

Unit 2.1: *Patterns of Family Life*

Are there patterns in my life?

About the Unit:

This wide-ranging unit is about exploring the child's responses to their personal relationships among family, friends and in school life. It asks what makes a family, and what it means to belong. It goes on to study life within a family committed to one of the major world faiths, looking at what makes their pattern of life distinctive, and what it might mean to belong to God. The unit explores the shared values influencing the child in family, in school, amongst friends and within a faith group. It helps to develop reflective responses about the child's feelings of belonging to any other group at school, at home or elsewhere.

Where the Unit fits:

This unit builds on the work in Unit 1.1 *Ourselves - Who Am I?* and provides a basis for Unit 3.1 *Ritual my Life and the Lives of Others*.

Key Vocabulary:

family, friends, home, belonging, feelings, care, protection, responsibility, respect, rules, beliefs, leader, home life, symbols and ceremonies associated with specific faiths and traditions, places of worship

Suggested Resources:

stories about families within the different world faiths, photos from home, appropriate audio-visual material, stories and pictures of Jesus/Guru Nanak/Muhammad (pbuh) growing up, symbols and artefacts for families/faiths (including food, music, clothing), important books for the faiths studied, pictures of places of worship, visits, badges and symbols

Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Know that we all belong to different groups e.g. family/class/school/village	Talk about what it feels like to belong to a group
2	Know that a 'faith family' has special rituals and ceremonies and to be able to describe one	Talk about how it feels to take part in a 'family' ritual/ceremony
3	Begin to realise that different faith families have different symbols and rituals in their homes	Make links between the way in which participation in a 'family' ritual affects the life of a believer

Points to Note/Further Suggestions

Discussions about the family need sensitive handling; be aware of children who do not come from a traditional family unit.

The life experiences, family beliefs and interests of the children should be paramount in setting the tone of this unit, which should emphasise that the uniqueness of each individual adds to the corporate identity of the group.

Some faith groups and charities (e.g. NCH) produce materials on the family and on faith families.

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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>RITUALS & CEREMONIES</p> <p>(1) consider the uses and meanings of repeated actions</p> <p>(2) develop an awareness of the use of ceremony</p> <p>(4) observe and discuss some religious rituals and ceremonies</p> <p>(5) consider significant times in life, including rites of passage</p>	<p>(a) recognise a number of respected religious actions that form a sequence</p> <p>(b) identify repeated actions used by a religious group at a particular time</p> <p>(d) identify a number of religious ceremonies</p> <p>(h) identify what happens at a number of rituals and ceremonies</p> <p>(i) talk about aspects of rites of passage</p> <p>(j) identify aspects of a number of rites of passage</p>	<p>(a) talk about why people repeat actions in their daily lives</p> <p>(b) share their own experiences about ritual activities they share with others</p> <p>(d) compare with others their thoughts and feelings about ceremonies</p> <p>(h) respond with sensitivity to the feelings of others at a ritual or ceremony</p>	<p>Connect</p> <ul style="list-style-type: none"> Consider what it means to belong to a family group or supportive community, e.g. class/school, village/local community, sharing good times and hard times together. Share experiences, feelings, memories (some pictorial perhaps) about their own family life, experiences and activities, past and present. <p>Consider and Respond</p> <ul style="list-style-type: none"> Sequence own/family routines – daily or weekly. Discuss their functions and meaning, and the pattern that they bring to everyday life. List own family 'rules'. Use the Bible to share the story of Jesus being lost in the temple and talk about the feelings of his family. Children to compare this with an event in their own lives. Explore a local faith community. Meet a member of that particular 'family' and ask about their shared beliefs, symbols of belonging and events in their 'family life'. What happens there in the daily/weekly pattern of services and meetings? Are there any 'rules'? Who is the leader and what part do they play? Find out about how members support the leader and each other, everybody making their own unique contribution, according to their talents. Learn of the special importance of symbols and rituals in the homes of families of other faiths, such as Christian prayers, the preparation for Muslim prayers. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Re-enact a family celebration/ritual, e.g. naming, weddings, anniversaries, Bar/Bat Mitzvah, looking at the special food, clothes, gifts, music, ceremonies, special books and places for the traditions that surround such an event. Look at Hindu celebration of Raksha Bandhan and how this reinforces close sibling ties (giving of bracelets/sweets by girls to brothers); or how puja in the home unites the family and makes people feel special, as do Muslim family celebrations. Celebrate each other by the making and giving of garlands. <p>Review</p> <ul style="list-style-type: none"> Talk about a 'faith family' and what this means to a believer and their life. Link the beliefs of a faith family to their daily rituals and life celebrations.

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

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