


F1	Disciplines:		Concept:	Phase:	Vocabulary	
How can people show they belong together?	Theology	X	Belonging and Believing 	EYFS	Belong	Celebrate
	Philosophy				Welcome	Diwali
	Human & Social Science	X			Faith	God
	History				Christian	Community
					Sikh	Church
					Muslim	Mosque
					Hindu	Masjid
					Humanist	Gurdwara
					Festival	Symbol

Important Substantive Knowledge	Prior Knowledge	Future Knowledge
<ul style="list-style-type: none"> • Some people choose to belong to religious communities. • People can show their worldview through symbols or what they choose to wear. • Some people go to places of worship to feel close to God e.g. church, mosque/masjid, gurdwara. • Some people remember special times by celebrating together and we call those times festivals. • Many people feel it is important to work together to care for the world and help others. • Some people think it is important to be respectful to God by wearing particular clothes or doing certain things. 	N/A	<p>This links to future learning on:</p> <ul style="list-style-type: none"> • Expressing worldviews in unit K1.1 • Festivals, ceremonies and artefacts important in different worldviews in unit L2.6 • The diversity of lived expression in unit U2.1

WV
CHECK POINT

Begin the unit by reminding pupils what we mean by worldviews (individual, communal and organised). Share the core concept for the unit with them and indicate which main disciplines they will be using to study the worldviews case studies in this unit. Allow pupils time to reflect on the main enquiry question at the first worldviews checkpoint and remember to pause again mid-unit for another worldviews checkpoint.

Sub-Questions from Unit Map				
Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
1. Where do I Belong?	<p>Personal worldviews</p> <p>Individual worldviews</p>	<ul style="list-style-type: none"> • Make use of the SACRE 'Worldviews Introductory Lesson' for EYFS if this is your first time teaching this syllabus to pupils at this phase. • Introduce the word – 'belong' by thinking about a classroom item which is found in the wrong place. Where does this (e.g. book) belong? • Introduce the idea that we might belong to lots of different groups – model by sharing where you as the teacher belongs (family, school, exercise class etc). • You might want to read a book about different families (e.g. Who are you? by Smiti Hall & Ali Pye or 'All are welcome' Alexandra Penfold & Suzanne Kaufman), allow space to discuss your own and pupils' families, being sensitive to class context. • Encourage pupils to reflect on where they feel they belong (you may introduce this as somewhere that feels safe and welcoming). Create a class ideas web. • If you are using persona dolls for introducing worldviews to young pupils, now may be a good time to introduce them as part of the class (see SACRE guidance on using persona dolls) and discuss how you could make them feel welcome as a class. Pose a question: Does it matter if they believe different things or live in different ways? Can they still belong here? 	N/A	N/A

