

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

The **principal aim of RE** 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.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) :	Suggested content for learning: Teachers can select content from these examples, and add more of their own.
<p><b>Strand:</b> Expressing</p> <p><b>Recommended Y4</b></p> <p><b>Questions in this thread:</b> FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p><b>Religions and worldviews:</b> Christians, Hindus and/or Jewish people</p> <p><b>NB</b> 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.</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</li> <li>Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Explain similarities and differences between ceremonies of commitment (B3).</li> <li>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</li> </ul>	<ul style="list-style-type: none"> <li>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?</li> <li>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; <i>bar/bat mitzvah/chayil</i> in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments?</li> <li>What meaning do these ceremonies have to the individual, their family and their communities?</li> <li>Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</li> <li>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.</li> <li>Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life?</li> <li>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?</li> <li>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’?</li> <li>Reflect on their own ideas about community, belonging and belief.</li> </ul>