



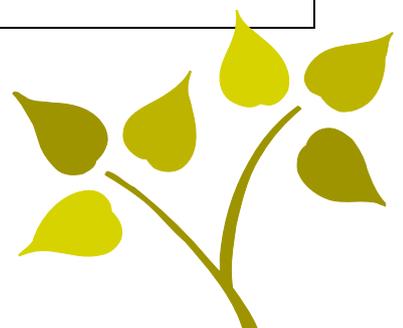
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification (School Selected Unit)



Title: Milestones and Meaning: *How does Bar/Bat Mitzvah affect the life of a Jewish child and their family?*

Year Group: 5/6



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About this unit:

This unit enables pupils to consider the preparations and rituals associated with Bar/Bat Mitzvah and other religious ceremonies of initiation.

The focus is on the preparation and the impact that such ceremonies have on the lives of children and their families. Pupils will engage in activities that will allow them to begin to understand why people want to take part in ceremonies of initiation and the responsibilities that follow making a commitment to a faith. Pupils will be encouraged to think for themselves about questions to do with commitment and responsibility.

Pupils are encouraged to consider what can be learned from the ceremonies that mark special milestones in people's lives, with examples and teaching referring to their own experiences, beliefs and values.

Where this unit fits in:

This is a unit that can be selected by schools in addition to the mandatory units.

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning around the theme of rituals and commitment with a focus on the preparations and rituals associated with Bar/Bat Mitzvah. By engaging with the concepts of belief, tradition and commitment, this unit will help pupils to understand what it is like to take part in a ceremony that states commitment to a faith and the impact it has on the young person's life afterwards.

This unit contributes to the continuity and progression of pupils' learning by exploring in detail some key beliefs and practices of Judaism, building on the learning that has already taken place in the KS1 units 'The Torah' and 'The Family in Judaism'.

This unit anticipates a further study of Judaism in KS3, in which beliefs and practices will be explored further.

Estimated teaching time for this unit: 8 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other areas of the curriculum as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*

- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

- **Belief:** (Our beliefs affect our actions);
- **Tradition:** (Taking part in ceremonies reinforces religious traditions and customs);
- **Commitment:** (Understanding the responsibilities of becoming a member of a community, including a faith community).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by using concepts such as identify, faith and culture to become increasingly able to explain who they are and where they belong;
- **Commitment** by learning the meaning of the word 'commitment' and beginning to apply the idea for themselves; by applying ideas about being committed to a religion, so they begin to see the impact of religious convictions for themselves.

The unit will provide these opportunities for pupils:

- To consider the concept of commitment and its impact on people's lives;
- To consider a diverse range of views about questions of commitment and how it is expressed through rituals;
- To be able to think about their own experiences and views in relation to questions of belief and commitment;
- Experiences and opportunities provided by this unit include solving of mysteries, writing magazine articles and diary entries, creating information posters, booklets and cards, sequencing activities, creating a TV interview, using artefacts to help tell a story, and research activities including use of ICT.

Background information for the teacher:

At 13, Jewish boys are considered old enough to take on adult religious responsibilities. This is marked by a ceremony called a *Bar Mitzvah*. For months beforehand, a boy studies Hebrew, learning to read, and even sing a portion of the Torah and a passage from the Prophets. With Orthodox communities, the *Bar Mitzvah* takes place on the Shabbat following the boy's 13th birthday. In the ceremony a *tallith* (prayer shawl) is worn and a passage from the Torah is read out.

Within a Reformed community, girls have a ceremony called a *Bat Mitzvah*, which is like the boys' *Bar Mitzvah*. In other communities they mark their passage to adulthood at the age of 12 with a *Bat Chayil* ceremony in the synagogue. Friends and relatives listen to the boys and girls read in synagogue, and celebrate with a meal and presents.

Once the *Bar/Bat Mitzvah* ceremony has been undertaken the child is expected to observe all the Jewish laws.

Most religious traditions have a ritual ceremony to mark a child's passage into adulthood.

