ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: R.E UNIT: Rites of Passage CONCEPT: Legacy YEAR:6

BIG QUESTION	What is the value of Rites of Passage to me and others?	
END OF UNIT OUTCOME	Discuss and debate: What is the value of Rites of Passage to me and others?	
NC OBJECTIVES	- Pupils can express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far. - Pupils can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives. - Pupils can explain how important events are marked in religion by rites of passage - Pupils can explain the meaning of the Muslim naming ceremony and the Hajj - Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	***Communicate: what do rites of passage mean to me?*** - Pupils can express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far.	
RICH TASKS	Ask pupils to think back over the important events in their lives. They make their own life journey showing important events.  Explore metaphor 'life as a journey' with milestones, crossroads, etc. Pupils identify and share points on their life-line where important changes took place – eg changing school, new baby brother or sister born, someone died, someone married, new house, joining a club. *How were these occasions marked?* Talk about the rituals of the above and birthdays and/or senior school prom (showing photos if possible). *What are these rituals marking?*	Photos of life events Strips of paper for life journey.
2	***Apply: how are rites of passage significant?*** - Pupils can explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.	
RICH TASKS	We call such events *rites of passage.* Birthdays, marriages, joining ceremonies, naming ceremonies, baptisms… *Are they important? In what way? Are there times when we would rather do without them? How do they make us or the person involved feel? Does everyone mark such occasions in the same way? Does it matter?*	government decree

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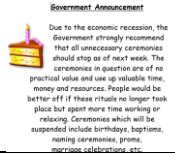
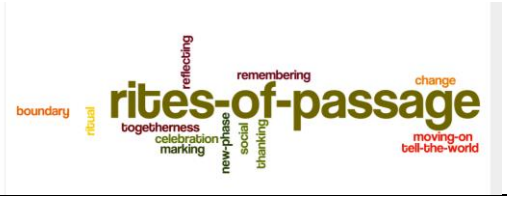
	Read out government decree banning rites of passage. In pairs/individually, pupils write a response to the government's plan, giving reasons for their ideas. *Does everyone feel the same?* Give time for feedback from groups then have a vote.  Government Announcement Due to the economic recession, the Government strongly recommend that all unnecessary ceremonies should stop as of next week. The ceremonies in question are of no practical value and use up valuable time, money and resources. People would be better off if these rituals no longer took place but spent more time working or relaxing. Ceremonies which will be suspended include birthdays, baptisms, naming ceremonies, proms, marriage celebrations, etc.	
3	***Enquire: what do people mean by rites of passage?*** - Pupils can explain how important events are marked in religion by rites of passage	
RICH TASKS	Agree on what the phrase 'rites of passage' means. Recap on previous lessons; make a list of key-words such as *community, tradition, rituals, milestones, sharing, public, celebration* etc. then pull together a sentence which seems to sum up the idea and write it out. Keep it displayed. Make a wordle of these key words and phrases.  	https://worditout.com/word-cloud/create
4	***Contextualise: how do different cultures and religions express their ideas about rites of passage?*** - Pupils can explain the meaning of the Muslim naming ceremony and the Hajj	
RICH TASKS	Explore A Muslim naming ceremony Aqiqah. Tell the story of Farah's New Nephew. Children to match statements with traditions to demonstrate understanding. Watch video about the Hajj. Using the knowledge from the video, children write a postcard as if they are on the Hajj including key information about activities and their significance. Children to complete an artwork of the Ka'bah for the front of their postcard. 	Farah's New Nephew story. Matching traditions statements. KS2 Religious Studies: The Muslim pilgrimage, Hajj - BBC Teach watercolours

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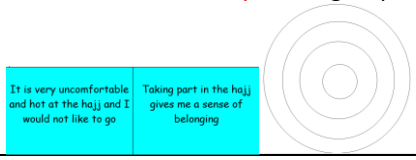
5	***Evaluate: what is the value of rites of passage to me and to believers?*** - Pupils can evaluate, by explaining, the importance and relevance of rites of passage to believers.	
RICH TASKS	Sort the Hajj statement cards according to agree/disagree from the point of view of a Muslim (or adapt these to the rites of passage you are exploring). Stick them onto concentric circles template in groups then feedback. 	Hajj statements Concentric circles
6	**Revision of key knowledge**	
END OF UNIT OUTCOME	Discuss and debate: What is the value of Rites of Passage to me and others?	