

Unit Title: 7.2 What does it mean to belong?

Core Christian Concepts:

(As identified in the Understanding Christianity material)
Salvation, People of God, Incarnation, God, Gospel.

Theological Concepts:

God Jesus, Trinity Incarnation, Gospel, Grace, Faith, Koinonia (Fellowship).

Religious Texts/Theological ideas:

Matthew 18:20, Ephesians 2:4-5, 2 Corinthians 5-7,
1 Corinthians 12:12:27.

Progression:

Where have students come from?

Students will have completed the introductory unit to Religious Education, 'Why do we study Religious Education?'

Where will students go next?

Students will go on to study the key unit question 'What does it mean to be a person of faith?'

Key Questions:

What does it mean to belong?
What does it mean to belong to the school community?
Why do people join different groups?
Why is the school/academy called (*insert name of your school/academy*)?
What impact does belonging to a community have?
Why might people choose to belong to different groups?

Religious Literacy (Key words):

Belonging, community, 'Body of Christ', God Jesus, Trinity Incarnation, Gospel Grace, Faith, Koinonia (Fellowship), Salvation, People of God.

Aims and Expected Outcomes:

Aims – This unit shall help students to develop their understanding and appreciation of religious identity and cultural diversity.

Expected Outcomes – By the end of this unit students are expected to be able to:

AO1 - Explore the similarities and differences within and between religious and non-religious groups by reflecting on artefacts, images and religious texts that show diversity within as well as between religions.

AO2 - Reflect critically on their own religious and cultural traditions and those of others.

Summary of the unit:

This unit of work builds onto foundation knowledge and understanding of the themes and concepts which students have previously engaged with, and which are linked to areas of study which fall within all syllabi for Religious Education. It provides an opportunity for students to explore expressions of identity and belonging linked to their school community. It also encourages students to evaluate the importance such expressions have on the communities to which they belong. Students will also have an opportunity to analyse the similarities and differences of community identity using visual, audio and kinaesthetic learning strategies.

Notes for Teachers:

Religious Education is a core subject area in Church of England Academies and Schools. This unit provides an opportunity for students to acknowledge and explore the positive impact that this subject area has already had on their ability to interpret and relate to the communities to which they belong. This unit needs to be taught sensitively so as to reflect local, national and global links and issues. There is also an exploration of the ethos and distinctiveness of the Church school and the state Church. Some central resources are provided for this unit but resources such as the school's/ academy's own badge, history, hymn and prayer will need to be made available to students to successfully deliver the unit. There are opportunities for recording pupil voice and use Podcasting in lessons 3, 4, and 6.

Cross Curricular Links can be made with: PHSE, History, Art, English, Music, Design Technology, Maths, ICT

Resources:

Religious Resources Centre (RRC) website: <http://www.resourcescentreonline.co.uk/> **Suggested resources may include:** unit resources folder 7.2, *The Lion King (1994 DVD)*, *Brother Bear (2003 DVD)*, *Across the World book – Martyn Payne (ISBN: 9781841012643; download available from www.barnabasinschools.org.uk* **Websites:** <http://www.cleo.net.uk>, <http://www.bbc.co.uk/religion/>, YouTube Channel: Jesus Rocks, Pinterest Boards: BDBE Schools, unit 7.2.

Opportunities for Assessment:

Students shall be assessed through the completion of a key task part way through the unit. Students shall be provided with the task and the success criteria – which shall be level linked to enable pupils to identify the level at which they are working.

Opportunities for peer (and/or self) assessment are identified throughout; teachers will need to ensure that success criteria are made available to students when embarking on any form of assessment.

Links to Diocesan Syllabus and Framework Themes:

Concepts: Belief, Authority, Expression of Belief, Community
Framework: 1 a-j. Beliefs and Concepts; 2 a,b,e,f. Authority; 3 a-i,k,l,m,p,r,s.