- **Christian** children who were baptised as infants usually take part in a service of **Dedication or Confirmation**. In the Infant Baptism service, parents make promises about the Christian faith on behalf of the baby. The service of Confirmation takes place when the child is old enough to make their own commitment to the Christian faith, usually around the age of 12. The person undergoing Confirmation must first understand what it means to be a Christian, so they will attend Confirmation classes where the vicar will teach them about the Christian faith. A bishop conducts the service itself. He 'lays his hands' on their heads and asks a series of questions designed to check their understanding of the faith. The person

confirms their understanding and when they are confirmed they are allowed to take Holy Communion for the first time.

- **The Amrit ceremony** is the ceremony that shows a **Sikh's** commitment to their faith; adults, rather than children, usually undertake this. Not all Sikhs undergo the ceremony. Five people who have already undergone the ceremony witness the service. They represent the five faithful who were willing to lay down their lives for Guru Gobind Singh. The participants gather in front of the *Guru Granth Sahib* and prayers are recited; sugar is mixed with water to make *amrit*, which means 'nectar'. The mixture is drunk by each candidate and is also used to anoint him or her. They must promise to wear the Five Ks, recite daily prayers, never use tobacco or alcohol, never commit adultery and never eat meat.
- **Hindu** boys take part in the **Upanayana Samskara** (Sacred Thread ceremony) some time between their eight and eleventh birthdays. The exact day for the ceremony must be a lucky one so an astrologer chooses it. On the day that is chosen, the boy has a thread tied on him that has been blessed by a priest. The thread is made from three strands of cotton – white, red or yellow. The three strands symbolise three duties:
 - To worship God who provides him with all he needs
 - To love and respect his parents
 - To listen to his religious teacherThe sacred thread must be worn at all times; when it wears out you have to buy a new one. Before you put on the new one, you take a bath and put some water from the River Ganges on the new thread. The thread is a symbol of adulthood and religious maturity.
- There are no special ceremonies to show that someone has become a **Muslim** or a special age for taking responsibility. A person is a Muslim when they are able to say and believe that Allah is the only God and that Muhammad (pbuh) is his prophet. Children are taught about Islam at home and at the *madrasah* (mosque school). Here they learn about the Qur'an, memorise verses and learn how to read and write in Arabic. They learn how to pray and how to perform *wudu* – the ritual preparation for prayer.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Judaism Ark Bar Mitzvah Bat Chayil Bat Mitzvah Bimah Hebrew Kippah Magen David Ner Tamid Synagogue Tallith Tefillin Torah Yad</p> <p>Religious Studies Confirmation Community Dedication Liberal Orthodox Responsibility Tradition</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Posters ▪ Artefacts ▪ Video ▪ Mystery cards ▪ Sequence cards ▪ Books/Websites for research ▪ Jewish visitor- see guidance on “Resources” in the Support Materials on the CD with the AS for details ▪ Leo Baeck College – Centre for Jewish Education, East End Road, London (http://www.lbc.ac.uk/) for resources <p>Web:</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) www.natre.org.uk/spiritedarts ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ www.request.co.uk ▪ www.bbc.co.uk/education <p>Books</p> <ul style="list-style-type: none"> ▪ Developing Primary RE: Home & Family (available from RE Today ISBN 1-904024-37-8) ▪ Teaching RE 5-11: Judaism (ISBN 1-85100-091-7) ▪ “My Jewish Faith” (ISBN 0-237-51897-X) <p>Video/DVD</p> <ul style="list-style-type: none"> ▪ The Jewish Way of Life – The Board of Deputies of British Jews.
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from developing a growing understanding of their own identity; • Opportunities for social development come from developing a sense of responsibility and community and from appreciating that people have individual and shared beliefs on which they base their lives. 	

EXPECTATIONS: At the end of this unit...		
<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe some religious beliefs and teachings and their importance in the occasions covered (AT1); • Make links between religious beliefs and the preparations and rituals of Bar/Bat Mitzvah (AT1); • <i>Compare aspects of their own experiences with those of others, identifying what influences their own lives (AT2);</i> • <i>Make links between values and commitments including religious ones, and their own attitudes or behaviour (AT2).</i> 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Make comparisons between Bar/Bat Mitzvah and Confirmation or Upanayana Samskara showing understanding and using religious vocabulary(AT1); • Describe the impact on a Jewish person's life(or another religion) of belonging to a religion (AT1); • Show how religious beliefs, ideas and feelings can be expressed through initiation ceremonies and rituals (AT1); • Suggest meanings for the symbols and rituals associated with Bar/Bat Mitzvah, using religious terminology (AT1); • <i>Ask questions and suggest answers from their own and others' experiences making reference in particular to Judaism (AT2).</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain how some principal beliefs and features of religious life are shared by different religions (AT1); • Explain how these make a difference to the lives of individuals and communities (AT1); • <i>Make informed responses to questions of identity and experience and other people's values and commitment, in light of their learning (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

