**Supporting material for Believing and Belonging**

**CU2.4**

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**How might pilgrimage transform people’s lives?**

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| **About this unit:** | This unit follows Pathway 4 ‘Personal Journey’. It explores the special journeys that people make, including pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It looks at some well-known pilgrimage destinations and the stories associated with them. It explores why pilgrimages are undertaken and reflects on the sense of identity and belonging pilgrims may experience. It considers the sacrifices that people make in order to carry out the journeys and how these sometimes mystical or powerful experiences enrich people’s lives and give them new insights.  Resources are identified in the introduction below and in each lesson where relevant. There is also a full set of PowerPoints and knowledge organisers available which have been written specifically for this planning. To access and subscribe email [enquiries@penninelearning.com](mailto:enquiries@penninelearning.com). |
| **Age Related Pathway Statement:**  **Transferable question:** | Good RE students (UKS2) explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.  How do people make sense of life’s experiences? |
| **The religions studied in this unit:** | Islam, Christianity, Judaism, Sikhi and Hindu Dharma. |
| **Estimated teaching time for this unit:** | Most units in Believing and Belonging are designed to be taught in a minimum of eight hours. The syllabus recommends that four units (3 core and 1 focus) should be taught in each year group. Schools can adapt this to suit their needs and timetable, but units should not be artificially compressed to match neatly into every half term. |

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| **Vocabulary** | Resources |
| **In this unit pupils will use the following vocabulary:** journey   * responsibility * belief * pilgrimage * reflection * faith | Christianity:   * <https://request.org.uk/?s=pilgrimage> RE:Quest (Christian pilgrimage) * <https://www.spiritualtravels.info/spiritual-sites-around-the-world/christian-pilgrimages/>   (Christian pilgrimages – 15 different sites)  Islam:   * Ed. Fiona Moss, RE Ideas: Journey, (A pilgrim’s journey; Hajj fact file; Rayyan’s journey), *RE Today Services, 2016* * Ed. Fiona Moss, RE Ideas: Spiritual Development, (Hajj Pilgrimage photographs), *RE Today Services,* *2014* * BBC Teach: The Muslim pilgrimage, Hajj <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt> (6:08) * BBC Bitesize: A trip to Mecca – animated story of a family trip to Mecca. <https://www.bbc.co.uk/bitesize/clips/z9vcd2p> (2:42) * BBC Newsround – What is the Hajj pilgrimage? <https://www.bbc.co.uk/newsround/24566691> * Islamic art – Ahmad Mater, Shahida Ahmed, Samir Malik, Siddiqa Juma   Judaism:   * Lat Blaylock and Pamela Draycott, Moving On Up (A Jewish Story: The wall), *RE Today services, 2006* * Webcam for the Western Wall: [www.aish.com/wallcam/default.asp](http://www.aish.com/wallcam/default.asp) * Story of Western Wall: http://www.aish.com/jw/id/My-Western-Wall-Story.html * Virtual tours of Jerusalem <https://www.jerusalem-insiders-guide.com/jerusalem-holy-sites.html>   Sikhi:   * BBC Two: A Cook Abroad. (Tony Singh visits the Golden Temple in Amritsar). <https://www.bbc.co.uk/programmes/p02j4ykc>   Hindu Dharma:   * Hindu Pilgrimage’ on BBC Teach <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j> |

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| **EXPECTATIONS – informed by ongoing assessment throughout the unit:** | | |
| **Pupils working towards the age-related expectations will:**   * Describe some special places and journeys * Explore and describe feelings about special journeys and places | **Pupils working at age-related expectations for KS2 will be able to:**   * Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. * Suggest reasons why special places and journeys make people ask big questions about life. * Express ideas about new insights pilgrims might gain from their journey | **In order to broaden and deepen their learning, some pupils might:**   * Explore a wider range of special places and journeys, identifying connections between them. * Explain why places of pilgrimage inspire and influence believers. |

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| ASSESSMENT SUGGESTIONSChoose a place of pilgrimage and write a diary recount as if you had visited there as a person from that faith (look for empathic and well-informed writing).  * Create a ‘track’ board game for dice and counters (linking to the idea as life as a journey). Pupils write question cards based on what they have learned. They could have multiple different paths for different pilgrimages. |

**CONTRIBUTION TO SMSC DEVELOPMENT**

* Opportunities for **spiritual** **development** come from learning about and reflecting on the important concepts, beliefs and experiences of those who go on a pilgrimage as part of their religious practice; thinking about the ways people gain inspiration and exploring their own sense of life as a journey;
* Opportunities for **moral** **development** come from considering issues of making financial and family sacrifices;
* Opportunities for **social** **development** come from reflecting on how religious beliefs lead to particular actions for individuals and communities; exploring questions about self-reflection and where to gain inspiration;
* Opportunities for **cultural** **development** come from exploring the different places and journeys that different communities visit.

