

# KS1 Christianity: Belonging

**Why is belonging to God and the church family important to Christians?**



**The *EMMANUEL* Project 2020:  
Teaching Christianity effectively in Key Stage 1**

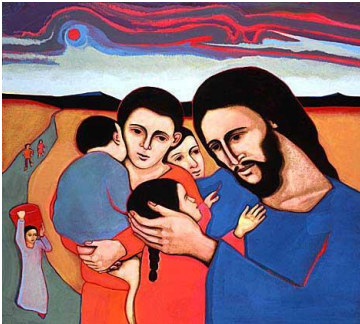


THE CHURCH  
OF ENGLAND  
Diocese of St Edmundsbury  
and Ipswich

## Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



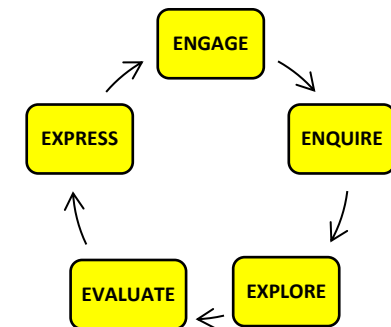
**This unit for Key Stage 1 pupils focuses on Christian concepts of 'baptism' and 'church'.** It is important to read the guide to these so that teaching, questioning and assessment reflect them.

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links with 'Belonging: where and how Christians belong and why belonging is important'.

**It is designed to last 6-8 hours**, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

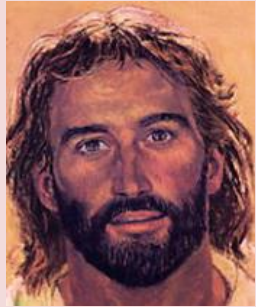
- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.



## INCARNATION / EMMANUEL

**INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ.**

The first Christians did not believe Jesus was just a good man, healer, teacher or prophet but that somehow he was both fully human and fully God: the Son of God.

**Some ideas which make up this Christian belief are:**

- **God with us – Emmanuel** (Matthew 1 v.23; Hebrews 4 v.15-16; John 11 v.27, 19 v.7)

Incarnation is about God's Son becoming 'one of us', coming as a tiny vulnerable baby, God in human form. He comes to rescue us from our shortcomings (sins) and restore our relationship with God, to reunite us with God. He brings light into a dark world; he does not leave us to flounder on our own. He is, as Christmas carols often call him, 'Emmanuel', or 'God with us.'

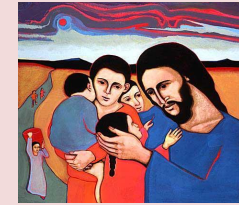
- **Revealing what God is like** (Colossians 1 v.15; 2 Corinthians 4 v.4)

*Whoever has seen me has seen the Father, said Jesus (John 14 v.9).*

An early Christian writer advised Christians to think of Jesus as they thought about God, as if Jesus pulled aside heavy clouds that hid God from humans and gave a glimpse of what God is like.

Jesus is 'God with skin on'. "The Word (Jesus) became flesh and dwelt among us and we have seen his glory" wrote St John (John 1 v.14) What Jesus did and said, who he was, what he was like – drew crowds of people and he welcomed them all: rich, poor, outcast, sick - all in need of help. He never turned people away; he expected his disciples to be like him: *Whoever welcomes me, welcomes him who sent me (Mark 9 v.37)*

## BAPTISM / CHURCH



The Christian God is 'personal', not an impersonal force in the universe. Christians talk about God as Trinity, three persons in one, God the Father, God the Son and God the Holy Spirit; the Christian God is full of relationships, love and belonging.

Christians believe God created humanity in his image, to be like him. Early Christian catechisms spoke of humans being created 'to glorify God and enjoy him forever.' Humans are not random beings in a vast universe but created, loved and wanted. They belong not just to themselves but to God their creator and he longs to welcome them back to his family, to be adopted into God, enfolded in God's love and to become the person God intended them to be.

In the Bible, God says of people:

*"Your name is engraved on the palm of my hand." (Isaiah 49 v.16)*

*"I have called you by name; you are mine." (Isaiah 43 v.1)*

The Christian **CHURCH** (not a building but people) is like a big family of people who have found their way back to God, or more rightly have been found by him. In **BAPTISM**, Christians welcome others into God's family. The 'belonging' involved in a baptism is firstly about belonging to God and secondly about belonging to the church. The welcome given in church should mirror God's own welcome as he claims people for his own.

God promises to be with the newly-baptised, helping them through the power of the Holy Spirit to grow more like Jesus. And with the rest of the Church, they become his 'hands and feet' on earth, embodying (incarnating / putting flesh on) God's love for others.

***Infant baptism is not a naming ceremony*** even though a child's name is announced. New names or additional Christian names may be taken at an adult baptism in some churches.



