## Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus.

Teaching and learning activities plan for the two attainment targets for religious education - learning about and learning from religion.

On the right of this page is the full KS 1 Christianity programme of study from the Agreed Syllabus. The material picked out in bold features in this unit. Within each unit some of the content picked out in bold is a major focus, other content is a minor focus. A minor focus and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model, individual and paired group and whole class activities and tasks are included in the planning. It is the teacher's responsibility to adapt the planning and scaffold or extend the activities and resources to meet the range of pupil needs and abilities in their class.

This title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follows is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'big question.'

The unit does not attempt to cover the whole programme of study. The unit focus has been carefully chosen to contribute to the spiritual, moral, social and cultural development of all pupils. It makes relevant links to other aspects of personal development and other dimensions of the curriculum.

Schools are required to report pupils' achievement in RE in terms of the Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and the learning outcomes are in pupil speak, 'I can' language.

## Enfield Agreed Syllabus 2012 - KS 1 Christianity Programme of Study:

- explore Bible stories of the birth of Jesus which teach the Christian belief that Jesus is God's Son
- explore Bible narratives of Jesus' death and resurrection, understood by Christians as an offer of forgiveness and new life
- explore how Christians prepare for Christmas and how at Christmas time they re-tell the birth of Jesus and teach Christians about God and Jesus Christ
- explore how Christian traditions at Easter re-tell the death and resurrection and teach Christians about God and Jesus Christ
- explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus and to make the Christian faith their own
- explore how the traditions of Christian Harvest Festival express Christian beliefs about, and responses to, God as Creator eg thankfulness and sharing with others
- explore some of the ways in which children learn about their faith by growing up in a Christian home eg by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying
- explore how belonging to the Christian 'family' means living in the way Jesus taught, in relation to God and to others, eg the poor and those in need
- explore how local leaders of Christian communities (eg priests, ministers, elders) teach about Jesus and belonging to the Christian family
- explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God
- explore how the symbols of light, used by Christians at and preparing for Christmas, express their belief that Jesus is the light of the world
- explore how the symbols of baptism (eg water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family
- explore how the symbols of Easter (eg palms, crosses, eggs, hot cross buns and colours associated with Lent and Easter) remind Christians of Easter events and the theme of forgiveness and new life
LEARNING OBJECTIVES

Children should learn:

To make links with belonging to a family, neighbourhood and a religion

To understand what a family is and that there are many different types and examples of families here and throughout the world

To know that there are special people in their lives that we show we belong by wearing signs and making promises

that Christians learn about God and Jesus at church and from the Bible

that the symbol of the cross shows God loves them and they belong to the Christian family or how people show they belong

LEARNING OUTCOMES

I can:

talk about belonging

say some ways children learn about God, Jesus and being Christians

talk about the symbol of the cross and what Christians say about it

SESSION 1: HOW DO PEOPLE SHOW THEY BELONG?

LEARNING OUTCOMES

I can:

what are some of the ways Matthew and his family learn about God, Jesus and being Christian

what will happen at Jamie's baptism to show he belongs to the Christian family?

You need to look and listen for:

- what do Matthew and his dad tell us that Christians believe?
- what are some of the ways Matthew and his family learn about God, Jesus and being Christian?
- what do Jamie's mum and Anne, the Vicar, say about baptism?
- what will happen at Jamie's baptism to show he belongs to the Christian family?

Play the DVD extract for session 1 (issued with this unit).

Feedback and scribe children's responses to these questions, ensuring that the key things are covered (see points to note). You could also ask:

- what do you think Anne's job is? You could display what Matthew's mum and dad say, in speech bubbles.

Individual activity

Children write or draw examples in response to the following starters:

To show I belong I ... (teachers could give the following example, wearing a uniform)

To show I belong, I promise.....

Christians show they belong by ...

Christians learn about God and Jesus by ...........

TEACHING ACTIVITIES

Starter activity (10 minutes)

What makes us unique and special?