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)		Session/Lesson: 1
Big/Lead Question: What does it mean to belong?	Connect: Students to watch the 'Circle of Life' clip from The Lion King 1994 (https://www.youtube.com/watch?v=GibiNy4d4gc). In pairs consider what has happened to the lion cub Simba and what will happen to him as a result. Share ideas as a class. Continuing the discussion students to compare with other groups that could be joined; further challenge by considering: Is there always a choice?	Literacy/Numeracy and Cross-Curricular Links across topic:	
Learning Objectives: Identify and explain the impact that belonging to a group might have.	Activate: In groups students to list the different groups that people could belong to. Teacher to then introduce the idea of Native American initiation – 'vision quests'. Showing short clip from Brother Bear – Transformation (https://www.youtube.com/watch?v=IZPpAEcNwR0). Students to read the lyrics of the song; What impact should the initiation have on the individual? Discuss in pairs and as a class. Using the generated list, students to produce a mind map identifying the impact that belonging to each group might have, and any links between groups.	Ideas for personalisation (SEN/MAT):	
Learning Outcomes/Success Criteria: Explain why people choose to belong to different groups and the impact that this can have.	Demonstrate: Students to imagine that you are being interviewed about being a member of a group (pupils could choose or imagine being Native American) and answer the following questions; Why did you want to belong to this group? How has joining this group changed your life? What would you do/how would you feel if you couldn't belong anymore?	Key Tasks/Assessments:	
Resources: DVD Lion King 1994, DVD Brother Bear 2003 or see YouTube Jesus Rocks channel. Transformation lyrics – see unit resources folder.	Consolidate: In pairs students talk about: The ideal group that you would like to join and why. How would it change you?	Homework:	

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)		Session/Lesson: 2
Big/Lead Question: What does it mean to belong to a religious community?	<p>Connect: Look at three images – member of a Student Christian Union, Youth For Christ (YFC) leader and a Franciscan monk. What do these people have in common? What links them together? Think, Pair, Share. Discuss the different types of religious communities – groups, church, religious orders. Link to prior learning considering why people might choose to belong to these groups. Watch the clip ‘The Durham Story’ https://www.youtube.com/watch?v=XKDNwT4mbbw. Students to consider the following questions as the clip is shown: What are the stories of the people in the clip? Why do they belong to these groups? What is the impact of them belonging to a Christian group? Why is it important to listen to stories like these? How and should stories like these be preserved?</p>		Literacy/Numeracy and Cross-Curricular Links across topic:
Learning Objectives: Explain the impact that belonging to a group might have.	<p>Activate: Students to consider the question: Why is it important for Christians to belong to a community? The Biblical passage Matthew 18:20, ‘For where two or three gather in my name, there am I with them.’ Students use the Swedish method of Bible study ask the questions: What in the passage stands out to you? What don’t you understand about the passage? Does anything surprise you in the passage? Have you read something like this before? Is it what you would expect to see? What might a Christian do as a result of this passage? What can you share with someone else about this passage? (students might link here to personal experiences)? Students to discuss why it is important for Christians to come together – hearing the gospel stories, sharing the Eucharist, feeling God’s presence, prayer, following Jesus’ teachings.</p>		Ideas for personalisation (SEN/MAT):
Learning Outcomes/Success Criteria: Evaluate the significance that belonging to a group can have on an individual.	<p>Demonstrate: Students to listen to Stormzy ‘Blinded by your grace’ https://www.youtube.com/watch?v=HPuj6UJSMhs. (4.57) What is his story? Students to read the lyrics: what the song is about? Share thoughts. Students read Ephesians 2:4-5 ‘But God is so rich in mercy, and he loved us so much, that even though we were dead because of our sins, he gave us life when he raised Christ from the dead. It is only by God’s grace that you have been saved!’ How does this link to the song; what this might mean for Christian communities today? What impact has belonging to Christianity had on Stormzy? Which Theological concepts underpin/ link to the song? Write Stormzy’s story on belonging to a Christian community as seen through the words of ‘Blinded by your grace’ and recent interviews.</p>		Key Tasks/Assessments:
Resources: Stormzy, see YouTube channel Jesus Rocks. Lyrics in unit resources folder.	<p>Consolidate: The Durham Story and Stormzy’s story give us two stories with a similar outcome, but the people involved come from very different starting points. Students to consider: What brings these two stories together? How do these stories impact on the Christian message? How do these stories impact on their lives and those of Christians today?</p>		Homework:

