

Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Who am I?



Who am I? / Belonging

What this unit contains	In this unit pupils draw on their understanding of what it means to belong and relate it to how children are given a sense of belonging in five religions: Christianity, Islam, Hinduism and Sikhism, Buddhism. Pupils investigate how children are welcomed into different religions. They think about how people show they belong and what is special for them about belonging.
Where the unit fits and how it builds upon previous learning	This unit includes a focus on elements from the local Agreed Syllabus on symbol and dress. Through this unit pupils will focus on a number of Key Questions and begin to deepen the knowledge they have already gained from their life experiences and begin to build on their depth and knowledge of understanding of peoples' lives within each faith studied.
Extension activities and further thinking	<ul style="list-style-type: none">• complete a piece of writing about what it means to belong to a religion they have studied or to which they belong themselves• write about what it feels like to not belong• consider why people who believe come together in groups to worship and share time

Vocabulary					SMSC/Citizenship
belonging	Islam	Hinduism	Christianity	Buddhism	<ul style="list-style-type: none"> • how religious groups show they take responsibility for others • the duty of members of religions to care for everyone • how people belong to a range of different groups within the wider community including a faith group
family	Qur'an	Brahman	Cross	Buddha	
worship	Surah	Rama	Bible	Meditation	
naming ceremony	Hadith	Sita	baptism	Chanting	
Sikhism	prayer mat	Murti	Church	Dharma,	
Gurdwara	Adhan	Puja	chapel	Sangha	
Five 'K's	Aqiqah	shrine	clerical collar	Temple	
Guru Granth Sahib	Bismillah	Vedas,	Altar	Three Jewels	
Kaur	Mosque	Namakaran			
Singh	Muhammad (pbuh)	Ganesh,			

Session 1 Key Question: What does it mean to belong?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • explore ways in which members of the class belong; • learn how belonging is expressed and made explicit; • understand the importance of belonging to a group. 		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p><i>Prior to the lesson, arrange for the class to bring in an example of uniforms or symbols of different groups to which they belong to e.g. Brownies, football teams, music groups. Ideally pupils should sit in these groups. Children who do not belong to activity groups will belong to a ‘class’ group representing the class and school. Alternatively pictures can be presented.</i></p> <p>Class teacher could present the class with a poster of his/her own belonging mind map, or web. Looking at the Resource sheet, explain to the children how an individual can belong to different groups.</p> <p>Talk about how by belonging to the class each of them already belongs to a group. They are members of the school (possibly show a school photograph) and also a member of their class (show a class photograph), as well as being members of their other entirely different groups outside school.</p> <p>In the groups where they are sitting pupils can create either a mind map or Venn diagram to show what they already know about the groups members of the class belong to. They can send ambassadors to other tables to ask questions to inform their work.</p> <p>As a class, discuss how they show they belong to their different groups / clubs e.g. by wearing a uniform, badge etc. Pupils can draw a badge or item of uniform and label with what it means to them. During the lesson the digital camera should be available so that pictures can be taken for a wall display.</p> <p>In pairs, within their group, pupils share what they like about belonging to a group/club and what they do when they are meeting together. Are there any group rules they are expected to follow?</p> <p>Plenary: Discuss what pupils think it means to ‘belong’ in terms of benefits and responsibilities.</p>	<p>Resources:</p> <p>Digital camera</p> <p>School photograph</p> <p>Class photograph</p> <p>School badge</p> <p>Access to PC</p> <p>Photos of different groups that may not be represented.</p> <p>Session 1 Resource Sheet</p>