Who is special to me?

What groups do people belong to?

What does it mean to belong to a family?

What does it mean to belong to a community?

What does it mean to belong to a religious community?

Why is belonging important?

We all belong to this school and this class. How do we show that we belong to our school?

What rules or promises do we have to follow because we belong to this school?

What other groups do you belong to?

What do you have to agree or promise to do for the group you belong to?

How do you show that you belong?

Some groups are like families. The people who belong to the group try to look after each other. There are other kinds of groups or families. Some groups of people belong together because of their beliefs.

Do you know the names of any of these groups? (eg Muslims, Christians)

Our big question is 'How do children learn about belonging to the Christian family?' And to help you find some answers to that big question, the question for today's lesson is 'how do people show they belong?'

Show children a display of different types of crosses. Where have you seen a cross like this before?

Christians sometimes wear a cross to show that they are Christians. The cross is a Christian symbol. Some Christians wear the cross like a badge to show that they belong to a group or family called Christians. The cross is a reminder of how much God loves them.

Matthew is going to tell us what it's like to belong to the Christian family. He asks the question "what's a Christian?"

You need to look and listen for:

- what do Matthew and his dad tell us that Christians believe?
- what are some of the ways Matthew and his family learn about God, Jesus and being Christian?
- what do Jamie's mum and Anne, the Vicar, say about baptism?
- what will happen at Jamie's baptism to show he belongs to the Christian family?

Matthew and his family tell us that Christians:

■ believe in One God who made the world

■ and in Jesus Christ

We learn that Christians:

■ read stories from the Bible to find out about God and Jesus

■ go to church to meet, pray and learn about God

■ worship in many different kinds of churches

■ go to church on Sunday and special days eg baptisms

Teachers should let children know that not all Christians baptise infants. In some Christian traditions, 'believer's baptism' is practised. (This is included in a KS 2 unit.) In these denominations services of infant dedication take place. (Resources to introduce infant dedication in this unit will be developed and published with a later draft of this unit.)

The phrase 'Christian family' refers not only to Matthew and Jamie's immediate family - mum & dad, brothers, grandparents - but also to the worldwide family of Christians who share the same beliefs

Matthew's mum says "baptism is a celebration to welcome Jamie into God's family." Anne, the Vicar, says that at the baptism:

■ she will use a special sign, a cross

■ godparents will make promises to bring Jamie up "to know and love the Lord Jesus as he becomes a member of our church"

RESOURCES

DVD extract for Session 1; this is also available on the Pathways of Belief website: A Christian baptism (pt 1 – what is a baptism? – 2:17) http://www.bbc.co.uk/programmes/p01149v1

Crosses or photographs of the following types of cross:

Cross and chain, a crucifix, an 'empty' cross, a Salvadorian cross - a South American religious art form for communicating beliefs (the Salvadorian cross on CD ROM tells the story of Jesus' birth)

POINTS TO NOTE

Signs that children belong to the school include: school uniform, school badge. Belonging to the school involves commitments and responsibilities eg keeping the 'golden rules.'

Other groups children belong to might include: family, sports teams, cubs/brownies, choir, supplementary school, Qur'an classes, Sunday school. Belonging to these groups might include promising to behave well or to practice a musical instrument or to keep their kit clean and turn up for games
**LEARNING OBJECTIVES** Children should learn:

- that some Christians welcome babies into the Christian family with a baptism
- that the candle given at a baptism reminds Christians that Jesus is like a light
- that Christians believe the cross is a symbol to show that God loves them and they belong to the Christian family

**LEARNING OUTCOMES** I can:

- name 3 symbols used at a baby’s baptism and know what Christians say about them
- talk about someone or something which helps me to live a good life

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### SESSION 2: WHAT ARE THE SYMBOLS OF BAPTISM?

#### LEARNING ACTIVITIES

Our big question is ‘How do children learn about belonging to the Christian family?’

