



C1.2

How are symbols used to welcome new life?

C1.2 How are symbols used to welcome new life?

About this unit:

In this Pathway Two unit on expressing beliefs, pupils will explore how symbols are used when welcoming new life. They will study initiation rites from Christianity, Islam and Sikhism including infant baptism, the naam karan and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. They will discover the symbolic food, objects and practices that can be used when welcoming new babies into communities. Pupils will be given the opportunity to reflect on the concepts of wishes and promises. They will compare and contrast different approaches to welcoming new life.

**Age Related
Pathway Statement:**

Good RE students (KS1) can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. They can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs.

**Transferable
Question**

What can be expressed through actions and symbols?

**The religions
studied in this unit:**

This unit specifically addresses Christianity, Islam and Sikhi. The unit also considers how people with no religious faith welcome and name children. It may be extended to other faiths reflecting local circumstances.

**Estimated teaching
time for this unit:**

6 – 8 hours

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Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Promises • Godparents, sponsors • Rituals, prayers, symbols • Baptism, aqiqah, naam karan 	<p>Books- Sophie and the New Baby – Catherine and Laurence Anholt (Orchard Books, ISBN 1-84121-057-9) A New Baby (ORT Stage 5) Roderick Hunt. (ISBN 10: 0198465335) Colin’s baptism –Olivia Bennett/Hamish Hamilton (ISBN 0241118468)</p> <p>Online video of baptism ceremony – BBC bitesize</p> <p>Meaning of Muslim names: www.names4Muslims.com</p> <p>Humanist naming ceremonies: https://humanists.uk/ceremonies/humanist-namings/</p> <p>Ceremony picture cards</p>

EXPECTATIONS – informed by ongoing assessment throughout the unit:

<p>Pupils working towards the age-related expectations will:</p> <ul style="list-style-type: none"> • Explore and talk about different ways to welcome a new baby 	<p>Pupils working at the age related expectations (ARE) for KS1 will be able to:</p> <ul style="list-style-type: none"> • Recognise and name some symbols used to welcome a new baby. • Express ideas about the symbols they would use to welcome a baby. • Recognise some similarities and differences between the welcoming ceremonies. 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Suggest reasons for some of the symbols used to welcome a baby. • Make links between the symbols and rituals used by different faith communities. • Explore some of the words used to welcome new babies.
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ASSESSMENT SUGGESTIONS

- Record ongoing responses to key questions through quotations or recordings of the children.
- Same or different? Pupils identify a similarity and difference for the welcoming ceremonies they have studied (using pictures to support if required).

CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from thinking about the ways that people belong to a faith community and make links between their home and religious lives.
- Opportunities for **social development** come from exploring events in the lives of children in school, and in the local community.
- Opportunities for **cultural development** come from engaging with the local Muslim and Christian communities, through welcoming visitors into school.

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Key Questions	Learning Objectives	Teaching and Learning Opportunities	Wider Learning Opportunities / Points to note
<p>How are symbols used to welcome new life?</p> <p>Why is it important to make someone feel welcome?</p>	<p>Explain how we welcome people to our class and why this is important.</p> <p>Identify symbols and routines in school and begin to explain why they are important.</p>	<p>Discuss how we would welcome a new person in our class, brainstorm things we might do. The teacher might use a bear or doll as new class member to focus ideas on.</p> <p>Get the children to say something or carry out an action to make the bear/doll feel welcome.</p> <p>Think about how the bear/doll feels to be new (could link to moving to Year 1/2) and how it feels when they have made it welcome.</p> <p>Discuss what routines (rituals) the bear will need to learn, e.g. playtime, where to put book bag. Why do we have these routines? Dramatise situations a new child might find themselves in.</p> <p>As a class, the children could give the bear a school jumper, its own book bag etc as gifts.</p> <p>Suggested activities :</p> <ul style="list-style-type: none"> - Make a class badge with the logo of our school and a symbol of our class for new member or visitor to wear. -Make a class book on the routines of our class for a new child or visitor to look at- share out the parts of our daily routine between groups of children and put them together as a book. -Walk around the school and grounds and complete a treasure hunt of symbols that are special to our school, focus on the entrance where new people are welcomed. <p>Next steps-</p> <p>Children explain why it is important to welcome someone new. Record their explanations to add to their activity.</p>	<p>Lived experience- the children could interview a new child or member of staff to find out how they were welcomed into the school.</p> <p>SEND adaptations- use a visual timetable as a reference for daily routines.</p>

