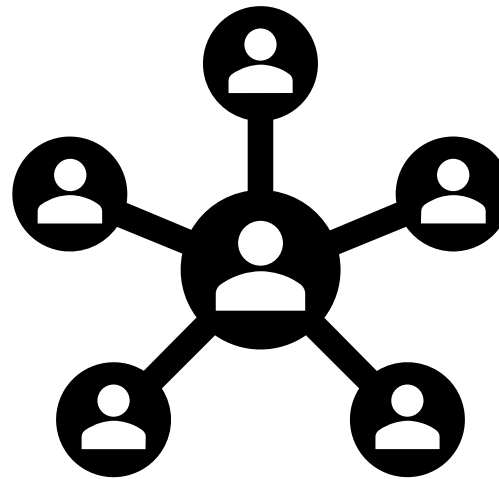


THEMATIC: Who am I – and where do I belong?



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<p>What's the purpose of this unit? It is the intention of this unit to give pupils an opportunity to reflect on themselves, their own sense of identity and where those ideas have come from (<i>personal knowledge</i>), whilst also thinking more philosophically about questions relating to human existence and the search for meaning. It comes full circle from the EYFS key question of the same title. It could also form a useful part of pupils' preparation for the transition into Y7, which you might want to use as part of a celebration of all that pupils have achieved during their time in your school. There is likely to be some overlap with the PSHE / RSE curriculum, but it's really important that the question of identity remains an RE focus and considers beliefs. Because of the parental right of withdrawal from sex education, care should be taken not to inadvertently include elements of sex education in this unit. Do ensure you utilise your school's pastoral systems for any necessary support. If pupils have not studied Buddhism yet, then we recommend that you use resources from the Y6 Buddhism unit 'What is the 'Buddhist way of life?' for session 4.</p>	
<p>Links across learning – From your long term plan, which units will you be drawing on? Add detail linking to material that you know pupils have explored during the year. There may be other links from previous years' teaching that are relevant too.</p>	<p>'Sticky knowledge' By the end of this unit, pupils should know:</p>
<p>This unit could draw on learning from:</p> <p>...across all learning in RE – and across other areas of your school curriculum It more specifically relates to:</p> <ul style="list-style-type: none"> LKS2 THEMATIC: Are words more important than actions? This LKS2 unit featured creeds as part of the learning, so if you have already used this unit, you may wish to adapt session 3 in the light of this prior learning. Y5 CHRISTIANITY: How did the Church begin and where is it now? 	<ul style="list-style-type: none"> that someone's identity is part of who they are, and is unique to them someone's identity may come from their personality, beliefs, education, background and/or experiences that most Christian, Jewish and Muslim people have words, festivals and customs which shape their identity, beliefs and communities that being a part of your school community has helped to prepare them for the move to secondary school [that for most Buddhists, living a 'good life' following the Eightfold Path shapes who they are, how they think and how they act] what might have shaped and influenced their own thinking or beliefs
<p>Key questions to shape the learning:</p> <ol style="list-style-type: none"> 'Who am I – and what's important to me?' How do different religious and non-religious people describe themselves? What's important to them? Which words have helped to give them a sense of identity? What do we think shapes identity for Christian, Jewish and Muslim communities? How do beliefs about living a 'good life' shape someone's identity and live as part of a community? [NB this should focus on Buddhism if not already studied] Who am I?! What's important to me? What do I believe? As we move on, what do we leave behind – and what goes with us? 	<p>Expected outcomes for this phase: <i>i.e. what will pupils do to show this knowledge?</i></p> <ul style="list-style-type: none"> ① suggest reasons why some words might be especially important to people, giving examples from their learning ② make links between words, beliefs and actions for different people ③ identify the impact of words on people's actions, individually and as a community ④ investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people ⑤ recognise the importance of words & actions in building strong communities ⑥ reflect on the importance of role models in shaping someone's identity ⑦ compare words and actions that are important to them with words /actions that are important to others ⑧ give reasons for some of the views they have, relating to where their ideas come from

Background knowledge specific to this thematic unit



In this unit, it is important to draw together ideas from across children’s learning, based on the units & religions / beliefs you’ve taught. The questions posed and activities suggested in each session are often deliberately generic to allow you to do this. You may need to tweak the questions to include specific vocabulary.