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
<p>2. What groups can people be part of?</p>	<p>Religious worldviews (choose 3 faiths as a starting focus)</p> <p>Personal Worldviews</p>	<ul style="list-style-type: none"> • Start with an image of a team (e.g. England Lionesses in football kit). Pose questions: Do these people look like they belong together? What do we notice? How do we know? Pupils might notice things like kit, smiling, being close together, being friends etc. • Recap on belonging to your class at school and make links to uniform/school logo. • Discuss the different groups in the school's local area using your local knowledge. This might include rainbows, squirrels, local dance/gymnastics/sports and other clubs. Pupils might also feel they belong in their swimming lesson or with friends in their local park. • If using persona dolls, each doll could give a different example of where they feel a sense of belonging from the previous bullet point. Ask the pupils to listen carefully to see if they feel any similarities to their own experiences. If not using persona dolls, you might use images of people from different religious worldviews in the UK. Be careful to not reinforce unhelpful stereotypes with image choices. • Model how to draw yourself in a place where you belong, including people if appropriate. Think aloud to re-enforce what belonging feels like to you (e.g. safe, welcoming, happy, fun, being with others). A range of examples would be helpful, so you could ask familiar staff members to draw an example or create drawings from the persona dolls. • Pupils could now move in to reflecting on where they feel a sense of belonging by drawing a picture of themselves in a place or with a group of people. If possible, scribe their thoughts on where they have chosen and why. 	<p>Know there are different ways that human beings can show they belong together and hold similar beliefs</p>	<p>N/A</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
<p>3. How do some people show their worldview?</p>	<p>Christian worldviews</p> <p>Sikh worldviews</p> <p>Muslim worldviews</p>	<p>This sub-question may be explored over several lessons:</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • If using persona dolls, begin the lesson by re-introducing them to the pupils and explaining a little bit about them and their faith, linking them to the relevant organised worldview. (e.g. Grace is a Christian. She sometimes goes to church with her family and she reads stories about Jesus in the Bible. She also enjoys playing with her cat and going to gymnastics). You may like to focus on 3 organised religious worldviews at this point, e.g. a Christian, Sikh and Muslim worldview. Alternatively, you could use your chosen images from the second sub-question (the front covers of the ‘Belonging and Believing’ book series by Gill Vaisey would also do), or use images of 3 pupils who belong to different faiths. • Explain that these pupils belong here at school together and belong at home with their families. They also belong to different faith groups. Many faiths use symbols, just like we do on our school logo, to help people show that they belong together. • Show the relevant symbols, inviting pupils to make observations about what they notice. An optional activity at this point could be for pupils to draw what they see, either in the air or on whiteboards or clipboards. • Think aloud about each symbol, noticing shape and form and wondering which child it belongs to. Ask for a volunteer or have a class vote to decide where each symbol belongs. Reveal the answers. • Share that some people like to wear a symbol of their faith to show they belong to that religious group, or to remind them about living a good and helpful life. The persona dolls might like to wear an item with their faith symbol on, such as a wristband, necklace or badge. If using images or the Belonging and Believing books, point out the symbol on the cover or add your own. 	<p>Know there are different ways that human beings can show they belong together and hold similar beliefs</p>	<p>Exploring expressions of what it might mean to belong to a community</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Pupils could demonstrate their knowledge by matching or drawing the correct symbol next to each image of the child/persona doll. Leave the matched images from the lesson for reference. <p>Lesson 2</p> <ul style="list-style-type: none"> • Recap the previous lesson by asking pupils to remember the name and faith tradition/religion (organised worldview) of the persona dolls images. As a class, match the symbols to each faith. • Show an image of the front cover of the book 'Hats of Faith' by Medeia Cohan (if you don't have a copy you can access a video story time with the book here starting at 06:25). Encourage pupils to share their observations. If necessary, guide them towards the different hats. Ask pupils to talk to their partner about what they notice and which hat they like. Explain that some people wear a hat or head covering to show respect and belonging to their worldview. • Read or listen to a retelling of the book. Invite pupils to comment on the images and share any experiences they may have had. It is important to note at this point that people belonging to faith groups have different ideas about what is important and how they show their faith, so not all people will wear head coverings even if they belong to the same faith tradition/religion (organised worldview). For a good example, show images of different Muslim women – not all will be wearing hijab. • Let pupils experiment with hats and scarves in response to the images in the book. Remind pupils that head coverings are very important to some people so it is important to be respectful. 		

