

BIG QUESTION: WHICH RITES OF PASSAGE DO YOU THINK WILL BE IMPORTANT IN YOUR LIFE AND WHY?

About this unit: - As part of the Year 5 focus on different Rites of Passage, children have the opportunity to explore how different milestones in life are celebrated in a variety of religions. They will learn about the life of Joseph from the Christian bible and explore the conflicts and dilemmas faced by his family. They will have the opportunity to research the meaning of their name, exploring the significance of names. To complement this, children will also research the naming ceremonies in the Christian and Sikh faiths. Children will learn about Jewish children becoming adults in the eyes of their religion and consider how they would feel about this in their religion / life. When recapping on the 5 Ks of Sikhism, children will consider which of these elements could be incorporated into their own lives. In our investigation into weddings as a rite of passage, children will compare Hindu and Christian marriage ceremonies and explore their opinions on arranged marriages. After this unit of work is completed, children should have gained sufficient knowledge and understanding to be able to answer the BIG Question.

Prior Learning:

In Early Years – Children will have explored ‘special days’ in the Christian, Jewish, Muslim and Hindu faiths.

In Year 1 - Children will have started to think about who God is in the eyes of Christians. They will have also learned about Sikh values and read stories from different religions.

In Year 2 – Children will have been introduced to holy places of worship and will start to consider theoretical questions that can be quite puzzling to answer.

In Year 3 – Children will have studied Christian, Muslim and Sikh celebrations, learning why they happen. They will have had an introduction to what it is like to be a Hindu, as well as considering what Christians think God is like.

In Year 4 – Children will have researched the impact Jesus had on people during his life. They will also learn about visiting places of worship as well as exploring what it is like to be part of the Jewish faith.

Continued Learning: -

Future Units in Year 5 - Children will explore an in-depth study of how people of different faiths pray and look at how temptation can test people from all walks of life. They will also look at religions in local communities in general and in particular in their local area, considering how people from different faiths can live side-by-side respectfully.

Year 6 - Children will consider values that people from all walks of life, including non-religious may choose to live by. They will also consider the impact of religious charity organisations and the changes that they hope to make across the world. They will also research the Sikh way of life in greater depth.

BIG QUESTION: WHICH RITES OF PASSAGE DO YOU THINK WILL BE IMPORTANT IN YOUR LIFE AND WHY?

Lesson No/ Week	Learning Objective	Success Criteria (Differentiated)	Activities	Resources	Plenary Key Vocabulary Key Questions	Cross Curricular Links
1	<p>Mini BIG question: Was Joseph right to forgive his brothers for their behaviour towards him? Why?</p> <p>(Children will have watched 'Joseph' film during the first week of term, prior to this lesson.)</p>	<p>All – remember the basic structure of the Joseph story and some of the main characters.</p> <p>Most – can retell the story including all key facts and characters.</p> <p>Some – can discuss the story in more detail, thinking about the rites of passage.</p>	<p>Intro: Children to stick Rites of Passage Knowledge Organiser into books.</p> <p>Using Page 1 of RE Rites of Passage Lesson 1 notebook: Children to write down the Big Question at top of next page after Knowledge Organiser, then leave rest of that page blank and explain that children will answer this Big Question at the end of the unit of work.</p> <p>Page 2: Ask children to consider what Rite of Passage are. Share ideas then reveal rest of page and explain definition, discussing the examples given. Then ask children to TTYP and think of any other Rites of Passage. Come together to discuss and write their ideas on Page 2.</p> <p>Page 3: Get children to write date and mini-BIG question for this lesson at top of next page in books.</p> <p>Page 4: Ask children to think about what makes them happy and frustrated about family. Discuss in pairs / on tables, then share thoughts as a class. Write their ideas under each face. Recap on Joseph's family and how different members felt throughout the story. Show children the Joseph story power point and discuss the behaviours and events.</p> <p>Page 5: Ask children what they think are the main points of the story and write them on Page 5. Give out the small picture of Joseph and ask children to stick it in the middle of the page in RE books below their mini-BIG question. Get them to neatly write bullet point facts about the story around the picture to show the facts they remember and their opinions of the characters and their behaviour. Pupils can then colour in the picture of Joseph. (Ensure children write neatly on the lines of their book around the picture.)</p> <p>Page 6: Ask children to TTYP and discuss their thoughts on how to answer today's mini-BIG question for this lesson. Share ideas and then ask children to write some full sentences either at the bottom of the page they worked on or on the next page if there is no more space to write. Ask children to share their answers.</p> <p>Page 7: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage Lesson 1 notebook Joseph</p> <p>Joseph picture</p> <p>Joseph story PPT</p>	<p>What is the moral of the story of Joseph? Which characters had a major influence on Joseph's life?</p> <p>Was Joseph right to forgive his brothers for their behaviour towards him? Why?</p> <p>Joseph, Canaan, Jacob, Egypt, Israel, Potiphar, slave, brothers, dreams, jealousy, family, trust, dishonesty, test, love, loyalty.</p>	<p>Music – singing of Joseph songs.</p> <p>History – Ancient Egyptians.</p> <p>Geography – Deserts.</p> <p>PSHE – Family values, honesty, relationships.</p>

