ABOUT THIS UNIT:

This unit enables children to reflect on emotions and feelings linked to celebration and loss and investigate key beliefs and concepts in Christianity and Islam connected to birth, growing up, marriage and death.

Estimated time for this unit: 8 – 10 weeks

Focused Religions: Christianity Judaism

Where this unit fits in:

This challenging unit highlights important rites of passage in religion and engages children with their emotions linked to joy and hope, loss and sadness. It is best placed in the upper end of KS2 and encourages children to reflect on their own ideas about

KEY LEARNING OUTCOMES (from the programmes of study)

AT1
  c. Identify and begin to describe the similarities and differences within and between religions
  f. Describe and begin to understand religious and other responses to ultimate and ethical questions

AT2
  a. Reflect what it means to belong to a faith communicating their own and others’ responses
  c. Discuss their own and others’ views of religious truth and belief, expressing their own ideas

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, Teaching and Sources
- Practices and ways of life
- Identity and belonging
- Questions of Meaning, Purpose and Truth

LINKS TO THE EVERY CHILD MATTERS AGENDA

Being healthy (healthy spirit)
  • consider how religions and beliefs respond to powerful questions of meaning

Enjoyment and Achievement
  • promoting pupils’ own ideas and providing opportunities to explore and reflect on key questions and values
CONTRIBUTIONS TO PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development through:-

• reflecting on key question of meaning
• learning about and reflecting on important concepts and beliefs which are at the heart of religious and other traditions

Cultural development through:-

• promoting cultural understanding from a religious perspective and considering the relationship between religion and culture.

KEY SKILLS

• Reflection, Enquiry, Empathy, Interpretation

ATTITUDES FOCUS

• Respect, Open-mindedness, Appreciation and Wonder
### Prior learning

It is helpful if children will have:

- Considered how at key moments, e.g. birth, growing up, marriage and loss religion can be important for some people
- Reflected on key moments in their own life

### Vocabulary

In this unit, children will have an opportunity to use words and phrases related to:

- Birth
- Celebration
- Rites of Passage
- Baptism
- Marriage
- Funerals
- Loss
- Identity

### Resources

- Appropriate artefacts and CD ROMs
- TV material on rites of passage
- Posters/photographs on birth, growing up, marriage and death
- CD Rom material on rites of passage

### EXPECTATIONS at the end of this unit:

**Nearly all can:** (at level 3)

- recognise similarities and differences (AT1)
- begin to identify the impact religion has on believers’ lives
- *ask important questions about religion and beliefs, making links between their own and others’ responses (AT2)*

**Many can:** (at level 4)

- describe some similarities within and between religions (AT1)
- show an understanding of practices, beliefs, ideas, feelings and experiences (AT1)
- describe the impact of religion on peoples’ lives (AT1)
- *raise and suggest answers to question of identity and belonging (AT2)*
- *apply their ideas to their own and other peoples’ lives (AT2)*

**Some children will have progressed further and can:** (at level 5)

- understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this (AT1)
- explain how religious sources are used to provide answers to ultimate questions (AT1)
- *ask and suggest answers to questions of identity, belonging, meaning, purpose and truth (AT2)*
- *express their own and others’ views on the challenges of belonging to a religion (AT2)*
<table>
<thead>
<tr>
<th>Key questions</th>
<th>LEARNING OBJECTIVES</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Opportunities</th>
<th>Links / points to note</th>
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</thead>
</table>
| What are the special moments in a person’s life? | - Pupils should learn:  
  - to reflect on key memories the class have from birth to the present day using a timeline with highs and lows  
  - to consider how special moments in life can be marked by religious ceremonies e.g. childhood to adulthood, confirmation, weddings, funerals | - Timeline on special moments followed by class discussion  
  - Photographs, posters and artefacts of items associated with baptism, confirmation, maturing to adulthood, marriage, funerals.  
  - Discuss events linked to photos, artefacts etc.  
  - Recap on Baptism and Christening within the Christian Church. Look at order of service and prayers spoken at service. | Teachers could discuss the difference ways of commitment to Christianity – infant baptism followed by confirmation OR... infant dedication followed by believers baptism |
| What ceremonies do we have at the beginning of our life? | | | |
| Why do some people celebrate special moments with a religious ceremony?  
  Why is marking a change from childhood to adulthood still important for many people? | - Pupils should learn:  
  - to consider some of the rituals and promises associated with confirmation in Christianity and Bar/Bat Mitzvah in Judaism.  
  - to reflect on their own ideas concerning similarities and differences between childhood and adulthood  
  - to investigate what happens at “maturing” ceremonies in Christianity and Judaism  
  - to understand both similarities and differences between Christianity and Judaism in terms of “maturing” ceremonies  
  - to reflect on “maturing” ceremonies as a key ritual in life and consider what they believe to be the key differences between childhood and adulthood | - Children share their personal experiences of “maturing” ceremonies  
  - Using DVD material as a stimulus children highlight key beliefs and practices associated with maturing in Christianity and Judaism. Discuss promises made at these ceremonies  
  - Children to describe promises they would make to their community as they progress into adulthood. | The BBC series “Pathways of Belief” has some helpful material on Bar/Bat Mitzvah.  
  Use Jewish Way of Life CD-Rom  
  Confirmation Service book  
  On-the-way.co.uk |
| What promises do people make at their weddings? | - Pupils should learn:  
  - to describe the events of a wedding. (AT1) | - Play the traditional wedding march to the children. Does anyone | http://www.ngfl-cymru.org.uk/wedding_service - this is an... |
- to begin to explain the meaning of symbols used. (AT1 / 2)
- to talk about the family you belong to. (AT2)