Teacher sets up room with variety of artefacts/photographs etc associated with Bar/Bat Mitzvah and possibly Confirmation or another initiation ceremony. Individually or in pairs, pupils have a set time to go round, record items on display and then put together a sensible account or story, which includes all the items and explains their role in the ceremonies.

Higher attaining pupils: To extend this work, ask pupils to explore and compare initiation ceremonies for different faiths, investigate the beliefs underlying the ceremonies and look for similarities and differences. What impact do such events have on the life of the young person?

UNIT TITLE: Milestones and Meaning: *How does Bar/Bat Mitzvah affect the life of a Jewish child and their family?*

Key Question: *What rights and responsibilities does getting older bring?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that growing up brings with it responsibilities as well as rights.</p> <p>To reflect on changing responsibilities in their own lives.</p> <p>To understand the importance of Bar/Bat Mitzvah in Judaism.</p>	<p>With a talk partner idea shower special milestones in own lives. Discuss feelings and experiences.</p> <p>Teacher then models a feelings chart for one such occasion for themselves. This would include feelings as the time approached, happened and afterwards etc. Symbols and annotations work well.</p> <p>Individually, pupils do own feelings charts for one occasion in their own lives. (Discuss anticipation, actual celebration, changes afterwards etc).</p> <p>Give groups pack of “mystery” cards – “Why is Daniel going to Jerusalem?” Groups use clues to create “story” answer to the question. Groups feedback: identify questions to focus on for next session.</p> <p>Collate what we have learned so far about Bar Mitzvah.</p>	<p><i>I can show understanding that with rights come responsibilities and I can describe some examples of this.</i> (AT2 L3 - 4)</p> <p><i>I can reflect thoughtfully upon my own feelings associated with milestones in my life and those of others.</i> (AT2 L4)</p> <p>I can use religious vocabulary to describe and show understanding of the key elements of Bar/Bat Mitzvah. (AT1 L4)</p>	<p>See Dr Vivienne Baumfield’s book ‘Thinking Through Religious Education’ (Chris Kington Publishing) for examples of Mysteries, including “Why is Simon going to Jerusalem?”</p>

Key Question: *What happens at Bar/Bat Mitzvah?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the key rituals associated with Bar/Bat Mitzvah in more depth.</p> <p>To understand the importance of Bar/Bat Mitzvah for a Jewish family.</p> <p>To know the responsibilities associated with this time.</p>	<p>With a talk partner, create a series of questions for a Jewish boy about to have his Bar Mitzvah.</p> <p>Watch a video/DVD or invite a Jewish visitor in to explore the preparations and rituals of Bar/Bat Mitzvah and answer the questions. What differences are there for boys and girls?</p> <p>For unanswered questions, use research skills, including “Ask the Rabbi” website to find out more.</p> <p>Groups present questions/answers as TV Interview script. Discuss how responsibilities in life change for the Jewish youngsters.</p> <p>Compare with own lives. What responsibilities come with age? What happens if you fail to carry out the responsibilities?</p>	<p>I can use religious vocabulary to describe and show understanding of the key elements of Bar/Bat Mitzvah. (AT1 L4)</p>	<p>http://www.chabad.org/asktherabbi/default.cdo/jewish/Ask-the-Rabbi.shtm allows you to look at previous answers or to ask your own questions.</p>