## Why is belonging to God and the church family important to Christians?

**ENGAGE**  
with the  
concept of  
'belonging' to  
a church  
family

**End of year  
assessment in  
RE**  
This column lists  
'I can'  
statements to  
help with end of  
year assessment  
**BUT** there are  
many ways to  
assess RE.  
Please see  
advice at the end  
of this unit and  
consult your RE  
subject leader  
about **assessing  
RE in your  
school.**

**Teacher's note:** The Christian CHURCH is a bit like a family of people who believe they 'belong' to God and who want to follow Jesus Christ. In the Church of England, BAPTISM (sometimes known as Christening) is a mark of entry or welcome into the Christian family. There are many variations in how and when people are baptised into the worldwide Christian Church.

### Where do we belong and feel welcome?

If wished, start with a 'welcome' song e.g. *Welcome everybody* (Fischy Music), or a song you already know as a class. See **Resources**. Stress how good it is to feel welcome and make others welcome.

Explain that we are all welcome and belong somewhere. With construction bricks or other modelling toys, ask children to construct 'somewhere you belong'. This may be a good opportunity for outdoor learning. **One group needs to make 'our school'.**

Circulate and talk about what they are making and why. Help children create labels for their models.

Which model is 'somewhere we all belong'? Gather the class around the model of the school and invite children to place small world representations of themselves (e.g. their photos on lolly sticks) into the school construction. Discuss the fact that we are all part of a school family; how do we know we belong here?

Do we still belong to our school even if we are somewhere else? Emphasise the idea that a school is a FAMILY, not just the building. We all belong to the school family; we work and play together.

### How do we make new people welcome?

Introduce Tom and Tessa (see **Resources**). The class may have met them before. Sing them your 'welcome' song, if appropriate. When people are new we try to make them feel welcome and find out more about them.

What if Tom and Tessa were joining our class? With talk partners, discuss how we can make new children feel welcome i.e. feel that they belong in our school family.



**Read p.3 to be clear about key beliefs in this unit.**

**Fischy Music offer a subscription to a great range of songs for CW / RE and PSHE:**  
<https://www.fischy.com/>

**The Church of England (C. of E.) belongs to the worldwide group of churches known as the Anglican Communion.**

**You could search online for this American song: We are a family – Jack Hartmann**

**Rb** I can recognise that a baby is being baptised as part of the Christian religion

**Rd** I can talk about me when I was a baby or about a baby I know

**1d** I can talk about how we might welcome people in my family, my class or my religion

**2d** I can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group

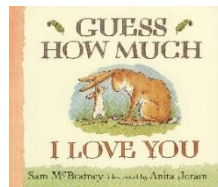
**3e** I can ask why people are sometimes not welcome and communicate some of my ideas for answers

Tom and Tessa have a bag with them. From this bag, bring out a note:

**Hello everyone. We are Christians; we go to church on Sundays with our family. Christians are followers of Jesus Christ; we believe he was God come to live on the earth. You probably know about Christmas, which is Jesus' birthday.**

**Did you know our church is a building but it is a family too, just like your school. We joined the church family when we were babies. Later we will tell you how we were welcomed into the Church. First have a look at our book.**

**What does it feel like to belong and be welcome?**



From Tom and Tessa's bag, bring out one of their favourite books 'Guess How Much I Love You' by Sam McBratney. Think, talk and share ideas from the story - about feeling loved, about belonging to one another. How do you know the hares belong together? I wonder why Tom and Tessa like this book?



What might mums or family members do with their arms to show us their love? E.g. put them around us, hug us, give us a cuddle.

Delve into Tom and Tessa's bag again. Bring out a christening shawl, or piece of white blanket / silky material as a substitute.

Invite children to take turns to wrap the shawl around them and describe how it feels e.g. it feels warm, it feels safe. Write ideas on notes to pin on the shawl or record ideas to display later.

Tom and Tessa's mum gave them the shawl to bring in. She sent a note too!

**Hello everyone! Tom and Tessa wore shawls for their Christening / baptism at church when they were still little babies. Christening / baptism is a special welcome into the Christian family. When I wrapped them up, it felt a bit like wrapping God's love around them or like God being with them, welcoming them and taking care of them. It was a very special day.**

A simple picture of a baby at its Christening / Baptism will be helpful to display here and children may want to contribute any of their own family experiences but for many this will be unfamiliar.

**Plenary:** Seated in a circle, share ideas about feeling welcome e.g. *I feel welcome when ....* **OR** pack up to the sound of the 'Welcome' song again.

**Christ = 'anointed one' or 'king' in Greek. Christians give Jesus this title; they believe he is God's Son, King of the world.**

**You could use wooden / plastic letters to show how Christ / Christian / Christmas link up.**

**Decide if you are going to use the word 'baptism' or 'christening'; with older children use interchangeably but explain.**

**You could use the 'notes' as part of displays or in a class scrapbook of your work.**

**The C of E baptises babies and adults.**

**You may want to look at photos of royal babies being christened and then use them as part of a display.**

## ENQUIRE into baptism / Christening as a mark of belonging to God and the Church

**Rc** I can recognise these important words for Christians: baptism, God, Jesus, christening

**Rf** I can talk about what is important or special to do when I hold a baby

**1b** I can use the right words to talk about what happens at a baby's baptism

**1f** I can talk about a present I have received and why it was important to me

**2e** I can talk about

**Teacher's note:** Baptism means to dip into water; it is a mark of entry into the Christian community or 'church'. People may be immersed in water, have water poured or sprinkled on them. Christening is another name for this ceremony; it means 'claimed for Christ' but in popular jargon may mean being named, derived from the fact that new 'Christian' names were given at baptism.



