

Unit 6.2: Living a faith

Key Question: What gives a sense of identity and belonging?

About this unit

This unit builds on previous learning in Unit 4.1 *Belief in the community*. It offers a focus on rites of passage in the lives of faith members including an opportunity to explore death and bereavement and some of the ways in which these events impact not just on the individual but also on families and the wider community. Pupils explore religious expression and consider ways in which faith members express their identity through the way in which they live and practise their religion, according to the beliefs and values of their particular faith. They consider the ways in which different faiths and denominations express their faith through worship

Resources: book with meanings of names; film clips from truetube.co.uk illustrating rites of passage and worship and from BBC Bitesize; photographs; stories and literature describing experiences of rites of passage (Seven Ages of Man - W. Shakespeare)

Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
Beliefs & practices Investigate different forms of worship	show how forms of worship are expressions of belief	express thoughts about the importance of worship for faith members
Identity & values investigate religious rituals that show identity and belonging in different religious traditions	show how the milestones of life give a sense of identity and belonging for faith members	discuss the impact of rites of passage on faith members, their family and community

Prepare for learning

Consider answers to the question: *Who Do We Think We Are?*

Play "If I were a... (flower/animal/shoe/house), I would be a ... because like a ... I am ..."

Explore names and their meanings - *A Boy Called Slow* - Sitting Bull performs a deed which is so courageous and significant that it earns him a new and more respected name. What would your name be? How did you get your name and what does it mean?

Read Shakespeare's *Seven Ages of Man* – identify the different ages described in the poem; consider how people might mark the transition to these different stages of life

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Engage the learner

Share film clips of the fans at a football match or a pop concert, observe the actions of the fans, and...
Show clips of religious worship from different faiths
... How are these actions similar and different? Discuss whether the actions of fans may be described as worship

Identify learning questions

What gives us a sense of identity and belonging?
Are names important? What do they mean?
How do people of faith mark the transitions of life? What is a milestone? Is it appropriate to call these transitions 'milestones'?
When does someone become an adult?
What is worship? Why do people of faith worship? Do people of no faith worship too?
How do rites of passage demonstrate identity and belonging for a person of faith?
What are the challenges of living a faith?

Provide new information

Read *Luke 1:31* and *Matthew 1:21* and find out how Jesus got his name
Provide pupils with information about the different names and titles given to Jesus in the New Testament; consider the meanings of these names - what do they say about Jesus' identity?
As a Jewish boy, Jesus was taken to the Temple by his parents at the age of 12 for his Bar Mitzvah; show pupils a filmclip of a Bar or Bat Mitzvah or read extracts from *Bar Mitzvah Boy* by Jack Rosenthal
Prepare questions to ask a faith member about worship and interview a faith member about how worship contributes to their sense of identity and belonging
Investigate rituals or rites of passage associated with other transitions/stages of life, including rituals to do with the end of life, in three different faiths including Christianity

Search for meaning

Write about something they have done or would like to do that would prove them worthy of leaving their childhood behind and gaining a new respect for themselves by becoming an adolescent
Consider the responsibilities that go with becoming Bar or Bat Mitzvah
Explore how rites of passage are significant for a faith member, their family and the religious community
Compare a rite of passage from different faiths; how are they similar? What are the challenges for a believer?

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Share new understanding

Roleplay a rite of passage ceremony; hot-seat participants

Create a blog or diary entry for a young person celebrating a rite of passage such as Christian Confirmation, describing the sequence of events and the feelings of the young person; how does a participant prepare for such a milestone?

Evaluate the significance of a rite of passage in the life of a believer – is it life-changing? Does it define their identity and give them a sense of belonging? Does it change how they look or what they may wear?

Design and label a maze to illustrate life's milestones for a person of faith; the centre of the maze should represent the destination or goal of life, junctions are where the person needs to make a choice; what might dead-ends represent?

Describe and explain worship in a Christian tradition

Reflect on learning

Consider: what a person is saying about him/herself when s(he) says “I am a... (Christian/Muslim/Sikh...)”

Think about the importance of celebrating the milestones of life and the ways in which they engender a sense of identity and belonging for faith members and others; in what ways do marking life's milestones help people make the transition to the next stage?

Respond to the statement, “Worship is something that all people do”

THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship <i>specified in the key content</i>	Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship <i>specified in the key content</i>
Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places	Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places
Identify ways in which diverse communities can live together for the wellbeing of all	Respond thoughtfully to ideas about community, values and respect