Session 2 Key Question: What does it mean to belong to a family?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • understand the concept of belonging to a family; • understand the concept of belonging to a faith family. 	<p>✓</p>	<p>✓</p>	<p><i>Prior to the lesson, send a letter home asking the children to bring in family group photos they may have at home.</i></p> <p>✓ Discuss with pupils the concept of belonging to a family and what it means to them. (Ensure this is done inclusively so that all pupils feel that their family experience is valid).</p> <p>Collaborate with the class to develop a family tree by using a well-known family (e.g. Royal family). Recognise that within a class there will be many variations and sensitivity is needed. Discuss this with the pupils. They could then complete their own family trees.</p> <p>✓ If possible, get a member of a child's family to come in and talk about what belonging to a family means to them and how each person is valued. If not possible, the teaching assistant or another adult could do this for the class.</p> <p>Discuss with the class other people who are important in their families, but who are not on the family tree. In pairs get the pupils to talk about how they contribute to their family.</p> <p>✓ Introduce the idea that in religions, people who believe in God belong to a faith family too – a religious family. Explain that they do things together to show that they belong. Introduce the names and faith symbols of the faiths to be featured in the following lessons.</p>	<p>Resources:</p> <p>Completed family tree – could be teacher's own or the family tree attached to this unit.</p> <p>Blank family tree</p> <p>Names and symbols for:</p> <ul style="list-style-type: none"> • Christianity – Christian • Sikhism – Sikh • Islam – Muslim • Hinduism – Hindu • Buddhism - Buddhist <p>Notes for teachers:</p> <p><i>Teachers need to be sensitive towards the different kinds of family structures represented in their class.</i></p> <p>Prior to the next lesson do a class audit of the pupils' faiths and beliefs.</p>

Session 4 Key Question: What happens when a child joins a religious family?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • understand the concept of belonging to a family; • understand the concept of belonging to a faith family. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p><i>Pupils should work in the same groups as last week.</i></p> <p>Show the class a short clip from a DVD of a christening/infant baptism, a naming ceremony (Muslim or Sikh) 'Namakaran' (Hindu naming ceremony), Buddhist Baby Blessing. Explain that children who do not have a faith or belief will also be welcomed into their family and their community with a welcoming event too.</p> <p>Ask pupils to share experiences about any of these ceremonies which they might have attended. Pupils might wish to bring in any gifts they received at their own joining / welcoming ceremony to share with the class as well as photos or cards.</p> <p>In groups they should begin to explore the ceremonies related to the faith they are researching in more depth, using the research sheet to guide them.</p> <p>Notes should be made to help them feedback and these can be added to the poster.</p> <p>Plenary: All groups to feedback to the class.</p> <p>Ask the questions:</p> <ul style="list-style-type: none"> • how do these ceremonies show that the religious communities are welcoming this person not just the individual family? • why is it important and does a public ceremony like this need to take place? 	<p>Resources:</p> <p>Research Sheet 2</p> <p>Digital camera</p> <p>Books</p> <p>CDs / DVDs</p> <p>Clips of an infant baptism</p> <p>Sikh naming ceremony</p> <p>BBC Active DVD 'Rites of Passage' sections on Belonging http://shop.retoday.org.uk/9781406641523</p> <p>Picture of a font</p> <p>Buddhist Baby Blessing : https://www.youtube.com/watch?v=6VoU-lcCiW8&feature=youtu.be or https://www.youtube.com/watch?v=uiBr0GH5LXI</p>

