



# Year 1 Belonging

## About this unit

This unit looks at what it means to belong to something, whether it be a community, class, club, country, team, family, circle of friends and so on, and the need to show that belonging through joint activities or lifestyle, dress or behaviour.

### The unit explores belonging to:

- a family
- a school
- other groups
- the local community
- our country
- the world.

People of particular life stances or groups will be valuable in sharing their experiences and showing any clothing and artefacts that signal their belonging and pride in that. Where opportunities arise for adding this feature to the lessons, make the most of them!

**Lesson length:** Each lesson is designed to take one hour. (Lesson 3 will take longer if the group works outside to gather photographs.)

## Expectations

### At the end of this unit most children will:

- understand the importance people attach to belonging to a group, and be able to name a religious and secular group.

### Some children will have made less progress and will:

- be able to talk about the groups they belong to.

### Some children will have progressed further and will:

- be able to explain why people belong to religious groups, naming some.

### Note to Teachers for this session:

Please remember to be aware of children in your class that are sensitive to any of the issues that may come up in this lessons discussion, for example, children who have or maybe experiencing situations such as:

- refugees;
- step family dynamics;
- death of family member;
- having to move due to domestic violence;
- parental separation;
- children in care or adopted.

## Unit vocabulary

- Adoption, belonging; brother, dad, grandparents, mum, sister; caring; family; flat, home, house; fostering; relatives
- Aims, belonging, bullying, class, friends, joining in, mission statement, school, staff, teachers, values
- Beaver Scouts, Brownies, evening classes, health/diet clubs, play groups, Rainbows, religious groups and religious buildings, sport and social clubs and classes
- City, town, village; estate; facilities; family, friends; hobbies; island; rules, laws
- Cities, conservation, countryside, environment, government, 'head in the sand', land, laws/ rules, resources, responsibility, rubbish, vote
- Country; global, local; Hindu, Muslim; home; India, Kenya; world

## ICT opportunities

Use of digital camera, CD player, developing e-mail contacts.

# Unit resources

<p><b>Images</b></p>	<ul style="list-style-type: none"> <li>• Pictures of families</li> <li>• Photographic record of groups that meet near school, or arrange a walk of awareness to discover these places and photograph them</li> <li>• Simple map or plan of the locality</li> <li>• Large sketch map of the local area</li> <li>• Map of the UK</li> <li>• World map/globe</li> <li>• Cartoon of an ostrich with head in sand</li> <li>• CD Image Gallery, pages 5 and 7</li> </ul>
<p><b>Books</b></p>	<ul style="list-style-type: none"> <li>• <i>Once There Were Giants</i> by Martin Waddell</li> <li>• <i>Dinosaurs and all that rubbish</i> by Michael Foreman</li> <li>• Big Book from Christian Aid: Abu lives in Kenya and/or Shompa lives in India</li> </ul>
<p><b>Music/audiovisual</b></p>	<ul style="list-style-type: none"> <li>• ‘<i>The Family of Man</i>’ by Fred ‘Karl’ Dallas, plus the lyrics on visuliser or interactive whiteboard</li> <li>• ‘Think of a World Without Any Flowers’</li> </ul>
<p><b>General resources</b></p>	<ul style="list-style-type: none"> <li>• Persona Dolls (optional)</li> <li>• Class School Council member(s), or PSHE teacher, chair of the PTA, etc.</li> <li>• School mission statement/motto/aims and values/rules</li> <li>• Large storyboard templates</li> <li>• E-mail facilities (optional)</li> <li>• Mini whiteboards and pens</li> <li>• Flipchart or board</li> <li>• Art and craft materials (optional)</li> </ul>