- In the last lesson what did we find out about how Christians show they belong to the Christian family? Read and show good examples from children’s independent work from the last lesson.
- To help you find some more answers to the big question, the question for today’s lesson is ‘what symbols do Christians use at a baptism to show the baby belongs to the Christian family?’
- Have any of you had a new baby brother or sister? How did your family show that they were happy? How did they welcome the new baby into your family?
- When a new baby is born into a Christian family, some Christians have a special ceremony to show the baby belongs and will be brought up as a Christian.
- What is that special ceremony called? What did we learn about baptism from Matthew and the Vicar in the DVD last time? Have any of you been to a baptism? What do you remember about it? How did the baby’s family make it a special day?
- Can you remember what Christian symbol the Vicar said she would use at Jamie’s baptism? There are some other symbols Christians use at baptism to remind Christians that they belong to the Christian family: water and the light of a candle.
- Now we’re going to watch another clip of DVD about Jamie’s baptism. You need to look and listen for:
  - what are the three shapes that the Vicar makes from a piece of paper?
  - How does the Vicar use the Christian symbol of the cross on Jamie?
  - How does she use water in the baptism?
  - Why does the Vicar give a lighted candle for the baby?

#### Resources

- DVD extract for Session 2; this is also available from Pathways of Belief A Christian should learn:
  - baptism (pt2 promises made by the font – 2:28)
- Welcome babies into the Christian family with a baptism
- DVD extract for Session 2 (issued with this unit).

#### Points to Note

- From Level 2 onwards, children should begin to show awareness of similarities in religions. So there are opportunities for children to identify ways in which babies are welcomed in other religious and cultural traditions. It is not necessary to dwell on these examples or to divert the course of the lesson. There are other units of work in KS 1 and early KS 2 which introduce how other religious traditions, for example Muslims, learn about belonging.

#### Individual activity

With picture and word cues to support children as necessary, children identify the key Christian symbols used at infant baptism and suggest what they symbolise for Christians (see attached baptism symbols worksheet).

(Level 3 extension activity: Jamie’s parents and godparents promise to help Jamie to know about Jesus and to grow up as a Christian. Who helps you to grow up and live a good life? At Level 1, pupils could name and choose relevant symbols to make a baptism card with an appropriate greeting inside.)

#### Plenary activity

**Who do Christians hope their children will grow up to be like? Why? How do your family hope you will grow up?**

**RESOURCES**

- Baptismal candle, Baptism gown, Baptism cards, Baptism certificate
- Baptism symbols worksheet (attached)
### LEARNING OBJECTIVES

**Children should learn:**

- The symbols and actions of baptism mark a new beginning in the Christian family
- Baptism expresses the hope that children will grow up to follow the teaching and example of Jesus as their own choice

**LEARNING OUTCOMES I can:**

- Describe a baby's baptism and talk about the meaning of what happens
- Talk about some of the ways Christians learn about God and Jesus
- Describe some of the things about baptism that are the same and different (in different Christian churches)

### TEACHING ACTIVITIES

**There are alternative plans for this session**

**Visit to a local church which practices infant baptism** (eg Church of England, Roman Catholic or Greek Orthodox, Methodist Church), or from the minister, to consolidate their learning about baptism. If neither of these is possible, you may want to enact this in the classroom.

It is essential to brief the vicar/minister about what the class has already learnt and how you would like this visit to focus upon the actions and symbols of infant baptism (and not a general tour of the church or a general talk on Christian belief).

The visit might begin with the vicar talking about the clothes or vestments that s/he would wear for a baptism, and the clothes the child might wear. The colours of the vestments and clothes may symbolise some of the hopes and beliefs expressed in the baptism service.

