

How do Christians belong to their faith family?

Substantive Knowledge to test:

- The importance of worshipping together on a Sunday.
- How First Communion, Christenings and Baptisms show Christians belong to their faith family.
- How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family.
- How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.
- The use of light and water in both infant and adult baptism/christening.
- The different symbols (cross/fish) that show belonging.
- The church as a group of people/faith family not only a building.
- How using the name Christian means they belong to their faith family.

Disciplinary Knowledge to test:

- ✓ Identify how Christian's beliefs impact on their worship and sense of belonging.
- ✓ Identify some Christian symbols and artefacts.
- ✓ Identify different ways in which Christians show they belong to their faith family.
- ✓ Recognise that some people call themselves Christians.

Substantive Retrieval Questions:

- What day do Christians traditionally worship together?
- How is a baby or person welcomed into the Christian church?
- What is a church?
- How does worship bring Christians together?
- What is the first communion?

Disciplinary Retrieval Questions:

- Why is light and water important in Christenings and baptisms?
- What different ways demonstrate how Christians belong to one worshipping family?
- What artefacts might be used in a Christian church? What do they mean?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Social Human Sciences**

- A. The diverse nature of religion**
Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
- B. Diverse ways in which people practice and express beliefs**
Identify evidence of religion and belief especially in the local area.
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**
Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.