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2	<p>Mini BIG question:</p> <p>How would our lives be different if we did not have names?</p> <p>i-Pads needed for this lesson.</p>	<p>All - can find the meaning of their name and understand why we have them.</p> <p>Most - can explain why we have names and their meanings.</p> <p>Some - can explain in detail about the meaning of their name and why names are so important.</p>	<p>Intro: Using page 1 of RE Lesson 2 notebook Names: Recap on our BIG question.</p> <p>Page 2: Get children to write date and today's mini-BIG questions into their books. Discuss vocabulary involved.</p> <p>Page 3: Look at question 'Why are names so important?' Get children to write this question about 1/3 of the way down the page under mini-BIG question in the middle of the line so it has space around it. TTYP about the question, then come together to discuss and write children's ideas on board around question. Make sure the following have been covered and add as necessary: gives you an identity, so people can greet you, tells you apart from others, so you can have a passport / driving licence etc, family name, special to you, polite, for log-ins, appointments, registers, job applications, to label possessions, etc. Get children to write some answers around the question in their books like a spider diagram. (Make sure they write on lines in book, not at odd angles. Only give a few minutes to get some answers down before moving on.)</p> <p>Page 4: Then look at the question 'Why are people given a certain name?' Get children to write this below first question or on next page if no room. TTYP about the question, then come together to discuss and write children's ideas on board around question. Make sure the following have been covered and add as necessary: special meanings, it is popular, named after family member or friend, religious significance, named after famous person or place, parents just liked the name, so it can't be shortened etc. Get children to write some answers around the question in their books like a spider diagram as above.</p> <p>Page 5: Recap on the story of Joseph from last lesson. Explain that Joseph's father, Jacob, chose very special names with significant meanings for his sons. Discuss.</p> <p>Page 6: Look at the 3 questions and discuss the vocabulary involved to ensure children understand what each question means. Ask if any children actually know any of the answers to these questions already about their name. Then reveal information about Mrs Shackleton & discuss. Children are to then use i-pads to find their own name's meaning and origin. They can make notes on a mini whiteboard as they research. They are to then write the full sentences in their RE books as shown on Page 6 and complete each sentence with their information they found on the internet.</p> <p>Page 7: To conclude the lesson, ask children to use what they have learned this week to answer the mini 'BIG question'. Discuss together first and make some notes of their ideas on Page 7. Then get children to answer the question in their books after today's work. Share answers afterwards.</p> <p>Page 8: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage Lesson 2 notebook Names</p> <p>i-Pads / laptops</p> <p>Names websites.</p>	<p>Where does your name come from? What does it mean?</p> <p>How would our lives be different if we did not have names?</p> <p>names, meanings, origin, respect, identity, forename, surname.</p>	<p>PSHE – Family, identity.</p>
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3	<p>Mini BIG question:</p> <p>Why might parents decide to have their child baptised? Should they wait until the child can decide for themselves?</p>	<p>All - can remember and know the procedures of the baptism service. Most - can explain the importance of each part of the service and consider why each are important. Some - can consider whether baptism is still important today and discuss why.