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		<p>Ask the children to see if they can find out about one of their names for next week. What does it mean? Who chose it for them? Children or staff could also bring in a photo of when they were younger which could be used to create a 'Guess Who' game.</p>	
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<p>How do you welcome a baby into your family?</p> <p>What gifts would you like to give a new baby? Why?</p> <p>What do names mean and why are they important?</p>	<p>Describe what a new baby needs.</p> <p>Explore the meaning of names.</p>	<p>Use pictures brought in by children or staff to create a 'Guess Who' game – with the photo of the pupil now underneath.</p> <p>Talk about how babies' names are chosen. Look at what the children have found out about one of their own names, meanings and reasons for the choice. Is anyone named after someone else? Is there a story to go with your name? Share in pairs and in class. Some families choose names for religious reasons – give some examples and discuss why they might be chosen.</p> <p>Name a class doll or share a new baby story as an example. What does a new baby need?</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> -Produce a mind map to illustrate what a new baby needs e.g. milk, somewhere to sleep, cuddles, people to help. Pupils could take turns to show items from a feely bag of objects. Children could hot seat a member of staff who has experienced welcoming a new baby for further ideas. -Using a class doll, ask the children how they would welcome this new baby. Sit together in a circle and close your eyes to reflect. Introduce the idea of symbolic gifts e.g. could give an apple to show you want the baby to be healthy. Include ways of showing the baby you care. Pupils can draw what they would do or give and bring them to the circle to show the baby. <p>Next steps-</p> <ul style="list-style-type: none"> -Set up an interactive display of things the baby might need based on the children's suggestions. Children could make something for the new baby or bring something from home to go on the display. 	<p>Teachers will need to be sensitive towards children in their class who may have been in difficult situations as a baby, including looked after children, adopted children and those who have experienced abuse, neglect or loss.</p> <p>Meanings of names provide a rich source for discussion – see resource list for websites.</p> <p>Stories: Sophie and the New Baby – Catherine and Laurence Anholt (Orchard Books, ISBN 1-84121-057-9)</p> <p>A New Baby (ORT Stage 5) Roderick Hunt. (ISBN 10: 0198465335)</p>

