

This area of enquiry enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life. (Expressing strand)

This plan has selected the following content to exemplify the learning outcomes.

- Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?
- Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days.
- What meaning do these ceremonies have to the individual, their family and their communities?
- Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies.
- Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life?
- Reflect on pupils' own ideas about community, belonging and belief. Are these only part of organised religions, or are they important for everyone?

Learning Outcomes:

- To describe how life is seen as a journey by some people
- Think of reasons why some people have rituals to mark important life events
- Describe two different Christian celebrations of belonging/initiation
- Describe what happens at a Jewish Bar or Bat Mitzvah ceremony
- Describe the Hindu beliefs about the journey of life and death using key terms such as Dharma, karma and moksha
- Describe the significance of the Hindu sacred thread ceremony
- Describe a wedding ceremony for two different religions
- Consider the significance of baptism to Christians and suggest why some Christians baptise babies at birth
- Suggest reasons why these ceremonies are significant to Jewish people

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson sequence</p> <p>include WALTs/LOs and key concept:</p>	<p>Lesson 1: What does a journey mean to us?</p> <p>LO: Describe how life is seen as a journey by some people</p> <p>Explore reasons why we use the idea of life as a journey.</p> <p>What are the features of a journey that make it a good metaphor for life? (Moving through time; progress to a destination – do we know where we are going? guides for living – religious people follow their holy books and key leaders, for example; adventures on the way; get tired after a long journey etc).</p> <p>What other metaphors/similes would suit?</p>	<p>Lesson 2: What is the significance of Baptism to Christians?</p> <p>LO: Describe two different Christian celebrations of belonging/initiation</p> <p>Ask the pupils to think about the symbolism of water in baptism and share ideas. Discuss the idea of a fresh start, of dying to sin and being 'born again'. Ask the pupils to consider how they would like to be if they had a fresh start in life. What would they want to change about their behaviour and attitudes to life? Discuss in pairs, then fours. If appropriate, ask pupils to produce a picture, poem or piece of writing explaining how they would like to be if they had a fresh start.</p>	<p>Lesson 3: How do Jewish people mark becoming an adult?</p> <p>LO: Describe what happen at a Jewish Bar or Bat Mitzvah ceremony</p> <p>Find out more about why these ceremonies are significant to Jewish people</p> <p>Consider questions such as what does it mean to become a Jewish adult</p>	<p>Lesson 4: To understand a Hindus journey of life.</p> <p>LO: Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksh</p> <p>Focus on the journey of life and death.</p> <p>Children to understand that for Hindus they believe in reincarnation and that a soul moves on from person to person until they have achieved everything they needed to.</p> <p>Good Karma finally ends with moksh</p> <p>Bad Karma could result in reincarnation as an animal.</p>	<p>Lesson 5: What ceremonies do Hindus mark in the journey of life?</p> <p>LO: Describe what happens in Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Look at a baby naming ceremony. Children to understand what happens.</p>	<p>Lesson 6 & 7: Why do people choose to get married?</p> <p>LO: Describe a wedding ceremony for two different religions</p> <p>Consider why people make promises and vows when they marry</p> <p>Think of reasons why some people choose to have a religious or non-religious wedding ceremony</p> <p>Explore Jewish ideas of marriage and Hindu ideas of marriage</p> <p>Consider why some people choose to marry in a place of worship. Is there an alternative for non-religious people?</p>	<p>Lesson 8: Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p> <p>Look for similarities and differences between the description of the journey of life for two different religions. Describe the ceremonies and their key features.</p> <p>Create a Venn Diagram to compare.</p>
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<p>Prior learning <i>List year groups and topics with connected learning</i></p>	<p>KS1: How and why do we celebrate special and sacred times? (1.6) FS: What times are special and why?</p>
<p>Future learning <i>List year groups and topics with connected learning</i></p>	<p>Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Year 6, so this unit only introduces some key ideas and ways believers mark the end of life</p>
<p>Key vocabulary to be explicitly taught</p>	<p>Baptism Dharma Karma Moksha reincarnation Bar or Bat Mitzvah ceremony initiation significant</p>
<p>Cross-curricular links</p>	<p>English (speaking and listening) - ask relevant questions to extend their understanding and knowledge</p> <ul style="list-style-type: none"> - respond appropriately to adults and peers - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - participate in discussions - consider and evaluate different viewpoints, attending to and building on the contributions of others <p>PSHE - Through RE pupils' personal development is promoted as they consider what is important to them and reflect on their own experiences.</p>
<p>Enrichment <i>Give visit/vistor/first hand experience and focus</i></p>	
<p>Useful websites/resources</p>	<p>RE today website - https://www.retoday.org.uk/ Loans library (red box) Bat and Bar Mitzvah - TrueTube BBC - Learning, A Hindu baby naming ceremony in Britain</p>