



KS2 Religious Education Year 4 Summer 2 – 7.5 hours

Theme/Unit: Ceremonies

Key concept: Initiation

Enquiry: Why are ceremonies important?



Unit Summary:

Children will understand what a ceremony is and why we have various ceremonies in our lives. They will also look at ceremonies in Judaism focussing on Bar and Bat Mitzvah.

Prior Knowledge:

Children will have looked at where Jews pray and why these are sacred places to them. They will also have knowledge on Passover and they can use this to help them describe a ceremony.

Year 3/4 Objectives:

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

Key Vocabulary:

Ceremony	A formal religious or public occasion celebrating a particular event
Initiation	The action of the beginning of something, entering something new
Baptism	A Christian rite of admission into Christianity
Bar and Bat Mitzvah	A Jewish coming of age ceremony for boys and girls

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Text drivers/Resources:

5-Step Enquiry: <i>Why are ceremonies important?</i>		Assessment
Step 1	<p>Enquire into the concept of <i>initiation</i></p> <p>Pupils brainstorm the word <i>ceremony</i> in small groups. Feedback and compare ideas. Now ask children what how <i>initiation</i> could be related to <i>ceremony</i> Create a definition for both of these words. Children to come up with different types of ceremonies there are.</p>	<p>Basic:</p> <ul style="list-style-type: none"> • Describe a ceremony • Use word banks to label • Describe how it makes them feel <p>Learned:</p> <ul style="list-style-type: none"> • Explain the importance of ceremonies • Tell a friend about your ceremony and why it is important to you <p>Deeper:</p> <ul style="list-style-type: none"> • Describe what they notice about each other's ceremonies. What are the similarities/differences? Can you make a generalisation about ceremonies?
Step 2	<p>Contextualise ceremonies and initiation in Judaism.</p> <p>Look at pictures of a Bar and Bat Mitzvah. What is going on in these pictures? How might they show that they are an initiation? Explore in-depth the different ceremonies within Judaism – Bar & Bat Mitzvah, marriage, death, girls naming ceremony.</p>	
Step 3	<p>Evaluate the concept of <i>initiation</i> in Judaism</p> <p>Explore how Christians have similar/different ceremonies to Judaism. Explore in-depth each of these. E.g. marriage, death, baptism etc Discuss with pupils: <i>Is it important for Jewish people to have these initiations?</i> <i>What might happen if someone would not want to partake in any of these?</i> <i>What might stop someone wanting to be involved?</i> <i>What if the ceremony could not happen?</i></p>	
Step 4	<p>Communicate their own understanding of initiation.</p> <p>When might we have a ceremony for something? Think about within school – especially at the end of the year? Sports events How does this make them feel? Are the ceremonies as important? Why/why not? Assessment piece here (links to art, ICT, DT etc to be made)</p>	
Step 5	<p>Apply their own understanding of initiation.</p> <p>Discuss and compare pupils' personal experiences. Create a new initiation/ceremony for themselves or for someone else. What are the rules? How will it be run? What is the point to it?</p>	