Group the children around the font and role play the key actions of a baptism using a doll. If necessary, stop the Vicar at key points in the ceremony to ask the children questions which help them to develop their understanding of the actions and symbols, for example:

- When the water is poured into the font, ask:
  
  **What sort of things do we use water for in our daily life?**

  And the Vicar/Minister could explain that Christians want to show that the baby is clean and new, and beginning a new life in the Christian family. In some churches the prayer over the water connects with other Biblical stories of God's rescues, such as the story of Noah and the parting of the Red Sea, which may be familiar to some children, but not yet taught in the Judaism modules of this syllabus.

- **What sort of promises do the godparents make**

  And the Vicar/Minister could explain that the godparents promise to help the baby grow up as a Christian and to know about God and Jesus.

If you are doing this session in the classroom, you may want to use the Pathways of Belief clip: A Christian baptism (pt3 family and celebration - 0:57) [http://www.bbc.co.uk/programmes/p01153ly](http://www.bbc.co.uk/programmes/p01153ly)

The footage shows family and friends celebrating after the baptism of the baby (as seen in the previous sessions). The baby's older brother talks about how the family marks the occasion (the hope that he will 'shine like a light – just like Jesus': baptism is just a beginning)

**What would you promise to do to help a new baby grow up to lead a good life?**

Or

**b) use the Greek Orthodox baptism powerpoint to introduce children to the diversity of traditions within Christianity** (To attain Level 2, children should “identify how religion is expressed in different ways.”)

The powerpoint presentation (included with resources for this unit) contains photographs and texts showing the key features of a Greek Orthodox infant baptism, some of which differ from the baptism seen in the DVD extracts in session 2. The powerpoint presentation also has questions and answers relating to AT 1 and AT 2.

**Group/paired activity**

Children write captions for a sequence of key photographs (taken on the visit to the church or from the Greek Orthodox baptism CD). The emphasis is on describing some of the religious actions and symbols and suggesting meaning for them.

### RESOURCES

- A doll (one for the baptism in the church or enough for each group of children if you are role playing in the classroom)
- Adult helpers equipped with digital camera and digital video camera
- Greek Orthodox Baptism Powerpoint (on CD ROM)
- Greek Orthodox Baptism photographs (on CD ROM): 4, 6, 9, 10, 12, 14, 16, 17, 19, 21

### POINTS TO NOTE

Brief the photographers carefully so that they know which parts of the baptism are the most important to take pictures of, for example:

- The minister or priest holding / reading from the Bible (expressing the hope that Christian children will become familiar with the Bible as a source of stories about what Jesus said and did)
- The pouring of water on the baby's head or immersion in water (the symbolism of pouring the water or immersing the baby three times, reflects the Christian belief in One God in 3 persons - Father, Son and Holy Spirit).
- The marking of the sign of the cross on the baby (to show that Jesus loves the baby and that the baby is to grow up as a Christian)
- The giving of a lighted baptismal candle (expressing the hope that the baby will grow up following the example of Jesus, will be like Jesus's light)
- The baby's clothing or the wrapping and dressing of the baby in white (to mark a clean new beginning). This could be related back to the illustration used in Y2 unit B2 of the dirty t-shirt being swapped for a clean one, just as Christians believe Jesus took the punishment for their sin and gives them forgiveness and a new start.
### LEARNING OBJECTIVES

Children should learn:

- The symbols and actions of baptism mark a new beginning in the Christian family.
- Baptism expresses the hope that children will grow up to follow the teaching and example of Jesus as their own choice.

Or

### LEARNING OUTCOMES

I can:

- Describe a baby's baptism and talk about the meaning of what happens.
- Talk about some of the ways Christians learn about God and Jesus.
- Describe some of the things about baptism that are the same and different (in different Christian churches).

### TEACHING ACTIVITIES

#### There are alternative plans for this session

- **Visit to a local church which practices infant baptism** (eg Church of England, Roman Catholic or Greek Orthodox, Methodist Church), or from the minister, to consolidate their learning about baptism. If neither of these is possible, you may want to enact this in the classroom.

  It is essential to brief the vicar/minister about what the class has already learnt and how you would like this visit to focus upon the **actions and symbols of infant baptism** (and not a general tour of the church or a general talk on Christian belief).

