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

This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.

The unit implements the **principal aim of RE,** which 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.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">Why do some people think that life is a journey? What significant experiences mark this?

Year group: Recommended Year 4

Strand: Expressing

Questions in this thread:
FS: Which times are special and why?
1.6 How and why do we celebrate special and sacred times?

Religions and worldviews:
Christians, Hindus and/or Jewish people (other examples can be selected by the school)

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outlines on p.60
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).
• Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</td><td>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).
• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).
• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).
• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</td><td>• Explain similarities and differences between ceremonies of commitment (B3).
• Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</td></tr>
</table>

Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes.** **Pupils will:** • 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? • 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; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days. • What meaning do these ceremonies have to the individual, their family and their communities? • List, sort and order some different commitments held by believers in different religions – and by the pupils themselves e.g. to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity, etc.); comment on what difference they might make to someone's personal worldview. • 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. • Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? • 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? • 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'? • Reflect on pupils' own ideas about community, belonging and belief. Are these only part of organised religions, or are they important for everyone? **NB** 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.

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above. Note that your selection of units as part of your long-term plan, and selection of content within units, need to enable a learning journey that makes sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the new context of exploring rituals, celebrations and beliefs through 'rites of passage'.

<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="2">• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.
• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you…?’ statements (for next steps or challenge)
• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
• These ‘I can’/’You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>I can…
You can…
Can you…?
• Recall and name two different Christian celebrations of belonging/initiation
• Recall and name aspects of a Jewish Bar or Bat Mitzvah ceremony
• Recall and name aspects of the Hindu sacred thread ceremony
• Recall and name parts of a wedding ceremony for two different religions
• Identify at least two promises made at an initiation ceremony for Hindus, Christians or Jewish people and say why they are important
• Identify at least two promises made at a marriage ceremony for Hindus, Christians or Jewish people and say why they are important</td><td>I can…
You can…
Can you…?
• Describe how life is seen as a journey by some people
• Think of reasons why some people have rituals to mark important life events
• Describe two different Christian celebrations of belonging/initiation
• Describe what happen at a Jewish Bar or Bat Mitzvah ceremony
• Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.
• Describe the significance of the Hindu sacred thread ceremony
• Describe a wedding ceremony for two different religions
• Consider questions about the importance and significance to Christians of different forms of baptism
• Suggest reasons why some Christians baptise babies at birth and others have believer’s baptism
• Suggest reasons why these ceremonies are significant to Jewish people</td><td>I can…
You can…
Can you…?
• Explain similarities and differences between different Christian belonging/initiation ceremonies
• Explain similarities and differences between the Bar and Bat Mitzvah ceremony
• Explain similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity
• Explain similarities and differences between wedding ceremonies for two different communities
• Look for similarities and differences between the description of the journey of life for two different groups
• Consider questions such as what does it mean to become a Jewish adult
• Consider reasons and express their own ideas why some people choose to have a religious or a non-religious wedding ceremony
• Think of reasons why some people might not choose to have an initiation ceremony
• Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="2">• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
• Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.
• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</td></tr>
</table>

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils. Links were active and correct at time of publication, but they do not always last.

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does a journey mean to us?		
Pupils will learn: Describe how life is seen as a journey by some people Find out more about the use of journey as a metaphor for life Think of reasons why some people have rituals to mark important life events	*Note the importance of making links with prior learning, giving pupils opportunities to recall and review past learning. Make connections with previous related units (see p.1 above), to build on prior learning.* • Ask the pupils to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? • Discuss and record individual journey's pictorially, share with the class. • Ask pupils who kept them safe on their journey, who could they ask for help if needed, who was waiting at school to guide them. • Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where pupils are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). - What are their roots? People and groups that give them strength, inspire them, keep them safe - Where are they on the trunk? What have they achieved/done already? Record things on the trunk and mark where they are now - Where are they going in life? Ambitions, hopes and dreams on the leaves • Explore reasons why we use the idea of life as a journey. What are the features of a journey that make it a good metaphor for life? (Moving through time; progress to a destination – do we know where we are going? guides for living – religious people follow their holy books and key leaders, for example; adventures on the way; get tired after a long journey etc). What other metaphors/similes would suit? Life is an adventure... life is like a light bulb because... Ask pupils to complete their own "Life is...because..." or "life is like... because..." statements. These can form a great display when made into life "bricks" for a wall of life. • Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special ceremonies taken by Christians, Jewish people and Hindus on their life journey. Explain that how believers feel their faith keeps them safe and gives guidance. • Ask the pupils to work in pairs to create a list of the most important things that have happened to them so far in life. Model some examples before discussions start e.g. being born, learning to ride a bicycle, passing a test or joining brownies. Discuss some of the examples that pupils suggest; Why are they important? Are some more important than others? Why?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).** **Expected:** • **Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).** • **Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).**