You could use the following video clip to link back to the 'shawl' in the last lesson... or move straight on

'A Christian Baptism story' - a family preparing for their baby's christening lose the special shawl! Discuss how it is special to that family and why the baby is being christened.

<https://www.bbc.com/education/clips/zhq6sbk>

### What questions can we ask about christening/ baptism?



Out of Tom and Tessa's bag, bring an invitation to their baby cousin's baptism / christening. His name is SAM. What is the invitation about?

Does anyone know what a christening / baptism is? Tom and Tessa have brought lots of pictures to help you work out more about this.

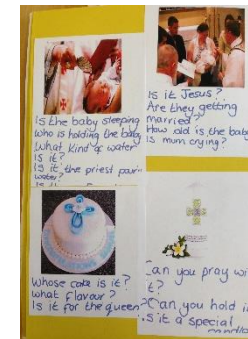
Place large pictures on different tables around the room – include pictures of a baby having water poured over its head, a candle being given and a vicar signing with the child with a cross.

Invite children to move round the room and write questions about each picture. Use a full range of question words: Who? What? How? etc

### What happens at a Church of England Baptism / christening?

Watch a brief video clip of a baptism /christening e.g.

- <https://www.bbc.com/education/clips/zr34wmn>
- <http://request.org.uk/life/rites-of-passage/infant-baptism>



This website offers lots of info on Christenings in the Church of England. You can even light a candle on line!

<https://churchofnlandchristenings.org/>

You need to make the baptism invitation. Find samples on the internet.

Find baptism pictures in school library books or on the internet and enlarge as necessary.

Some of the clips come from: **BBC Schools: Watch: Places of Worship - Christianity (13 minutes).**

*why Christian parents might want to baptize their baby, and about questions I would ask them about this*

You may want to watch twice, once without sound, and once with sound. See if any of the questions so far are answered or if the video throws up even more questions which need addressing.

### **What kind of presents are given at a baptism and why?**

There are lots of things in Tom and Tessa's bag today. Bring out a pile of 'presents', maybe wrapped in the shawl. What does Tom and Tessa's note say?

**Hello everyone! A baptism or christening is a special welcome into the church family. Everyone tries to bring a present for the baby. The presents are to help the baby grow up as a Christian. We'd like you to wrap the presents for us.**



Sit children in a circle and spread gifts out on the shawl in the middle. Encourage children to ask questions about the presents and to share ideas about what they are and why they are being given to a baby who is being baptised / christened.

Suggestions for gifts are:

- **Baptism cube**
- **2 different children's story Bibles**
- **Christian songs CD**
- **DVD of Bible stories**
- **Children's prayer books**
- **picture of Jesus welcoming children**
- **Bible verse poster**
- **a baptism card**
- **a baptism candle**
- **a small cross / wall cross**
- **selection of individual Bible story books**

Pairs of children choose items to photograph / draw. Write: **Our present is ..... We think it will help baby Sam ....** e.g. a Bible so the baby can learn about Jesus. Their ideas will be needed later.

Make or buy 'baptism' wrapping paper to wrap presents although tissue and celebration bags may be easier for some children and could be decorated later with baptism symbols. Make labels too if wished. 'To Sam on your baptism day ..... from XXXXXX.'



For a plenary, pair/ share what has been wrapped. Maybe you could turn the presents into an interactive display for others using this as the title: **Here are some presents for a baby's Christening. What do you think they are?**

***Traditional gifts at a Christening, include silver items, but here we focus on items of a Christian nature to draw out its religious significance i.e. entry into the Christian faith and way of life. You will need to collect suitable items for this activity. See Resources.***

## EXPLORE (1)

### Jesus' own example of 'welcome' in a story from the Bible Narrative

***Ra** I can remember something that happened when children came to see Jesus*

***1e** I can ask why a story is being told and what I learn from it, including a Bible story*

***Re** I can talk about something interesting in the story of Jesus welcoming children*

***1a** I can remember the*

**Teacher's note:** In an Anglican baptism service, one of the things the congregation says to the newly baptised is 'We welcome you'. This is related to Jesus' example of welcoming everyone, for example, children and their mothers at a time when they were not seen as important. Jesus was often in trouble with the religious authorities for welcoming and spending time with those others thought undesirable or of lower status e.g. those with leprosy, foreigners, tax collectors.

### How can a song make you feel welcome?

Can you sing a 'welcome' song? How can a song can make you feel welcome?

**Tom and Tessa** have learnt a Christian welcome song which they sing at church for christenings / baptisms, or when new people come. They want to follow Jesus' example and tell people they are welcome in God's family.

