

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 2 LKS2: How and why do people mark the significant events of life?

<p><u>Gloucestershire Agreed Syllabus for RE</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> ❖ Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. ❖ Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. <p>Understand the impact</p> <ul style="list-style-type: none"> ❖ Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. ❖ Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). ❖ Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). <p>Make connections</p> <ul style="list-style-type: none"> ❖ Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. ❖ Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. ❖ Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p><u>Substantive knowledge</u></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> ❖ Many religious and non-religious people see life as a journey. ❖ Infant Baptism is a ceremony to welcome Christian babies into the church family. ❖ Adult baptism is when an older person chooses to be baptised once they have decided for themselves that they want to live as a Christian. It can also be known as believers' baptism. ❖ The Sacred Thread ceremony is for boys in some Hindu communities to confirm they are of an age to take on religious responsibility. ❖ Bar Mitzvah is a ceremony for Jewish boy, and a Bat Mitzvah a ceremony for Jewish girl. During the ceremonies they take on their own responsibility to be part of the Jewish religion. ❖ The Sacred Thread ceremony is a ceremony for boys in Hindu communities to mark that they are of an age to take on religious responsibility. Girls are sometimes honoured in the same way, but it is rare for them to receive and wear the thread. ❖ Marriage is important to religious and non-religious people. Getting married and holding a wedding is a symbol that marks the commitment of a loving relationship between two people. <p>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</p>	<p><u>Vocabulary</u></p> <p>Significant: having a special meaning, something that is very important.</p> <p>Journey: a person's experience of changing or travelling from one point to another point.</p> <p>Baptism: a ceremony that welcomes someone into the Christian church.</p> <p>Commitment: a strong belief in something and a promise to do something.</p> <p>Marriage: a legal union between two people.</p> <p>Bar Mitzvah: a joining ceremony when a Jewish boy takes on the responsibilities of his religion.</p> <p>Bat Mitzvah: a joining ceremony when a Jewish girl takes on the responsibilities of her religion.</p> <p>Ceremony: a formal event linked to something special.</p> <p>Wedding: a ceremony when a couple make promises to be married and promises to God.</p> <p>Sacred Thread: a ceremony when a Hindu is ready to take responsibility for their religious life.</p>
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	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences. ❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness. ❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs. <p style="text-align: center;"><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>	<p><u>British values</u></p> <ul style="list-style-type: none"> ❖ Mutual respect and tolerance for those with different faiths. ❖ Rule of law – all people are equal before the law. ❖ Democracy – everyone has the right to give their own opinion. ❖ Individual liberty – We are free to make choices about our own beliefs and values. 	<p><u>Bible Stories</u></p> <ul style="list-style-type: none"> ❖ Matthew 3: 3-17 Jesus is baptised. <p>This is a thematic unit looking across different faiths. Reference will be made to Holy Books in terms of a guide for life and also in relation to ceremonies for each faith.</p>
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Recognise that loving others is important in lots of communities. ❖ Say simply what Jesus and one other religious leader taught about loving other people. ❖ Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ Why do some people see life as a journey? ❖ What is the significance of baptism for Christians? ❖ What happens during Baptism and what does it mean? ❖ How do many Jewish people mark becoming an adult? ❖ What ceremonies do many Hindus mark in the journey of life? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. ❖ Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences. 	

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<ul style="list-style-type: none"> ❖ Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). ❖ Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. ❖ Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<ul style="list-style-type: none"> ❖ Why do people choose to get married? ❖ What do wedding ceremonies show us about commitment, love, promises? 	<ul style="list-style-type: none"> ❖ Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). ❖ Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation. Make a difference to how someone lives. ❖ Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.
<p><u>SEN Support</u></p> <ul style="list-style-type: none"> ❖ Key vocabulary given and explained in every lesson (My turn your turn). ❖ Help desk for any children requiring adult support. ❖ Targeted paired work and groupings which support learning when needed. ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE. 	<p><u>Deeper thinking</u></p> <p>Children can make links for themselves between some teachings from two religions, giving their own ideas about big questions arising from the teachings.</p> <p>Children can express their own ideas about some questions of meaning and purpose in life in relation to the stories, festivals and ideas they study.</p>	