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	As a class think of some of the milestones that pupils will encounter. Choose ten, a selection of those that have happened and those that will happen in the future. Write each one on a card. Bring in selection of ten stones and rocks from tiny to large. As a class attribute one milestone to each of the rocks. Choose the largest rock for the most important and the smallest rock for the least significant. Put them in the order that these things will happen. Discuss with the pupils why they think some are more important than others. Remind pupils of some of the religions you have learnt about. Ask them to think about some of the milestones that happen in the life of someone from that religion. • Introduce the religions you will be studying in this unit – traditions of Christians and Jewish people, and/or Hindus. What journey of life ceremonies do the pupils know from each of these religious traditions? Record which ceremonies pupils know of. Collect information that the pupils know about these ceremonies. Note any questions they have. Return to these during the unit to add to the information and to ensure that you are answering pupil questions. **Notes:** RE Today's book 'The Journey of Life and Death' (ed. Mackley) is a very useful resource for this unit. A good activity which relates to learning about sacred texts is to enable pupils to write their own version of the first page of a guidebook for the journey of life	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is the significance of Baptism to Christians?		
Pupils will learn: Describe two different Christian celebrations of belonging/initiation Consider questions about the importance and significance to Christians of different forms of baptism Look for similarities and differences between different Christian belonging/initiation ceremonies Think of reasons why some Christians baptise babies at birth and others have believer's baptism	**What happens? Why? What does it mean?** • In pairs or small groups brainstorm/mind map what pupils already know about baptism. This could be done using two colours, one for things that happen and objects (concrete things), the other for the meaning and symbolism (abstract ideas). Alternatively, give pupils a sticky note to write or draw an idea connected to baptism on, and then arrange them in a sorting diagram on the board. (Categories could be 'objects', 'events' and 'meaning'). • Using pupils' prior knowledge as a starting point, teach the key facts about baptism. Explain that baptism is an initiation ceremony and make clear the differences in the Christian church that have led to beliefs in infant and believer's baptism. Ensure the pupils have seen photos or clips of both ceremonies and that they understand the ceremony of confirmation as a fulfilment of promises made by parents during infant baptism. - Infant baptism http://request.org.uk/life/rites-of-passage/infant-baptism/ www.bbc.co.uk/programmes/p02mwy4d - Confirmation http://request.org.uk/life/rites-of-passage/confirmation-video/ - Believers baptism http://request.org.uk/life/rites-of-passage/believers-baptism/ www.bbc.co.uk/programmes/p02mwy4d As they look at these, ask them to note main features of the ceremonies and any symbolism shown in words or pictures (e.g. promises, declarations of faith, water cleansing, dying to sin, etc.) • Read the words of a baptismal service and discuss the meanings. If possible, ask a visitor in to explain experiences and the meaning of believer's baptism. • Ask pupils to think about the symbolism of water in baptism and share ideas. Discuss the idea of a fresh start, of dying to sin and being 'born again'. Ask pupils to consider how they would like to be if they had a fresh start in life. What would they want to change about their behaviour and attitudes to life? Discuss in pairs, then fours. If appropriate, ask pupils to produce a picture, poem or piece of writing explaining how they would like to be if they had a fresh start. The symbolism of water could be developed in this activity, e.g. writing in a raindrop shape, looking at a new reflection of self in a pool of water. • Discuss the importance of promises made in the baptismal service. Explore the idea that part of the significance of the Believer's Baptism service is to express a commitment to belong to the Christian church. What groups or communities do the pupils belong to? (A school community is an excellent model for this activity). What signifies their membership/allegiance to the group? What	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).** • **Identify at least two promises made by believers at these ceremonies and say why they are important (B1).** **Expected:** • **Describe what happens in Christian ceremonies of commitment and say what these rituals mean (A3).** • **Suggest reasons why marking the milestones of life are important to Christians, Hindus**

