

# Unit 3.1: *Ritual in my Life and the Lives of Others*

What are the patterns in our lives?

## About the Unit:

In this unit, pupils explore patterns in their own lives, contrasting them with those of their friends, and those who share a religious faith. It questions how personal beliefs affect a way of life. It goes on to study the way in which a faith community orders the life of its members, and it may be used alongside work from any of the world faiths.

The unit refers to the pupil's own experiences, as well as involvement by practising members of particular faith(s). Pupils will gain an insight into the influence of faith within a practising group and find out how tradition and ceremony is part of their religious life. It links to the lives of any who follow their own set of beliefs.

## Where the Unit fits:

This unit builds upon the work of Unit 2.1 *What Makes a Family?*

## Key Vocabulary:

personal and shared beliefs, symbols, artefacts, traditions and rituals associated with specific faiths and religious leaders

## Suggested Resources:

symbols and artefacts from the major world faiths (including food, pictures and statues of gods), appropriate audio-visual material, members of the chosen faith group, visit to a place of worship to look at the symbolism represented in a ritual there

## Levels of Attainment

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Responses)
1	Know that we all belong to different groups e.g. family/class/school/village	Talk about what it feels like to belong to a group
2	Know that a 'faith family' has special rituals and ceremonies and to be able to describe one	Talk about how it feels to take part in 'family' ritual/ceremony
3	Begin to realise that different faith families have different symbols and rituals	Make links between the way in which participation in a 'family' ritual affects the life of a believer
4	Show an understanding of how beliefs affect actions of the believer and to be able to make links in and between traditions	Ask questions and begin to develop your own answers why belief is expressed in a certain way

## Points to Note/Further Suggestions

The life experiences of the children, whether practising members of a faith or not, should be paramount in setting the tone of this unit. Try to use local input from neighbourhood family faiths wherever possible.

It is important to ask permission before taking photographs anywhere around a place of worship, and remember to respect the fact that, for Muslims, it is not appropriate to represent Allah, prophets or people as an image.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p><b>RITUALS &amp; CEREMONIES</b></p> <p>(1) consider the patterns of activities in people's lives including their own</p> <p>(2) observe and appreciate that rituals and ceremonies have colour, spectacle, diversity and special meaning</p> <p>(4) explore the variety of rituals including daily, public and private rituals involving words and actions</p>	<p>(a) describe and give reasons for the organisation of their day/week</p> <p>(b) observe and describe, with some detail, a ritual or ceremony</p> <p>(c) describe a rite of passage</p> <p>(e) describe the actions of a participant in a ritual</p>	<p>(a) compare events in their own daily life with those of a faith member</p> <p>(b) describe the role of a member of a faith group in a religious ceremony</p> <p>(c) share and discuss the impact of their feelings about a ceremony</p> <p>(e) consider their response to a variety of rituals</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>In Circle Time think about the events of the day so far and identify things that they 'always do and say'. Discuss with a partner.</li> <li>Introduce the word 'ritual' and think about a typical week in their lives. Talk with a partner about the things that could be 'rituals' in a week.</li> <li>Focus on one thing that is a 'ritual' for them and represent it as a drawing, symbol or word. Bring back to the group and discuss.</li> </ul> <p><b>Consider and Respond</b></p> <ul style="list-style-type: none"> <li>Observe on video or through pictures, look at websites, showing a ceremony that involves a ritual, e.g. baptism, confirmation, wudu, puja, ceremonies associated with the Guru Granth Sahib, Shabbat, Bar Mitzvah, Bat Mitzvah. Select one ritual within the ceremony and talk about what makes it a ritual.</li> <li>Compare a ritual of their own with those in the ceremony and identify similarities and differences.</li> <li>Talk to a local faith member about a ritual in a ceremony, the symbols they wear/use and their role in the ceremony. Use the symbols to illustrate a 'web of belonging' for that faith member.</li> <li>Complete a 'web of belonging' with each child identifying the people and groups to which they belong. Highlight the patterns of their lives.</li> </ul> <p><b>Celebrate and Reflect</b></p> <ul style="list-style-type: none"> <li>Join in a celebration where there is an agreed ritual, e.g. Harvest Festival, Sukkot, saint's day, Plough Sunday.</li> <li>Make a display of Harvest produce.</li> <li>Decorate a sukkah and share food.</li> <li>Talk about how it felt to join in.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Roleplay a rite of passage to show they understand ritual.</li> <li>Present thoughts and feelings about a rite of passage, e.g. in a poem, picture or letter.</li> </ul>

Recommended teaching time: 1 hour per week over half a term.  
At least one visit to each section of the *Teaching Activities* is recommended.

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