

About the Unit:

This unit is about exploring the child's self-concept and enabling them to acquire an understanding of who they are, their uniqueness as a human being and their place within their family and other social groups. The unit promotes a positive attitude to the child's identity, whatever their background. It covers the Christian concept of infant baptism*, but this may be used alongside work from any of the world faiths where other forms of naming ceremony are held. It helps to develop reflective responses on the child's feelings towards others.

Where the Unit fits:

This unit builds on all the child-centred work in Foundation and sets the pattern for RE in Key Stages 1 and 2.

Key Vocabulary:

me, myself, family, home, special, caring, feelings, love, the same/different, name, infant baptism, font, water, promises, celebration

Suggested Resources:

stories about birth and families within the different world faiths and human relationships, baby books/photos from home, appropriate audio-visual material, stories and pictures of Jesus as a child, materials for measuring and recording the characteristics of children in the class (camera for taking photos), pictures of faces that are old/young, white/black, male/female, able/disabled, the church premises for looking at the font and talking to the clergy, food and celebration resources, baptismal certificate and candle, home videos

Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Know that we are all special, yet different	Talk about what makes me or other people special
2	Identify the qualities that make someone/me special	Name special people and say why they are special
3	Describe the actions of a special person	Say why a person acts in a certain way

Points to Note/Further Suggestions

Discussions about the family need sensitive handling, for there may be some children who do not come from a traditional family unit. Also, some may have been baptised, or 'named', whilst others have not.

The life experiences and interests of the class should be paramount in setting the tone of this unit, which uses the uniqueness of each class to reinforce the idea of equality and harmony in diversity, no matter where we come from.

Some churches and charities produce materials on the family and the individual (e.g. CAFOD, NCH).

*Infant baptism may not necessarily be for a baby; it may be for older children.



Unit 1.1: *Ourselves - Who Am I?*

What makes you special?

Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>CELEBRATIONS (1) share their experience of celebrating</p> <p>(2) join in and experience celebrations which include religious ones</p> <p>PEOPLE (1) reflect upon their own uniqueness</p> <p>RITUALS & CEREMONIES (3) consider the special nature of key symbols and artefacts in rituals and ceremonies</p> <p>(4) observe and discuss some religious rituals and ceremonies</p>	<p>(a) recognise some reasons for family celebrations</p> <p>(c) recognise the participants in a particular ceremony</p> <p>(a) recognise people's different strengths and skills</p> <p>(e) recognise the use of a symbol or artefact in a religious ceremony</p> <p>(g) recognise what happens at a ritual or ceremony</p>	<p>(a) talk about how it feels to celebrate something</p> <p>(c) contribute ideas to a shared celebration</p> <p>(a) talk about differences between themselves and another person</p> <p>(e) talk about the use of an artefact or symbol in a rite of passage</p> <p>(g) talk about their feelings about a ritual or ceremony</p>	<p>Connect</p> <ul style="list-style-type: none"> In Circle Time each say something we like or something special about the child sitting beside us, beginning to recognise our own uniqueness. Share what is special to us, e.g. home, family, friends, books, toys, a new baby. Think about how we care for such things and how we feel about them. Talk about who we are and where we live, sharing memories, pictures, baby 'artefacts' and records, baptismal certificates and treasures. Read a book such as <i>God Makes Us Different</i> by Helen Caswell as an introduction to the idea of how we are all the same, yet different. In a circle ask the children to name one thing about themselves that makes them unique, e.g. "My eyes are green", "I like pizza", then contrast with a statement about being happy or sad, e.g. "I am sad when....", "I am happy when....". <p>Consider and Respond</p> <ul style="list-style-type: none"> Compare similarities/differences between people's physical characteristics. Display life-size cut-outs or faces of the class and celebrate everyone's uniqueness. Make 'Myself' books that reflect personal aspects of each child, starting with their first (given, or Christian) name. Consider why it is so called. Observe/roleplay an infant baptism. Discuss the symbolic use of water in the font, candles, the clothes of the priest and maybe the baby too (white?), the solemn meaning of the words of the ceremony and the promises made by the parents and godparents. Talk about how this ceremony makes us feel. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Roleplay the naming ceremony of a child from a different faith. (Be aware that this is often a time for celebrating and asking God's blessing on the baby.) Talk about how the participants might be feeling. Plan together an appropriate celebration, for example a thanksgiving, with a suitable focus, where everyone has a part to play. Prepare suitable food and activities. Design and exchange greeting cards. Share feelings as the excitement mounts and reflect on the event afterwards. <p>Review</p> <ul style="list-style-type: none"> Recognise that everyone is special in their own way and with their own unique gifts and talents. Remember one of our own special gifts and the talent/gift of a partner.

Recommended teaching time: 1 hour per week over half a term.
 At least one visit to each section of the *Teaching Activities* is recommended.

Unit 1.1