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  Group the children around the font and role play the key actions of a baptism using a doll. If necessary, stop the Vicar at key points in the ceremony to ask the children questions which help them to develop their understanding of the actions and symbols, for example:

  - **What sort of things do we use water for in our daily life?**

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  - **What sort of promises do the godparents make?**

    And the Vicar/Minister could explain that the godparents promise to help the godparents promise to help the baby grow up as a Christian and to know about God and Jesus.

If you are doing this session in the classroom, you may want to use the Pathways of Belief clip: A Christian baptism (pt3 family and celebration - 0:57) [http://www.bbc.co.uk/programmes/p01153ly](http://www.bbc.co.uk/programmes/p01153ly)

  The footage shows family and friends celebrating after the baptism of the baby (as seen in the previous sessions). The baby's older brother talks about how the family marks the occasion,(the hope that he will 'shine like a light – just like Jesus': baptism is just a beginning)

  **What would you promise to do to help a new baby grow up to lead a good life?**

  Or

  **d) use the Greek Orthodox baptism powerpoint to introduce children to the diversity of traditions within Christianity** (To attain Level 2, children should “identify how religion is expressed in different ways.”)

  The powerpoint presentation (included with resources for this unit) contains photographs and texts showing the key features of a Greek Orthodox infant baptism, some of which differ from the baptism seen in the DVD extracts in session 2. The powerpoint presentation also has questions and answers relating to AT 1 and AT2.

  **Group/paired activity**

  Children write captions for a sequence of key photographs (taken on the visit to the church or from the Greek Orthodox baptism CD). The emphasis is on describing some of the religious actions and symbols and suggesting meaning for them.

### RESOURCES

- A doll (one for the baptism in the church or enough for each group of children if you are role playing in the classroom)
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- The baby's clothing or the wrapping and dressing of the baby in white (to mark a clean new beginning). This could be related back to the illustration used in Y2 unit B2 of the dirty t-shirt being swapped for a clean one, just as Christians believe Jesus took the punishment for their sin and gives them forgiveness and a new start.

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Y2 C2 Belonging

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SESSION 4: HOW DO CHRISTIANS TEACH THEIR FAITH TO THEIR CHILDREN?

LEARNING OBJECTIVES
Children should learn:

That Christian faith is about learning as well as living a life like Jesus

‘Living like Jesus’ means virtues like being close to God, loving other people.

LEARNING OUTCOMES
I can:

Talk about how Christians believe they should try to live like Jesus

Describe some of the ways Christian families teach their children to be like Jesus

TEACHING ACTIVITIES

If you did not use this clip in the previous session, you may want to open with it: Pathways of Belief clip: A Christian baptism (pt3 family and celebration - 0:57)  
http://www.bbc.co.uk/programmes/p01153ly  The footage shows family and friends celebrating after the baptism of the baby (as seen in the previous sessions).

In the video clips we saw of Jamie’s baptism, his brother says they hope he will ‘shine like a light – just like Jesus’. So Christians believe baptism is just the start of a new life, and they need to learn to live just like Jesus. How do you think they can learn that?

Responses might include: reading the Bible; going to church; going to Sunday school or Christian clubs.

If I asked you who you would like to be like, who would it be, and how could you be like them? To help the children into the concept, suggest a football player, or a pop star, then see if they can suggest other people they might want to be like. How can you be like them? (eg. Hair style, lifestyle). Now think about your friends and what you like about them. How could you be like them? What about your family? Is there an uncle, cousin, parent or grandparent you would like to be like? What is good about them?

Christians believe that Jesus is God’s Son, so ‘living like Jesus’ means being close to God, talking to him, doing what God wants, behaving the way Jesus did – loving other people. If children have brought in resources they may want to tell the class how they have helped them learn what Jesus is like. Then these can be arranged on a table or shared round so that the class can look at them more closely.