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	responsibilities come with belonging to this group? What are the benefits and support gained from belonging to this community? Make a class list of promises of responsibility for belonging to the class community. **Where does the idea of baptism come from?** • Explore baptism in the Bible. Ask the pupils to look up the following references in the Bible and to make notes on what these passages teach Christians about baptism: John the Baptist (Luke 1:5 – 25), Jesus is baptised (Matthew 3: 13 – 17), Saul/Paul is baptised (Acts 9:10 – 19), an Ethiopian is baptised (Acts 8: 26 – 40), the Jailor's family is baptised (Acts 16: 16 – 34). Do a guided visualisation of the baptism of Jesus or just do an animated reading of the story. Give pupils speech bubbles and ask them to write down something one of the characters in the story might have thought, felt or said. Use these to analyse the event in a detailed discussion. Write a diary entry for the day from the point of view of one of the characters.	**and/or Jewish people (B2).** • **Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Jewish people mark becoming an adult?		
Pupils will learn: Describe what happen at a Jewish Bar or Bat Mitzvah ceremony Find out more about why these ceremonies are significant to Jewish people Consider questions such as what does it mean to become a Jewish adult Look for similarities and differences between the Bar and Bat Mitzvah ceremony	• What do pupils look forward to about becoming an adult? What will they be able to do? Make a list, which are the class most looking forward to? With rights come responsibilities. What responsibilities do you have as an adult? • Bar and Bat Mitzvah mark the move for Jewish young people from childhood towards adulthood. After becoming Bar/Bat Mitzvah – son or daughter of the commandment - young people are considered responsible for their own decisions and actions and old enough to follow the mitzvot, commandments, for themselves. • Show pupils a clip of Bar or Bat Mitzvah such as this one about Bat Mitzvah www.bbc.co.uk/programmes/p02n2kgx • Ask pupils to watch the clip about Bat Mitzvah, then draw three circles, small medium and large, inside each other. In the centre circle, they draw themselves, and some things that make them unique. The second circle has three drawings and six words: the three people who are closest to them and two words to describe each one. The third circle has five people who matter, but are not so close to them – maybe a famous singer or sports person, and so on. They are each described in two words as well. There are eight people in the clip about the Bat Mitzvah. Can pupils make a three-circle diagram for Mimi, like the one for themselves? (Best tackled in pairs, and with a second look at the clip). • Ask pupils to work in small groups to find out more about what happens at either a Bar or Bat Mitzvah. Use www.reonline.org.uk/specials/jwol/ click on what we do-time and then life cycles to find information about the ceremonies. Share the information that the class has found. What do the class think is challenging about becoming a Jewish adult at 12 or 13? **Recording the learning** Give pupils a choice of how they are going to record their learning. Some of these methods are more challenging. Use these to differentiate the learning **Information leaflet:** Ask pupils to write an information leaflet to be given to children who are 11 and about to prepare for their Bar or Bat Mitzvah. In the information leaflet they must include: - a description of the preparations they will need to make for the synagogue service - a description of what will happen in the service	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).** • **Identify at least two promises made by believers at these ceremonies and say why they are important (B1).** **Expected:** • **Describe what happens in Jewish ceremonies of commitment and say what these rituals mean (A3).** • **Suggest reasons why marking the milestones of life are important to Jewish people (B2).** **Exceeding** • **Explain similarities and differences between ceremonies of commitment (B3).**

