

Autumn 1 Year Group: Six		Teacher: John Duckett/Justine Mowbray		Religion/belief: Christianity	Key Question: In what way is life like a journey?
Focus Question: What do we commit ourselves to on our journey?					
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English: biographies of significant Christians Music: writing and performing a rap Art: creating a banner		Shared human experience: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. Living religious traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. Beliefs and values: identify and consider the beliefs and values that underpin a religious life at its different stages. The search for personal meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.	
Attainment Target 1: Learning about religion and belief · identify and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond). · describe and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?). · identify and begin to describe some similarities and differences between different peoples' journeys through life; · describe and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going? · use specialist vocabulary in communicating their knowledge and understanding. · use different sources to find information about life's journey and consider its meaning.				Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses; · respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; · reflect on sources of inspiration and guidance in their own journey of life.	
	Key questions	Learning objectives/intentions	Possible activities		Possible resources
SHE	What commitments do we have at school? What rights and privileges do adults have that we don't?	To become aware of different patterns of behaviour which are in evidence during different stages of life. To identify who is making commitment and to whom. To explain the kind of action that is required by the person making	Share a story or scenario that depicts someone taking steps to be 'grown up' or being granted new privileges or rights. Examples might include being allowed to go to shops or joining an organisation/club, looking after a younger child. Identify any changes in behaviour or any rules/agreements that come into force. Suggest whether there is anything about the changes that might be difficult to follow and why. This could be explored through drama or in an argument for the right to the new		

		the commitment.	privilege. Collect examples of commitment being made that are found in the community or news.	
LRT	How does the way a Christian live their lives that are reflected in the commitment made at baptism?	<p>To know that some churches prefer people to make the decision to be baptised when they are adults.</p> <p>To recognise Believer's Baptism as a service that celebrates commitment to the Church.</p> <p>To identify making a promise as part of the service.</p>	Use a video, posters or visit to a church to explore Believers' Baptism. Investigate the ceremony, the promises made and what they signify and the community who share the service and commitment. Develop questions about the service to ask a 'believer' or to display. Make a comparison chart for infant and believers' Baptism.	Believer's baptism (see CLEO website)
B and V	<p>For Christians, what is baptism?</p> <p>How does baptism change an adult person's life?</p>	<p>To begin to understand how some Christians show personal commitment.</p> <p>To begin to understand why some Christians choose a particular lifestyle.</p> <p>To empathise with the difficulties the person faced.</p> <p>To explain what helped them to overcome these.</p>	Research a life which exemplifies Christian commitment e.g. St. Francis, John Wesley, John Bunyan and his Pilgrim's Progress, Desmond Tutu, Eric Liddell, Liz Thomas (Ko-Nam), Gladys Aylward. What difficulties did they encounter? Why did they act as they did? What sustained them? How does that reflect the life of Jesus? Write a rap or other musical interpretation about the person's life.	https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item648491/grade2/index.html - links to baptism
SPM	<p>Will I always be committed to the same things in life? Why?</p> <p>Do I agree with the idea of baptism? Why?</p> <p>Who or what do in think is worth committing to? Why?</p>	<p>To consider who or what they follow in their lives.</p> <p>To identify aspects of commitment in their lives.</p>	<p>Reflect on the researched example. Relate the ideas to events and people in their lives. Will they always follow/be committed to the same person or thing? What might cause that to change?</p> <p>Design a badge or banner to depict who or what they would follow and why that is</p>	

		To relate this commitment to how they might behave.	valued.	
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