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		<ul style="list-style-type: none"> • Refer back to the image of the England Lionesses football team, drawing attention to their football kit, using colour and logo to show belonging. Repeat by looking at the class in their school uniforms. Now look at images of different faith groups. Notice the colours, head coverings and forms of dress. Resources such as Picturing Muslims by RE Today can help to ensure you are providing diverse images of people in the UK. • If possible, invite someone into the classroom who wears certain clothing to show their beliefs. This may be someone from a place of worship or a member of the local community, or even the school community. Invite your visitor(s) to share their reasons for wearing the items and encourage the pupils to ask questions. • You may wish to re-enforce learning from today’s lesson by reading ‘The Proudest Blue’ by Ibtihaj Muhammad during story time. <p>Lesson 3</p> <ul style="list-style-type: none"> • Recap persona doll worldviews, matching symbols and using SACRE resource to match which group of people belong to each religion, based on the clothes they have chosen to wear. • If possible, refer to the book ‘My Sikh Family’ from the Belonging and Believing series by Gill Vaisey. Look at the front cover and read page 1. Read page 5 and draw attention to the kara. Explain that some Sikhs wear the kara on their wrist, so when they reach out to do something they see it and are reminded that God wants them to use their hands to do good and kind things. • Read pages 6 and 7, noticing what Krishan’s family are wearing. Draw attention to his mum’s head covering and that his dad is not wearing a turban. Remind pupils that wearing symbols of faith is a choice, explain that Krishan’s Dad may be a Sikh who has chosen not to wear a turban, or he might belong to a different religion. You can still be a Sikh and not wear any of the symbols. Remind pupils that people express their worldview in different ways whilst still belonging together. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Read and discuss pages 8 and 9. Many Sikhs who wear the 5 K symbols are known as Khalsa Sikhs. Play this drag and drop game as a class to introduce the 5 symbols. • Model how what you are wearing shows your worldview – examples could be your lanyard or badge to show belonging or the colours you have chosen to wear. You might have dressed smartly to show respect or worn sensible clothes so you can move about safely. Other examples could be a special piece of jewellery, watch or wedding ring. If you were going to a party you might wear very different clothes! • Pose the question: Can what I wear show what I value and find most important? Pupils could respond to this question by designing a special outfit to reflect upon their worldview. This could contain their favourite colours and images or logos of their favourite things or activities. This could be done as a puppet or paper doll, or by drawing and colouring. Stickers or print outs could be used to simplify the activity. • You may wish to re-enforce learning from today’s lesson by reading ‘The Many Colours of Harpreet Singh’ by Supriya Kelkar during story time. 		



Remember to pause in the middle of the unit for pupils to a) consider how they might now answer the enquiry question from their own positionality and their own personal worldview and b) how this question might be answered by those with different worldviews

