



RE Unit for Reception

Celebrations that matter: Welcoming a baby

Sandwell SACRE

Support for the Agreed Syllabus 2012

This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk



Sandwell RE Agreed Syllabus Guidance and Support Materials

TITLE: Celebrations that matter: Welcoming a New Baby

YEAR GROUP: EYFS Reception (and possibly Year 1)

ABOUT THIS UNIT:

This unit fits into a focus on belonging and celebrating. This unit addresses welcoming of a new baby in both Christianity and Islam. The unit is designed for EYFS children aged 4-5, but some schools may use it with pupils at the start of Year 1 as well. It addresses the RE theme of celebrations. It uses questions like these: how and why are celebrations important in religion? Symbols: how and why do symbols express religious meaning? Belonging: where and how do people belong and why is belonging so important? It offers opportunities for pupils: to share their own beliefs and ideas and talk about their feelings and experiences; and to use ICT to explore religions and beliefs as practised in the local and wider community.

Estimated teaching time for this unit (in hours) 6 - 8 hours (short sessions with high impact are best)

Where this unit fits in:

This unit introduces the study of celebrations and festivals, an important starting point for pupils to develop a positive understanding of religion. The theme will be carried forward later in the course. It also emphasises the religious aspects of celebrating: where the unit is well taught, it will include conversation and discussion about God and spiritual questions.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and lifestyles
- Questions of identity and experience

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- feeling confident about their own beliefs and identity: sharing them without fear or embarrassment
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- being ready to value difference and diversity for the common good

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> explored simply some aspects of both Christianity and Islam and understood that these are different religions. some knowledge of Jesus Christ being a special baby 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Belonging Christening Baptism Adhan Allah God</p>	<p>Baptismal cards and candles</p> <p>Photographs/posters of the inside of a church showing the font, RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> Say Hello to... (Interactive Cd and book) Talking Pictures (Picture pack with whiteboard disc) Ed. R Rivett, 2012 Developing Primary RE: Special Times, Faith Stories Festivals 1 DVD Opening Up RE: Belonging Developing Primary RE: Home and Family <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>Video – Dottie and Buzz Websites - www.dottieandbuzz.co.uk for activities</p> <p>Looking at Religion: My Muslim life by Riadh Al Droubie (Wayland)</p> <p>The Christening by Jacqueline Hardy</p> <p>Muslim Beliefs and Cultures Pub: Franklin Watts</p> <p>Religious Education KS1, by Christine Moorcroft, Badger Bowl water; razor without blade; doll; scales; charity box</p> <p>Photographs/posters of the inside church of a showing the font, which has video clip of baptismal promises</p> <p>www.educhurch.org.uk/pupils/combs/font.html for infant baptism</p> <p>www.islam4schools.com/Children.htm for the call to prayer (Adhan)</p> <p>www.cleo.net.uk/subjects.php for adult baptism</p>

Contributions to spiritual, moral, social and cultural development of pupils

The unit enables pupils to develop:

- Spiritually by learning about and reflecting on important experiences and beliefs at the heart of Christianity and Islam;
- Morally by valuing diversity and considering what is of value to Christians, Muslims and themselves, especially when a baby is born.
- Socially by considering how religious and other beliefs lead to particular actions when a new baby joins the family;
- Culturally by considering how religions vary, and how they matter to some people.

EXPECTATIONS

At the end of this unit:

Almost all pupils will be able to achieve with reference to some of the early learning goals

- Knowledge and understanding of the world: realise that different families live in different ways
- Creative development: make simple responses to creative tasks for themselves
- Communication: talk about things that matter in the family when a baby is born

Most pupils will be able to work towards RE level 1:

- Talk about how babies are welcomed into the Christian family and a Muslim family.
- Talk about belonging in their own lives: who do they belong to?

Some pupils will be able to work at RE level 1:

- Talk about groups they belong to;
- Recognise and name the Christian practice of baptism;
- Recall some features of welcoming a baby in Islam;
- Speak about some of the symbols associated with baptism;
- Reflect on their understanding of belonging and talk about what belonging means to Christians and Muslims.

ASSESSMENT SUGGESTIONS

Pupils might engage with the Dottie and Buzz drag and drop activity (www.dottieandbuzz.co.uk)

Pupils design a 'welcome' card for a new baby for either a Christian or a Muslim family, decorating it appropriately with symbols or patterns. Words should be appropriate for the religion chosen.