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<p>How are babies welcomed into the Sikh faith?</p>	<p>Sequence the symbolic events of a Naam Karan, Sikh naming ceremony.</p> <p>Describe how names are chosen in the Sikhi faith.</p>	<p>Sikhs believe that the birth of an individual is a special gift from God and should therefore be celebrated. Watch a video of a Naam Karan, the Sikh naming ceremony meaning ‘name making’ held at the gurdwara around two weeks after the birth of the child.</p> <p>https://www.youtube.com/watch?v=xH89kg1K0RQ</p> <p>The video begins with people explaining the meaning of their names. Pause to make connections with what the children found out about their own names. As the key parts of the Naam Karan are shown, pupils can wave if they spot a symbol or routine (ritual); and ask questions about it.</p> <p>Discuss the key stages as they appear in the video-</p> <ul style="list-style-type: none"> • everyone makes an offering to the <i>Guru Granth Sahib</i> • the parents make <i>Karah Parshad</i> (a sanctified sweet pudding) or give a donation for it to be made • the family offer the gurdwara something special, such as a <i>rumalla</i> (beautiful cloths which cover the Guru Granth Sahib when it is not being read) • the <i>Mool Mantar</i> (The basic statement of belief that appears at the beginning and throughout the Guru Granth Sahib) is said to thank God for the precious gift of life • the <i>sangat</i> (congregation) say prayers of thanks • the baby is given a spoonful of <i>amrit</i> (holy nectar) mixture <p>Pause the video to discuss how babies are named. The <i>granthi</i> opens the Guru Granth Sahib at random. This is known as <i>Hukam</i>. As the page opens at random, the <i>granthi</i> reads the first line of the page. The first letter of the first word on that page decides the first letter of the child’s name. The parents then choose the name, which is announced by the <i>granthi</i> to the congregation.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> -Play ‘eye spy’ using the first letter of the children’s names. - In groups outdoors or in the hall, children can run in relay to collect photographs showing parts of the Naam Karan. As they collect the photographs they can sequence and explain the rituals to their group. <p>Next steps- Children can present their sequenced photographs and describe the ceremony for recording.</p>	<p>Although many Sikhs use their family name, some decide to use the names <i>Kaur</i> or <i>Singh</i>. This is to follow <i>Guru Gobind Singh’s</i> practice of calling all men <i>Singh</i> and all women <i>Kaur</i> to remind Sikhs of the <i>oneness of humanity</i>. Many Sikhs choose to give their children these names at the naming ceremony. Children who are not given these names may adopt them later if they choose to undergo the <i>Amrit Sanskar ceremony</i> as adults.</p> <p>Lived experience- If possible, visit a gurdwara or interview a <i>granthi</i> on the ceremony.</p> <p>Children could explore <i>rumalla</i> cloths, using gold thread to sew common motifs like diamonds and simple flowers.</p>
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Key Questions	Learning Objectives	Teaching and Learning Opportunities	Wider Learning Opportunities / Points to note
<p>How is a baby welcomed into the Christian faith?</p> <p>What is a promise and why are promises important?</p>	<p>Explore how babies are welcomed in the Christian faith.</p> <p>Identify symbols and symbolic events in a Christening.</p>	<p>The class investigates the concept of welcoming a new baby into the Christian religion. Consider what happens and why? Can they see links with what they already know about Christianity?</p> <p>Using images/video, show the following. Encourage children to ask questions and suggest answers e.g. why do the parent's make a promise? (because the baby is too little)</p> <ul style="list-style-type: none"> • The parents make a promise in front of God and Church family to bring up the baby into the Christian faith. • The baby receives a Christian name. • The minister says to the baby 'I baptize you in the name of the Father, Son and Holy Spirit.' 'I sign you with the sign of the cross.' • Children receive symbolic gifts, e.g. candle, gown, Bible. <p>Suggested activities:</p> <p>-Re-enact a baptism using a doll. The children will play roles (parents, godparents, siblings etc) and could even come dressed smartly to match their role. Talk about their responsibilities for the day and highlight the significance of the artefacts and symbols used in the ceremony. A local minister could be invited to do this in class or at the church if possible. Other pupils can take on the roles of the congregation or photographers.</p> <p>-Split the children into teams to further investigate artefacts, symbols and concepts associated with baptism – e.g. the font and its position in church; water; baptismal candle; the sign of the cross; baptismal cards; christening gown; Bible; godparents. Children could generate and answer a question about each in their teams e.g. why would a baby need a candle?</p> <p>Next steps- Children present their learning to the class and annotate a display (verbal or written). Reflect: Have you ever made a special promise? The children could think about a promise they'd like to make in relation to school, home etc. Who will oversee their promise (i.e. like the parents/god-parents do)</p>	<p>Lived experience- Encourage adults and children to share any experiences they may have had with baptisms.</p> <p>Older children and adults can be baptised and often make the promises for themselves.</p> <p>To make the re-enactment extra special, children could make or bring in christening cakes / buns.</p>

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<p>How do Muslims welcome a new baby?</p>	<p>Explore how Muslims welcome a new baby.</p> <p>Explain why sharing is important in the Aqiqah.</p>	<p>When a new baby is born into a Muslim family the following things take place:</p> <ul style="list-style-type: none"> • The adhan (statement of faith) is whispered in the baby’s right ear as soon after birth as possible. They are given something sweet to taste so that they will grow up with a sweet nature. • The Aqiqah is a ceremony on the seventh day. Hair is shaved off when 7 days old to signify purity and readiness for prayer. The hair is weighed and then the equivalent cost in gold given to people less fortunate. A special meal for the whole family. Any leftover meat is shared with people less fortunate because the family recognise how lucky they are and want to help other people. • The baby is named – taken from the Qur’an for its meaning. <p>Explain that Muslims call this the Aqiqah, which means ‘precious stone’ link back to why a baby is precious from earlier in the unit. Why do they think Muslims add the word stone?</p> <p>Suggested activities:</p> <p>-Show some ‘sharing cards’ (with images of gold, a special meal, special words and sweet liquid and spread them around the space (preferably the hall or playground). Children collect one of each of the 4 cards and discuss why sharing each is important within the Aqiqah.</p> <p>-Children can use the cards to write a description of what is shared and why during the Aqiqah in their own words.</p> <p>Next steps- Time to reflect: What special words would you like to say to a new baby? Think about hopes/wishes for the baby’s future.</p>	<p>Maths links can be further explored – the Aqiqah is held on the 7th day after birth. If that is not possible, it can be held on the 14th or 21st day. Weights can also be further explored (twinkl link) and division as sharing.</p> <p>Lived experience- If possible invite a Muslim mum/dad in who has just had a baby to talk about this experience. It is helpful if children have had chance to think about what questions they would ask beforehand.</p> <p>Donations could be made by the class to a local food bank to emphasise sharing with people in need.</p>