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
<p>4. What times do people celebrate together?</p>	<p>Christian worldviews</p> <p>Muslim worldviews</p> <p>Hindu worldviews</p>	<p>This sub-question may be explored over several lessons:</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Introduce the pupils to the idea of ‘celebrations’ as something that often form an important part of worldviews, especially where individual worldviews connect with communal and organised worldviews such as religious traditions. Ask the pupils if they have ever been to a party and allow them to respond. Talk in partners about their experiences. To guide the discussion, the following questions may be helpful: 1. Who joined in? 2. What was there to eat? 3. What were people doing to have fun? 4. What was your favourite part of the party? • Show the images of various celebrations on the mood board and ask - What times do we celebrate? Examples could be birthdays, new year, Christmas, weddings etc. Pupils may also have experiences of other religious festivals, if so allow them to share some information about these. Be mindful that some pupils may not be permitted to take part in any celebrations so be aware of your class context. You might give pupils a sheet with examples of celebrations on and they tick/circle the ones that are part of their own experience (worldview). • Look closely at images of celebrations again and ask pupils – What can we spot that is similar (nearly the same) in all these images? Guide towards having fun, people being together, wearing special clothes, eating delicious food etc. • Refer to the persona dolls/images you have been using. Tell the class that these pupils have some special celebrations which they would like to share with you. Each has a special story which tells us why their festival is so important to them and a significant way they choose to express their own worldview. • Note! In this section we will be initially focusing on a Christian and Muslim worldview, then introducing a Hindu worldview. 	<p>Knowing that there are special stories in ancient texts that still hold value for many people today</p> <p>Knowing that those stories often have links to what people do (ritual) and what they celebrate (festival)</p>	<p>Exploring simple texts together and talking about what they might mean</p> <p>Applying what is learned from sacred texts to begin to understand these as guidance for some in real life situations</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Refer to the Christian persona doll/image and explain that their most special celebrations are Christmas and Easter. Christmas is special because it was when a very special baby, Jesus was born. Jesus is thought to be God on Earth as a human! Easter is celebrated to remember when Jesus was brought back to life when he was a man. • Watch: this clip about Easter on CBeebies. • If you have the Belonging and Believing book series, you can also read page 7-12 of 'My Christian Family' to explore Vesper's worldview. • You could also invite a member of the school community into school to talk about their Christmas or Easter celebrations. <p>Lesson 2</p> <ul style="list-style-type: none"> • Refer to the Muslim persona doll/image and explain that their special celebration is Eid. Eid is a celebration at the end of Ramadan. Ramadan is when grown-ups think about God, do extra prayers and don't eat or drink anything during the day so they can focus on their relationship with Allah (God)! They do this for 28 days. It is very hard, so Eid is a big celebration when everyone can finally eat together. • Watch: this clip on CBeebies about Eid-al-Fitr. • If you have the Belonging and Believing series, you can also read page 15-17 of 'My Muslim Family' to explore Yusuf's worldview. • You could also invite a member of the school community into school to talk about their Eid celebrations. • Note! Alternatively, you could explore the Jewish festival of Sukkot if you have a Jewish persona doll/image you would like to focus on as more relevant for your school context. If repeating this unit in mixed age classes, this also provides a good alternative. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<p>Lesson 3</p> <ul style="list-style-type: none"> • Recap last week’s lesson by asking the pupils what they can remember about the celebrations of the Christian and Muslim persona dolls. Use the images from the SACRE resource to help spark discussion and recall. • Introduce another faith through a Hindu worldview. Use a persona doll, the Belonging and Believing book (My Hindu family) or an image of a UK Hindu to do this. Give some information about the person and introduce the Hindu symbol. • Refer to the Hindu persona doll/image and explain that their special celebration is Diwali. Many Hindus remember the story of Rama and Sita at Diwali. In the story, there is an evil demon with ten heads who traps the beautiful princess Sita, but she doesn’t give up, and at the end she and Rama, the prince, escape and defeat the Demon (you might like to use puppets or props to tell the story to pupils). Today Hindus light little diva lamps (show these if you can) and let off fireworks to celebrate that good can defeat evil, just as light defeats the dark. • Watch: this clip from CBeebies on Diwali. • If you have the Belonging and Believing series, you can also read page 18-19 of ‘My Hindu Family’ to explore Nyal’s worldview. • You could also invite a member of the school community into school to talk about their Diwali celebrations. • Note! Alternatively, you could explore the Buddhist festival of Wesak if you have a Buddhist persona doll/image you would like to focus on as more relevant for your school context. If repeating this unit in mixed age classes, this also provides a good alternative. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> Recap the celebrations looked at (you might capture them in a large book or on a display as you learn). Encourage pupils to look for the similar activities that take place during these celebrations, guide towards people joining in together, having fun, eating delicious food and wearing special clothes. Use the SACRE resource to sort the images to the correct worldview. This might work best as a small group guided activity. Remind pupils that not all people are religious. Some people won't have specific celebrations that are a key part of their worldview or they might borrow celebrations from different worldviews to join in with. Pupils could plan their own celebration to make special visitors feel welcome, or to celebrate together. Ensure pupils use the key learning inspired by the common themes of the festivals studied. 		
5. Which places are special?	Christian Worldviews Muslim Worldviews	<ul style="list-style-type: none"> Explain to pupils that places are sometimes a special part of a person's worldview. What makes a place special? Show the pupils a range of images (see SACRE resource) and pose the question: how could we decide which one is most special? Think aloud as you order the places, considering the importance of the building, how beautiful it is, any special memories you have of the place. Remind pupils that not every building that is considered special to a person is a religious or historically significant building. Some non-religious people might choose different buildings as special for them and within individual worldviews people will often have a special place that isn't special for anyone but them because of the memories they have attached to it. Encourage the pupils to decide which place they think might be the most special, discussing the reason why in a small group or with their talk partner. 	Know that sacred stories often have links to what people do (ritual) and what they celebrate (festival)	N/A

