

Speaking for Yourself- Year 5/6

About the Unit

This unit centres on the idea of commitment. It begins with personal ideas of belonging to groups and the importance of making decisions when old enough to do so. It then moves on to religious ceremonies marking important stages of life and involving a tradition. The focus is on Confirmation from the Christian tradition and Bar/Bat Mitzvah from the Jewish tradition. It emphasises the public recognition of people joining a religious tradition and taking on the associated responsibilities and commitments. Pupils are asked to consider where their own commitments lie and design a way of symbolically showing this.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.4 Identity, Diversity and Belonging

- a) Exploring how individuals develop a sense of belonging through faith or belief

1.6 Values and Commitments

- a) Understanding how moral values and a sense of obligation come from beliefs and experience

Key Processes

2.1a	Importance/impact of religion & religious diversity	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
2.1c	beliefs and practices	(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1e	Religious/spiritual expression	interpret a range of forms of religious expression and understand why they are important in religion
2.2b	reflection on belonging	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	reflection on what individuals and communities value	Reflect on the importance of religion and other world views for individuals and communities

Range and Content (traditions and themes)

This unit focuses on the Christian and Jewish traditions.

Themes for this unit:

- d) **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

Literacy- To write about new organisation; to write about an idea they feel committed to; to plan a commitment ceremony

Art- To design logo/badge for a new organisation; to design a Bar/Bat Mitzvah card

ICT- To design a Bar/Bat Mitzvah card

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 5	Year 6
Basic	Pupils know that some people choose to belong to a religious tradition. They recognise Confirmation and Bar/Bat Mitzvah as times when people show commitment to a religion. They know that they belong to a group and can begin to share why they chose to be a member. Level 2	Pupils will understand that some people wish to show that they are joining a religious tradition. They know what happens at a Confirmation or Bar/Bat Mitzvah ceremony. They can state the main purpose of a group to which they belong. Level 3
Developed	Pupils will understand that some people wish to show that they are joining a religious tradition. They know what happens at a Confirmation or Bar/Bat Mitzvah ceremony. They can state the main purpose of a group to which they belong. Level 3	Pupils will talk about reasons why some people wish to join a religious tradition. They will give simple explanations of symbolic actions used. They will make comparisons with their own experience of joining groups. Level 4
Extended	Pupils will talk about reasons why some people wish to join a religious tradition. They will give simple explanations of symbolic actions used. They will make comparisons with their own experience of joining groups. Level 4	Pupils will give more detailed explanations of symbolic actions used and promises made and will link them to other aspects of the tradition based on their previous knowledge and understanding. They will explain how their own understanding of the world is met by groups to which they belong. Level 5

Possible assessment tasks:

- Question asked to Christian and Jewish visitors about Confirmation and Bar/Bat Mitzvah
- Similarities between the two ceremonies identified by pupils
- Suggestions for how the promises of the Confirmation ceremony might effect other life decisions
- Bat/Bar Mitzvah cards
- Own commitment ceremony plans

Resources

You may find the following resources useful when teaching this unit:

- Confirmation websites: http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml
<http://www.request.org.uk/main/dowhat/confirmation/confirmation01.htm> (Service of Confirmation, short film clip)
- Bar/Bat Mitzvah websites: <http://www.my-bar-mitzvah.com/showpage.php?page=welcome> (Planning a Bar Mitzvah, including cards/invitations and Torah passages in Hebrew)
<http://www.teachers.tv/video/1719> (film about Bat Mitzvah)
- Examples of badges/logos from existing organisations/groups
- Service of Confirmation
- Roman Catholic missal
- Visitor to talk about Confirmation
- *My Jewish Faith*, Big Book, Evans
- *Pathways of Belief: Judaism*, BBC
- Visitor to talk about Bar/Bat Mitzvah
- Jewish artefacts: miniature Torah scroll, prayer shawl (Tallit), capel, phylacteries

Vocabulary

responsibility	commitment	Christian	Confirmation	Roman Catholic
Bar Mitzvah	Bat Mitzvah	Jewish	ceremony	