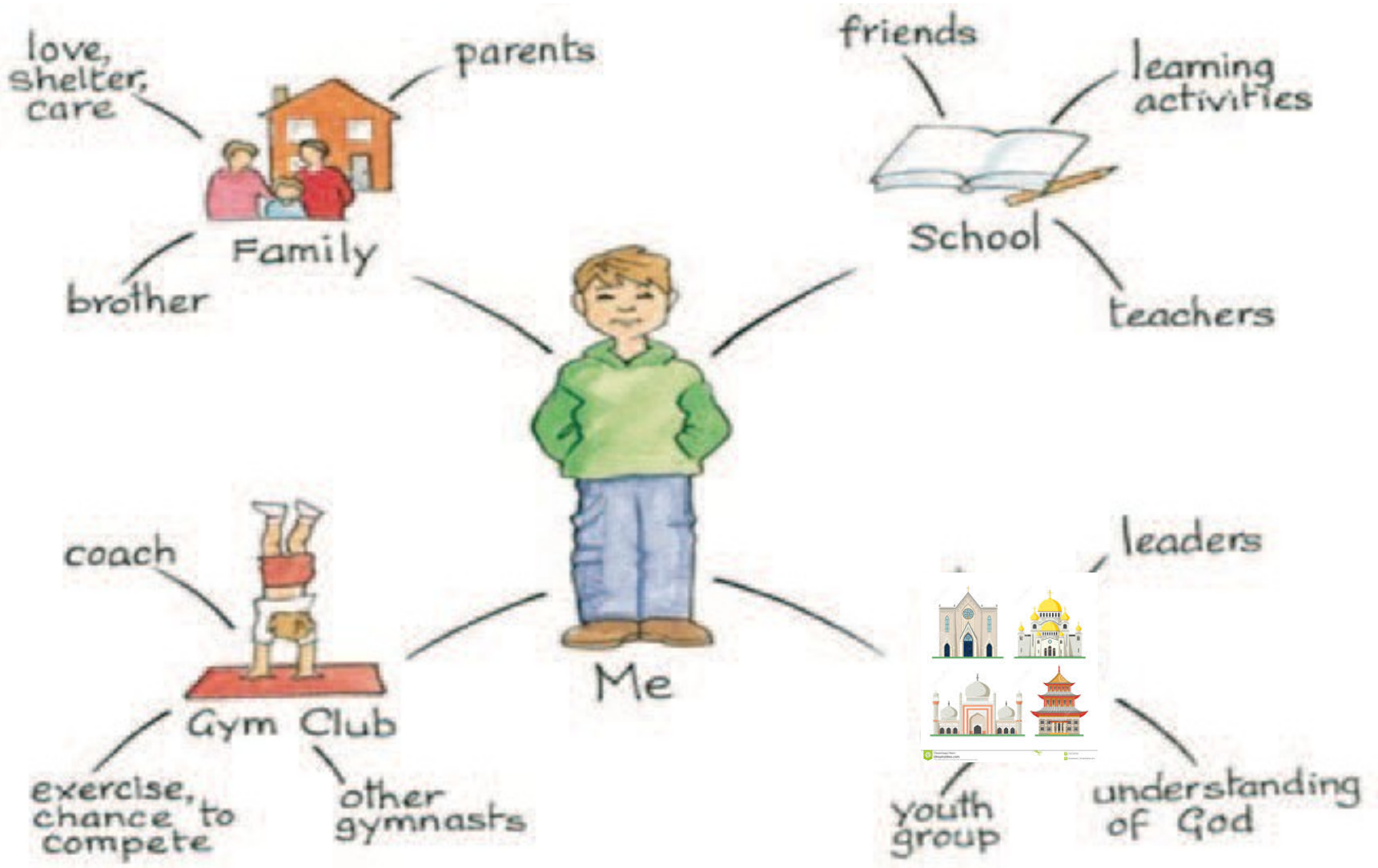
Session 5 Key Question: How does belonging to a religious family influence family life?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> know what is involved for a child in belonging to a religion. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p><i>The children should work in the same groups as previous weeks. Quickly recap on the work covered last week to help them.</i></p> <p>Ask pupils if there are any activities which they do at home that are to do with their religion e.g. Christian families saying grace, daily Bible readings, prayers, family Christmas activities, Sikh family prayers, Hindu daily worship / puja at a home shrine, Muslim prayer, reading the Qur'an, Buddhist family chanting/meditating.</p> <p>In groups, using pictures and books, pupils should deepen their understanding of how families might worship together at home or in their place of worship and the part children might take in the worship. They can use Research Sheet 3 to assist them. This will also be helpful to them in their feedback to the remainder of the class.</p> <p>Report back, within groups, to the class about their learning. This part can also be used as an opportunity for pupils in the other groups to ask questions.</p>	<p>Resources:</p> <p>Research Sheet 3</p> <p>Books</p> <p>Posters</p> <p>Digital camera</p> <p>BBC Active DVD 'Beliefs and Belonging'.</p>

Session 6 Key Question: What have we learnt about the importance of belonging to a religious family?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • know how people show they belong to a religion; • understand what believers find special about belonging to their faith; • understand about the ideas of being special. 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p><i>Pupils should work in the same groups as previous weeks.</i></p> <p>Explain to pupils that this week they are going to produce, edit and publish their project into a book or display about the faith they have been studying over the previous weeks. They can use all the notes they have made in their feedback, but it should contain something about clothing, joining and worship within the faith family.</p> <p>Explain that the book should be a mixture of drawings, which might be annotated and short pieces of writing, perhaps two or three sentences.</p> <p>Groups to work independently to complete the task, sharing with the class their work at the end.</p> <p>Pupils can share these books with another class or in an assembly, possibly with parents, depending on arrangements within the school.</p> <p>Plenary:</p> <p>Present the books at the front of the class. Tell the children about the TV programme 'Through the Keyhole' Using artefacts or pictures introduce some things that may have been seen if children look through a keyhole. Class teacher to ask the children 'Which religious family home might this be?' Children to identify through their gained knowledge which faith can be identified by the religious objects.</p>	<p>Resources:</p> <p>Books</p> <p>Digital Camera</p> <p>Posters</p> <p>Research Sheets from previous weeks</p>