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Use the persona dolls, images or ‘Belonging and Believing’ books to explore local places of worship, introducing these as special places where some people go to feel close to God. This could include a Church, Synagogue, Mosque, Mandir, Gurdwara or other place of worship. Help the pupils to make links by referring to the persona doll, image or symbol for each faith. • You might read ‘In my Mosque’ by M.O.Yuksel as a starting point for discussing what many Muslims do when they go to the Mosque to worship. Make sure pupils understand that not all Muslims go to the mosque. Also, introduce the alternative word ‘Masjid’, the Arabic word for ‘mosque’ that some places of worship use (e.g. Nuneaton Masjid). • Alternatively, you could watch ‘Five’ here: a short video which follows five pupils who belong to different religious traditions get ready and go to their places of worship. • Draw out and share some of the shared practices of people visiting places of worship, such as wearing special clothes, lighting lamps or candles, taking shoes off or washing, praying. • Pose a question for pupils to think about: What might people be saying to God when they pray? • If possible, arrange a visit to a local place of worship and ask people from the community there some questions about what they do, feel and think when they go there. Pupils can help come up with the questions they would like to ask. • Invite visitors or use the SACRE resource provided (3 reasons I worship) to investigate how it feels to worship as part of a group. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> Explain to pupils that ‘worship’ is often an important part of a religious worldview and remind pupils that worship is a religious way of marking our most special things. Ask pupils to complete a personal reflection by drawing or using a photo of themselves. Next to this image, draw or simply write: A place where they feel special. A special object (pet/toy/keepsake). A song or words that they think are special. 		
<p>6. How does it feel to be part of a group?</p>	<p>Humanist worldview</p> <p>Communal worldview</p>	<ul style="list-style-type: none"> Consider the word ‘teamwork’. Watch BBC Treasure Champs to explore this further: the episode on Teamwork is here. Ask pupils: What is good about being part of a group? Discuss and make a class mind map. Refer back to the previous lessons about special times and places. Discuss how people often feel when they are worshipping and celebrating together, in their faith communities. You might use this clip to spark discussion. Explain that many religious and non-religious groups work together to help people and this can be a very important part of a communal worldview (revisit introductory lesson on worldviews for this terminology)! Introduce a Humanist worldview through Wilf from the Belonging and Believing series of books or assign a new persona doll to represent a Humanist. You might use the book or this interactive digital tool (click on Wilf – happy people): VAT of B and B Complete Digital Tool (genial.ly) Read pages 1-3 to introduce Wilf. Read pages 10-11 to explore his family’s worldview and make links with ‘communal worldview’ (the way a family or community group express similar ways of seeing and being in the world). Point out the ‘Happy Human’ humanist symbol. 	<p>Know there are different ways that human beings can show they belong together and hold similar beliefs</p> <p>Know that people have different sources for their ideas about right and wrong but that these often line up and agree on how to treat each other</p>	<p>Explore expressions of what it might mean to belong to a community</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Read pages 14-19 to see how Wilf and his family work together to do kind and helpful things for others. • Reflect on anything you do as a school that might also be about being kind or helpful. Ask for ideas about how the class could work together to help the local community. • Recap Wilf’s family’s worldview by reading pages 19-22. • Use the persona dolls or images to wonder together about sources of guidance for these pupils, such as family, sacred stories, special people, worship leaders or God. Who encourages them to be kind and help their community? You might create a display to remember all these things as you move into the next RE unit. Pupils could add their own labels and examples (e.g. images, artefacts etc from home). • Ask pupils to reflect on what is important to them about our world. Ask: How can we help to take care of our world together so we all feel we belong? Pupils could draw ideas and make pledges, or complete a small project together such as tidying, litter picking or gardening. 		



Remember to pause at the end of the unit for pupils to a) consider how they might now answer the enquiry question from their own positionality and their own personal worldview and b) how this question might be answered by those with different worldviews

Assessment:	Understanding Worldviews	Disciplinary Knowledge	Disciplinary Skills
	<ul style="list-style-type: none"> • Pupils begin to understand what a worldview is and whether they and their family have one • Pupils know how people with similar worldviews might connect with each other e.g. festivals, rituals and ceremonies 	<ul style="list-style-type: none"> • Pupils begin to know those stories often have links to what people do (e.g. wearing certain things or visiting places of worship) and what they celebrate (e.g. festivals such as Christmas, Eid-al-Fitr and Diwali) • Pupils begin to know there are different ways that human beings can show they belong together and hold similar beliefs, and that these may differ depending on place and time 	<ul style="list-style-type: none"> • Pupils are starting to read simple texts with their adults and are beginning to talk about what they might mean • Pupils are starting to explore specific expressions of what it might mean to be part of a community and what ‘belonging’ might mean (e.g. being together in a place of worship, wearing certain things or celebrating festivals together)