# Belonging

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
1 Family	<ul style="list-style-type: none"> <li>To understand what it means to belong to a family</li> </ul>	A3,B1 + B2, B3, C1, C2	<ul style="list-style-type: none"> <li>Singing 'The Family of Man'</li> <li>Talking about their families</li> <li>Reading Once There Were Giants</li> <li>Role-playing different family situations</li> <li>Drawing their families and talking about what makes a family</li> </ul>	<ul style="list-style-type: none"> <li>To explain the concept of belonging</li> <li>To discuss how it feels to belong to a family</li> <li>To understand that 'family' can mean a variety of things</li> </ul>	<ul style="list-style-type: none"> <li>Who makes up a family?</li> <li>Who are our families?</li> </ul>	<p>PSHE: families</p> <p>Drama: role-play/improvisation</p>
2 School	<ul style="list-style-type: none"> <li>To understand what it means to belong to a school</li> </ul>	A3, B1 + B2, B3,C1, C2	<ul style="list-style-type: none"> <li>Singing 'The Family of Man' school song</li> <li>Preparing questions for guest, then hot-seating</li> <li>Listing ideas for school improvement</li> </ul>	<ul style="list-style-type: none"> <li>To explain how it feels to belong in school</li> <li>To know the different groups within school that we can belong to</li> </ul>	<ul style="list-style-type: none"> <li>What do we belong to in school?</li> </ul>	<p>PSHE/citizenship: groups and responsibilities; rules</p> <p>Speaking and listening: asking questions, listening for a purpose</p>
3 Local groups	<ul style="list-style-type: none"> <li>To understand why some people belong to (religious) groups</li> </ul>	A3, B1 + B2, B3,C1, C2	<ul style="list-style-type: none"> <li>Singing 'The Family of Man'</li> <li>Thinking about different groups they can belong to</li> <li>Discussing photographs of local groups</li> <li>Creating dramas to represent the groups</li> <li>Considering why people join the groups</li> </ul>	<ul style="list-style-type: none"> <li>To acknowledge the different groups that people can belong to</li> <li>To understand why these different groups are necessary</li> </ul>	<ul style="list-style-type: none"> <li>What do we belong to outside school and family?</li> </ul>	<p>Geography: the local area</p> <p>Drama: creating role-plays</p>
4 Where I live	<ul style="list-style-type: none"> <li>To find out more about belonging to where we live: village, town, city</li> </ul>	A3, B3, C1, C2	<ul style="list-style-type: none"> <li>Singing 'The Family of Man'</li> <li>Talking about where they live, collecting ideas on to a map of the area</li> <li>Creating a role-play to show what special things they would like in a place</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain what makes somewhere special</li> </ul>	<ul style="list-style-type: none"> <li>What makes a place special?</li> <li>What is special about where we live?</li> </ul>	<p>Geography: the local area; amenities; using maps</p> <p>Drama: creating role-plays</p>

# Belongings

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
5 My country	<ul style="list-style-type: none"> <li>To understand more about what it means to belong to a country</li> </ul>	A3,B1 + B2 B3,C1,C2	<ul style="list-style-type: none"> <li>Understanding the image of the ostrich with its head in the sand, relating to care, or lack of, of the environment</li> <li>Reading Dinosaurs and all that rubbish</li> <li>Thinking how they can help care for the country</li> <li>Singing 'Think of a World Without Any Flowers'</li> </ul>	<ul style="list-style-type: none"> <li>To explain our responsibilities in being part of a country</li> <li>To have an idea how we can contribute to the life of the country</li> </ul>	<ul style="list-style-type: none"> <li>How can we care for and improve our country?</li> </ul>	Geography: using maps; the UK Art and design: interpreting cartoons PSHE/citizenship: caring for the environment
6 My world	<ul style="list-style-type: none"> <li>To understand what it means to be a world citizen</li> </ul>	A2, A3, B1 + B2, B3, C1, C2.	<ul style="list-style-type: none"> <li>Singing 'The Family of Man'</li> <li>Finding Kenya or India on a map or globe</li> <li>Reading about Abu or Shompa</li> <li>Considering what we want to know about them and they about us</li> <li>Creating a storyboard book about favourite activities</li> <li>Discussing similarities with people far away</li> </ul>	<ul style="list-style-type: none"> <li>To grasp our responsibilities as a tiny part of a huge world and our significance despite this</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a citizen of the world?</li> <li>How are people from far away like each other?</li> </ul>	Computing: using e-mail Geography: the wider world PSHE/citizenship: the environment

