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| Spring 1 Year Group: Six | Teacher: John Duckett/Justine Mowbray | Religion/belief: Judaism | Key Question: In what way is life like a journey? |
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Focus Question: How do religions make 'signposts' and the 'turning points' on the journey of life?

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| Links with: Spiritual Moral Social Cultural | Possible Cross-curricular links: ICT – create a presentation on Bar/Bat Mizvah English – diary entries | 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. |
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| Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> · 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 <ul style="list-style-type: none"> · 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. |
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| | Key questions | Learning objectives/intentions | Possible activities | Possible resources |
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| SHE | What do we think is an adult? What important times have adults we know been through? What are our favourite adults like? What responsibilities do adults have? | To develop awareness of different stages of development in people's lives. To suggest progressive stages in most people's lives. To make link between people's growing maturity and responsibility for their | Brainstorm-What is an adult? What qualities, skills and privileges do they have? What advantages and responsibilities do adults have? What kinds of decisions might they have to make? Record these with labels 'An adult is/can...' and display. Make comparisons with a baby and a child. Read and discuss a story that portrays an adult acting like a child or a child acting grown up. What expectations are there of Year Six pupils? Reflect on SATs, preparations for | |

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| | | actions. | secondary school and how their responsibilities might change. Record using 'We think' or 'We wonder' bubbles and display or enter into a class book. | |
| LRT | What is Bar/Bat Mitzvah? | To understand that Bar/Bat Mitzvah celebrate a life stage in Jewish tradition and is an adult commitment to God. To identify Bar/Bat Mitzvah as a Jewish celebration. Explain what is being celebrated. | Investigate the ceremony. Use video, websites, posters, artefacts, books or an interview with a member of the faith community. What preparations are required? What additional responsibilities and privileges arise? (links to Talmud and to fasting) Where does ceremony take place? With whom? How is event celebrated in synagogue and within home? Working in groups, prepare a presentation that includes written and visual material. | |
| B and V | What is the link between Bar/Bat Mitzvah and the Torah? | To examine how Bar/Bat Mitzvah reflects commitment to God and the importance of Torah. To explain the importance of Torah to the celebration. To empathise with the feelings of a Jewish person at the centre of the ceremony. | Make links to work on celebration. What does the ceremony say about a person's beliefs about God? Consider why it is felt important to make this public commitment. Examine the role of Torah in the celebrations e.g. preparations and during the service and the links with person involved. An interview with a member of Jewish community would be especially useful. Draw a person involved in the ceremony with thought bubbles. Complete these with possible responses to the event, including hopes, fears, excitement. The children could write diary entries on the build-up, the day and afterwards. | |
| SPM | When will I know I am an adult? How will my life change as I get older? What responsibilities will I have when I am an adult? How old should I be for the | To explore important events in their life and their significance. To identify some changes in their abilities, aspirations and | Use a period of quiet reflection to consider their growing maturity. How are aspects of their life changing? What self-discipline do they need or are they developing? What additional responsibilities are they taking on? Produce a 'landmark' time line that | |

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| | different stages in my life? | responsibilities. | highlights markers in their journey towards adulthood. Include relevant details from past, present and immediate future. | |
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