retell a story that has something to do with belonging together (L2)</p> <p>I can respond sensitively to questions and feelings about being part of different communities (L2)</p> <p>I can see a link between religion and belonging (L2)</p>	<p>Good teaching in this work will concentrate on helping the children to see connections. The concepts here can be difficult, so the activities need to be very simple.</p>

Myself: who am I? What did we learn?			
<p>Pupils express simply their own sense of who they are and of belonging;</p> <p>They relate their thoughts simply to how they and others fit in to a community such as a family or a school.</p>	<p>Belonging to – who?</p> <ul style="list-style-type: none"> ▪ Remind the children of the chain of belonging they made in an earlier lesson. ▪ Children use an outline to make a picture of themselves, and show some other people and different ways they belong. ▪ Four or more circles can represent belonging to family, school, the local village / town / city, Britain and other parts of the children’s community life. ▪ This piece of work will show the most achievement where children talk to parents and carers about it. Some children may use signs of belonging in a more symbolic way. ▪ If possible link the work to SEAL and to literacy, gathering more time to consider the ideas involved. <p>Some children say: we belong to God or to Christianity</p> <ul style="list-style-type: none"> ▪ Some higher achieving or fast working children could work in a group with a TA to make a poster sized example of a belonging circles picture that shows all they have been learning about religious belonging, and share it with the class. ▪ Some children may belong to a religion themselves, and may wish to share signs of belonging from Christian or from for example Sikh, Hindu or Muslim faith. Learning is broadened if these are shared with the class as well, taking care to keep the distinctions between several religions clear in children’s minds. <p>Wall display:</p> <ul style="list-style-type: none"> • A display of children’s ‘myself’ charts or pictures is a great way of bringing the work together. Put thought bubbles over the heads of pictures of the children, and see if they can make up questions about being me, myself, who do I belong to and others to put in the thought bubbles. Encourage the idea that in RE we ask lots of questions, and sometimes even the teachers don’t know the answers! 	<p>I can talk simply about belonging for myself and for Christians (L1)</p> <p>I can respond sensitively to questions about belonging together or belonging to God for myself (L2)</p> <p>I can recognise how hard it is to answer life’s mystery questions, even if you belong to a religion (L2)</p>	<p>Use this work to capture evidence of achievement if you need to - but the process matters much more than a product! If this is an assessment, then make sure it is fun, because the children will do it better for that.</p>