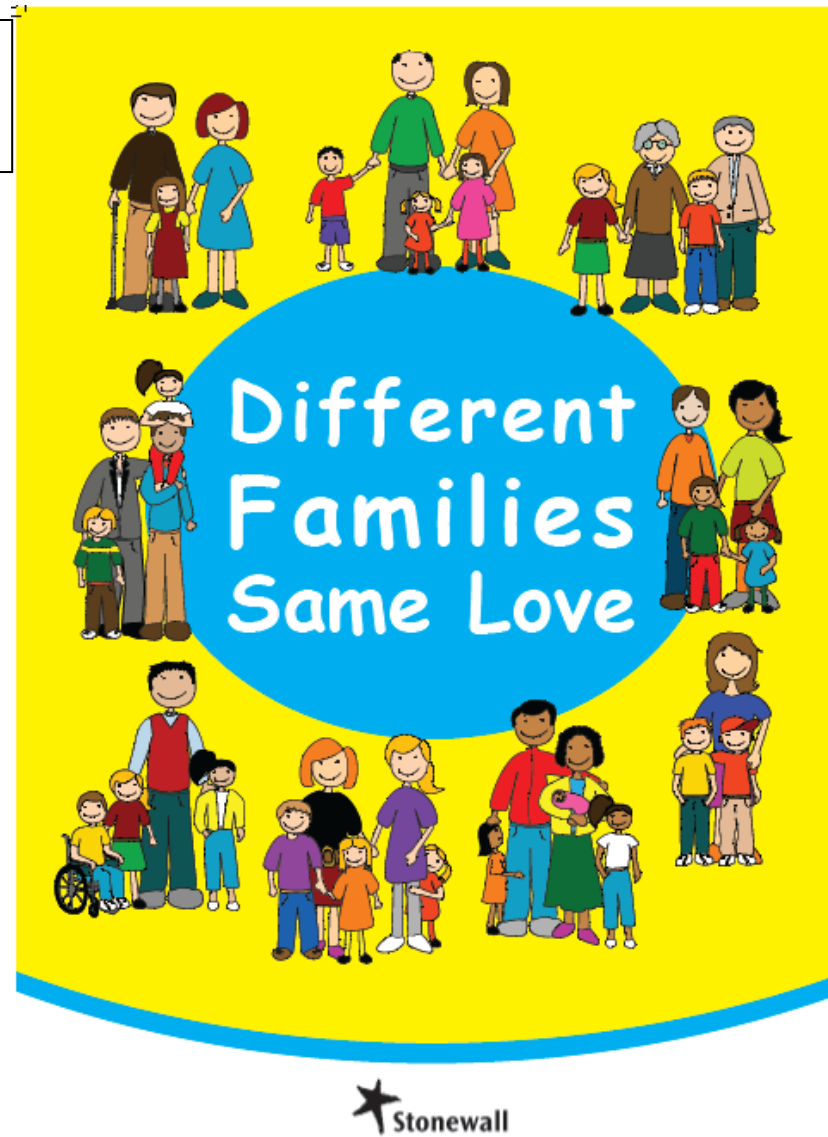
Session 1 Resource Sheet



Session 2 Resource Sheet
Example Family Tree



Session 2 Resource Sheet
Stonewall Poster



Session 3 Research Sheet 1

1. In the faith that you are studying, what clothes or religious jewellery do people wear that show they belong to their faith community?	
2. What are these items called?	
3. What do these items of clothing or religious jewellery mean to the people wearing them?	
4. Draw and label these items. Each member of your group should draw a different item if possible.	
5. Can you find out more about these items?	

Session 3 Research Sheet 2

1. Name the ceremonies that introduce children or young people to their faith community.

2. Why do these ceremonies happen?

3. Make some notes for your feedback.



Session 3 Research Sheet 3

1. What is the name of the special building used by the people of the faith you are studying?	
2. Can you collect and present any pictures of your special building?	
3. What might families do at home to worship?	
4. When might families go to a place of worship together and why?	
5. Within the faith you are studying how are children involved?	

Naming Ceremonies in Buddhism – Notes for Teachers

When names are given

Names may be given to newborns babies, to newly ordained monks or nuns, or laypeople undergoing special initiation ceremonies (Bodhisattva's vows, Going for Refuge or Taking of Precepts, etc).