Activity

Write or draw a picture of a person you would like to be like. Write around them words which describe what it is about them which you particularly value.

Beneath that picture, write the text: ‘Christians want to live like Jesus because he is….’ And complete with words suggested by the children.

RESOURCES

If there are Christian families with children in your class/school you could ask them whether they have children’s Bibles or other resources which they would be willing to bring in for this lesson so that the class can see some of the things they use to teach their children the faith.

There are many children’s books, toys and DVDs which tell Bible stories and reinforce aspects of Christian virtues. Eg. Veggie Tales re-tell Bible stories with cartoon vegetable characters to bring out virtues such as courage, friendship. Beware of some of the commercialised stories (eg. Moses Prince of Egypt) which can go far from the Bible story and are not particularly useful as Christian resources.

POINTS TO NOTE

This session builds on the idea that Christians try to live like Jesus, and that faith is not just a matter of initiation. The next module (in Y3) extends this by focussing on the life and teaching of Jesus; at this point the emphasis is on what it is like to grow up in a Christian family.
## SESSION 5: HOW DO CHRISTIANS LEARN FROM OTHER CHRISTIANS?

### LEARNING OBJECTIVES

Children should learn:

- That Christians can be inspired by other people as well as the stories of the Bible
- Identify some features of good role models

### LEARNING OUTCOMES

**I can:**

- Tell some of the story of Mary Jones
- Describe what makes a person a good role model.

### TEACHING ACTIVITIES

**Have you ever really wanted something but had to wait for it and perhaps do something difficult to get it?**

In today’s true story we hear about a girl who really wanted something so much that she was willing to work and save her money for 6 years.

Watch the Pathways of Belief clip: The Mary Jones story (2:29)  
[http://www.bbc.co.uk/programmes/p018zhc2](http://www.bbc.co.uk/programmes/p018zhc2)  This animated story tells some of the tale of Mary Jones and her faith.

**What did Mary Jones really want?**

**What did she do to get it?** (Have you ever been on a long walk?)

**How do you think she felt when she was trying to find the house where Mr Charles was?**

**What words could you use to describe what is good about Mary Jones?**

**What do you think Mr Charles thought about Mary?**

The clip we just watched doesn't actually give all the details of the story. In fact, when Mary met Mr Charles, he had to say that he didn't have any Bibles! How do you think she felt then?

**Mr Charles managed to get one two days later and gave it to her then. But he was so impressed by her that he started a society called the Bible Society which tries to make affordable Bibles available in everyone's own language.**

**Activity**

Make a Mary Jones board game with a path winding over hills and fields, with the winning destination a Bible. The children could draw sheep (or stick cotton wool onto green paper) and houses to represent Mary’s home and the town of Bala. A template with some suggested text and blank squares for the path is at the end of this file.

### RESOURCES

**Pathways of Belief clip: The Mary Jones story (2:29)**  
[http://www.bbc.co.uk/programmes/p018zhc2](http://www.bbc.co.uk/programmes/p018zhc2)  This animated story from about 1800 tells some of the tale of Mary Jones and her faith. Mary Jones lived in a small stone cottage in the Welsh countryside. She worshiped at the village chapel and heard stories read from the Bible. Mary longed for a bible of her own and, after saving up for six years, walked 25 miles to buy one. The clip doesn’t tell how she was at first disappointed, or the impact her story had on Mr Charles who then founded the Bible Society.