Glossary of Key Terms

Bar/Bat Mitzvah

Bar Mitzvah literally translates to "son of commandment" and implies "responsible male." According to Jewish Law, every Jewish boy becomes a bar mitzvah at age 13. As a bar mitzvah, he becomes obligated by God's commandments - as prescribed in the Torah and as interpreted by Moses, the Prophets, the Sages and the Rabbis. A Jewish boy becomes a bar mitzvah automatically upon turning 13 years old. No ceremony is needed. However, in the 15th century, it became customary to mark the occasion of a boy becoming a bar mitzvah. Over the centuries this custom has evolved. Many families now have a meal or party to celebrate the boy becoming a bar mitzvah. The boy will often give a speech after the prayer ceremony or during the meal/party. Bat Mitzvah refers to a Jewish girl and literally translates to "daughter of commandment" and implies "responsible female." According to Jewish Law, every Jewish girl becomes a bat mitzvah at age 12 - a year earlier than a Jewish boy becomes a bar mitzvah due to the fact that girls mature earlier than boys. However, a lot of families wait until the girl's 13th birthday to celebrate. It is celebrated in the same way as the Bar Mitzvah, often with a meal or party following the prayer ceremony.

Confirmation

Confirmation is one of the seven sacraments, the third Sacrament of Initiation in the Roman Catholic Church. (Baptism is the first Sacrament of Initiation and Eucharist is the second.) During the Confirmation ceremony, the candidate kneels before the bishop. A sponsor stands behind the candidate with their right hand on the candidate's right shoulder. The bishop makes the sign of the cross on the candidate's forehead with holy chrism. This is olive oil with which balsam is mixed. The candidate also adopts another name during the ceremony, which they have chosen. It is usually a saint to whom they aspire. Candidates say the Apostles Creed and the ceremony marks the 'confirming' of the receiving of the Holy Spirit and membership of the Roman Catholic Church.

Roman Catholic

Roman Catholicism is a denomination of Christianity. The Roman Catholic Church regards the Pope, who resides in the Vatican in Rome, as its Head. This denomination differs from Protestant denominations of Christianity on several theological doctrines. One of the key differences is the veneration of Mary by Roman Catholics which is not shared by Protestant Christians.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

It may be difficult in Warwickshire to find a Jewish visitor, but by using the Internet you may find someone willing to answer questions by email. The Synagogue (Shul) in Solihull is a good place to start.

It would be possible to substitute the Sikh tradition for the Jewish tradition in this unit and to explore the Amrit ceremony. Although this is a commitment which can be made at any stage in life, young people do take Amrit. There is good film coverage on *Pathways to Belief: Islam, Hinduism, Sikhism*, BBC.

In the Buddhist tradition you might look at the commitment involved in becoming a monk or nun.

Muslims become Muslim at birth so that there is no later decision made, and the Hindu tradition does not have this same sense of belonging but of relationship with a guru. It would be better not to illustrate the concept of 'joining' with these traditions, though commitment is obviously very important. You might use them in contrast to Christianity, developing the idea of growing up within a tradition to which you have always belonged and gradually accepting more personal responsibility.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><i>To be able to suggest a suitable age for making important decisions for yourself</i></p>	<p>When are you old enough to make your own decisions?</p> <p>When can you take responsibility for important things about your own life?</p>	Making decisions	<p>Begin with a discussion on responsibility for personal decisions about everyday matters and progress to more major decisions. Put the children into groups and ask them to consider the following: Who makes decisions for you as a child? When do you think you are old enough to make your own decisions? Ask the groups to suggest what suitable ages for making particular decisions are.</p>	<p>Children know who makes important decisions for them</p> <p>Some children show some understanding of why it is not appropriate for children to make some decisions before a certain age</p> <p>Children can suggest a suitable age taking responsibility for making important decisions</p>	

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<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><i>To be able to investigate the purpose and structure of a group or organisation</i></p>	<p>What have you chosen to belong to or support?</p>	<p>Obligations of belonging to something</p>	<p>Work in groups. Look at badges/logos from groups to which the children belong or of which they are aware of. Discuss the main purposes of these groups.</p> <p>Invent a new organisation or group to belong to. Decide how it will be organised, what it will be called, who can join, when and where to meet, cost, activities and what its purpose will be. Design a membership badge/logo which indicates what is important to the group.</p>	<p>Children can investigate how and why groups/organisations are set up and for what purpose by inventing their own</p>	<p>Examples of badges/logos from existing organisations/groups</p>