Choose one of the songs below to listen to or work in groups on different songs:

- **'Welcome to the family! We're glad that ...'** (quiet thoughtful song - Psalty Kids Praise 3)
- **'Everybody's Welcome! Everyone can come'** (high-power action song - Great Big God 3) <https://www.vineyardchurches.org.uk/songs/everybodys-welcome/>
- **'Jesus never never never turned anyone away'** (John Hardwick) <https://www.elevationkids.com/song/never-never-never> (words, plus access to digital version)

Invite children to think about the words and then make up actions to perform with the song. Are the actions welcoming?

What else could Tom and Tessa and the children at church do to make the song really welcoming to the people who are coming to Sam's baptism?

### How did Jesus make people feel welcome in this story from the Bible?

Tom and Tessa say it's important to welcome people to church because Jesus always welcomed people and Christians are Jesus' followers. Their vicar often tells a story about Jesus welcoming children when there is a baptism service at church. He sometimes asks the children to act the story or hold up pictures of it.



**Be wary of asking children to sing songs suggesting commitment to a faith. Ask them to do actions, clap or draw. Focus on the words and emotions.**

**You could find out words in different languages to welcome people.**

**See Resources for further song details.**

**Internet links correct at time of publishing. The song titles should help you find new links where necessary.**



story of Jesus and the children and know who it is special to

**2a** I can tell the story of Jesus welcoming children and say why it might be important to Christians

**3a** I can describe what a Christian might learn about welcoming others from the stories of Jesus

Tell the story of Jesus welcoming children. Use a storybook e.g. *The Beginner's Bible*, and the Bible text itself (Matthew 19 v.13-15) to help you.

You could discuss the story using suitable illustrations from the internet or the cover picture for the unit **OR** act out the story as a whole class and then decide on 4-6 possible 'freeze-frames' to photograph **OR** paint parts of the story and write captions **OR** model the story in plasticine or using pattern blocks / small world figures etc.

*It would be good to show children the story in an adult Bible as well as different Bible story books.*



**A Bible reference e.g. Matthew 19 v.13-15 is made up of 'book, chapter and verse'. Look up the 'book' in the contents list of a Bible, and then find the chapter and verse.**

**The artist Michael O'Brien gave permission to use this picture.**

### **How will the people at church welcome a baby for baptism? Plenary**

*(Teacher's note: Next lesson will look at more of the service; the focus here is the word 'welcome'.)*

Gather the class together. If wished, invite a child to hold a doll wrapped in a shawl. Pass the doll around carefully while you explain we have still got all our questions about a baby's baptism to answer but we know one word that is very important: **WELCOME**. *You could put the letters out scrambled and ask children to re-arrange them.*

At the start of the baptism service, the vicar will ask everyone an important question (display the question on the board, with an appropriate picture).

**People of God, will you welcome Sam and support him in his new life as a Christian?**

The congregation and the baby's family all say loudly: **With the help of God, we will.**

Then at the end of the service, everyone says together: **We are children of the same heavenly Father. We welcome you.**

Some children may like to act this out for the class. You could finish the lesson by playing one of the 'welcome' songs again and talking about next lesson, especially if there is to be a visit or visitor.

**The lesson uses a simpler version of the usual text: People of God, will you welcome this child and uphold him in his new life in Christ?**

**Find the outline of the whole service here with photos: <https://churchofenglandchristenings.org/stepbystep/>**

## EXPLORE (2)

### the practice of baptism in the Church of England

*1c I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian*

*2b I can talk about some important things Christians do and say at a Church of England baptism ceremony*

*2c I can say what the water and light stand for at a Church of England baptism, or what some of the promises are about*

**Teacher's Note:** *This lesson could involve a visit to a local Anglican (Church of England) church or a visit from a vicar / church representative. Both need careful planning with clear information passed on about what children have done. It also makes sense for teachers to familiarise themselves with the baptism service before starting this session – see Church of England website.*

#### What happens at a Church of England Baptism / christening?

This lesson should include a visit to the parish church with the Vicar or lay members of the congregation e.g. your Open the Book team. **OR** a vicar visiting school to re-enact a baptism service.

#### **A programme for the visit might include:**

- **A welcome** from vicar / church members if in church OR children if in school.
- **A sharing of the children's learning** about baptism so far.
- **A carousel of activities** based on key words and symbols in a C of E Baptism service (**see below**). Children would visit activities in small groups, with the activities run by an adult at each 'station'. We suggest creating a display for the children to sit around with the suggested objects and a large copy of the words from the Baptism service in column 1.
- **A demonstration of a baptism service** with children taking on roles of parents, godparents etc. The focus should be on being welcomed into God's family, and the symbols of water and light. It should also include the words and aspects children meet in the carousel of activities.
- **A review of questions** about baptism that children listed earlier
- **A mini-Christening party** involving the gifts that were wrapped for the 'baby' with children explaining what each gift is for and how it will help a Christian baby grow up in God's family. You could include a Christening cake or biscuit - give children a biscuit / cake and ask them to ice one of the baptism symbols on it, photograph it and then eat it! Alternatively make the whole of the Christening party, your 'EXPLORE 3', doing it as follow-up in the next lesson.

