



# CHRISTIANITY KS 1 Unit 2: Special Occasions - Baptism & Naming

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| <b>What this unit contains</b>   | This unit introduces pupils to ways in which some of the Christian family name and welcome babies into their community. Christening / infant baptism, symbolism of words, clothes, actions and artefacts. The font. The church as a place where the ceremony takes place. The priest is the person who presides over the ceremony. Mothering Sunday.  |
| <b>Where the unit fits and how it builds upon previous learning</b>  | This unit builds on pupils' knowledge of Jesus' birth and introduces pupils to the concept of belonging to the Christian family.<br><br>Lessons 4 & 5 will be acting out a christening of a baby doll. It would be best if this could take place in a local church but if this is not possible it can take place in class. Either way, a Christian priest should be invited to 'officiate'. Lesson 6 may be moved around in the unit to be concurrent with the 'Mothering Sunday' date. |
| <b>Extension activities and further thinking</b>   | <ul style="list-style-type: none"> <li>➤ List the groups to which pupils in the class belong.</li> <li>➤ Find out how members of another faith welcome babies into their community.</li> </ul>  |
| <b>Vocabulary</b>  | <p>Christian<br/>belong<br/>church      *Priest<br/>                font<br/>                Christen      Christening<br/>                card<br/>                candle      welcome<br/>                Godparent</p>   |
| <b>SMSC/Citizenship</b>  |   |
| <ul style="list-style-type: none"> <li>➤ Belonging to different groups in community – family, school, faith community.</li> <li>➤ Names as a sign of belonging.</li> <li>➤ Belief that people make promises to God.</li> </ul> |   |
| <p><b>N.B.</b> *Priest – where this is mentioned, it is short hand for Priest, Rector, Minister, Reader, Lay Person etc.</p>   |   |



# CHRISTIANITY KS 1 Unit 2: Special Occasions - Baptism & Naming

## Unit 2 Session 1

| Learning objectives  | A<br>T<br>1 | A<br>T<br>2 | Suggested teaching activities   | Sensitivities, points to note, resources   |
|--|-------------|-------------|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ recall knowledge about Jesus &amp; John's names;</li> <li>➤ know that when babies are born there are many different ways that this is celebrated in different families;</li> <li>➤ know that announcements are made to welcome a baby;</li> <li>➤ know that in many Christian churches babies are welcomed during a special service.</li> </ul> | √           | √           | <p>Recall what pupils remember about the births of baby Jesus and John and how their names were given. Recall work done during Islam Unit 1 regarding their own names and how names are chosen for different purposes.</p> <p>Explain that in this Christianity unit pupils will find out about how babies are welcomed into the Christian family as well as their own.</p> <p>Share ideas about ways in which the birth of babies in pupils' families have been celebrated. Have any pupils attended a Dedication / Naming / Welcoming / Christening ceremony.</p> <p>In groups examine birth announcements. Let pupils highlight the names of the babies, their parents and any brothers and / or sisters in the items. Is anyone else mentioned (sometimes grandparents)? What words in the announcements tell you that the family are happy? Pick out any other details relevant to the unit.</p> <p>Watch a video of a Christening (examples in the resources column) and afterwards talk briefly about what pupils found interesting.<br/>Make a whole class announcement for the baby seen in the programme.</p> | <p><b>Resources</b><br/>Local / national newspaper 'births' announcement sections – example announcements enlarged.</p> <p><b>Video</b><br/>'Pathways of Belief'<br/>Christianity Programme 4<br/>Places of Worship 'The Church'<br/>or 'Introducing Sarah &amp; Paul' programme about baptism</p> |



# CHRISTIANITY KS 1 Unit 2: Special Occasions - Baptism & Naming

## Unit 2 Session 2

| Learning objectives   | A<br>T<br>1 | A<br>T<br>2 | Suggested teaching activities   | Sensitivities, points to note, resources  |
|---|-------------|-------------|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know that stories can sometimes have 'inner meanings';</li> <li>➤ know that stories that Jesus told were a way of telling people about God;</li> <li>➤ know that Jesus used familiar objects to teach people about God.</li> </ul> | √           | √           | <p>If possible invite the priest who will be 'officiating' over this 'christening' into the class for this lesson so that he/she can introduce the way in which families work together with the church to plan the service and make it special.</p> <p>Recall work from previous lesson and particularly the video.</p> <p>Make a class list of what pupils can recall and then watch again, picking out details of people involved, place and special items (e.g. candles, special clothes for the priest and baby, font, shell, cross) they can see.</p> <p>Explain that during this unit pupils will act out the naming of the baby doll and that members of the class will act out most of the roles but that the local priest will take the actual service.</p> <p>Select members of the class to 'be' the different people in the ceremony. If the priest can be with you in the lesson this is the time for him / her to simply explain the outline of the service and introduce the vocabulary. If this is not possible do this yourself, referring to the video the pupils have seen.</p> <p>Choose the baby's name and talk about what each person in the class will be doing. Make invitations to invite members of the school community to the 'ceremony' e.g. the School Admin Officer or Head teacher. If the 'christening' will take place in the church send home notes explaining about the visit.</p> | <p><b>Resources</b></p> <p>Video shown in previous lesson</p> <p>Christening cards</p> <p>Baby doll in christening robes</p> <p>Baptism artefacts: e.g. candles, invitations, certificate, shell etc.</p> <p><b>N.B.</b> Families should be clearly informed that pupils will not be expected to participate in 'worship' and it may be best if the 'family' chosen are Christian children.</p> |