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)		Session/Lesson: 3
Big/Lead Question: What does it mean to belong to the school community?	<p>Connect: In pairs students review the 'wordle' (it contains 100 words to do with identity – see unit resources). What categories would they put the words into? (You could help groups and suggest the categories and ask students to place some words into categories instead – the categories could be ethnicity, physical description, spiritual qualities, character traits, emotions, talents, virtues and gifts). Choose 5 words from the wordle students to describe shoulder partners' identity. Students to look at the five words; if they are right keep them, if not cross them out. What words would you have chosen if you were describing the schools identity? Think, Pair, Share.</p>		Literacy/Numeracy and Cross-Curricular Links across topic:
Learning Objectives: Investigate what is understood by identity.	<p>Activate: Students check: Did the shoulder partners get it right? Students to watch the advert for Doctor Who, http://www.youtube.com/watch?v=r6imeNyR06E and reflect on the answer to the question What is a Hashtag? How does the example of the hashtag in the clip link to the focus of the programme. In small groups or pairs students to consider: How does the school/academy badge and motto act like a hashtag?</p>		Ideas for personalisation (SEN/MAT):
Learning Outcomes/Success Criteria: Explain what it means to belong to you school or academy.	<p>Demonstrate: Students to research and analyse the meaning behind the school/academy badge and the school/academy motto and create a 'hashtag' for your school. The hashtag must express what it means to belong to the school community – students may wish to express personal feelings of belonging or reflect the school values and motto.</p>		Key Tasks/Assessments:
Resources: See YouTube Jesus Rocks channel for video clips.	<p>Consolidate: Watch the song 'What I am' with Will.i.am https://www.youtube.com/watch?v=0CAAtFbp7oYw Finish the sentence 'What I am is...' using some of the ideas from the lesson regarding identity and belonging to the school.</p>		Homework:

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)	Session/Lesson: 4
Big/Lead Question: Why is the school called...? <i>(insert the name of your school/academy)</i>	Connect: Students to answer the question: 'If they could travel back in time which people or event would they like to meet/ visit/ be a part of and why?' Students are to include in their answer one person of faith and one event linked to a faith. In answering that question explain how their own beliefs and sense of identity connects them to those people and events (e.g. my Grandmother, Florence Nightingale, the first Armistice Day, the upper room when Jesus appears to the disciples). Links are to be made to the Christian Values e.g. sacrifice, compassion, endurance, hope etc (see <i>Christian Values cards in resources for this unit</i>). In groups students to watch the advert http://www.youtube.com/watch?v=loGm3vT8EAQ and consider how the advert illustrates the history of Doctor Who and the programme.	Literacy/Numeracy and Cross-Curricular Links across topic:
Learning Objectives: Investigate the naming of the school and its links to the church and communities.	Activate: In groups students to watch the advert for Doctor Who http://www.youtube.com/watch?v=loGm3vT8EAQ and consider how the advert illustrates the history of Doctor Who and the programme. Ask students to consider the question; what would you show in an advert for your school? Why? Students to compile a list of things that would help to 'sell' their school.	Ideas for personalisation (SEN/MAT):
Learning Outcomes/Success Criteria: Explain why the school has its name and what it means to belong to the school community.	Demonstrate: In groups, using the school/academy website and prospectus, students to explore, and critically evaluate the school/academy history and analyse how the name of the school/academy and the foundation of the school/academy connects: 1. The Christian Church 2. The local community 3. The national/international communities Review the findings and examine how the school/academy and these 3 communities may link together. Present their findings in a video presentation or PowerPoint presentation of 5-7 slides with notes to be uploaded on Pinterest.	Key Tasks/Assessments: Explain the key aspects of your new school/academy badge. Refer to the school/academy values and motto in your answer.
Resources: Christian Values Cards, see unit resources folder 7.2.	Consolidate: What do you think it means for students, staff and the local community to be linked to your school/academy? Why? Or: How could we share what our school/academy stands with the local community so that they could feel a sense of belonging to it?	Homework:

