

Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this?

This investigation 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.

The investigation implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<p>Step 1: Select a key question</p>	<p>Why do some people think that life is a journey? What significant experiences mark this?</p> <p>Year group: Recommended Year 4</p> <p>Strand: Expressing</p> <p>Questions in this thread: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p>Religions and worldviews: Christians, Hindus and/or Jewish people (other examples can be selected by the school)</p> <p>Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</p>	
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outlines on p.55 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach. 	
<p>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>
<ul style="list-style-type: none"> • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). • Identify at least two promises made by believers at these ceremonies and say why they are important (B1). 	<ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 	<ul style="list-style-type: none"> • Explain similarities and differences between ceremonies of commitment (B3). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).

Step 3: Select specific content

- Look at the suggested content for your key question, from column 3 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

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

Pupils will:

- 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: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments?
- What meaning do these ceremonies have to the individual, their family and their communities?
- Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.
- 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?
- Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?
- Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?
- Reflect on their own ideas about community, belonging and belief.

NB Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

<p>Step 4: Assessment: write specific pupil outcomes</p>	<ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements. • You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you...?’ statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These ‘I can’/‘You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	
<p>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>
<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Recall and name two different Christian celebrations of belonging/initiation • Recall and name aspects of a Jewish Bar or Bat Mitzvah ceremony • Recall and name aspects of the Hindu sacred thread ceremony • Recall and name parts of a wedding ceremony for two different religions • Identify at least two promises made at an initiation ceremony for Hindus, Christians or Jewish people and say why they are important • Identify at least two promises made at a marriage ceremony for Hindus, Christians or Jewish people and say why they are important 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • 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 happen at a Jewish Bar or Bat Mitzvah ceremony • Describe 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 questions about the importance and significance to Christians of different forms of baptism • Suggest reasons why some Christians baptise babies at birth and others have believer’s baptism • Suggest reasons why these ceremonies are significant to Jewish people 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Explain similarities and differences between different Christian belonging/initiation ceremonies • Explain similarities and differences between the Bar and Bat Mitzvah ceremony • Explain similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity • Explain similarities and differences between wedding ceremonies for two different communities • Look for similarities and differences between the description of the journey of life for two different groups • Consider questions such as what does it mean to become a Jewish adult • Consider reasons and express their own ideas why some people choose to have a religious or a non-religious wedding ceremony • Think of reasons why some people might not choose to have an initiation ceremony • Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?
<p>Step 5: Develop teaching and learning activities</p>	<ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don’t forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	