Basic Name-giving-ceremony (Theravada, South East Asia)

A few days after a child is born some monks/nuns and laymen are invited to the baby's house and food and other requisites are offered to the Sangha, before midday. When the members of the Sangha have eaten their food, offerings of flowers, candles and incense are made and the head monk/nun blesses the child, announcing his or her name. In some forms of **Buddhism**, sacred orange threads are tied around the baby's wrists to welcome 'Khwan', a spirit that looks after babies.

With the child in front of the monks/nuns, the parents take the Five Precepts "*Panca Sila*" from them on behalf of the baby as well, and request them to recite Buddhist Suttas called *Parittas* and give a name to the child. The Bhikkhus will then recite such Suttas as *Mangala Sutta*, *Ratana Sutta*, *Metta Sutta*, all of which can be found in *Khuddaka Patha* of the *Khuddaka Nikaya*, and such other Suttas as they think fit to recite on the occasion.

The leader of the Bhikkhus will give a name to the child, either of his choice, or as suggested by the family.

After the recitation of the Suttas and offering are over the Sangha will leave his house, after which a feast is given to the people invited to participate in the ceremony.

The significance of this ceremony is to help the child grow up in good health and live a long and prosperous life.

Dharma Names

A **Dharma name** is a new name acquired during a [Buddhist initiation ritual](#) (in Mahayana Buddhism)^[1] and monk or nun ordination (Bhikkhu, Bhikkhuni).

The name is traditionally given by a Buddhist monastic. Most of the well-known Buddhist teachers are known to have had many different Dharma names in the course of their spiritual life, each name representing a stage of their career.

Different traditions will use names from different languages : Pali, Tibetan, Chinese, etc often describing desirable qualities one might want to develop or aspire to (e.g. Karuna or Compassion), or deities one might be dedicated to (e.g. Tara).

In China, ordained monks and nuns automatically revert to using the surname "Shi" (釋) as in *Shijiamouni* (釋迦牟尼), the Chinese transliteration of [Shakyamuni Buddha](#). Vietnam also follows this tradition for its monks and nuns by changing their surname to "Thích" as in *Thích Ca Mâu Ni*, the Sino-Vietnamese name for Shakyamuni.

Likewise for the Sino-Mahayana tradition of Buddhism, the dharma name given upon ordination can reflect the lineage passed from the teacher to the student, this can result in being given several dharma names. Some names reflect generational affiliation: all spiritual 'siblings' might share some specific syllable or character or prefix.

Secret Names

All the above kinds of names are used openly. Tantric ritual names, or **samaya** (Skt. for bond or obligation) names are kept secret. These are received only during certain empowerments when the **vajracharya** whispers it into one's ear. The name is explained at that time and is to be thought of as the name of one's fully realized being (a buddha's name.) Since this name functions as a word of power symbolic of the bond tying the initiate, the guru and the tantric deity (-ies,) it should be cherished and protected. The protective circle (Tib. *sang khor*) constructed at the beginning of the initiation and the evocation of the guardian deities (Skt. **dhamapalas**) prevent even unseen beings from approaching and learning it.

The samaya name will help to focus our consciousness so that we may recall what to do in the transitional states after death. One should try to recall and answer to it while in the transition or **bardo** at the moment when the *shitro* deities including one's one *yidam* appear.

Death Names or Necronyms

In Japan, Buddhist families usually obtain a necronym, called a [kaimyō](#), for a deceased relative from a Buddhist priest in exchange for a donation to the temple. Traditionally, the deceased were thereafter referred to by the necronym, as a sign of pious respect. The Dharma name (戒名, *kaimyō*; literally "precept name") written in kanji from the priest. This name supposedly prevents the return of the deceased if his name is called.

Video Clips- Buddhist Baby Naming Ceremonies:

Western Chinese

<https://www.youtube.com/watch?v=6VoU-lcCiW8&feature=youtu.be>

<https://www.youtube.com/watch?v=uiBr0GH5LXI>

Western Tibetan (from min 15:40)

<https://www.youtube.com/watch?v=dAbHYFA9yPA>

Further Reading :

https://en.wikipedia.org/wiki/Dharma_name

http://www.khandro.net/buddhist_names.htm

<https://www.urbandharma.org/udharma4/budceremonies.html>