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<p>2.1c (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><i>To begin to understand Confirmation as the confirming of the baptismal promises by a young adult</i></p> <p><i>To know important elements of the confirmation service</i></p>	<p>How do Christians show that they have chosen their religion for themselves?</p> <p>What ceremony do they take part in?</p>	<p>Confirmation (accepting responsibility for promises made by their parents at baptism)</p>	<p>Explain that some decisions are intended to be lifelong. Refer to units on Christian baptism, reminding them of promises made by parents/godparents/church. These were made for a child. Young adults may choose to take on the responsibility for themselves.</p> <p>Find out about the sacrament of Confirmation using books about the Christian faith and the Internet (see Resources). Invite a visitor to talk about their own Confirmation.</p> <p>Use part of the Service for Confirmation (see Resources) to explore the significance of promises. Consider how it might affect a young person's ordinary choices, e.g. morals, activities, duties, use of time.</p> <p>Explore the taking on of a new name of someone as part of Confirmation in some Christian traditions (the name of a saint in Roman Catholic traditions) to aspire to be like. What name would the children choose to adopt and why?</p>	<p>Children show some understanding of Confirmation as the confirming of baptismal promises by a young adult choosing to take responsibility for their own faith</p> <p>Children know and recognise some aspects of the Confirmation service</p> <p>Children can identify the name of someone they would adopt and aspire to be like</p>	<p>Service of Confirmation (see websites on Resources list)</p> <p>Roman Catholic missal</p> <p>Visitor to talk about Confirmation</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p>(ii) identify and begin to describe similarities and differences within and between religions.</p> <p>2.1c (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p>	<p>How do Jews show that they have chosen their religion for themselves?</p> <p>What ceremonies do they take part in?</p> <p>What can we learn from religious ceremonies?</p>	<p>Bar/Bat Mitzvah (taking on responsibility for keeping the Jewish law as full adults)</p> <p>The ceremonies and symbolism involved and commitments undertaken</p>	<p>Explore the Jewish ceremonies of Bar/Bat Mitzvah. Use the film clip suggested (see Resources) alongside books on Judaism and DVDs to introduce a Jewish boy ready for Bar Mitzvah. Ensure the children understand that girls have a ceremony too, called a Bat Mitzvah.</p> <p>Show artefacts relevant to the Bar/Bat Mitzvah ceremony and discuss their significance and importance to Jews. Tell the children that the ceremony symbolises the boy/girl's acceptance of a personal responsibility to keep the Jewish law. Discuss the importance of the Jewish law to Jewish people.</p> <p>Invite a Jewish visitor to talk about their Bar/Bat Mitzvah or try emailing a member of the Jewish faith community via faith community websites.</p> <p>Discuss the feelings which someone might experience on taking such a momentous step publically. Use the 'My Bar Mitzvah' website to investigate planning a Bar Mitzvah celebration. Ask the children to design a Bar/Bat Mitzvah card, wording it in a way that indicates the meaning of the ceremony. They could use an ICT graphics or card-making package for this purpose.</p>	<p>Children can identify some of the aspects involved in the Bar/Bat Mitzvah ceremony</p> <p>Children recognise some of the artefacts used during the ceremony</p> <p>Children begin to understand why the ceremony is significant to Jews</p> <p>Children can identify similarities between the Confirmation and Bar/Bat Mitzvah ceremonies</p>	<p><i>My Jewish Faith</i>, Big Book, Evans</p> <p><i>Pathways of Belief</i>. Judaism, BBC</p> <p>Visitor to talk about Bar/Bat Mitzvah</p> <p>Websites (see Resources list)</p> <p>Jewish artefacts: miniature Torah scroll, prayer shawl (Tallit), capel, phylacteries</p>

<i>To know important aspects of the Bar/Bat Mitzvah ceremony and its significance to Jews To be able to compare the two ceremonies studied</i>			Discuss the similarities between the two ceremonies studied.		
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<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><i>To be able to share how they feel about something they are committed to</i></p> <p><i>To be able to plan a ceremony to show that commitment</i></p>	<p>How do we let other people know what is important to us?</p>	<p>How it is important to declare publically how you feel</p>	<p>Ask pupils to write about an idea to which they feel really committed or to plan a ceremony which would symbolically show that commitment.</p>	<p>Children can identify an idea they feel committed to and share their feelings about it</p> <p>Children begin to show their understanding of declaration ceremonies by planning one to show their own feelings of commitment to something</p>	<p>Paper and pens</p>