*If a visit or visitor is not possible, then the teacher and other member of staff should use the story in **APPENDIX 1** of Sam's baptism as a starter and then, using selected words from the service, act out what happens. A large bowl of water will be fine as a 'font'.*

*This outline / photos of a baptism will help: <https://churchofenglandchristenings.org/stepbystep/>*



**Local parish church details should be easily obtainable. Do book your visit! Remember there may be other things happening in the building.**

**Interesting article by vicar on how she introduces a child to baptism / and one about 'footprint prayers'**

<https://churchspporthub.org/idea/baptism-box/>

<https://churchspporthub.org/idea/footprint-book-of-prayers/>

## Carousel of 4 'reflective stations' with discussion and activities exploring Baptism

Create reflective stations' using some bright material, the words from the C of E Baptism Service and these other items:		An adult sits at each station to greet each small group of children. Use the questions and brief activities to explore the words from the Baptism service. Each 'station' should last about 5-6 minutes. Ideally children should take away something from each station.
<p><b>'In baptism these children begin their journey in faith ... will you help them?'</b></p>	<ul style="list-style-type: none"> <li>• Letters to spell 'promise'</li> <li>• Promises on large card footprints/ pencils / footprints to write on</li> <li>• A 'road' of paper or material for footprints</li> </ul>	<p>What is a promise? Look at the baptism words. Parents and Godparents make promises at a Baptism to help their child learn about Jesus and follow him – a journey of faith. How do you think they do it?</p> <p>Display the promises below – written on footprints. Which one could Tom and Tessa make to Sam? What promise could you write for Sam on a footprint? Place footprints on 'road'.</p> <p><i><b>I promise to pray for Sam. I will be a good example. I will be Sam's friend. I will help Sam come to church. I will help Sam follow Jesus. I will tell Sam about Jesus.</b></i></p>
<p><b>'Christ claims you for his own. Receive the sign of the cross.'</b></p>	<ul style="list-style-type: none"> <li>• School badge / other badges / name labels</li> <li>• Card badges / labels / crayons</li> <li>• Doll / bowl of water / towel /plastic sheet</li> </ul>	<p>Do you have a school badge? Is your sweatshirt named? These things show you 'belong' or what belongs to you. What other badges show we belong?? Make a badge with your name / symbol.</p> <p>Look at the baptism words. The vicar signs the baby with <b>a cross</b> on the forehead as an invisible badge, or mark of ownership, showing the child belongs to the Christian / church family. Why is it a cross? A cross is the Christian way of saying you belong to Jesus Christ and to God's family.</p> <p>What does it feel like to draw the cross in water? Draw a cross or your initials in water on your hand.</p>
<p><b>'I baptise you in the name of the Father, and of the Son, and of the Holy Spirit.'</b></p>	<ul style="list-style-type: none"> <li>• Bowl of washing up / tea towel / plastic sheet</li> <li>• Bowl / jug of water / doll</li> <li>• Blue card water drop shapes / pencils</li> </ul>	<p>Do some washing up! What bad things spoil our world? What would you like to wash away?</p> <p>In baptism, a little water is poured on the baby's head. Demonstrate with a doll and read the baptism words. The water is a symbol of washing away sins - short-comings, things we don't do right. Christians know they are not perfect but believe God always give them a chance to start again.</p> <p>Make a hanging mobile of large water drops showing bad things which spoil the world / us and which you would like to wash away – draw bad things one side and good things on the other.</p>
<p><b>'Shine as a light in the world to the glory of God the Father.'</b></p>	<ul style="list-style-type: none"> <li>• Torch / fairy lights / desk lamp / Baptism candle / tea lights</li> <li>• Card flames / pens</li> <li>• Song - 'Let my little light'</li> </ul>	<p>Look at different lights e.g. torches. How do they help us? Display a baptism candle / picture of one.</p> <p>Read the baptism words. Christians are called to be lights in the world, to do good things and help others find God. Every time people do something good it is like adding 'light' to the world. For Christians it shows what God really wants the world and its people to be like.</p> <p>Light a tea-light for each child. Listen to 'Let my little light shine'. What good things could you do to add 'light' to the world? Write ideas on a card candle flame.</p>

**EXPLORE**  
**(3)**  
**how**  
**belonging to**  
**the church**  
**family helps**  
**in Christian**  
**living**

*2f I can talk about what is important to others, including religious people, about welcoming a new baby, & ask respectfully why*

*3d I can recognize some of the things which influence me e.g. family, friends, faith, and what will influence a Christian as they grow up*

**Teacher's note:** *Baptism is the beginning of the journey of faith, the start of belonging to the church family. Baptism can occur at any age but in infant baptism, parents make a public commitment to help their child know and love God and the child is formally welcomed into the family of the church. The local church also promises to help the child grow in faith. See <https://churchofenglandchristenings.org/>*

**What happens after a Baptism service?**

Open Tom and Tessa's bag and you will find some cakes / biscuits to ice, along with some tubes of icing. And, of course, a note from the twins:

**Hi everyone! Mum gave us some biscuits / cakes to ice for Sam's baptism party. We thought hard about what patterns to draw on them so they reminded everyone of the baptism service. We wondered about drops of water, or candle flames or the sign of the cross or maybe a footprint.**

**What would you draw? Draw your design and then see if you can do it in icing! While you are icing, talk about what you think Sam's parents and godparents will do to help Sam grow up as a Christian.**

Play some of the songs about belonging / welcome in the background while you review the church visit / mock baptism with children working on their designs and icing. Consider what might happen next for Sam i.e. not just the 'baptism party', but as he grows up in the Christian 'family'.