</p>	<p>Intro: Using page 1 of RE Lesson 3 notebook Christian Baptism: Recap on our BIG question. Page 2: Get children to write date and today's mini-BIG questions into their books. Discuss vocabulary involved. Page 3: TTYP - 'How many ways do we use water?' Get children to talk about their ideas, then discuss and write their thoughts on board around picture. Page 4: Ask children if they know what baptism is and can they try to define it / describe it in a sentence or two. Share ideas, then reveal definition behind screen on page. Explain how Jesus was baptised in the river Jordan on the border of Israel and Jordan. Page 5: Give out 'Baptism scene and word bank' sheets. Look together at the scene and the vocabulary. Discuss together which words are describing which parts of the picture. Complete on board for children to complete on sheet at same time. Then get children to cut out picture and glue it into books. Page 6: Cut out second part of sheet with vocabulary on. Ask children to describe how each word is used in the baptism. For any that they do not know yet, they can leave them blank and complete them as they find them out during the lesson. Pages 7 - 10: Explain each main part of the baptism service and discuss with the class. Children can add notes to their vocabulary as you talk about the service. Page 11: Watch the 3 videos in order. Stop at certain points to discuss important parts of the service. Page 12: Give out 'Christian baptism – agree or disagree' sheets. Explain that children are going to cut these out and stick them on left hand sides of page over the margin. Then they must think about and decide whether they agree or disagree with the statements and explain why in a sentence next to the statement. Discuss ideas and thoughts before they start writing to help those who may not be sure. Page 13: To conclude the lesson, ask children to use what they have learned this week to answer the mini 'BIG question'. Discuss together first and make some notes of their ideas on Page 13. Then get children to answer the question in their books after today's work. Share answers afterwards. Page 14: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage lesson 3 notebook Christian Baptism</p> <p>'Baptism scene and word bank' sheets.</p> <p>'Christian baptism – agree or disagree' sheets.</p>	<p>Have you been baptised? Do you think you would have your child baptised?</p> <p>Why might parents decide to have their child baptised? Should they wait until the child can decide for themselves?</p> <p>Church, Christian, Baptism, Christening, Godparents, promises, family, values, Holy Water, cross, cake, white, purity, sins.</p>	<p>PSE – values.</p>
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<p>4</p>	<p>Mini BIG question: Do you think Sikhs should be able to choose their own child's name? Why?</p>	<p>All - children can recall basic facts about the processes in a Sikh naming ceremony. Most - children can begin to appreciate why many Sikh parents choose to name their child using Naam Karan. <i>Some - can discuss why some parents choose to honour this process and why some may prefer to choose to name their child themselves.</i></p>	<p>Intro: Using page 1 of RE Lesson 4 notebook Sikh Naming Ceremony: Recap on our BIG question. Page 2: Get children to write date and today's mini-BIG questions into their books. Discuss vocabulary involved. Page 3: TTYP - 'Look at and answer the questions. Discuss together and link to last week's learning on Christian Baptism. Page 4 - 7: Explain the ceremony's processes and meanings by discussing each page. Page 8: Watch video to strengthen understanding of the Naming Ceremony and stop at times to discuss what children have observed and to discuss parts of the ceremony. https://www.youtube.com/watch?v=xH89kg1KORQ Page 9: Give out 'Naam Karan' sheets. Model on board how children are to complete the gaps in the sheet using the vocabulary in the word bank on the board. Children are then to stick sheets into books under today's mini-BIG question. Page 10: Give out 'Sikh names' sheets and 'Singh Lion' sheets to boys and 'Kaur Princess' sheets to girls. Explain that children are going to open their reading book at a random page as if it was the Guru Granth Sahib (Sikh Holy Book) and whichever letter the first word at the top of the left hand page starts with, they must then choose a baby name from the 'Sikh names' sheet that starts with that letter. Children must then decorate their lion or princess picture in bright colours and stick in their books. Underneath their picture, children are to write. Today, I chose the Sikh name _____ Kaur / Singh. Page 11: To conclude the lesson, ask children to use what they have learned this week to answer the mini 'BIG question'. Discuss together first and make some notes of their ideas on Page 11. Then get children to answer the question in their books after today's work. Share answers afterwards. Page 12: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage Lesson 4 notebook Sikh Naming Ceremony. Video. 