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<p>How do Humanists welcome a new baby?</p> <p>What do you wish for people in your class?</p>	<p>Explore how Humanists welcome a new baby.</p> <p>Create a class poem to welcome a new baby.</p>	<p>Explore the Humanist naming ceremony website https://humanists.uk/ceremonies/humanist-namings/ together. Focus on how parents choose parts of the ceremony such as the music so that it is special to them. Look at some of the symbolic practices such as a wish tree and sand blending in which each layer represents an individual commitment to the child.</p> <p>Children close their eyes as you read the poem- <i>‘Welcome’ (Anon)</i></p> <p><i>Welcome to sunlight</i> <i>Welcome to the soft rain on your face</i> <i>Welcome to the rush of the wind</i> <i>Welcome to the hush of the sea</i> <i>Welcome to much joy and a little sorrow</i> <i>Welcome to birdsong</i> <i>Welcome to music and laughter</i> <i>Welcome to the leaves on the tree</i> <i>Welcome to the miracle of words</i> <i>Welcome to the whispering of rivers</i> <i>Welcome to dreaming</i> <i>Welcome to everything you can see and name</i> <i>Welcome to your mother’s care</i> <i>Welcome to your father’s smile</i> <i>Welcome to the love of all here</i> <i>Welcome to the world.</i></p> <p>Discuss the aspects of our world that the poem includes e.g. nature, people, the five senses.</p>	<p>Lived experience: If possible, ask a parent who has had a Humanist ceremony to talk about this experience. Alternatively, the website has blogs which recount individual experiences.</p>

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		<p>Suggested activities:</p> <ul style="list-style-type: none">- Children have a strip of paper with 'welcome to' and complete their own part of the poem. Collect the pieces together and use them to compose a class poem.- Alternatively, pupils could compose their own version of the poem to welcome a baby. <p>Next steps- children can reflect on wishes for their own class, for example by taking turns to pour coloured sand into a bottle or filling in a leaf for a wish tree- this can be linked to the class commitment to school rules such as being kind and gentle.</p>	
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<p>How are symbols used to welcome new life?</p> <p>What is the same about how babies are welcomed into the world?</p> <p>What is different?</p>	<p>Compare how babies are welcomed into the world.</p>	<p>Pass our baby doll around a circle and give each child an opportunity to share what they have learnt about the different ways in which new babies are welcomed into the world. They may recount an experience of their own. A feely bag with pictures and artefacts from the celebrations studied so far could be used for support.</p> <p>Give some more examples of different practices. Baptists, for example, only baptise those who have made a personal and informed decision to be baptised as followers of Christ. Since babies are not able to make that choice for themselves they wait until children are old enough to decide for themselves. So the focus during an infant dedication is on the parent(s)/ carer(s).</p> <p>Have the children noticed similarities between how new babies are welcomed in the ceremonies they have studied?</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> -set up a table with photographs, symbols and artefacts from each celebration studied <p>Children work together to create posters to show how babies are welcomed, adding their own drawings and captions.</p> <ul style="list-style-type: none"> -children could make their booklet on how babies are welcomed into the world with a page per celebration studied and a page for their own experiences. <p>Next steps- What is similar / different about how babies are welcomed into the world. Look at the posters/ booklets together to identify similarities and differences. If the children have made posters, star shapes could be put next to similar practices and the posters displayed. The children could record a similarity and difference each as an assessment task.</p>	<p>This lesson serves as an opportunity to stress equal value on the different ways in which babies are welcomed, whether they involve public celebration or not. For example, the majority of Quakers reject the physical acts of baptism with water. Instead, they might talk about the importance of these spiritual experiences occurring inwardly.</p> <p>SEND adaptations- children could be provided with a picture word bank</p>