- This unit relates to helping pupils to develop their own **personal knowledge**, which may have its roots in the things that they believe and the communities that they are a part of. For many, this time of transition can be unsettling, but the focus in this unit should help them to feel secure in what goes **with** them as they leave and may stay with them
- If you have not used the Buddhism unit with your UKS2 pupils, you must do so in this unit, featuring the teachings of the Buddha about the Eightfold Path, as a way of life. Whilst you cannot fit the whole unit of work into session 4, there are lots of resources in the Buddhism unit support materials that will help you as a teacher to prepare for this session.
- **Abrahamic faiths** – Christianity, Judaism and Islam all share the same roots in worship of One God, through the covenant that God made to Abrahamic and his descendants. Teacher info here: [The Abrahamic religions | The British Library \(bl.uk\)](#) For Jewish and Christian people, this is Isaac & his line, and for Muslims, through Ishmael. The traditions surrounding Hajj are centred on the story of Hagar and Ishmael [Hajj - Practices in Islam - GCSE Religious Studies Revision - AQA - BBC Bitesize](#)

Golden thread	Further questions to support learning & extend thinking:	Vocabulary / glossary for this unit: <i>Pupils will also be drawing on vocabulary from across other units, so refer to prior learning for vocabulary that they should already be familiar with</i>
 God	<p>How do different religious and non-religious people describe themselves? What’s important to them? Which words have helped to give them a sense of identity? How do these give you a sense of what’s important to these different people? Which words do they say are important to them? How might these words have had an impact on their identity? How do these ideas fit with what you know about that faith or belief? What ideas do the different people share? Which are specific to each individual? Read the Jo Cox quote: “we are far more united and have far more in common than that which divides us” What do you think about these words? What do Speakers’ Forum say about this idea? How do their words show what’s important to them? What do we think shapes identity for Christian, Jewish and Muslim communities?</p>	<ul style="list-style-type: none"> • Religious people – people who believe in God or gods • Non-religious people – people who don’t believe that there is a god • Humanist – a non-religious person who believes that human happiness and well-being are the most important things in life • Creed – an articulation of a set of core beliefs shared by a community • Shema – words from the book of Deuteronomy which are the first prayer in the Torah and speak about how Jewish people should honour God with all their ‘hearts, minds, soul and strength’ • Shahadah – the Muslim statement of belief, that Allah is One and Muhammad is his Messenger; it’s expected that the baby’s father whispers the Shahadah into a new born baby’s ears • Adhan – Muslim call to prayer, which contains the Shahadah • Ihsaan – faith in deed and action • Ummah – Muslim community • Mool Mantar – the Sikh creed, which focuses on the concept of Il Onkar (Waheguru is One)
 Community	<p>What impact might someone’s beliefs have on their faith/belief community? What impact might they have on the wider world in which they live? How might shared values help people to get along or work together as part of the wider community? How do beliefs about living a ‘good life’ shape someone’s identity and live as part of a community? what similarities and differences are there – and what might explain these?</p>	<ul style="list-style-type: none"> • Legacy – something that is left behind as a gift to those who come after • Abrahamic faiths – Christianity, Judaism and Islam; these three traditions all share their roots in the person of Abraham (Ibrahim), with whom God (Allah) made a covenant. • Worldview – a person’s way of viewing the world, which may include several different influences • Personal knowledge – an understanding of your own worldview, which is influenced by who you are, the things that you believe, and the way that you live
 Identity	<p>‘Who am I – and what’s important to me?’ Who do you admire? Why? Why would you want to be like them? Who’s helped to shape your identity (role models)? Is this always a positive influence? Do beliefs help you to ‘belong’? How has this helped shape the person that you are?</p>	

	<p>How do these ideas compare with your own? Who am I?! What's important to me? What do I believe? Where have my ideas come from? [articulating personal knowledge/worldviews] How might your personal beliefs or the people who've inspired you, help you as you move on to your new school? As we move on, what do we leave behind – and what goes with us?</p>	
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Visual map, showing linked content from concept maps

Christians' identity is rooted in their relationship with God as their creator, Jesus as their Saviour and the Holy Spirit as their Guide. They declare these beliefs in the **Apostles' Creed**. Belief in Jesus Christ also means **following his example** and trying to be like him in their actions in the world.

A creed is a statement of belief: '*credo*' is Latin for 'I believe'. Most religions have a creed that summarises the things that they believe, which should translate into ways of living & belonging together as a community.



