

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

Inspiring and enabling our school community to live life to the full



YEAR 6

**Subject: RE: Christianity
Rites of Passage**

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Year 3 and 4: To what extent do religious beliefs influence and encourage 'good' behaviour?
How might beliefs and community shape a person's identity?
Year 5: How might beliefs and community shape and person's identity?
To what extent does participating in worship generate a sense of belonging?

Key Vocabulary taught in this unit:

Baptism, Confirmation, Vow, Amrit, Reincarnation, Karma, Moksha, Aqiqah, Nwaran (Namkaran)

Intent: What do we want the children to know, be able to do by the time they complete this unit?

Key Questions:

Q.6 How well does faith help people cope with matters of life and death?
Q.2 Do Rites of Passage always help a believer to feel connected to God and/or community?

Expected outcomes:

Know how different faiths deal with key events in a person's life. Compare how Christians, Sikhs, Muslims, Jews, Buddhist and Humanists celebrate events surrounding birth, life and death. The children would be able to suggest appropriate ways for followers of a faith to mark a significant life event. They will identify similarities and differences.

Impact / Outcome:

What will the final product / result be?

Children will develop a greater understanding of how different faiths deal with the stages in the human life.
The children will be confident in discussing how belonging to a faith can support people through significant life events.

Assessment: Written assessment based on one of 3 questions below.

P4C Inquiry (where appropriate). Possible inquiries:

When does someone become an adult?
What makes someone a responsible adult?
What promises would you make to your spouse?
Why are rituals important? Do rituals help people to cope life?
What do you believe about life after death?
How does what we believe affect how we behave?

1. Do you think that followers of different faiths lead 'better' lives because of the rituals and ceremonies they go through to mark the key moments in their lives?
2. Can someone who doesn't follow a faith lead just as good a life without going through these things?
3. Do you think marking rites of passage makes it easier for a follower of a particular faith to lead a better / good life?