

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year 1 RE and World Views – Christianity Church

**Key Question** (to be used all year): What do people say about God?

**Focus Question** (for this investigation): How might some people show that they 'belong' to God?

**PoS aims from Lancashire SACRE:**

- *Key feature = Baptism and belonging*

In this unit children will explore how the rite of baptism shows that Christians belong to God's family - the Church. They will identify symbols, items and people linked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. This will build on their prior learning about Christian belief in God the Father and how religious beliefs might be expressed through symbolic images and actions. The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils' lives.

**Prior Learning (what pupils already know and can do)**

Children know about similarities and differences between themselves and others, and among families, communities and traditions. They will also understand why Christians refer to God as Father and why they may want to talk to him (prayer).

**Long-term Learning (what pupils MUST know and remember) END GOALS**

- To understand and reflect that some Christians welcome babies into God's family (the Church) with baptism ceremonies. For many Christians this is a way of saying thank you to God for the gift of a child.
- To know that not all Christian communities conduct infant baptisms
- To discuss that some Christian parents ask for their child to be baptised so that their child can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family.
- To recognise the rituals involved in infant baptism including the role of god parents and the main features such as a font.
- To understand that many non-religious people welcome babies into their family and community in different ways, such as through naming ceremonies and baby showers.

**Disciplinary knowledge (on-going for the year)**

- Ask questions
- Give an example of a key belief and/or a religious story
- Give an example of a core value or commitment
- Use some religious words and phrases to recognise and name features of religious traditions
- Talk about the way that religious beliefs might influence the way a person behaves
- Notice and show curiosity about people and how they live their lives

**Key Vocabulary**

- Christianity, baptism, church, ceremony, family, font, candles, godparents, certificate, belonging, cross, priest, minister, vicar

**Session 1: What does it mean to belong? (Shared personal experience)**

Children to discuss and explore what it means 'to belong' from a non-religious stand point.

**Suggested activities**

- Ask children and staff to bring in photographs of their families to share with the class. Talk about who is in their family. Identify the different relationships that they children may have within their families e.g. brother/sister, son/daughter, cousin.
- What makes a good family? How does a family look after children?
- What does it mean to 'belong'?
- What other groups do they belong to? (e.g. school, class, clubs, religions). What are my roles within this group? Are these groups like families? How do they show that they belong? Does this belonging influence my identity? You may need to discuss what identity is in more detail with them.

I do – Show photos / discuss your family (groups you belong to). Discuss how you look after your family and how your family looks after you. Talk about other groups you belong to and define what it means to belong. Talk about how belonging impacts your identity (define identity).

We do – Children to discuss who/what they belong to. Q – How does this influence your personality?

You do - children to draw a picture of their family and any groups they belong to – labelling where appropriate.

**Vocabulary = belonging, family**

**Session 2: Why do some Christians ask for their child to be baptised?**

Children to ask questions about and learn why Christians ask for their children to be baptised.

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### Core Knowledge

- To know that in the infant baptism ceremony the parents will also say thank you to God for the gift of their child.
- To understand and reflect on the fact that some Christians welcome babies into God's family (the Church) with baptism ceremonies.
- To know that not all Christian communities conduct infant baptisms
- To discuss that some Christian parents ask for their child to be baptised so that their child can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family.

### Suggested activities

- Talk about why Christian parents may decide that they want to have their baby **baptised**. Christians believe that the Church community is like a family. Remind children that they have previously found out that Christians think of God as being like a father.
- Discuss why the children think that it is important for Christians to make new members of the Church family welcome.

**Vocabulary = baptism, belonging, gift**

### Session 3: Who and what is involved in infant baptism?

Children to learn who and what is involved in infant baptism and for children to reflect on how the ritual of baptism might make those involved feel

### Core Knowledge

- To know that Godparents are friends or family chosen by the baby's parents. They make a promise to help the baby learn more about being a Christian.
- To know that in the infant baptism ceremony the parents will also say thank you to God for the gift of their child.
- To recognise that sometimes in a christening, the vicar/priest will dip their hand in some oil. They will then move their hand in the shape of a cross over the baby's head. The symbol of the cross is very important to Christians so this is an important part of the ceremony.
- To identify features of baptism including the font, candles, godparents, priest/vicar, water

### Suggested activities

- Watch a video of an infant baptism <https://www.bbc.com/bitesize/clips/zr34wmn>
- Identify who is involved in the baptism and what is used. Talk about the **cross** that is made on a baby's head in the context of welcoming a child into the family of God in the church. Ask them what the cross **symbolises**.
- Invite children who have personal experience of going to baptisms to talk about them and share any photographs or artefacts that they have.
- Respond to how the baptism made them feel, how it made the parents feel and how the congregation feel.

**Vocabulary = cross, symbolism, ceremony, god parents**

### Session 4: Where does infant baptism take place?

Children to learn where baptism takes place and the parts of the church that are involved e.g. font.

### Core Knowledge

- To know that baptism takes place in a church
- To identify features of baptism including the font, candles and priest/vicar

### Suggested activities

- Ask year 2 pupils to recap upon prior learning of the main features of a church – they should remember the font
- Where possible visit a church and identify the font. Talk to the priest/minister about what they do at a baptism and why it is an important ceremony of belonging. Alternatively take a virtual tour of a church and locate the font at <http://e4education.uk-virtualtours.co.uk/church/>

**Vocabulary = font, church, priest/minister, ceremony,**

### Session 5: What happens during a baptism service?

Children to learn the sequence of a baptism service

### Core Knowledge

- To recognise that sometimes in a christening, the vicar/priest will dip their hand in some oil. They will then move their hand in the shape of a cross over the baby's head. The symbol of the cross is very important to Christians so this is an important part of the ceremony.
- To identify features of baptism including the font, candles, godparents, priest/vicar, water
- To recap that Godparents are friends or family chosen by the baby's parents. They make a promise to help the baby learn more about being a Christian.
- To recap that in the infant baptism ceremony the parents will also say thank you to God for the gift of their child.

### Suggested activities

- Hold a baptism for a class doll/teddy. Create invitations for other members of the school community to attend.

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- Or sequence a baptism service with the main features. Work with the children to identify who and what they will need for the baptism. Make sure the children can identify the features of baptism.
- **Vocabulary = font, church, priest/minister**

#### Session 6: How might people show that they 'belong' to God?

Children to reflect upon how baptism symbolises belonging and to discuss how non-religious people might welcome their baby into the world and their own community

##### Core knowledge

- To understand that non-religious people welcome babies into their family and community in different ways, such as through naming ceremonies and baby showers.
- To reflect on what it means to 'belong' to God.

Future learning this content supports:

This unit supports children to later develop their understanding of symbolism in religions and how religions and religious traditions can unite believers.