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	- an explanation of the significance of becoming bar/bat mitzvah and of the specific parts of the ceremony and celebrations - technical language with definitions, referring to their glossary - Simple organisational devices to ensure their leaflet is easy to read and navigate **A letter to an Uncle:** Ask pupils to write an imaginary letter from Sarah or Mimi or David to a non- Jewish uncle who could not attend the celebrations. In the letter they must include: - a description of what happened in the service - an explanation of the significance of becoming bar/bat mitzvah and of the specific parts of the ceremony and celebrations - technical language with definitions, referring to their glossary **A postcard of congratulation:** Ask pupils to write a postcard to Sarah or Mimi or David congratulating them on becoming Bar or Mitzvah. In the postcard they must include: - a description of at least one thing that happened during the service - their understanding of the significance of becoming bar/bat mitzvah and of the specific parts of the ceremony and celebrations - technical language with definitions, referring to their glossary **Reflecting on the learning** • Festivals like Bat Mitzvah and Bar Mitzvah in Jewish community life have parallels in many other religions. In Britain today, the move from child to adult is often not marked at one moment by a ritual. Still the transition to secondary school is a big thing for many children who will watch this film, and primary schools do often make a celebration of the end of primary school. Ask pupils to think this comparison through in detail. What links are there between the Jewish ceremony and moving on up to secondary school? In both, there is a time of preparation, learning of new skills, a test (in public?), and an achievement to be celebrated by family and friends. These are finished off with a party where family and friends take pleasure in the young person. Why do pupils think there are all these striking similarities? Because such transitions make a difference to us all, as children become more grown up? **Notes**: In Orthodox Jewish communities, boys become Bar Mitzvah at the age of 13, girls become Bat Mitzvah at the age of 12 and the ceremony is often held on the Sabbath after their birthday. In Jewish progressive or reform communities boys and girls may take part in Bar/Bat Mitzvah at the age of 13 to show equality.	• **Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What ceremonies do Hindus mark in the journey of life?		
Pupils will learn: Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Describe the significance of the Hindu sacred thread ceremony Look for similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity Think of reasons why some people might not choose to have an initiation ceremony	Note the 'Mini-Guide to World Religions', available to schools using the A+ syllabus. This gives useful background reading for this and other units. • Discuss how many Hindu religious practices and beliefs have their roots in a set of holy texts (the Vedas). The performance of duties (dharma) is according to an individual's nature. • Explore the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death. Talk about the 'signposts' that Hindus will follow that enable them to get closer to God. As a whole class explore the word 'reincarnation' and the Hindu belief that the cycle of reincarnation for them is not to be seen as something joyful but includes suffering and misery in order to reach spiritual freedom (Moksha). • Watch the clip from My life My religion www.bbc.co.uk/programmes/p02n5v2q explaining the cycle of life and death. Can pupils show their understanding by drawing a diagram to show the Hindu journey of life like Vraj's picture. • Investigate using information books, internet and other sources how a Hindu's spiritual journey follows a natural process of growing up. Does all life go through four stages? (Ashramas) Focus on the fourth stage, the Sannyasa (world renouncer). This stage is seen as an ideal not everyone reaches this. The Sannyasi gives up all possessions and becomes a wandering holy person with no fixed home. Ask pupils to consider how they would feel undertaking this stage or if a member of their family reached this stage. Write a pros/cons list and debate. • Find out about the first of the 'Samskaras' (sacraments). Before a child's naming ceremony a prayer for calmness is read. Pupils to write a prayer for calmness or some words that a Hindu might read before a naming ceremony and share with the class. • Find out about the Hindu sacred thread ceremony, traditionally just for boys. https://iskconeducationalservices.org/HoH/practice/rites-of-passage/initiation-the-sacred-thread-ceremony/ Recap with pupils that between 8-12 some Hindu boys (and sometimes but more rarely girls) go through this ceremony. The child will be given a 'sacred thread' which he must wear all his life, a new thread must be put on before an old one can be removed. The ceremony is sometimes called second birth because it is meant to purify the person giving him a fresh start for the next stage of his life as an adult. Read Rajan's description of his ceremony: *I had my upanayana ceremony when I was nine. I was very excited. First, I had to bathe and have my head shaved. Then I put on new clothes.*	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Identify at least two promises made by believers at these ceremonies and say why they are important (B1).** **Expected:** • **Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).** • **Describe what happens in Hindu ceremonies of commitment and say what these rituals mean (A3).** • **Suggest reasons why marking the milestones of life are important to Hindus (B2).** **Exceeding** • **Explain similarities and differences between ceremonies of commitment (B3).**

