

How do people express commitment to a religion/worldview in different ways?

(Intention) What we intend to cover in our learning: (Topic web of concepts here)

Engage

Session 1 and 2: Explore the idea of commitment by thinking of examples in children's own lives e.g. sport, dancing, clubs (brownies/cubs), family, friends, schoolwork. What things do you have to do to show you are committed? Ask children to bring badges, certificates etc. in to show in advance. Commitment may involve a public declaration of your intention (an 'initiation' ceremony of some kind) but then it also involves living in a certain way every day. You could show examples of birth certificate, graduation certificate, marriage certificate or photos of important ceremonies in your own life.

Enquire and Explore

Session 3: Introduce the 'Big Question'. Collect questions that they have (KWL Chart) to look at again in Evaluate part. Using the 'Knowledge' part of the chart create a class 'Wonder Wall' where you can display their questions and add knowledge through the Enquire and Explore lessons.

Session 4: Christianity - Use video clips of baptism services (ideally compare and contrast infant baptism, full immersion and baptism in Eastern Orthodox tradition) and the interactive animation on RE:quest (<http://request.org.uk/life/rites-of-passage/baptism/>) to explore the idea of baptism as a commitment ceremony in the Christian faith.

Session 5: Judaism - In the Jewish religion, there is also a rite of passage ceremony – this is called Bar and Bat Mitzvah. Use the video from <https://truetube.co.uk/film/bat-and-bar-mitzvah> to explore what this means to Jewish young people. Compare and contrast the events, meaning and purpose of the ceremony with Christian baptism.

Evaluate

Session 6: Sikhism - Find out about the history of the Khalsa – do a drama activity of the institution of the Khalsa (use the animation as the basis of the drama (<https://www.truetube.co.uk/film/formation-khalsa>) – have a large sheet suspended in the classroom to take the 5 children behind one at a time. Talk about how you can be a Sikh because of your family/upbringing, and then you can choose for yourself if you want to become a khalsa sikh, and take on the responsibility of this commitment. Use the video from BBC teach (<https://www.youtube.com/watch?v=ZIm7F0t8FrA>) to explore the ceremony and the meaning of this for a young Sikh. Compare and contrast the events, meaning and purpose of the ceremony with the others studied.

Express

Session 7: Linking thinking: Ask pupils to write (or stick pictures of) Christian baptism, Jewish Bar Mitzvah and Sikh Amrit in circles at the edges of a large piece of paper. Make lists of features of each, then similarities between 1&2, 1&3, 2&3; do the same for differences. Evaluate the meaning, purpose and value of commitment ceremonies.

Session 8: Children present their learning as a page for each religion, with all three pages then mounted on card as a triptych, so that each religion can be compared side by side.

(Implementation) Key words I will use and need to know:

Belonging

Commitment

Faith

Rite of passage

Christianity

Judaism

Sikhism

Baptism

Bar Mitzvah

Amrit

Bat Mitzvah

(Implementation) Key information we will learn:

- ✓ The importance of rites of passage in terms of religious identity.
- ✓ The role of baptism (infant and adult) in shaping religious identity in the Christian community.
- ✓ The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.
- ✓ The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.

(Implementation) Things to do and find out at home:

Do you have a Baby Book? Ask your parents what stages of your life they recorded. First tooth? First haircut?

What items do you have that show Belonging? Badges? Uniform? Certificates? Passport?

Watch:

My Life, My Religion: Christianity – Life as a young Christian

https://www.youtube.com/watch?v=yEDJZsblHzc&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9

My Life, My Religion: Judaism – Life as a Jewish child

https://www.youtube.com/watch?v=72QaHckhjlw&list=PLcvEcrsF_9zLEkrjUn7s2E8wDNknt7yqp&index=5

My Life, My Religion: Sikhism – Meeting a young British Sikh

https://www.youtube.com/watch?v=gx6jOKCroBY&list=PLcvEcrsF_9zLhNdOWclo9cFJuISNNahS2

(Implementation) Some key information you can find more out about:

- ✓ The importance of rites of passage in terms of religious identity.
<https://www.truetube.co.uk/film/life-journey>
<https://study.com/academy/lesson/rite-of-passage-definition-examples.html>
- ✓ The role of baptism (infant and adult) in shaping religious identity in the Christian community.
https://www.youtube.com/watch?v=uRymbCJmbYk&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9&index=8
- ✓ The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.
https://www.youtube.com/watch?v=RDZuvPpzXCk&list=PLcvEcrsF_9zLEkrjUn7s2E8wDNknt7yqp&index=1
- ✓ The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.
https://www.youtube.com/watch?v=ZIm7F0t8FrA&list=PLcvEcrsF_9zLhNdOWclo9cFJUlSNNahS2&index=6

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Identify a range of ways in which religious belief can impact daily life.
- ✓ Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.
- ✓ Identify some similarities and differences in how people practise and express beliefs about commitment.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

	Year 3	Year 4
A. The diverse nature of religion	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
B. Diverse ways in which people practice and express beliefs	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.

Supplementary Ideas:

Helpful key information:

My Life, My Religion: Christianity – Life as a young Christian

https://www.youtube.com/watch?v=yEDJZsblHzc&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9

My Life, My Religion: Christianity – What is Christianity?

https://www.youtube.com/watch?v=yEtR2ouw76c&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9&index=2

My Life, My Religion: Judaism – Life as a Jewish child

https://www.youtube.com/watch?v=72QaHckhjlw&list=PLcvEcrsF_9zLEkrjUn7s2E8wDNknt7yqp&index=5

My Life, My Religion: Judaism – What is Judaism?

<https://www.youtube.com/watch?v=73Wslne-FKg>

My Life, My Religion: Sikhism – Meeting a young British Sikh

https://www.youtube.com/watch?v=qx6jOKCroBY&list=PLcvEcrsF_9zLhNdOWcl09cFJulSNNahS2

My Life, My Religion: Sikhism – What is Sikhism?

https://www.youtube.com/watch?v=qXhV3dMxSzE&list=PLcvEcrsF_9zLhNdOWcl09cFJulSNNahS2&index=2