'Naam Karan' sheets. 'Sikh Names' sheets. 'Singh Lion & Kaur Princess' sheets.</p>	<p>Can I remember what happens in the Sikh naming ceremony? What Sikh name did I choose? Do you think Sikhs should be able to choose their own child's name? Why? Gurdwara, Guru, Guru Granth Sahib, Granthi, Amrit, Singh, Kaur, princess, lion, ribbons, prayer, karah parshad.</p>	<p>Comparison to Christian Baptism. PSHE – Family values.</p>
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5	<p>Mini BIG question:</p> <p>Would you like to be considered an adult when you turn 12? Give reasons for your answer.</p>	<p>All - can recall basic facts about Bar Mitzvah and answer most of the comprehension questions independently.</p> <p>Most - can talk about the ceremonies and basic facts about Judaism.</p> <p>Some – can express their opinions on the ceremonies that children go through to become an adult in the Jewish community.</p>	<p>Intro: Using page 1 of RE Lesson 5 notebook Bat & Bar Mitzvah. Recap on our BIG question.</p> <p>Page 2: Get children to write date and today’s mini-BIG question into their books. Discuss vocabulary involved.</p> <p>Page 3: TTYP – Look at and answer the questions ‘What do you think will be the best thing about becoming an adult? What will be the worst thing?’. Give children time in pairs and then discuss together. Write children’s answers on board around questions.</p> <p>Page 4 - 9: Go through the facts about the Jewish religion ‘Judaism’. Discuss each aspect of the religion.</p> <p>Page 10: Watch video that explains the origins and basic facts about Judaism. Discuss parts of the video as necessary. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-judaism/zfbhf4j</p> <p>Pages 11 - 12: Introduce Bar & Bat Mitzvahs and explain these ceremonies.</p> <p>Page 13: Watch the 2 videos about Bar and Bat Mitzvahs. https://www.bbc.co.uk/teach/class-clips-video/what-is-a-bat-mitzvah/zvgpy9q https://www.bbc.co.uk/programmes/p09bxdv1</p> <p>Page 14: ‘Give out ‘Bar & Bat Mitzvah fact & comprehension’ sheets. Explain that children are to stick the fact sheet in their RE books and use the facts to answer the comprehension questions in their books.</p> <p>Page 15: To conclude the lesson, ask children to use what they have learned this week to answer the mini ‘BIG question’. Discuss together first and make some notes of their ideas on Page 11. Then get children to answer the question in their books after today’s work. Share answers afterwards.</p> <p>Page 16: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage Lesson 5 notebook Bat & Bar Mitzvah. Videos. ‘Bat & Bar Mitzvahs fact & comprehension’ sheets.</p>	<p>What do you now know about the Jewish religion? What is the purpose of the Mitzvah ceremonies?</p> <p>Would you like to be considered an adult when you turn 12? Give reasons for your answer.</p> <p>Bar Mitzvah, Bat Mitzvah, Rabbi, synagogue, Jerusalem, Kippah, Torah, Jew, sacred, holy, Ark, Menorah, Star of David, Shabbat, Tallit, son, daughter, commandment, Israel, USA.</p>	
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6	<p>Mini BIG question:</p> <p>Why do some people wait to be an adult before they get baptised?</p>	<p>All - can recall the processes involved in Christian Confirmation. Most - can discuss the reasons that may result in a person deciding to be confirmed / baptised. Some – will understand why some people may not commit to the Christian Church until they are older.