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	One of our traditions is that we ask our mother and relatives to give us alms (this may be money or gifts). My guru (spiritual teacher) said the Gayatri mantra – it's a special prayer I have to say three times everyday. When the thread, which some Hindus call Jenoi, was placed over my shoulder, I felt so proud. It has three strands which remind me of my duties to God, to my ancestors and my guru. I had to promise to study the Vedas (holy books) with the help of my guru. Then I gave my teacher a present. • In groups answer these questions - What do you think Hindus might mean when they talk about purifying a person before they begin the next stage of their lives? What kind of changes to the way a person behaves might need to take place? - Why do you think Rajan had to promise to study the Vedas (holy books)? How do you think they might help him at this stage in life? - Can you suggest a reason why the 'sacred thread' needs to be worn at all times? - How is this ceremony similar or different to ceremonies in Christianity and/or Judaism? - Imagine you were to go through a 'growing up' ceremony similar to Rajan's upanayana. o What promises would you make for your future life? o Who or what would help you keep these promises? o What symbol would you choose to remind you of the promises you made?	

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<table>
<tr><th>LESSON OBJECTIVES</th><th>Teaching and learning ideas and activities</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">Why do people choose to get married?</td></tr>
<tr>
<td>Pupils will learn:

Describe a wedding ceremony for two different religions

Consider questions such as why people make promises and vows when they marry

Look for similarities and differences between wedding ceremonies for two different communities

Think of reasons why some people choose to have a religious or a non-religious wedding ceremony</td>
<td>
• Share the four statement below with pupils. Get pupils working in pairs or small groups to discuss
- Why the couple chose to marry
- Why these are good or bad reasons to get married and why?
<table>
<tr><td>We knew we wanted to have children, so we thought it was time to get married. We thought it would be better for the children if their Mum and Dad were married.
Simon and Varsa</td><td>There were 120 people at our wedding, it was a brilliant day that we will always remember. It was a big party, but everyone was there because they cared about us.
Natalie and Aaron</td></tr>
<tr><td>We met at school and were friends for ages before we started going out together. When we had been going out for a while we knew this was forever and so decided to get married. It was important for us to make our promises to one another before God and our friends and family because when times are hard that is who we will turn to for help.
Ruth and Jacob</td><td>Marriage was really important to us as Muslims because it was something the Prophet did and said others should do too. Our parents suggested we met and then we found out we got one really well and had loads in common.
We decided we wanted to get married and our families helped us organise the wedding- just the start of our journey together.
Khadija and Ishmael</td></tr>
</table>
Religious ideas about marriage
• Share the core principles shared by most major religions e.g. ideally it is for life, it is the place to bring up children, faithfulness etc. Compare this with what the pupils found in the quotes above, using this as a way in to discussing and considering the word ‘love’.
• Explore together a passage on ‘love’ from the Bible such as 1 Corinthians 13. Highlight its ideals, but also how hard this is to live out.
• Pupils consider the passage and compose their own ‘Love is..’ statements, either by contributing to a group response or working independently.
Sharing Christian ideas of marriage
• Share and discuss any pupil experience of a Christian wedding ceremony. Show a clip highlighting key moments of a Christian wedding for example http://request.org.uk/life/rites-of-passage/marriage/ If not, look at an order of service or ask someone to talk about their wedding.
</td>
<td>These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
• Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).
• Identify at least two promises made by believers at these ceremonies and say why they are important (B1).