Key Question: How does a Jewish boy feel about Bar Mitzvah?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the feelings associated with Bar Mitzvah.</p> <p>To be aware of the differences in Bar/Bat Mitzvah between Orthodox and Reformed Jews.</p>	<p>Individually or in pairs, create a “feelings graph” for “Daniel”, before, during and after his Bar Mitzvah. Higher attaining pupils could research the differences between Orthodox and Reformed Jews for this occasion and present their findings to the class. Most pupils could create a written and visual diary for Daniel of the times leading up to, during and after his Bar Mitzvah. Lower attaining pupils could use sequence cards to explore Bar Mitzvah further, focusing particularly on the feelings/ responsibilities of the Jewish boy and comparing these with their own lives.</p> <p>Pupils then choose to either:</p> <ul style="list-style-type: none"> • Create and conduct a TV interview with a Jewish family (script, carry out and video); or • Write a magazine article to explain what happens at a Bar/Bat Mitzvah; or • Write an account for a younger child to explain what Bar/Bat Mitzvah is all about; or • Create a Power Point presentation to teach another class about Bar/Bat Mitzvah; or • Create a “postcards” sequencing game for another group to try. 	<p><i>I can raise and suggest answers to questions of belonging and commitment. (AT2 L4)</i></p>	

Key Question: How does coming of age in Judaism compare with another religion?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify similarities and differences between initiation ceremonies in different religions.</p> <p>To consider the effects of milestones in human lives.</p>	<p>Have the feelings graph for “Daniel” on display.</p> <p>Read the story of “Elizabeth’s Confirmation” (include brief preparation, ceremony and following celebration etc).</p> <p>As a class, create a feelings graph for Elizabeth.</p> <p>Compare with Daniel’s graph.</p> <p>What similarities/differences are noticed?</p> <p>In groups, have a copy of either the sequencing cards from earlier activity or use copies of one group’s postcards (if suitable).</p> <p>Groups create a new set of cards for “Elizabeth’s Confirmation”. Compare with Daniel’s.</p> <p>Higher attaining pupils could choose a different initiation ceremony from Hinduism or Sikhism, for example, developing from previous work in earlier years.</p> <p>Groups move round to observe each other’s cards.</p> <p>Feedback, identifying key similarities/ differences.</p> <p>With a partner, A’s take role of a Jewish boy/ girl and B’s take role of Christian or other religious boy/girl.</p> <p>Dramatise conversation where similarities/ differences in initiation ceremonies are discussed.</p> <p>Teacher and pupil model first.</p> <p>Watch extracts of conversations.</p> <p>Draw out similarities/ differences with milestones for non-religious people.</p> <p>Reflect on own lives, referring to what has been learned.</p>	<p>I can describe similarities/ differences between ceremonies of initiation. (AT1 L3)</p> <p>I can make links between different initiation ceremonies and describe some similarities and differences. (AT1 L4)</p> <p><i>I can apply ideas simply to my own and others' lives. (AT2 L4)</i></p>	<p><i>Tell a simplified version of a Confirmation ceremony and all that goes with it. It is useful if it is told referring to a specific fictitious child (in this case, Elizabeth) with whom the pupils can empathise. This can make quite complex concepts easier to relate to and understand. Alternatively invite a young, devout Christian person who has been confirmed to share their experiences.</i></p>

Key Question: *What have I learned?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify and describe the symbols/artefacts associated with Bar/Bat Mitzvah and Confirmation.</p> <p>To explain the purpose of such symbolic items in the celebrations covered.</p> <p>To assess levels of knowledge and understanding about Bar Mitzvah and Confirmation.</p>	<p>Teacher sets up room with variety of artefacts/photographs etc associated with Bar/Bat Mitzvah and possibly Confirmation (or another initiation studied).</p> <p>Individually or in pairs, pupils have a set time to go round, record items on display and then put together a sensible account or story, which includes all the items and explains their role in the ceremonies. Writing frameworks can be used to support the lower attaining pupils. Higher attaining pupils could be asked to explain the impact of these important events on a young believer's life, and on their family.</p> <p>The account can be fully written or created using sticky notes/ pictures etc, where appropriate.</p> <p>Groups share their findings. Draw conclusions.</p> <p>Teacher uses this session to assess knowledge and understanding, skills of synthesis, analysis and empathy.</p>	<p>I can use a developing religious vocabulary to describe some of the key symbols and practices of Bar/ Bat Mitzvah. (AT1 L3)</p> <p>I can describe, using religious vocabulary, the symbols associated with Bar/Bat Mitzvah and/or Confirmation and their role in the rituals. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the purpose of symbolic items used in initiation ceremonies and to explain the impact of such events on the lives of those involved. (AT1 L5)</p>	