**How does belonging to God and the church family help people on their journey of faith?**

When appropriate, gather everyone to eat their biscuits / cakes at a sort of 'baptism party'. Ask children to take care of their food as they sit down. A bit like we look after things which belong to us, the church family helps to look after the children who are baptised and belong to the church.



What else have Tom and Tessa sent today? *A blindfold, lots of cardboard cut-out arrows, a string of paper people.*

Play some games where children have to guide a blindfolded friend around a simple obstacle course, help them find things, etc. Talk about the role of the 'guide' in helping them find the right path or completing a task.

Afterwards, read another note from the twins:

**Have you ever been blindfolded? It can be scary especially if you have**



***Some parents opt for the Church of England's 'Service of Thanksgiving' for their child which omits the promises in a Baptism service. They can return for baptism at a later date.***

***Christian parents in some churches 'dedicate' their children to God at a special service. The children then decide whether to be baptised when older.***

***There are pictures of professionally made Christening / baptism biscuits on the internet.***

***Children may know the word 'guide' in relation to Guide Dogs.***

*3f I can link belonging to my school, class or club with how I think /behave, and how Christians link baptism with following Jesus*

*3b I can describe how different Christian groups always use water for a baptism but may baptize people in many different ways*

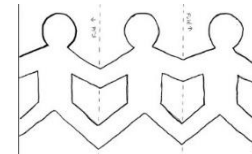
**to find your way somewhere. It is good if someone helps you find the way. We belong to the church family and ever since we were small, mum and dad, and our Christian friends at church have guided us on our 'journey of faith'; they look after us – a bit like you look after things that belong to you. They tell us about God and Jesus. They help us pray and worship God. They teach us great songs about God and they love it when we help in church. They encourage us to be more like Jesus.**

**Here are some words from Sam's baptism service for you to read and think about: 'God promises to be with you, to be your guide in life as you take up the journey of faith ... The family of God welcomes you and helps you in that journey.'**

Remember Sam has been welcomed into the church family; this is the start of his 'journey of faith' as a Christian. Sam's baptism showed everyone he belongs to God and the church family.

*What do the words from the Baptism service say? Who will help and guide Sam in his Christian journey? Who do you think will help and guide you in your life?*

On a cardboard arrow, EITHER write a prayer for Sam to ask God to 'guide' him to do right things OR write / draw about someone who has guided you to make a right choice. Create a 'signpost' and stick the arrows on it.



**OR** cut out a string of paper people and write some words to guide Sam in his life.

**OR** use one of these songs, or one of those listed in **Resources**, to unpick some of the things Sam might be taught to help him feel part of the church family and learn more about Christian faith.

- We are the people, the people Of God (Chris Jackson)
- Superglue (Judy Mackenzie Dunn)
- Hello welcome (Andy Pickford)
- Anytime, anywhere (John Hardwick)

**In this lesson you could also think about Christian Living through one of these:**

- **Introduce a Christian parent** - Ask a parent (Anglican, Methodist or Catholic) to describe their child's baptism and show photos or gifts. Then ask how they help their child practise their Christian faith now *e.g. helping them with prayers and Bible reading, going to church, etc*
- **Review Sam's baptism 'gifts'** - Look at the gifts again that were wrapped for Sam. Why might they be useful on the 'journey of faith'? Children to write labels for each gift explaining how each would help Sam grow up as a Christian.

**These songs are all on <https://www.elevationkids.com/>**

***It is important to get the right visitor. Please check that they will be able to fulfil the brief of the lesson. Some people have children baptised for social reasons and do not choose***

	<ul style="list-style-type: none"> <li>• <b>Interview a Vicar</b> or Open the Book team member about opportunities for children to learn the Christian faith through: <i>children's clubs / going to church / Messy Church / holiday clubs / bedtime prayers / Bible stories / Christian DVDs or games / Children's songs / church choirs.</i></li> </ul>	<p><i>to follow up their promises.</i></p>
<p><b>EVALUATE</b> your understanding of why it's important to Christians to belong to God and the church family</p>	<p><b>Teacher's note:</b> <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p. 17.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> </ul> <p>Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</p>	<p><b>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</b></p> <p><b>Please remember that different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</b></p>
<p><b>EXPRESS</b> your RE learning</p>	<p><b>Teacher's note:</b> <i>You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</i></p> <p><b>Here are some more ways you might share your learning with others:</b></p> <ul style="list-style-type: none"> <li>• <b>Make baptism cakes or biscuits</b> iced with baptism words and symbols e.g. drops of water, candles or crosses. Write labels to explain your design.</li> <li>• <b>Create a collage / bunting to welcome new children</b> to school using hand-shapes to spell the word 'Welcome'. What promises can you make to new children to make them feel welcome - a bit like the church members make promises to help and welcome newly baptised children and adults? Write the promises on the hands.</li> </ul>	<p><b>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</b></p>