Pupils think about the use of the Adhan in welcoming a baby, and consider: what precious words would it be good to whisper in a child's ear when they are 3 days old? Why? What do children who are three, four or five years old need to have whispered to them to be reminded of every day? Give children a template of an ear to record their ideas simply. Or do a practical activity where children's words and responses or notes by an adult or recorded digitally.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils will be able to	POINTS TO NOTE
What does it mean to belong?	<ul style="list-style-type: none"> about ways in which they belong how their 'belonging' is expressed in their identity how they became members of the various groups to which they belong to talk about their own sense of belonging with confidence 	<p>Belonging for me:</p> <ul style="list-style-type: none"> through words such as family, club, group, class and school, faith/religion talk about belonging and identity discuss how they show that they belong to these different groups (e.g. names, clothes, badges, songs, spending time) pupils use simple writing frames and a word bank to identify the groups they belong to. discuss what is special or good about belonging to particular groups and record pupil comments. create wall display of pupils' artwork showing the groups they belong to and annotated with their comments from the discussion. Talk about the idea that 'we belong together' as a class, a school, or even a whole human race. 	<ul style="list-style-type: none"> identify the groups they belong to describe briefly how their identity as a member of a group is expressed say why belonging to a particular group is special to them 	This work has close connections with foundation stage ELGs for personal development and communication and with PSHE.
How do you 'belong'? How do others in the class belong?	<ul style="list-style-type: none"> to think about belonging for others as well as for themselves. 	<p>How do we belong to different groups?</p> <ul style="list-style-type: none"> discuss how they became members of the groups they belong to, identifying any special celebrations (this will include being welcomed after they were born, into their family) Draw out the idea that 'belonging' means different things to different people. We belong to different families, and to different faiths. 	<ul style="list-style-type: none"> talk about how they became members of the groups to which they belong. Describe simply any special celebrations at this time 	

<p>How and why do some Christians baptise their babies?</p>	<ul style="list-style-type: none"> • about some of the symbols associated with baptism • about how babies are welcomed into a particular faith group - family - Christianity 	<p>How Christians welcome a new baby</p> <ul style="list-style-type: none"> • Use a doll and some water, candles and other artefacts to show what happens at a Baptism or Christening • explain there are other ways of welcoming a new baby and show video of a baptism (home video or 'Dottie and Buzz' to show how babies are welcomed into the Christian family • or take pupils to the local church for a 'mock' baptism • or show photographs and posters of a baptism • talk about the symbolism of the cross on the baby's head (welcoming the baby into the Christian family), the water (cleansing – beginning a new life) and the candle (letting their light shine in the world – it reminds Christians people that Jesus is the Light of the World) • explore the term 'Christian' name • listen to pupils' own experiences of baptisms and create a display out of their baptismal memorabilia • visit www.dottieandbuzz.co.uk and use the interactive whiteboard to look at Dottie's photographs. There is a drag and drop activity for pupils to show their learning simply. • or use the above as an individual assessment activity 	<ul style="list-style-type: none"> • talk about how babies are welcomed into their families • describe two things that happen at a baptism • talk about the importance of baptizing a baby for Christians • identify three symbols connected with baptism and suggest what they mean. 	<p>The story of Jesus' baptism could be told. Links could be made with some Christians who wait until their children are older, or they are adults to be baptized. See: www.cleo.net.uk/subjects.php for an example of adult baptism.</p>
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<p>How do Muslims welcome new babies into the family?</p>	<ul style="list-style-type: none"> about how a baby is welcomed into the family of Islam 	<p>Welcoming a baby in a Muslim family</p> <ul style="list-style-type: none"> talk to the pupils about differences in practices of welcoming a new baby explain that in Islam, the first words a baby hears are whispered into his or her ears and they are about God: discuss why this might be important to Muslims. use a doll to exemplify the practice of shaving a baby's head, and weighing the hair in order to give an equivalent amount to charity in silver. Discuss why Muslims might do this. Talk about how a Muslim baby is often named after someone famous in the history of Islam. Why might a parent do this? Pupils' talk with parents about why they were given their names and report back. Discuss the significance of their names. Role play welcoming a baby into a Muslim family and digitally photograph it. Create a power point presentation and annotate this with words pupils used and their comments. Replay this for pupils, to identify further questions. <p>NB the PowerPoint presentation can be used as a resource for other classes.</p>	<ul style="list-style-type: none"> talk about 2 things that happen when a baby is born into a Muslim family suggest a reason why Muslims might give to charity following the birth of a baby talk about the significance of their own names 	<p>The full Adhan (call to prayer) can be found at www.islam4schools.com A classroom friendly site.</p> <p>As this is played, the words in English are displayed over the top of images of what takes place in the mosque.</p>
<p>What have we learned about belonging?</p>	<p>To speak thoughtfully about questions of belonging for themselves</p>	<p>Belonging for myself: what did we learn?</p> <p>Ask pupils to take turns, in small or larger groups, to talk about their learning using these prompts:</p> <ul style="list-style-type: none"> I belong to... I like to be in... I belong with... I am welcome in... I feel welcome when... I like to be with... If I chose a present for a new baby I would give... because... What I like about welcoming new babies is... <p>Ask children what their own favourite things to find out have been: which parts of the welcome for new babies do they like best, and why?</p>	<ul style="list-style-type: none"> complete sentences about their personal experiences, linking them simply to religious ideas 	<p>This activity is good for circle time. It connects to the speaking and listening objectives of Year 1 literacy.</p>