

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: R.E.

YEAR: B

TERM: Autumn 2

YEAR GROUPS: 3/4

KEY QUESTION: How and why do people mark significant life events in life?

PREVIOUS KNOWLEDGE We would expect most children to already know that:

- Some Christian children are baptised (with water)
- Water is about making people clean = goodness
- A number of events happen on life's journey – some of which will be sacred

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- state at least three significant events in their lives. **KQ1**
- write at least three metaphors to describe what life is like. **KQ2**
- describe three things which happen in baptism knowing what the symbolism of water is. **KQ3**
- describe three things a Jewish boy/girl might do in a Bar/Bat Mitzvah ceremony. **KQ4**
- draw a suitable diagram to describe what Hindu believes about life's journey. **KQ5**
- find some similarities and one difference between the life journeys in the faiths studied. **KQ6**

*Most children will show that they have reached the **expected** level because they can:*

- explain how journeys of life can have examples of highs/lows/times to show commitment/events that everyone does or are unique. **KQ1**
- write a poem of Life is... metaphors which help people to cope with life's ups and downs. **KQ2**
- make links between commitment and baptism for a Christian, turning away from evil and cleansing for life with Christ. **KQ3**
- show their learning about what happens in Bar/Bat Mitzvah and what matters most for a Jew in this ceremony in a letter/postcard. **KQ4**
- explain simply what reincarnation means for a Hindu; use the example of the 'sacred thread' ceremony to understand what purification might mean. **KQ5**
- make some comparisons between the life journeys in Jewish, Christian and Hindu faiths, and also noting what is the major difference. **KQ6**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- develop their responses to what their journeys of life might look like in the future. **KQ1**
- use unique and clever metaphors to describe life. **KQ2**
- find what is significant between an infant baptism and a believer's baptism. **KQ3**
- talk about how a young Jewish boy/girl can show commitment through the Bar/Bat mitzvah ceremony. **KQ4**
- show how commitment to dharma is seen by Hindus in their journey in life and moksha or freedom. **KQ5**
- also consider whether showing commitment in life journeys is difficult. **KQ6**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Using appropriate language with understanding, making links in their writing to show this.
- Asking questions which help to further their understanding.
- Using knowledge from each lesson to help with comparing what happens in different faiths.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- relevant examples from the children's own lives – e.g. baptism
- a Q and A session with Rev Anna.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Learning about the importance of metaphor in language/story

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	use with growing confidence, new vocabulary like Bar/Bat Mitzvah, moksha with understanding.
Works hard	work independently or in groups.
Concentrates	listen carefully to remember key facts from short films.
Self-motivates	be ready to ask questions to further their understanding.
Imagines	what being part of a different faith might be like for that person.
Improves	identify aspects of their work which they could improve on.
Understands others	show understanding of why people in class might value their baptism more than others.
Doesn't give up	be resilient when faced with new words, meanings and concepts.