...Chessed: Loving kindness 



...Tzedek (Justice): doing what is right and fair




In **Judaism**, identity is shaped by the **mitzvot** in the Torah, the words of the **Shema** and the festivals, writings and traditions that are a part of Jewish community life. When Jewish young people have their **Bar / Bat Mitzvah** they become '**Sons / Daughters of the Commandments**' and are expected to play an active role as part of their community, modelling Jewish values such as....



Who am I and where do I belong?
How has my learning helped to form the person that I am?
What shapes my identity & how might this help me as I move into Y7?

For **Humanists**, the **Golden Rule** to '**treat others as you would wish to be treated in their situation**' are words that determine the actions that a person should take and shape the way in which Humanists try to have a positive impact on the wider world.

...Gemilut Chasadim: doing good deeds 



In Islam, the **Shahadah** gives the **Ummah** its identity and helps Muslims to feel connected whenever they pray. **Ramadan & Hajj** are important times in the life of the Muslim community, especially as a way of demonstrating a life committed to worship of **Allah**.

Ihsaan means faith in deeds and action






Sikh identity is found in the words of the **Mool Mantar**: God (and all humanity) is one. Sikhs show they belong through the wearing of the **Five Ks** and in being part of the **Khalsa**. Beliefs find their expression in **sewa** (serving others), in the **langar** (community kitchen) and in the duty to **Pray, Work and Give**.




Any sections on the visual map that are in italics show alternative suggestions for content. Dotted borders show new content.

Icons from Microsoft & the Noun Project

What might this look like in the classroom? This sequence of activities should help you plan pupils' learning....		Links to specific prior learning	
<p>Engage (10%)</p> 	<p>Session 1: 'Who am I – and what's important to me?' Spend a short time thinking / talking and then use the person sheet to record your ideas. There is only a limited space, so prioritise! Write each of these ideas inside the outline person. Who do you admire? Why? Why would you want to be like them? Who's helped to shape your identity (role models)? Encourage children to think about family, sports people, social media, faith communities, friends, school, YouTubers etc. Is this always a positive influence? How has this helped shape the person that you are? Do beliefs help you to 'belong'? On the back of your person, write about the impact / influences / where these ideas have come from. Look at your 'people' together. What's the same and what's different?</p>		<p>Person outline on p.9 (or ask children to draw their own)</p>
<p>Enquire & Explore (65%)</p> 	<p>Session 2: How do different religious and non-religious people describe themselves? What's important to them? Which words have helped to give them a sense of identity? [Who am I resources]</p> <ul style="list-style-type: none"> ➤ 'Who am I?' sheets from Speakers' Forum – 1 per group <p>How do these give you a sense of what's important to these different people? Which words do they say are important to them? How might these words have had an impact on their identity? How do these ideas fit with what you know about that faith or belief? What impact might this have on their faith/belief community? What impact might they have on the wider world in which they live?</p> <ul style="list-style-type: none"> • Prepare a brief presentation for the other groups to listen to. <p>Now talk together as a class What ideas do the different people share? Which are specific to each individual? Read the Jo Cox quote: "we are far more united and have far more in common than that which divides us" What do you think about these words? How might shared values help people to get along or work together as part of the wider community? Use the Speakers' Forum cards, written by members of an interfaith group who visit schools. What do they say about this idea? How do their words show what's important to them?</p>	<p><i>Units to link back to: ... all prior learning in RE – and across other areas of your school curriculum</i></p> <p><i>More specific connections with: LKS2 THEMATIC: Are words more important than actions? This LKS2 unit featured creeds as part of the learning, so if you have already used this unit, you may wish to adapt session 3 in the light of this prior learning. Y5 CHRISTIANITY: How did the Church begin and where is it now?</i></p>	<p>Speakers' Forum are members of SACRE, who share a common passion for interfaith dialogue. They have created some resources to help with this unit.</p> <p>Who am I sheets are available as a pdf booklet on the RE Downloads area</p> <p>Use Speakers' Forum quotes about the positives of interfaith dialogue & understanding each other, on the RE Downloads area</p>