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• <b>Use role play to re-enact a baptism</b> in small groups. Create a series of 'freeze-frames' to photograph/video. Give children 5 phrases (number them) and 5 objects from a baptism service to include in their role play (water, shell, battery candle, shawl, Bible). Invite your head teacher to watch.</li><li>• <b>Hold a 'battle of songs'</b>. Each group selects a Christian song suitable for a baptism. Invite a Christian to join you and to listen to each of the songs while you explain which song they should have for a baptism.</li><li>• <b>Create a display of all your work on baptism.</b> Ask if you can display it at a local church.</li></ul> |  |
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## **APPENDIX 1: Sam is baptised: a story**

Tom and Tessa arrived with their mum and dad at the church. It was Sam's baptism. Sam is their baby cousin. As they went in to church, they saw the font. The font was where Sam would be baptised. Lots of people had come for Sam's baptism. Lots of Sam's relations and lots of church friends.



The vicar welcomed everyone to the church. "This is a special day for Sam," said the vicar, "God welcomes Sam into the family of the Church and so do we. Today we are going to promise to help Sam know that God loves him and show him how to follow Jesus."

Everyone sang and said prayers together. They listened to a story about Jesus from the Bible. Tom and Tessa knew the story; they listened carefully to what Jesus said and did. They wanted to know more about following Jesus too.

The children helped the vicar pour water into the font. The vicar said a prayer over the water. Then Sam's mum and dad took Sam to the font.

Sam's parents and godparents made promises to help Sam grow up as a Christian and teach him about God and Jesus. They promised to follow Jesus with Sam.

The vicar took a tiny pot of oil and drew a cross on Sam's forehead, like an invisible badge. Sam's parents and

godparents and some of Sam's friends and family drew a cross too.

Sam's mum and dad passed Sam to the vicar who took him carefully and held him over the font. The vicar lifted a few drops of water out on a shell and poured it gently over Sam's head.

The vicar said: *Samuel John, I baptise you in the name of the Father, and of the Son, and of the Holy Spirit.* Tom and Tessa knew these were God's names and that the Son meant Jesus.

Then the vicar lit a special baptism candle for Sam and gave it to Tessa to look after for him. Tom held the special baptism card.

Everyone in the church said, "We welcome you" as Sam was taken back to the front of the church. The vicar announced a special song and everyone joined in loudly.

The vicar gave a short talk. He reminded everyone that following Jesus was a life-long journey. All Christians, Sam and Tom and Tessa too, had to explore the way of Jesus, grow in friendship with God, love and serve people, listen to God's word and receive God's gifts and help.

There were some more songs and prayers and when the baptism service finished, there was a party. Sam had lots of presents. Tom and Tessa helped open the parcels and the cards. Some of the presents would help Sam follow Jesus as he grew up. I wonder what the presents were?



# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year. Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

## If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



<b>Beginning:</b> Discusses concept in own life	Q1 Where do you belong and feel welcome?
<b>Developing:</b> Draws on the lesson material	Q2 How is a baby welcomed at a church baptism?
<b>Expected:</b> Applies concept / answers key question	<b>Q3 Why is belonging to God and the church family important to Christians?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 What other ways are there to show someone belongs?

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below.** The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

**SELECT** a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<i><b>Ra</b> I can remember something that happened when children came to see Jesus</i>	<i><b>Rb</b> I can recognise that a baby is being baptised as part of the Christian religion</i>	<i><b>Rc</b> I can recognise these important words for Christians: baptism, God, Jesus, christening</i>	<i><b>Rd</b> I can talk about me when I was a baby or about a baby I know</i>	<i><b>Re</b> I can talk about something interesting in the story of Jesus welcoming children</i>	<i><b>Rf</b> I can talk about what is important or special to do when I hold a baby</i>
<b>Y1</b>	<i><b>1a</b> I can remember the story of Jesus and the children and know who it is special to</i>	<i><b>1b</b> I can use the right words to talk about what happens at a baby's baptism</i>	<i><b>1c</b> I can suggest why some items used at a baptism (candle, shell, water) are important to a Christian</i>	<i><b>1d</b> I can talk about how we might welcome people in my family, my class or my religion</i>	<i><b>1e</b> I can ask why a story is being told and what I learn from it, including a Bible story</i>	<i><b>1f</b> I can talk about a present I have received and why it was important to me</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story of Jesus welcoming children and say why it might be important to Christians</i>	<i><b>2b</b> I can talk about some important things Christians do and say at a Church of England baptism ceremony</i>	<i><b>2c</b> I can say what the water and light stand for at a Church of England baptism, or what some of the promises are about</i>	<i><b>2d</b> I can ask, with respect for people's feelings, what happens to welcome people in groups my friends belong to, including a faith group</i>	<i><b>2e</b> I can talk about why Christian parents might want to baptize their baby, and about questions I would ask them about this</i>	<i><b>2f</b> I can talk about what it important to others, including religious people, about welcoming a new baby, &amp; ask respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Christian might learn about welcoming others from the stories of Jesus</i>	<i><b>3b</b> I can describe how different Christian groups always use water for a baptism but may baptize people in many different ways</i>	<i><b>3c</b> I can describe how Christians show their beliefs though different parts of a baptism service, using religious words correctly</i>	<i><b>3d</b> I can recognize some of the things which influence me e.g. family, friends, faith, and what will influence a Christian as they grow up</i>	<i><b>3e</b> I can ask why people are sometimes not welcome and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link belonging to my school, class or club with how I think /behave, and how Christians link baptism with following Jesus</i>

