

Year 3&4 Key Stage 2



RELIGIOUS EDUCATION

Resource File

Year 3 units of work - Birth ceremonies - what does a baby need?





Lesson 1 What does a baby need?

The big picture

This lesson is intended to set the scene for the unit on birth ceremonies and introduce people to some different religions as they begin Key Stage 2. It gives the class the opportunity to focus on the needs of a new baby and talk about how families they know celebrate the arrival of a baby.

Learning objective

- To understand the different needs of a new baby and how people feel when a baby is born.

Success criteria

- Pupils will have shared ideas on the practical and spiritual needs of a newborn baby.

Religious Education Council Requirements

A1, A3, B2, C1, C2

Resources

- **CD Image Gallery, page 1:** Welcoming a baby
- Audio clip of a baby laughing and crying (CD-ROM)
- Examples of birth announcement cards (optional)
- **Resource sheet 1:** 'What does a baby need?'

Vocabulary

Birth, celebration, ceremony, spiritual

Introduction

Share the learning objective: 'In this lesson we are going to learn what a new baby needs when it is born and what it feels like to have a new baby in the family.'

Play the sound of a newborn baby crying and a baby laughing (audio clips can be found on the CD-ROM). What do the sounds make people think of? Has anyone had a new baby in their family recently? How does life change when a new baby enters the family? This gives people the opportunity to share their own experiences which you may be able to draw on later in the lesson. It also means they are more likely to concentrate in the lesson, rather than being desperate to share their own experiences!

Key questions ?

What does a newborn baby need?

What two types of things does a baby need? (physical and spiritual)

How does life change when a baby enters the family?

Activities

Stimulus

If you have them, show the class some examples from a selection of birth announcements (available from ordinary shops, or some from religious shops with religious text in them).

Ask the class why they think people celebrate when a baby is born. Note down the responses. People want to share the news, share their happiness and celebrate a new life. What sorts of things do they do? Ensure a full list of ideas are suggested, like sending cards, parties, visiting, cakes, presents, etc.

Explain that in the next few weeks you are going to look at how different religions welcome new babies into the world.

Response

Ask the class in a time of quiet to think about all the different things a baby needs.

This may be the first time you have asked them to sit quietly and think, so set out your expectations. Many people find it helpful to close their eyes to cut out distractions, but others can find it frightening. Those who do not close their eyes need to be told not to make eye contact with others.

Collect the suggestions on the board. At first the suggestions are often toys, clothes, cots, and so on. If they do not come immediately, encourage suggestions such as cuddles, love and care.

Give the class resource sheet 1 and ask them to draw in their books or on the sheet things that they think a baby will always need. Explain that there should be two types of things on their list:

- Things which keep us alive, such as warmth and food.
- Things which feed our spirit, such as attention, a sense of belonging, cuddles and care. (Point out that many religions believe that these spiritual things come from God and that he never stops giving them.)

Plenary

Explain that in the next few weeks you are going to look at the question: 'How can we show that God will care for this baby from the moment it is born?'

Ask the class to find out from their parents if they were welcomed into the world with any special ceremonies, parties or visitors.

Finally, ask them to think about and finish this sentence:

- 'A baby will always need...'

Differentiation

(By grouping) people who struggle to sit in a large group and answer questions could sit with a teaching assistant, who could pass on their answers to you on their behalf.

(By task) instead of creating individual responses, the class could create a group response on a large piece of paper. Some people could choose from a selection of pictures.

Extension

More able people could choose to express their responses in a written or drawn form, or a combination of the two. They could also write about how a family feels on the arrival of a new baby.

NB: please be aware of sensitive issues that this topic may raise for children for example, separated families, looked after and adopted children or children where a parent has died etc.



Name: _____

Date: _____

What does a baby need?

A baby will always need...

