# Y6 Autumn: Identity and Belonging – Our Global Community

## Enquiry: How do our beliefs and identities shape belonging and our responsibilities to others?

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| Rationale | Building on earlier KS2 study of religious beliefs, practices and communities, this unit develops pupils' understanding of how faith and values can shape identity and belonging. Pupils move from personal identity to the diversity of communities, then consider religious teachings about welcoming newcomers and helping others. This progression prepares them to apply religious knowledge to increasingly complex questions of responsibility, inclusion and global citizenship as they approach secondary education. | | | | |
| Lessons | 1. What makes us who we are? | 2. How do we show who we are? | 3. What does it mean to belong? | 4. How should we treat people who are new to our community? | 5. What does it mean to be a good global citizen? |
| Key vocab | identity · values · beliefs | expression · actions · hijab | diversity · belonging · inclusion | refugee · asylum seeker · welcome | global citizen · responsibility · compassion |
| Key concepts | **Identity and belief:** Personal, cultural, national and religious identities can overlap and influence actions.<br>**Community and belonging:** Respect and inclusion help people feel valued in groups and societies.<br>**Religion and ethics:** Religious teachings can inform how believers treat neighbours and newcomers.<br>**Global responsibility:** People can respond to diversity, migration and shared global challenges through their choices. | | | | |

| | Core knowledge | Hinterland knowledge |
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| Lesson 1 | · Identity describes who someone is and what makes them who they are.<br>· A person can have personal, group, national and global identities.<br>· Beliefs, values, interests, language and family can all contribute to identity. | · Explore passports and fingerprints as ways people are identified.<br>· Use an identity mind map and consider how identities change or overlap.<br>· Discuss religion as one possible part of identity, not an assumption about every person. |
| Lesson 2 | · Actions and choices can communicate values, beliefs and identity.<br>· Religious identity may be expressed through clothing, worship and everyday conduct.<br>· Respecting a person includes respecting their right to express their identity. | · Read The Proudest Blue by Ibtihaj Muhammad and discuss the hijab and the characters' responses.<br>· Consider the impact of unkind comments and give reasoned advice.<br>· Compare examples including a Sikh turban and Christian church attendance. |
| Lesson 3 | · Diversity means that people in a community have different backgrounds, beliefs and experiences.<br>· Britain includes people of different religions and people with no religion.<br>· Belonging means feeling accepted, included and connected to a group or place.<br>· Religious communities can provide shared worship, traditions and a sense of belonging. | · Use a diversity web and carefully sourced information about religious diversity in Britain.<br>· Explore examples of religious communities gathering for worship and celebrations.<br>· Discuss scenarios about a Muslim family joining a community and a Hindu family celebrating Diwali.<br>· Identify practical actions that help people feel included. |
| Lesson 4 | · People may move to a new community for different reasons, including seeking safety.<br>· Refugees have fled their country to seek safety; asylum seekers have requested protection and await a decision.<br>· Jewish, Christian and Muslim teachings include responsibilities to care for others.<br>· Religious beliefs can influence how people welcome newcomers. | · Explore an age-appropriate scenario about a family arriving in a new community, avoiding assumptions about any pupil's experiences.<br>· Interpret Leviticus 19:33–34 (welcoming the foreigner) and Matthew 25:35 (welcoming the stranger).<br>· Consider Qur'an 4:36 (kindness to neighbours and travellers), using an accurate translation.<br>· Compare actions that show welcome and justify them with reference to a religious teaching. |
| Lesson 5 | · Global citizenship means recognising our connections and responsibilities to people beyond our immediate community.<br>· Religious beliefs and values can inspire people to help others locally and globally.<br>· Responsible choices can support fairness, peace and care for the environment.<br>· Different people may act from religious or non-religious values. | · Revisit the unit's examples of identity, belonging and welcome.<br>· Examine grounded examples of religious charities and community action, alongside non-religious initiatives.<br>· Discuss scenarios involving a newcomer, community need or environmental challenge.<br>· Complete a final reasoned response explaining how a belief or value might influence a person's action. |