## Resources for this enquiry:

In this unit, Tom and Tessa are imaginary Christian characters who enable a teacher to present things Christian children learn or do in a way which is easier to handle than talking abstractly about religious people. Tom and Tessa also appear in the EYFS units in the Emmanuel Project. Similar children e.g. Zoe (Jewish) were created for other KS1 RE units.

You can create your own Tom and Tessa by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. The children's names are immaterial; feel free to change them, especially if the name already appears on your class register!

Sometimes scenarios are created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Christian artefacts or books! Here are suggestions for this unit:

- A Christian children's story Bible e.g. *The Big Bible Story Book*
- Some Christian children's songs e.g. on CD
- A baptism invitation e.g. one created from the internet?
- Christening shawl or white material / blanket
- Presents for a baptism e.g. story Bible, Baptism cube, cross – see full list in the lesson notes under **ENQUIRE**
- Photos of infant baptisms



Some churches run 'Messy Church' for local families; this involves crafts, Bible stories and songs, followed by food. worship, and food. There are some activities and ideas for 'Messy' baptism ( <http://www.messychurch.org.uk/> ) in which 'Tom and Tessa' our two imaginary Christian children, might well be involved. Details of these may be useful for teachers to enrich their ideas about what and how young Christian children might learn.

### Some recommended Bible story resources:

- The Big Bible Story book - [www.scriptureunion.org.uk](http://www.scriptureunion.org.uk)
- The Lion First Bible - Pat Alexander - [www.lionhudson.com](http://www.lionhudson.com)
- The Jesus Storybook Bible - Sally Lloyd Jones
- The Lion Storyteller Bible by Bob Hartman - [www.lionhudson.com](http://www.lionhudson.com)
- The Beginner's Bible - Zondervan



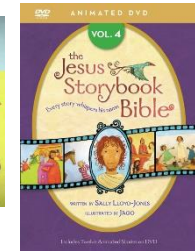
### Song resources

- Welcome everybody - <https://www.fischy.com/songs/welcome-everybody/> (45 sec clip OR whole song if you subscribe)
- Everybody's Welcome- Great Big God 4 CD (Vineyard) (on you-tube)

- Welcome to the Family – Psalty Kids’ Praise 3 (on you-tube)
- We are the people of God- Spring Harvest Kids’ Praise Party 2 CD
- Come and Join the circle – Bernadette Farrell (on you-tube / i-tunes)
- I am special – Bernadette Farrell (on you-tube / i-tunes)
- ‘Let the little children come’ from John Hardwick’s ‘Bible Explosion’ CD / i-tunes
- ‘Let the little children come’ from Kristyn and Keith Getty’s ‘Songs that Jesus said’ CD / i-tunes
- Receive the light of Christ – gentle ‘round’ based on words when baptism candle given - <http://www.asonevoice.com.au/digital-downloads/single-song-downloads-1/WPD133>

### Other Resources

- Guess How Much I Love You by Sam McBratney
- Lego or similar construction kits and some small world play figures
- photographs/representations of children / baptisms
- Picture of Madonna (Mary) and Child e.g. different Leonardo da Vinci pictures of Madonna and Child. Christmas cards may help here.
- The Jesus Storybook Bible DVD vol.4 (Zondervan £7.99) – 11 stories including ‘The Friend of children’
- BBC Learning Zone clip- A Christian Baptism story - <http://www.bbc.co.uk/learningzone/clips/christian-baptism-animation/3981.html>



### Christian resources for baptisms

- **The Baptism Cube** ([www.chpublishing.co.uk](http://www.chpublishing.co.uk)) opens and turns in a way which engages young children in the key messages and symbols of the baptism service.
- **My Baptism Book** - Diana Murrie ([www.chpublishing.co.uk](http://www.chpublishing.co.uk)) - baptism explained to a child in Christian context.
- **Baptism certificates**, candles, godparent promise cards, can be found at Christian bookshops or on-line e.g. <http://www.chbookshop.co.uk/> or from Kevin Mayhew pubs.
- **Crosses of different designs** can be obtained from a variety of internet sources.
- **Text of the Baptism Service** - <http://www.churchofengland.org/media/1190836/holy%20baptism.pdf>



All the initial ideas for this unit were devised by Kim Smith (Charsfield CEVCP) and Jenny Roberds (Bures CEVCP) and revised by Helen Peats (St Margaret’s CEVAP, Ipswich), Emily Bacon (Bures CEVCP) and Helen Matter (Diocesan Schools’ Adviser) at the St Nicholas Centre in 2018/9. Thank you for your hard work!