Year 6 (RE) Knowledge Organiser - Summer 2 Rites of Passage What should I already know? Useful diagrams and knowledge Knowledae <u>Knowledae</u> Know the concept of 'Ceremony' (year 3). Life is like a journey. Most people in the world mark and Know the concept of 'Faith' (year 5). of Passage' celebrate key events on that journey with a ritual. Know the concept of 'Ritual' (year 4). ceremony and The Haji. Awareness of key events in my own and others lives. to me. Skills Skills • I can recognise that some features are different in the same religion and explain why this might be. • I can explain, using examples, the difference we are specifically focusing on: that the concept makes to the lives of religious people and myself. community. What are Rites of Passage? • I can form a view as to how important the They are the special events which show a person is moving on to a new stage in life (e.g. following birth, marriage, or death). Key Vocabulary Religions often have special ceremonies to mark a rite of passage. The ceremonies have special meanings and symbols. Knowledae Why should we learn about Rites of Passage? religions. Rites of passage are very important times for families - you

A set form for going through the steps of a religious		
ceremony.		
A group of people who share a		
similar belief or way of life.		
Something that is very important		
and/or significant to someone.		
A ceremony or event marking an		
important stage in someone's life, especially birth, the transition from childhood to adulthood, marriage, and death.		

could be invited to one of these events It helps us to think about how we might want to celebrate and commemorate special times in our own lives.

What knowledge and skills will I learn by the end of this unit?

- Know the meaning of the concept of 'Rites
- Know the meaning of the Muslim naming
- Explain the significance of Rites of Passage for Muslims and others. Be able to form a view on the significance of Rites of Passage

We use, define and develop all five skills of the RE cycle (Enquire, Contextualise, Evaluate, Communicate and Apply) each half term. However, this half term

- I can evaluate and offer thoughtful comments about the beliefs of a person/
- concept is to themselves and provide examples/reasoning to this view.

What will I learn next?

- Explore a range of concepts that specific to a given religion or a small group of

Skills

- I can evaluate the significance of a concept to a believer and offer examples to support my viewpoint.
- I can form opinion on the significance of a concept and the implications if that did not