	<p>Session 3: What do we think shapes identity for Christian, Jewish and Muslim communities?</p> <ul style="list-style-type: none"> • Explain the connections between the Christian, Jewish and Muslim faiths (the Abrahamic faiths) • Class discussion – gather ideas from prior learning, as an initial answer to the key question • Make a group set of hexagons to demonstrate the connections between beliefs, celebrations, and the way people live their lives. This could be for an individual faith or across the three Abrahamic faiths, drawing comparisons e.g. between times of celebrations / fasting / shared words etc. This is up to each group to decide. • View each others’ hexagons and talk about the different ways each group has represented the information. • Is there anything you’d like to add to your hexagons now / reshuffle? • Find a way to display your hexagons to show your learning in this session – annotate as much as you can. 	<p>Words you might refer to in sessions 3&4, from prior learning:</p> <p>Christianity: Apostles’ Creed Islam: the Shahadah Judaism: the Shema Sikhi: the Mool Mantar Humanism: the Golden Rule</p>	<p>Hexagons outline on p. 10</p> <p>You might also choose to look at the words that the Speakers’ Forum members have shared on their ‘Who am I?’ forms, and connect these with</p>
	<p>Session 4: How do beliefs about living a ‘good life’ shape someone’s identity and live as part of a community? [draw on evidence from your school community, as well as religious & non-religious ideas from your learning] [NB this should focus on Buddhism if not already studied]</p> <ul style="list-style-type: none"> • Use your school community as an example first, modelling the ripple diagram. What connections are there between the things that you believe as a school community, how this helps you to belong and the impact that this has on the way you behave towards each other? • If focussing on Buddhism here, you can find some really useful resources for this session using the links (right) and in the Buddhism unit of work itself. Complete the ripple diagram for a Buddhist as the focus piece of work at the end of the session. <p>If you have studied Buddhism already, use these ideas:</p> <ul style="list-style-type: none"> • Referring to prior learning, pupils create a ripple diagram to demonstrate what this looks like for different people* – you could even use the ideas given by Speakers’ Forum members in their ‘Who am I?’ sheets • Put the belief in the ‘drop’ and then think about the impact (the ripples outward) on ‘belonging’ and ‘behaving’. Add ripples if you need to. • Make comparisons across the class: what similarities and differences are there – and what might explain these? How do these ideas compare with your own? 		<p>Ripple outline template included on p.11</p> <p>Use the ‘Teaching the Dharma’ resources to look at the Eightfold Path as a way of life for Buddhists: Life of the Buddha Buddhism for Schools (thebuddhistcentre.com)</p> <p>Also see the Buddhism unit on the RE Downloads area for further teacher knowledge and ideas.</p> <p>*If possible, include all the religions/beliefs that are represented in the syllabus i.e. Christianity, Judaism, Islam, Sikhi, Hindu (Sanatana) Dharma, Humanism & Buddhism</p> <p>Explaining the differences is an important part of understanding personal knowledge and the diversity in peoples’ worldviews</p>
<p>Evaluate (5%)</p> 	<p>Session 5: Who am I?! What’s important to me? What do I believe? Where have my ideas come from? [articulating personal knowledge/worldviews]</p> <p>This session is a chance for pupils to be more reflective in their learning and apply the skills that they have been rehearsing in previous sessions to articulating their own personal knowledge.</p>		<p>The work in sessions 2-4 may not necessarily inform pupils’ worldviews, but the skills they have practised should help them to be clearer about their own personal knowledge / worldview</p>

	<p>Show pupils the ‘Nobody Stands Nowhere’ short film to help you to talk about the concepts of worldviews and personal knowledge.</p> <p>Create a set of personal hexagons which develop your ideas about your own identity from session 1. Spend as much time as you need crafting these to show the depth of your understanding of the connections between believing, belonging and behaving from your own personal perspective.</p> <p>Or, if you prefer, create your own version of the ‘Who am I?’ resource to create your own, based on your understanding of yourself.</p> <p>How might your personal beliefs or the people who’ve inspired you, help you as you move on to your new school?</p>		Hexagons template p.8
<p>Express (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Session 6: As we move on, what do we leave behind – and what goes with us? [Leavers’ Celebration]</p> <p>Plan a ‘Moving On’ celebration or assembly / act of collective worship that reflects what’s been important to you and your class community during the time that you’ve been there.</p> <p><i>You could include within it:</i></p> <ul style="list-style-type: none"> • Words that you will treasure. This might include words that have been a part of your learning in RE or words that are special to your school, or words that you value personally. • Special memories that you share • Thank yous to people who have inspired or influenced you in some way (think of Oscar speeches!) • Advice that you would want to pass on to the new year 6 pupils (currently Y5) • A symbolic gesture of some sort e.g. handing over a candle for the next year group to light in assembly • Some reflections on what you will take with you as you move on 		