## Assessment opportunities

Each week observe a group and note their contributions and involvement



# Lesson 1 Family

## Learning objective

- To understand what it means to belong to a family

## Learning outcomes

- To explain the concept of belonging
- To discuss how it feels to belong to a family
- To understand that 'family' can mean a variety of things

## Religious Education Council Requirements

A3, B3, B1 + B2, C1, C2

## Resources

- Various pictures of families
- **CD Image Gallery, page 5: Families**
- *Once There Were Giants* by Martin Waddell (Walker)
- 'The Family of Man' by Fred 'Karl' Dallas from *The Complete Come and Praise* (BBC), plus the lyrics on interactive whiteboard
- Persona Dolls could be used if there are instances of unhappy families in the class which you would rather look at obtusely
- Mini whiteboards and pens

## Vocabulary

Adoption, belonging; brother, dad, grandparents, mum, sister; caring; family; flat, home, house; fostering; relatives

## Key questions ?

- Who is part of my family?*
- How is my family the same as or different from my knee buddy's family?*
- Has my family changed over the years?*

## Group formation

- Knee buddies within whole group
- Story-sharing whole class
- Small groups for role-play
- Individual space for drawing

## Introduction

Play/sing 'The Family of Man', and read the lyrics together on the whiteboard.

## Activities

In knee-buddy pairings, ask people to talk about their own families. Suggest that they mime using a telephone for the conversation. Encourage them to talk about what they have been up to and what other members of the family have been doing. Be sensitive to any family difficulties which may be current.

Then read the story *Once There Were Giants* – the story of a family seen from the perspective of a little girl as she grows and changes. Share thoughts about how the family in the book gives a sense of belonging to each family member. Think about what holds them together.

Organise groups of four to six for role-play. Ask the groups to improvise a family situation where people are doing something for each other or are spending time together, for example having a meal together, caring for someone in the family who is unwell, and so on.

## Plenary

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Ask everyone to draw a picture of their own family on a mini whiteboard. Then, showing these pictures, think and talk about how our family give us a sense of belonging. Ask: *What holds us together?* (For example, home, love, need, friendship, caring.)

## Differentiation

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Each person should join in to the best of their ability.

Mixed-ability knee-buddy pairings and role-play groups will allow people to help each other.

## Extension

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As a class, make a simple family tree (made up or from the book) to show the succession of caring and nurture with grandparents and so on.

## Notes

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# Lesson 2 School

## Learning objective

- To understand what it means to belong to a school

## Success criteria

- To explain how it feels to belong in school
- To know the different groups within school that we can belong to

## Religious Education Council Requirements

A2, A3, B1, B2, B3, C1, C2

## Resources

- ‘The Family of Man’ from *The Complete Come and Praise* (BBC)
- Class School Council member(s), or PSHE teacher, or chair of the PTA or Friends of the School
- School mission statement/motto/aims and values/rules
- Large sheet of paper and pen

## Vocabulary

Aims, belonging, bullying, class, friends, joining in, mission statement, school, staff, teachers, values

### Key questions ?

*How do I belong in school?  
What different parts of school do I belong to?*

## Group formation

- Whole class together
- Knee buddies within whole group
- Circle time sharing

## Introduction

Sing ‘The Family of Man’ or your school song.

## Activities

Ask everyone to talk with their knee buddies about what it feels like to belong to this school and this class. Share some insights as a group – be prepared for negatives as well as positives!

Then prepare some questions to put to your guest, for example:

### Key questions ?

*Why did you want to become a member of the School Council?  
What does the School Council do?  
How do you represent the views of your class?  
How does the Council tie in with our school motto?*

**Discuss:** *How can we best have our views represented?*

Hot-seat the School Council representative(s), or, if your guest is someone else, perhaps consider why you don’t have a Council rep!

Look at the school motto/mission statement, KS statement or school rulest and use it to lead into a discussion: *Why are we learning about this in a Religious Education lesson? What does it say about responsibility and care?*

## Plenary

Work together to draw up a list of things that the class has discovered and things that they might like to improve in their school. This can be forwarded to the senior leadership (not management) team (headteacher, deputy and senior staff) and/or School Council.

## Differentiation

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Encourage everyone to ask questions to help their own learning.

Able writers could draw up the list of improvement ideas.

