

How do people express commitment to a religion/worldview in different ways?

Substantive Knowledge to test:

- The importance of rites of passage in terms of religious identity.
- The role of baptism (infant and adult) in shaping religious identity in the Christian community.
- The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.
- The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.

Disciplinary Knowledge to test:

- Identify a range of ways in which religious belief can impact daily life.
- Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.
- Identify some similarities and differences in how people practise and express beliefs about commitment.

Substantive Retrieval Questions:

- What is a rite of passage?
- Name a Christian rite of passage.
- What symbols might be used in a Christian baptism?
- Name a Jewish rite of passage.
- Which sacred text will be read from at a Bar and Bat Mitzvah?
- Name a Sikh rite of passage.
- Name one feature of the Amrit ceremony.

Disciplinary Retrieval Questions:

- Explain some similarities that you have identified from these commitment ceremonies/rites of passage.
- Explain some differences that you have identified from these commitment ceremonies/rites of passage.
- How might preparations for these ceremonies impact a believer's daily life?
- Are there similarities and differences within the commitment ceremonies/rites of passage in the Christian faith? Why might this be?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. an evaluation of the meaning, purpose and value of commitment ceremonies – could be presented on a triptych.

The RE Age Related Expectations we will cover and be assessed against: **Human and Social Sciences**

- The diverse nature of religion** Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- Diverse ways in which people practice and express beliefs** Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.
- The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.