<table>
<thead>
<tr>
<th>Follow lesson plans from Festival Matters – Pentecost Y6</th>
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<tbody>
<tr>
<td>What do people believe about life after death?</td>
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<tr>
<td>- to reflect on the key emotions and feelings associated</td>
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<td>with loss.</td>
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<td>- to develop their understanding of</td>
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<td>- Children to explain what they think will happen when</td>
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<td>they die. Discuss ideas as a class.</td>
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<tr>
<td>- Watch Aiden Gibbins 'The</td>
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<td>- Children share</td>
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</tbody>
</table>

- Children to experience Christian weddings (RE:Quest Celebrations DVD)
- Tell children that they will explore a Christian wedding. Where would a Christian wedding be held?
- Children to work in groups to discuss the meaning of the Christian wedding vows; what they mean; how they are interpreted and any others that the children think could be added.
- Tell children that they will explore a Jewish wedding. (Jewish Way of Life CD-Rom). Where would a Jewish wedding be held?
- Choose and send a virtual Jewish wedding gift on CD-Rom

excellent website which provides interactive games and resources linked to Christian weddings and their symbolism. It includes the whole wedding service and a tour of the church, using animated characters.
<table>
<thead>
<tr>
<th>Activities</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Christian and Judaism beliefs about life after death</td>
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<tr>
<td>• To consider the power of feelings associated with loss</td>
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<td>• To reflect on and, where appropriate, share their own feelings about loss</td>
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<td>For Piano’ (Lit Framework year 5). Discuss. Do people live on? . . . in our memories? etc</td>
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<td>• Children ‘brainstorm’ words about loss</td>
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<td>• My perfect heaven – using collage work children describe their perfect place</td>
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<td>• Watch Jewish Wedding on ‘Jewish Way of Life’ CD-Rom and Christian Funeral on RE:Quest Powerpoints.</td>
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<tr>
<td>• If you could know when you will die, would you want to know? Why/why not? What difference would it make to your life? Dumbledore in Harry Potter says ‘Dying is the next Great adventure!’ What do you think he means by this? Do you think a Jew or a Christian would agree? Explain your reasons. (activity from REToday Services, continue to other activities where time is available.)</td>
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<tr>
<td>• Children to be given time to draw/write a memory of someone close to them that has died. Hang on memory tree. See note.</td>
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<tr>
<td>• Prayers to reflect the work covered on the death of loved ones - written on drawing of stone (or real stone) – reminiscent of Jewish tradition.</td>
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<tr>
<td>their own ideas of ‘heaven’ comparing them with Christian and Judaism beliefs</td>
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<tr>
<td>secure and supportive learning environment to share their feelings and experiences. Note to parents to explain that the class are studying death.</td>
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</tbody>
</table>
The best moments in my life so far have been when

In religion I think people have a special ceremony to mark from moving from childhood to adulthood because

When I hear the word death I think of

I think that to be an adult means

In terms of life after death I think Christians believe that

The worst moments in my life have been when

The worst moments in my life have been when

The worst moments in my life have been when
The Journey of Life and Death

My own beliefs about life after death are

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I now think that the key differences between childhood and adulthood include

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Feelings and emotions associated with death include

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In my perfect heaven there would be

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In the Jewish faith the key ceremony to mark moving from childhood to adulthood is called

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Some Christians mark moving from childhood to adulthood by

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Features of this ceremony include

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Things I would like to learn more about include

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