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)		Session/Lesson: 5
Big/Lead Question: What does it mean to belong?	Connect: Show students a range of symbols – Cross, crucifix, ICTHUS, crescent moon and star, Star of David, Scout emblem... Students to in pairs discuss and revising prior learning to identify the meanings behind each one. Share thoughts. Students present their findings using an 'expert in the room' approach: Explain each of the symbols to other students, highlighting Why are these symbols important? Why would someone wear them?	Literacy/Numeracy and Cross-Curricular Links across topic:	
Learning Objectives: Explore the use symbols in expressing belonging.	Activate: Using resource box or artefacts or images on the board e.g. Japanese, Red Cross, St Peter's, Mariners' Cross, holding cross: Students assess the items and suggest answers the questions – what do each of the crosses symbolise? Why are they different? What is the meaning behind them? Focusing on the school/academy badge students to explore: What does it mean? Does it visually portray the school/academy motto and what it means to belong to your school/academy? (Students could use notes from research completed in lesson 2).	Ideas for personalisation (SEN/MAT):	
Learning Outcomes/Success Criteria: Explain the meanings behind Christian symbols. Use Christian symbols as an inspiration to create a new one.	Demonstrate: Students challenged to design a school/academy badge that portrays the school/academy values, motto and what it means to belong (as a student, member of staff and of the local community). Complete the question: Explain the key aspects of your new school/academy badge. Refer to the school/academy values and motto in your answer (explaining how it links to your badge) 5 marks.	Key Tasks/Assessments:	
Resources: Across the World book – Martyn Payne (ISBN: 9781841012643; download available from www.barnabasinschools.org.uk	Consolidate: Write down three reasons why you think religious people (especially Christians) still use symbols today. Share with your shoulder partner.	Homework: If you were to design a symbol for your school/academy what would it be? Why? How would it show the Christian faith of your school/academy?	

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)		Session/Lesson: 6
Big/Lead Question: What impact does belonging to a community have?	<p>Connect: Students to watch the clip from Harry Potter and the Prisoner of Azkaban http://www.youtube.com/watch?v=hC2VXqGVWig. Discuss what is happening. Teacher to stop the clip at 0.50. Students then to read "We walk by faith and not by sight." 2 Corinthians 5:7 New Revised Standard Version, Anglicised Catholic Edition (NRSVACE) Use Bible Gateway website. http://www.biblegateway.com/ and to explore: What links the Biblical quote and the film clip?</p>		Literacy/Numeracy and Cross-Curricular Links across topic:
Learning Objectives: Describe the impact that belonging to a group can have on both local and global communities.	<p>Activate: Looking again at 2 Corinthians 5:7 Students to research to whom St. Paul is writing and what this verse means. Using St. Paul's words as inspiration students to complete a Faith walk around the school/academy. Creating a record of their findings of the signs and symbols of the Christian faith, using digital cameras and the Magnifying Glass template. Students to explain how what they found shows belonging to the Christian Church. Teachers may wish to Podcast their responses</p>		Ideas for personalisation (SEN/MAT):
Learning Outcomes/Success Criteria: Explain how the school illustrates belonging to the Christian Church.	<p>Demonstrate: Google search local faith walks/faith trails to review how faith is visible in the local area and what aspects of faith are highlighted. Discuss results. Using exemplars of faith trails looked at online e.g. Preston faith trail: http://www.prestonfaithforum.org.uk/faith_trail/the_faith_trail.html students to create a Faith Walk/Trail map of the school/academy and to highlight how the Christian ethos of the school/academy can be seen in and around the school/academy buildings and grounds. Analyse the contrast between the spiritual reality of God's presence and the visible world. Completed faith trails could be placed on Pinterest, with a rationale explaining the trail.</p>		Key Tasks/Assessments:
Resources: Podcast opportunities. Magnifying glass template, see resources folder 7.2 See YouTube channel Jesus Rocks for video clips, www.biblegateway.com	<p>Consolidate: How does your school/academy act as a beacon of the Christian Community in the area in which it is situated? What would you add to the school site to strengthen this and why? Students to Podcast their responses.</p>		Homework:

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Big/Lead Question: What impact does belonging to a community have?	Connect: In pairs students discuss how belonging to a group might have an impact on a person; how might it change them? Think, Pair, Share. Recording their thoughts in a spidergram.	Literacy/Numeracy and Cross-Curricular Links across topic:	
Learning Objectives: Describe the impact that belonging to a group can have on both local and global communities.	Activate: Students to read: 1 Corinthians 12: 12-27 and post it note their thoughts as to what they feel this biblical text means. Students to research their school/diocesan links to your diocesan link at home and abroad, e.g. Blackburn Diocese links with South Africa and Braunschweig.	Ideas for personalisation (SEN/MAT):	
Learning Outcomes/Success Criteria: Explain how and why your school/academy is linked with an overseas diocese. What impact does this have and why?	Demonstrate: Students to pen an article for the autumn newsletter explaining to parents how the two communities – school and link diocese – are joined together, why we should continue to support our international links? What has the impact of belonging together been through these links? Revisiting their post it notes students to consider: How do these links reflect the Biblical text 'We are the Body of Christ'. 1 Corinthians 12: 12-27 as living out the gospel message of Jesus.	Key Tasks/Assessments:	
Resources: See Teaching and Learning strategies e.g. Human Continuum.	Consolidate: 'Belonging to a group can be life-changing – even if you don't know all the other members of the group.' Do you agree? Why? Students could complete these questions as a written task or as a human continuum.	Homework:	

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MEDIUM TERM SCHEME OF LEARNING	Possible teaching/learning activities: (varied diet over the topic; does the first lesson suggest an activity that will identify learners' prior attainment?)		Session/Lesson: 8
Big/Lead Question: Why might people choose to belong to different communities?	Connect: Students to list as many different types of groups and communities that people can belong to. share with a shoulder partner. Consolidating their ideas feedback to class creating an overall mind map for class showing the different types of groups. Highlighting the categories the groups fall into, e.g. uniformed organisations, musical groups etc.	Literacy/Numeracy and Cross-Curricular Links across topic:	
Learning Objectives: Explain why people choose to belong to different groups.	Activate: Using a range of images of people whose lives had changed after they joined a 'group' – for example, Lindsay Lohan, Brian Welch, Shane Lynch, School photographs (celebrities and their links to religious groups may need to be explained to students). Students to explore: How did it change them? What has the impact been? Students to discuss ideas.	Ideas for personalisation (SEN/MAT):	
Learning Outcomes/Success Criteria: Explain the impact that belonging to group could have.	Demonstrate: Students to create a club/society and write an information leaflet detailing: how one could join and how being a member would change the life of the member and how society would view membership?	Key Tasks/Assessments:	
Resources: BDBE Schools Pinterest Board 7.2	Consolidate: Students to review each other's groups and decide which one you would be most likely to join and why? (Teachers may want to remind students that it does not have to be students' own, they may have seen another group that they think would be good for them).	Homework: What does it mean to belong? Students to answer an exam style question: Explain two ways in which people express and reflect a sense of belonging. Refer to Christian teachings and concepts in your answer. (5 marks).	