</p>	<p>Intro: Using page 1 of RE Lesson 6 notebook Christian Confirmation & Adult Baptism Recap on our BIG question. Page 2: Get children to write date and today’s mini-BIG question into their books. Discuss vocabulary involved. Page 3: TTYP – Look at and answer the questions about being an adult compared to being a child. Give children time in pairs and then discuss together. Write children’s answers on board around questions. Page 4: Ask children who decides if a baby / young child gets baptised. (They should mention the parents / carers.) Explain that then as an older child / adult, people can decide to make their own commitment to the Christian Church as other people made the decision for them and spoke for them at their baptism when they were a baby. Look at the reasons why people may decide to get confirmed. Then watch & discuss the video: https://www.bing.com/videos/riverview/relatedvideo?FORM=VRDGAR&adlt=strict&mid=FDC302AA91C53224F070FDC302AA91C53224F070&q=KS2+RE+Christian+Confirmation+service&safesearch=strict Page 5: Now explain that a person may decide at any time that they would like to get confirmed and show their commitment to the Christian Church. However, they have to be baptised before confirmation can happen, so adults and young people get baptised in a slightly different way to how babies are baptised. Watch video together & discuss: https://www.bing.com/videos/search?FORM=VDRVSR&adlt=strict&mid=E2EC0ACC228A5B49D187E2EC0ACC228A5B49D187&q=KS2+RE+Adult+baptism&safesearch=strict&view=detail Page 6: Give out ‘Christian Confirmation’ sheets. Explain that children are going to describe the process involved in Christian Confirmation. Page 7: Children are to cut out each picture and stick in on the left-hand side of the page in their RE books. They are to write an explanation of each part if the process next to each picture using the notes on Page 7 to help them. Page 8: To conclude the lesson, ask children to use what they have learned this week to answer the mini ‘BIG question’. Discuss together first and make some notes of their ideas on Page 8. Then get children to answer the question in their books after today’s work. Share answers afterwards. Page 9: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage Lesson 6 notebook Christian Confirmation & Adult Baptism.</p> <p>Videos (see links above).</p> <p>‘Christian Confirmation’ sheets.</p>	<p>What happens at a Christian confirmation ceremony? Why do Christians get confirmed?</p> <p>Why do some people wait to be an adult before they get baptised?</p> <p>Confirmation, candidates, congregation, holy spirit, total immersion, submerged, baptism, adult, child, teaching, priest, commitment, God, prayers.</p>	<p>PSE – faith and life choices.</p>
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7	<p>Mini BIG question:</p> <p>Which of the 5Ks do you think you could make part of your life and why?</p>	<p>All – understand how Khalsa Sikhs incorporate the 5Ks into their lives. Most – understand the meanings and symbolism behind each of the 5Ks. Some – can discuss in more detail how the 5Ks are important parts of Sikhs’ lives.</p>	<p>Intro: Using page 1 of RE Lesson 7 notebook 5Ks of Sikhism. Recap on our BIG question. Page 2: Get children to write date and today’s mini-BIG question into their books. Discuss vocabulary involved. Page 3: Introduce the Khalsa community and watch the video to explain in more detail. Discuss together afterwards. https://www.bbc.co.uk/teach/class-clips-video/the-story-of-the-founding-of-the-sikh-khalsa/zbkvrj6 Pages 4 – 9: Introduce the 5Ks and go through each one on the pages. Show children the physical examples of each one. Page 10: Watch the video showing 2 Sikh boys explaining the importance of each of the 5Ks. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/znbhf4j#:~:text=They%20are%20Kara%2C%20Kachera%2C%20Kirpan,%20Khalsa%2C%20Kesh%20and%20Kanga. Page 11: Give out 5Ks info sheets and 5Ks pupil sheets. Explain that children are to complete the sheet by describing each of the 5Ks, drawing a picture of them and describing the importance of each of them. Model how to complete ‘Kesh’ on Page 11. Page 12: To conclude the lesson, ask children to use what they have learned this week to answer the mini ‘BIG question’. Discuss together first and make some notes of their ideas on Page 12. Then get children to answer the question in their books after today’s work. Share answers afterwards. Page 13: Recap on our BIG question, then give out highlighters and ask children to make marks in the margin by any information that they think they might help them answering this BIG question in a few weeks. Ask children to explain what they highlighted and why.</p>	<p>Rites of Passage Lesson 7 notebook 5Ks of Sikhism.</p> <p>Videos (see links).</p> <p>‘5Ks info’ sheets.</p> <p>‘5Ks’ pupil sheets.</p>	<p>What are the 5Ks?</p> <p>Why do Sikh’s value each of the 5Ks?</p> <p>Which of the 5Ks do you think you could make part of your life and why?</p> <p>Sikhism, Khalsa, Kesh, Kangha, Kara, Kaccha, Kirpan, Khalsa, Amrit, Punjabi, baptism, pure, commitment, obedience, cleanliness, faith, modest, respect, promise, scared.</p>	<p>RE – links to Christian Confirmation & Bat Mitzvah ceremonies & values.</p>