## Extension

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Follow up the list taken to the SLT and School Council – *does pupil power really work?*

‘If all the suggestions were not taken on then think carefully about why not’

## Notes

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# Lesson 3 Local groups

## Learning objective

- To understand why some people belong to (religious) groups

## Success criteria

- To acknowledge the different groups that people can belong to
- To understand why these different groups are necessary

## Religious Education Council Requirements

A3, B1 + B2, B3, C1, C2

## Resources

- 'The Family of Man' from *The Complete Come and Praise* (BBC)
- Photographic record of all the groups that meet in the vicinity of the school (**CD Image Gallery, page 7** can help here), or a walk of awareness to discover these places (and take photographs)
- Simple map or plan of the locality
- Flipchart or board
- CD Image Gallery, page 7:** *Belonging to a group*

## Vocabulary

Beaver Scouts, Brownies, evening classes, health/diet clubs, play groups, Rainbows, religious groups and religious buildings, sport and social clubs and classes

## Key questions ?

*What do I belong to that is not family or school?  
Why do I belong to this group?  
Can I join?*

## Group formation

- Whole class together
- Knee buddies within whole group
- Whole class outing or sharing photographs
- Small groups for drama
- Whole class plenary

## Introduction

Play/sing the song 'The Family of Man'.

## Activities

Use knee buddy pairings to generate thinking and talking about the groups people belong to that are not school or family. Share these ideas as a whole group, for you to write on the board.

Take the group out to take photographs, or look at those you have already gathered.

Display the photographs and label or caption them with names/roles/types of people who belong to the different groups. Point to the map or plan to illustrate where the group meetings take place.

Organise groups of two to three and ask each of these to choose a group from the display. Give them a few minutes to create a drama to represent their chosen group in action.

Present the dramas and ask the rest of the class to work out which group is being shown.

## Plenary

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Consider why people join groups. (Shared interest, shared beliefs, to improve skills, to be sociable, to share activities with friends, to prevent loneliness or boredom.)

## Differentiation

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Each person should join in to the best of their ability.

More able people could direct the role-play, ensuring that everyone takes part.

## Extension

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Compile a directory of the groups that meet in the area, for sharing with the Friends of the School or the office staff. Display it so that everyone can refer to it.

## Notes

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# Lesson 4 Where I live

## Learning objective

- To find out more about belonging to where we live: village, town, city

## Success criteria

- To be able to explain what makes somewhere special

## Religious Education Council Requirements

A3, B3, C1, C2

## Resources

- ‘The Family of Man’ from The Complete Come and Praise (BBC)
- Large sketch map of the local area
- Paper or mini whiteboards and pens
- Art and craft materials (optional)

## Vocabulary

City, town, village; estate; facilities; family, friends; hobbies; island; rules, laws

## Key questions ?

*What is special about where I live?  
What parts of this area do I know about, visit, do things in?*

## Group formation

- Whole class together
- Pairs for talk and improvisation
- Whole class plenary

## Introduction

Play and sing along to ‘The Family of Man’.

## Activities

Say to the class that they are going to think about what it is like in the place where they live. Give them a few minutes to discuss this with their knee buddies. Add another prompt question: *Why do we live here?*

Collect ideas on the sketch map of the area. For example, family has always lived here, work brought parents here, we like it here, cheap/ attractive houses, near the countryside, near amenities.

Now ask the pairs to think about the scenario of visiting a place where there is nothing yet, but they want to live there because, for example, of the sand and the sun and the sea. Ask them to consider: *What will it be important to take with you so that you can live happily there?* Encourage the pairs to make notes and drawings of things to remind and prompt them when they act out the scene as an improvisation.

## Plenary

Watch one or two of the role-plays, and write down the suggested essentials for being happy somewhere. These might include family, friends, a purpose, as well as hobbies, things to do, food, shelter, water, sewerage!

## Differentiation

Offer sketch maps or plain paper as a choice of starting point for the drama notes. Mixed-ability groupings will provide support.

## Extension

Ask people to make a class picture or 3-D model of the imaginary place to include all of the key features suggested.