# CHRISTIANITY KS 1 Unit 2: Special Occasions - Baptism & Naming

## Unit 2 Session 3 & 4

| Learning objectives  | A<br>T<br>1 | A<br>T<br>2 | Suggested teaching activities   | Sensitivities, points to note, resources   |
|--|-------------|-------------|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know what happens in a Christening service, the roles of the participants and that this is a ceremony for welcoming the baby into the Christian family;</li> <li>➤ know that some of the clothes, actions, and artefacts are symbolic and what the symbolism is.</li> </ul> | √           | √           | <p>In the church or classroom act out the baby Christening / Welcoming / Baptism. Have a font, godparents, congregation and priest. Introduce pupils to the symbolism of water, white baby clothes, clerical dress colours, candles and promises made for the baby.</p> <p>Consider how in a community of many religions people might be invited to share happy times with friends and neighbours from different beliefs and so the congregation might include people who are not Christians (as with the class). Explain that it is good to understand what it means to the families concerned.</p> <p>Explore what is happening in the 'service' as it goes on.</p> <p>At the end let pupils record their responses on a sheet with a photograph of a baby in the middle.</p> | <p><b>Resources</b><br/>Artefacts as required if the lesson takes place in class. Make sure the bowl used in place of a font is 'special'.</p> <p><b>N.B.</b> Be sensitive to pupils who may feel that their families did not welcome their birth.</p> |



# CHRISTIANITY KS 1 Unit 2: Special Occasions - Baptism & Naming

## Unit 2 Session 5

| Learning objectives   | A<br>T<br>1 | A<br>T<br>2 | Suggested teaching activities  | Focus for assessment  | Sensitivities, points to note, resources |
|---|-------------|-------------|--|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➢ know that the christening ceremony is about belonging to more than your family;</li> <li>➢ know that members of the class belong to many different groups and that belonging brings responsibilities and expectations of behaviour.</li> </ul> | ✓           | ✓           | <p>Recall the 'service' for your baby doll. The baby now 'belongs' to more than just its family – it now belongs to the Christian church.</p> <p>What does it mean to belong?</p> <p>Explore different groups that pupils belong to, e.g. family, school, class, faiths, and clubs. All of these have rules and expectations of behaviour for their members. What are they and how do you know?</p> <p>Discuss rules at home and school. Look at rules that the class have and talk about how belonging means you have to participate.</p> <p><b>Assessment Task</b><br/>What does it mean for the baby to belong to the Christian family? What rules might it need to follow? Draw up a set of rules for the baby – you will be expected to.... (e.g. go to Sunday school, read the Bible, behave well...)</p> <p>Write a thank you letter for the priest and include in it the set of rules that the class has drawn up.</p> | <p><b>Assessment Levels</b></p> <p><i>Level 1 Attainment target 1</i><br/>Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recognise symbols, and other verbal and visual forms of religious expression.</p> <p><i>Attainment target 2</i><br/>Pupils talk about their own experiences and feelings and what is of value and concern to themselves and to others.</p> <p><i>Level 2 Attainment target 1</i><br/>Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p><i>Attainment target 2</i><br/>Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. In relation to matters of right and wrong, they recognise their own values and those of others.</p> | <p><b>Resources</b><br/>Class rules</p>  |



# CHRISTIANITY KS 1 Unit 2: Special Occasions - Baptism & Naming

## Unit 2 Session 6

| Learning objectives  | A<br>T<br>1 | A<br>T<br>2 | Suggested teaching activities   | Sensitivities, points to note, resources |
|--|-------------|-------------|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know once a year, on Mothering Sunday, people in the Christian church thank God for their mothers;</li> <li>➤ know that Christians remember Mary, Jesus' mother;</li> <li>➤ respond sensitively to the feelings and experiences of others.</li> </ul> | √           | √           | <p>Talk about the role of mothers looking after their babies. Recall how Mary looked after baby Jesus.</p> <p>Make a class mind map of all the things that mothers do for us that we need to say thank you for. Make a class list.</p> <p>Explain that once a year Christians have a special service when they say thank you for their mothers and remember how Jesus was thankful for His mother too. Talk about all the adults who care for us and explore how we need to be thankful for them too.</p> <p>Make cards for mothers and/or someone who cares for us, saying thank you for something special that the person does to help or look after you.</p> | <b>Resources</b><br>Materials for cards. |