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<p>8</p>	<p>Mini BIG question: Do you think it can ever be OK for parents to choose who their grown-up child marries?</p> <p>(Will probably need 2 weeks for this lesson)</p>	<p>All – can understand why some people get married. Most – understand the differences and similarities between different religious ceremonies. Can form an opinion on arranged marriages in certain religions. <i>Some – can empathise with the reasons for arranged marriages within certain religions.</i></p>	<p>Intro: Using page 1 of RE Lesson 8 notebook Wedding Ceremonies. Recap on our BIG question. Page 2: Get children to write date and today’s mini-BIG question into their books. Discuss vocabulary involved. Page 3: TTYP: What do you know already about weddings? Pages 4 – 6: Talk to the children about the meaning of marriage and the religious aspect. Page 7: Explain that children are going to work in groups & learn about the wedding ceremony from a particular religion. They are then going to work together to decide how to present the information to the rest of the class. Ask children to get into 5 groups of 6 and give each group a different religion fact file. Give children time to prepare and then ask one group at time to present what they have learned to the other groups and hold up the sheets to show pictures. Discuss together after each group what children found interesting about that religion’s particular ceremony. Page 8: Give out ‘Wedding Ceremonies in different religions sheets. (2 sheets per child.) Explain that the fact files from each religion will be laid out around the room. (Spread each religion’s fact file sheets around on one table each so that each religion is on its own around the room.) Children are to move around the room & work with a partner to find which religion is being described by the clues and write that religion after the clues on the sheet. They must then read the information on the fact file and write one more clue for that religion. Repeat until the sheets are completed, then glue on 2 pages in RE books Page 9: Recap on how Hindu & Sikh brides have a Mehndi party before they get married. Talk about why henna is used and explain how long lines are used to make patterns. Page 10: Give out blank hand sheets. Explain that children are going to use a pencil to create their own Mehndi designs. Explain that the designs do not cover the entire hands, there are spaces. Point out the examples on the page. Give children time to complete then cut around hands and stick into books. Page 11: To conclude the lesson, ask children to use what they have learned this week to answer the mini ‘BIG question’. Discuss together first and make some notes of their ideas on Page 12. Then get children to answer the question in their books after today’s work. Share answers afterwards. Page 12: Recap on our BIG question, then ask children to turn back to where they wrote our BIG question after the Knowledge Organiser at the start of the Rites of Passage topic. Children are to look back through all of the work they have done and write sentences that contribute to an overall lengthy answer to the BIG question.</p>	<p>Rites of Passage Lesson 8 notebook Weddings.</p> <p>‘Wedding Ceremonies in different religions’ sheets.</p> <p>‘Religious Wedding fact file’ sheets.</p> <p>‘Mehndi blank hand’ sheets.</p>	<p>Which wedding ceremony did you like the most? Why?</p> <p>Were there any parts of the ceremonies that you found interesting?</p> <p>Do you think it can ever be OK for parents to choose who their grown-up child marries?</p> <p>Sikh, Christian, Muslim, Hindu, Jewish, marriage, ceremony, marriage, promise, vicar, priest, arranged, culture, family, community, Guru Granth Sahib, henna, Mehndi, Rabbi, fast, Imam, blessing, Lavan, choice.</p>	<p>Consolidation of all religions covered during this unit of work. PSHE – family values, commitment, love.</p>
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