# Lesson 5 My Country

## Learning objective

- To understand more about what it means to belong to a country

## Success Criteria

- To explain our responsibilities in being part of a country
- To have an idea of how we can contribute to the life of the country

## Religious Education Council Requirements

A3, B1 + B2, B3, C1, C2

## Resources

- Simple cartoon drawing of an ostrich with its head in the sand
- Map of the UK
- Dinosaurs and all that rubbish* by Michael Foreman (Puffin)
- 'Think of a World Without Any Flowers' from *The Complete Come and Praise* (BBC)

## Vocabulary

Cities, conservation, countryside, environment, government, 'head in the sand', land, laws/rules, resources, responsibility, rubbish, vote

## Key questions ?

*What is there about this country that I am pleased with?*

*Are there things that I am not pleased with?*

*What might I do about changing these?*

## Group formation

- Whole class together
- Circle time debate

## Introduction

Show the picture of the ostrich and explain that this image represents the metaphor of 'burying your head in the sand'. It is actually a myth that ostriches put their heads in the sand to avoid facing a difficult situation. However, the myth has become an idiomatic expression: a person who avoids conflict or denies that problems exist is said to metaphorically 'bury their head in the sand'.

## Activities

Explain that some people in our society behave like the ostrich in the cartoon. Others – including humanists and religious people – feel responsible for their land and country and want to do something about caring for our environment.

Now show the map and help people to identify where they are. Take the opportunity to discuss that we are all responsible for the whole country too.

Read *Dinosaurs and all that rubbish*. Then encourage responses: *What do you think about the story? What's your first reaction? What is the story telling us?*

In a circle, hold a Community of Enquiry debate (see Introduction) about our responsibilities in caring for our country: *how can the class, as young people, tackle keeping our country looking good and a safe, pleasant place to live?*

## Plenary

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Play/sing 'Think of a World Without Any Flowers', encouraging people to sing along.

## Differentiation

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All members of the class should ask questions and offer observations and opinions. Encourage everyone to participate in the discussion by using differentiated questioning.

## Extension

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Work together to write a letter to the local council about improving a local eyesore. Include reference to what you, as a class, will be contributing to this sort of care.

## Notes

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# Lesson 6 My World

## Learning objective

- To understand what it means to be a world citizen

## Success Criteria

- To grasp our responsibilities as a tiny part of a huge world and our significance despite this

## Religious Education Council Requirements

A3, B1 + B2, B3, C1, C2

## Resources

- 'The Family of Man' from *The Complete Come and Praise* (BBC)
- World map/globe
- Big Book from Christian Aid: Abu lives in Kenya and/or Shompa lives in India*
- Large storyboard templates with six cells
- Pens
- Flipchart or board
- E-mail facilities (optional)

## Vocabulary

Country; global, local; Hindu, Muslim; home; India, Kenya; world

## Key questions ?

*What do I have to do to be a world citizen?*

*Will that be easy or hard?*

*Is it worth the effort?*

*How are people abroad the same as/different from me?*

## Group formation

- Story-sharing whole class
- Table groups

## Introduction

Come together as you sing 'The Family of Man'.

## Activities

Point out Kenya and/or India on the map or globe and show its position in relation to the UK.

Together, read your chosen story of Abu or Shompa. Discuss any issues the story raises, or thoughts it prompts, for example similarities and differences. Scribe lists on the board, and include questions about things the class would like to know about.

Then consider what Abu and/or Shompa might like to know about us! *What are our favourite things to do? What are we like?* Scribe general ideas on the board.

Use responses on the board to organise groups of people who share similar interests: We go to dancing class or We go to Sunday school and so on. Ask these groups to create a simple story sequence for a storyboard on their topic.

## Plenary

Share one or two of the completed storyboards. Then ask: *How are we linked to Abu and Shompa?* (For example, shared resources, same air, similar aspirations, all people of the world, similar activities.) Highlight how much so many of us have in common despite living so far apart.

## Differentiation

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Encourage people to ask questions to help their own learning.

People should work to the level of their own ability, with support from peers.

## Extension

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Set up an e-mail link with someone in Kenya or India who has a different experience from that of your school (for example, pair a religious school with a non-religious school), to share similarities and differences.

## Notes

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