Expected:
• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).
• Suggest reasons why marking the milestones of life are important to</td>
</tr>
</table>

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	• Discuss some of the vows; for example, 'For better, for worse, for richer, for poorer' etc. Discuss what this says about a Christian's commitment in marriage. Vows can be found at www.churchofengland.org/prayer-worship/worship/texts/pastoral/marriage/marriage.aspx • Ask pupils to draw two interlocking circles to represent the rings. The 'better' can be recorded inside the rings, the 'worse' outside. How do pupils think couples deal with the 'worse'? • Discuss promises. Can they think of any they have made? How do pupils know someone will keep them? Talk about the word 'vow'. Discuss vows such as 'Cross my heart…'. Share and reflect together on the Cub Scout/Brownie promise. **Explore Jewish ideas of marriage** • Explore aspects of the Jewish Wedding Ceremony. Introduce the idea of the ketubah, a wedding contract, and how this formalises a promise. If possible, watch a Jewish wedding ceremony that includes the signing of a wedding contract. Share the information on Jewish way of life on Marriage with pupils www.reonline.org.uk/specials/jwol/ • Discuss the role that God is believed to play in the ceremony and why this is seen as important. Is this the same for a Christian marriage? Compare and contrast the exchanging of rings and signing of contracts in a Christian wedding and a Jewish wedding. Challenge pupils to think what they would consider to be important in a wedding contract, both to promise and be promised. Allow them to compose, decorate and display their ideas. **Explore Hindu ideas of marriage** • Introduce marriage as an important stage in life for Hindus. Using an array of props act out the 'seven steps' of a traditional Hindu wedding around the sacred fire and the promises that are made between the bride and groom. There are several versions of these seven steps available on the internet • Do we agree with these promises? Would you include anymore? **Why do people marry in a place of worship? Is there an alternative for non-religious people?** • Lots of people choose to marry 'without god' to make promises in front of friends and their families but without any religious significance. Is it a good idea that people can do this? Why? Why not? • Some people say being married is great but can be hard sometimes. What might non-religious people or Christians or Hindus or Jewish people do when marriage is challenging? **Notes**: Opening up Promises RE Today Services has a whole series of resources that will support learning about Hindu, Jewish and Christian wedding ceremonies	**Christians, Hindus and/or Jewish people (B2).** • **Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).** **Exceeding** • **Explain similarities and differences between ceremonies of commitment (B3).** • **Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?		
Pupils will learn: Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not? Look for similarities and differences between the description of the journey of life for two different groups Think of reasons why some people describe life as like a journey	• With talking partners, ask pupils recall what they have learnt throughout this unit, recording on whiteboards or sticky notes and feedback as a whole class. • In pairs ask pupils to position what they have recorded onto a Venn diagram with three circles. The space where the 2 or 3 circles overlap to be where the religions are similar in their beliefs and practices. • Can pupils suggest some reasons why religions often describe life as a journey? What are the key differences between Christian and Jewish beliefs, and Hindu beliefs? (e.g. Jewish and Christian beliefs based on a linear view of time – from here to Judgement and beyond. Hindu beliefs have a cyclical view – reincarnation on the wheel of life, death and rebirth until escaping to Moksha). • Can pupils compare initiation ceremonies in the two or three religions they have studied? Give each pupil a large piece of A3 paper with 3 (2 if you have only studied 2 religions) circles drawn on it. Ask pupils to draw a labelled picture showing an initiation ceremony in each circle. In between each of the pictures ask pupils to write a list of similarities and difference between the two pictures alongside. **My journey through life: how is it going?** Ask pupils to create a journey bag for either a Christian, a Jewish person or a Hindu. In the bag must be props that relate to what the pupils have learnt about the journey of life and death for the chosen religion. Once completed evaluate together in small groups, what is in the bag? Why is it in the bag? Is there anything missing? In speaking and listening, pupils move from description to understanding and explanation. Ask pupils to discuss with a partner, then work alone to write a 'guidebook to the journey of life' that answers questions like this: ▪ Who can help you along life's journey? ▪ What guidance can you choose to follow? ▪ How can you make sure you see the best bits? ▪ What will make you safe as you travel? ▪ Is it best to travel alone or in company?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected:** • **Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).** • **Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).** • **Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).** • **Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).**

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	▪ What is the best advice for life's journey? ▪ What are the challenges you might face on the journey? ▪ Is being committed to a religion challenging? Why? Why not? ▪ Are the ideas of community, commitment, belonging and belief only for people in religious communities, or are they important for everyone? Pupils can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts.	**Exceeding** • **Explain similarities and differences between ceremonies of commitment (B3).** • **Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).**

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