

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.

Step 1: Select a key question	Why do some people think that life is a journey? What significant experiences mark this? Year group: Recommended Year 4 Strand: Expressing Questions in this thread: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times? Religions and worldviews: Christians, Hindus and/or Jewish people (other examples can be selected by the school) 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.		
Step 2: Select learning outcomes	• 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.		
Emerging • 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).	Expected • 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).	Exceeding • 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.
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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.

Step 4: Assessment: write specific pupil outcomes	• 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.	
Emerging	Expected	Exceeding
I can... You can... Can you...? • 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	I can... You can... Can you...? • 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	I can... You can... Can you...? • 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?
Step 5: Develop teaching and learning activities	• 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.	

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>What does a journey mean to us?</i>		
Pupils will learn: Describe how life is seen as a journey by some people Find out more about the use of journey as a metaphor for life Think of reasons why some people have rituals to mark important life events	- Ask the pupils to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? - Discuss and record individual journey's pictorially, share with the class. - Ask the pupils who kept them safe on their journey, who could they ask for help if needed, who was waiting at school to guide them. - Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where pupils are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). - What are their roots? People and groups that give them strength, inspire them, keep them safe - Where are they on the trunk? What have they achieved/done already? Record things on the trunk and mark where they are now - Where are they going in life? Ambitions, hopes and dreams on the leaves - Explore reasons why we use the idea of life as a journey. 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). What other metaphors/similes would suit? Life is an adventure... life is like a light bulb because... Ask pupils to complete their own "Life is...because..." or "life is like... because..." statements. These can form a great display when made into life "bricks" for a wall of life. - Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special ceremonies taken by Christians, Jewish people and Hindus on their life journey. Explain that how believers feel their faith keeps them safe and gives guidance. - Ask the pupils to work in pairs to create a list of the most important things that have happened to them so far in life. Model some examples before discussions start e.g. being born, learning to ride a bicycle, passing a test or joining brownies. Discuss some of the examples that the children suggest; Why are they important? Are some more important than others? Why? As a class think of some of the milestones that the pupils will encounter. Choose ten, a selection of those that have happened and those that will happen in the future. Write each one on a card.	These activities will help pupils to work towards achieving the following expected outcomes: Emerging: - Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Expected: - Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).

	Bring in selection of ten stones and rocks from tiny to large. As a class attribute one milestone to each of the rocks. Choose the largest rock for the most important and the smallest rock for the least significant. Put them in the order that these things will happen. Discuss with the pupils why they think some are more important than others. Remind the children of some of the religions you have learnt about. Ask them to think about some of the milestones that happen in the life of someone from that religion. • Introduce the religions you will be studying in this unit; Christianity and Judaism and/or Hinduism. What journey of life ceremonies do the pupils know from each of these religions? Record which ceremonies pupils know of. Collect information that the pupils know about these ceremonies. Note any questions they have. Return to these during the unit to add to the information and to ensure that you are answering pupil questions. Notes: RE Today's book 'The Journey of Life and Death' (ed. Mackley) is a very useful resource for this unit. A good activity which relates to learning about sacred texts is to enable pupils to write their own version of the first page of a guidebook for the journey of life	
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>What is the significance of Baptism to Christians?</i>		
Pupils will learn: Describe two different Christian celebrations of belonging/initiation Consider questions about the importance and significance to Christians of different forms of baptism Look for similarities and differences between different Christian belonging/initiation ceremonies Think of reasons why some Christians baptise babies at birth and others have believer's baptism	What happens? Why? What does it mean? - In pairs or small groups brainstorm/mind map what the pupils already know about baptism. This could be done using two colours, one for things that happen and objects (concrete things), the other for the meaning and symbolism (abstract ideas). Alternatively, give pupils a sticky note to write or draw an idea connected to baptism on, and then arrange them in a sorting diagram on the board. (Categories could be 'objects', 'events' and 'meaning'). - Using the pupils' prior knowledge as a starting point, teach the key facts about baptism. Explain that baptism is an initiation ceremony and make clear the differences in the Christian church that have led to beliefs in infant and believer's baptism. Ensure the pupils have seen photos or clips of both ceremonies and that they understand the ceremony of confirmation as a fulfilment of promises made by parents during infant baptism. - Infant baptism: request.org.uk/life/rites-of-passage/infant-baptism/ - Confirmation: request.org.uk/life/rites-of-passage/confirmation-video/ - Believers'/adult baptism: request.org.uk/life/rites-of-passage/believers-baptism/ As they look at these, ask them to note main features of the ceremonies and any symbolism shown in words or pictures (e.g. promises, declarations of faith, water cleansing, dying to sin, etc.) - Read the words of a baptismal service and discuss the meanings. If possible, ask a visitor in to explain experiences and the meaning of believer's baptism. - 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. The symbolism of water could be developed in this activity, e.g. writing in a raindrop shape, looking at a new reflection of self in a pool of water. - Discuss the importance of promises made in the baptismal service. Explore the idea that part of the significance of the Believer's Baptism service is to express a commitment to belong to the Christian church. What groups or communities do the pupils belong to? (A school community is an excellent model for this activity). What signifies their membership/allegiance to the group? What	These activities will help pupils to work towards achieving the following expected outcomes: Emerging: - 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). Expected: - Describe what happens in Christian ceremonies of commitment and say what these rituals mean (A3). - Suggest reasons why marking the milestones of life are important to Christians, Hindus

	responsibilities come with belonging to this group? What are the benefits and support gained from belonging to this community? Make a class list of promises of responsibility for belonging to the class community. Where does the idea of baptism come from? Explore baptism in the Bible. Ask the pupils to look up the following references in the Bible and to make notes on what these passages teach Christians about baptism: John the Baptist (Luke 1:5 – 25), Jesus is baptised (Matthew 3: 13 – 17), Saul/Paul is baptised (Acts 9:10 – 19), an Ethiopian is baptised (Acts 8: 26 – 40), the Jailor’s family is baptised (Acts 16: 16 – 34). Do a guided visualisation of the baptism of Jesus or just do an animated reading of the story. Give pupils speech bubbles and ask them to write down something one of the characters in the story might have thought, felt or said. Use these to analyse the event in a detailed discussion. Write a diary entry for the day from the point of view of one of the characters.	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).
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