

# Identity and Belonging : RE : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand how drama is used to reinforce important teachings and stories in religions.	Children will consider how a number of external factors help shape our identity. They will then draw mind maps, create fact files, or write at length about how their identities are shaped by many things around them.	<ul style="list-style-type: none"> <li>• Can children explain what an identity is?</li> <li>• Do children understand that many external factors can help shape a person's identity?</li> <li>• Can children consider the things which have helped shape their sense of identity?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Identity Fact Files</li> <li>• What does it mean to be British? Statements (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To consider the ways in which we express our identity.	Children will consider ways in which they, and others, express their identity through their actions. They may then either describe how they express their own identities, or how religious communities express themselves by helping others.	<ul style="list-style-type: none"> <li>• Can children think of some words to describe significant aspects of their own identity?</li> <li>• Can children explain some ways in which they express their identity through their actions?</li> <li>• Do children know some ways in which religious identity is expressed?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 2A/2B/2C</li> <li>• Helping Others</li> <li>• Internet access, books etc. (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.	Children will think about what 'diversity' means (in terms of the UK population). They will also consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding.	<ul style="list-style-type: none"> <li>• Do children understand what 'diversity' means when talking about a population?</li> <li>• Do children know what a 'minority' faith group is?</li> <li>• Can children consider some ways in which we can show tolerance and understanding of those of different faiths?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Tolerance and Understanding Statements</li> <li>• Worksheets 3A/3B/3C/3D</li> </ul>
<b>Lesson 4</b>	To explore ways in which a sense of belonging is shaped by our relationships and environment.	Children will consider how the place where they live shapes who they are, then ask and answer questions about the experiences of refugees forced to leave their homes and communities. They may then either study what religions say about welcoming newcomers, or produce posters about their own senses of belonging.	<ul style="list-style-type: none"> <li>• Can children think of some things which help shape a sense of belonging?</li> <li>• Can children consider the difficulties for people forced to leave their homes?</li> <li>• Can children find out about some ways in which newcomers can be helped and made to feel welcome?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 4A/4B/4C</li> <li>• What does the Bible say about newcomers?</li> <li>• What does the Qur'an say about newcomers?</li> <li>• Belonging Poster (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To consider some of the responsibilities of belonging to a global community.	Children will learn what is meant by 'global community', then consider the rights and responsibilities of its citizens. They will then undertake a range of activities where they will show what they think the responsibilities of global citizens are.	<ul style="list-style-type: none"> <li>• Do children know what the 'global community' is?</li> <li>• Can children explain what it means to be a 'global citizen'?</li> <li>• Can children think of some responsibilities we have as members of a global community?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5</li> <li>• Global Issues Cards</li> <li>• Earth Guardians Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To consider the importance of sharing in our global community.	Continuing from the last lesson, children will consider what we share with members of the global community, including shared responsibilities. They may then either find out what different religions say about sharing, or identify ways in which they help others through charitable activities.	<ul style="list-style-type: none"> <li>• Can children think of some things which are shared by all citizens of our global community?</li> <li>• Can children suggest some ways in which sharing can help those less well-off?</li> <li>• Can children consider what religions say about the sharing of resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheets 6A/6B/6C</li> <li>• The Story of Ruth</li> <li>• World Map (FSD? activity only)</li> </ul>