A pdf download has more details  

### POINTS TO NOTE

This session illustrates that Christians read the Bible to learn to live like Jesus, but also that they draw inspiration from the lives of other Christians. The next module (in Y3) extends this by focussing on the life and teaching of Jesus; at this point the emphasis is on what it is like to grow up in a Christian family, where role models may be found in Christians of the past.
Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 1 could:
- recognise that many Christians baptise infants to welcome them into the Christian family
- identify features of Christian family life such as baptism, the Bible, the church
- identify the cross, the candle, water, the colour of baptismal clothing as key symbols associated with baptism
- recognise that they belong to groups eg their family, their class, their school, possibly a religious community
- recognise some special days and events in their lives and those of others eg celebrations to mark birth of new baby, festival days

Translated into ‘I can’ attainment statements for use with children the above outcomes might be shared with pupils as:

I can
- remember that baptism is a special day for Christians to welcome a baby
- use the right names for things in a picture of a baptism
- say where Christians meet and pray and the name of their special book
- name a group or groups I belong to
- name some special days

Children working at level 2 could:
- use religious words to describe some of the ways children learn about being Christians
- begin to show awareness of what is involved in belonging to religious and other groups
- identify some of the actions and symbols involved in infant baptism and suggest what these mean for Christians

Translated into ‘I can’ attainment statements for use with children the above outcomes might be shared with pupils as:

I can
- talk about some ways children learn about God, Jesus and being Christians
- talk about the symbols of baptism and what Christians say about them
- describe a baby’s baptism and talk about what happens
- talk about belonging (with examples from my own and others’ lives)

Children working at level 3 could:
- recognise key similarities and differences in baptisms within two Christian traditions
- use a developing religious vocabulary to describe beliefs about belonging to the Christian family which are expressed in the actions of the baptism
- explain that children learn about living Christian lives from their family, godparents and the church community
- recognise how their family and others help them develop values and to live a good life

Translated into ‘I can’ attainment statements for use with children the above outcomes might be shared with pupils as:

I can
- describe some of the things about baptism that are the same and different (in different Christian churches)
- use religious words to say what happens at baptism and how Christians explain it
- explain that Christians belong to two families - the home and the family of the Church
- talk about someone or something which helps me to live a good life

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:
- religion in general, eg symbol, God
- Christianity, eg Christian, Jesus, Bible, church, Christian family, baptism, cross, vicar/priest/minister,
- religious and human experience, eg belonging promise, celebration.
How do people show they belong?

To show I belong I ...

To show I belong I promise

Christians show they belong by ...

Christians learn about God and Jesus by
What special things are used at baptism?

This is a special book for Christians called

Christians read the Bible because

Inside this font there is

Many Christians baptise babies because

This Christian symbol is called a

This symbol is used at baptism because

This is a lighted

This symbol is given at baptism because
<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk the cow every morning for a year and earn two pennies.</td>
<td>Shovel the snow from your neighbour’s drive and earn a penny.</td>
<td>You don’t have good shoes, so you walk slowly. Subtract 1 from your next roll of the dice.</td>
<td>Arrive in Bala but you can’t find Mr Charles. Miss 1 turn.</td>
</tr>
<tr>
<td>Move 2 spaces forwards.</td>
<td>Move one space forward</td>
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<tr>
<td>Carry firewood for your neighbour and earn a penny.</td>
<td></td>
<td></td>
<td>Mr Charles doesn’t have any Bibles! Miss a turn while you wait 2 days for them.</td>
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<tr>
<td>Move one space forward</td>
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<tr>
<td>Sell some cakes you have baked.</td>
<td></td>
<td>It is a cold winter and you need to help your family buy firewood with two pennies of your savings. Move back 2 spaces</td>
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<tr>
<td>Move 1 space forwards</td>
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<tr>
<td>Spin wool you collected from the hedges and knit a baby’s jumper for sale.</td>
<td></td>
<td>Your feet are sore from walking so far. Subtract 3 from your next roll of the dice.</td>
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<tr>
<td>Move 5 spaces forwards.</td>
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<tr>
<td>It’s your birthday and you receive three pennies! Move 3 spaces forwards.</td>
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<td></td>
<td>Someone in Bala shows you where Mr Charles is staying. Move 1 space forwards.</td>
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<tr>
<td>START</td>
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</tbody>
</table>

Mary Jones game: cut the page into strips to make a path across the hills to Bala. Roll a dice to see who gets there first!