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| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **What do we mean by pilgrimage?** | **Give an example of a special religious place in the world.**  **Explain the difference between a holiday and a pilgrimage.** | Discuss what makes a place special. *Do different people have different special places?* Show pictures of special religious places e.g. Makkah, the Western Wall, Lourdes, Amritsar. Give pictures out and ask pupils to comment using prepared statements or post it notes with their thoughts and feelings. Discuss their ideas. Tell the pupils that these are special places and see if they can say why they might be special. *From what the pupils already know about different religions, can they match the special places to faiths, giving reasons for their selections?*  A special kind of journey to a holy place (dedicated to God), is called a pilgrimage. *Where might people go on a pilgrimage? Why is a pilgrimage different to a holiday?* (E.g. praying, spending time with God, a spiritual journey). A pilgrimage is a spiritual, sacred journey. What special journeys have they been on? How long did the journey take? What was the purpose? Who did they go with? How did they feel?  A pilgrim might spend time thinking, praying and looking at nature and the world around them as they travel. What might pilgrims say to God and think about on their pilgrimage? (E.g. thank you, sorry, or asking for God’s guidance and help or blessing. They might be looking for an answer or thinking about what to do next in their life.)  **Suggested tasks:**   * Go for a short walk outside. Ask the children to think quietly about how they have changed since starting at the school. Reflect: the physical journey was the one we made with our bodies. The spiritual journey was the one we made in our minds, thinking about how we have changed. *Did anyone notice anything on the physical journey that reminded them of how they had changed?* (E.g. size of play equipment, reception playground, places they line up, classroom locations, where they go into school.) * Give pupils a template of a footprint. Pupils write in their footprint where they would most like to visit, why, and what emotions they anticipate feeling. * Make a list or Venn diagram to compare a holiday with a pilgrimage. Words like rest, swimming, prayer, mountains, food, change will lead to interesting discussions! | Children could bring in pictures of places that are special to them and these could form a display in the classroom.  ***Outdoor learning:***  *Go on an ‘awe and wonder’ walk. Discuss thoughts/reflections in story circle/campfire area.*  *Den building – create a special/sacred place.* |

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| **What is it like to visit the Western Wall if you are Jewish?** | **Describe how a Jewish person might feel about visiting the Western Wall.**  **Suggest some ‘big questions’ to ask about the Jewish experience of pilgrimage at the Western Wall.** | Choose an image of a Jewish person praying at the Western Wall. Cover up most of the image, leaving just a small section visible (e.g. by using the ‘spotlight’ tool on an IWB). Ask pupils to say what they can see. Move the ‘spotlight’ around the image, showing different parts of the whole. Gradually reveal more of the image, allowing pupils to describe more and try to guess what the whole image is. Pupils ask questions to guess what might be ‘through the keyhole’. Finally reveal the whole image.  Show the city of Jerusalem in an atlas or on a map. Explain the destruction of the temple and that the Western Wall is the remainder of this. Use a photograph or film clip of Jewish people praying at the Western Wall (include a mix of races and ages). Explain the Western Wall as a place of prayer and pilgrimage for Jews. <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-visiting-jerusalem/z76d7nb> (2:47) Dalia, a 14-year-old Jewish girl, records her experiences of visiting the Western Wall.  **Suggested tasks:**   * Pupils annotate a photo / story/ film clip with what they think the people are thinking, praying and feeling at the Western Wall, and say why the wall is important to the people praying there. * Discuss the Western Wall and the pieces of paper that were in it. On pieces of paper, pupils write their own prayers or reflections that they would put in the wall. * Pupils write their prayers, hopes and wishes (for themselves and others) for the future on a template of a brick wall (see resource pack). * Have the Amidah (Jewish prayer) printed out for the pupils (see resource pack). Think about the things that Jews believe about G\_d. In gold, collage some of these.   Western Wall live cam: <https://www.skylinewebcams.com/en/webcam/israel/jerusalem-district/jerusalem/western-wall.html> - | Some background knowledge about Jewish history may be interspersed with this lesson. Be aware of tensions surrounding the status of Jerusalem as a holy city for 3 faiths.  **Lived experience:** invite a Jewish person who has been to the Western Wall to talk about their experience.  [‘My Western Wall story’](http://www.aish.com/jw/id/My-Western-Wall-Story.html) gives personal insights  **Outdoor learning:**  Write prayers/wishes on rice paper and push into gaps in a wall /fence /trellis or other outdoor place. |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How does pilgrimage to Mecca inspire Muslims?** | **Describe and explain the significance of the journey to Makkah for Muslims.**  **Suggest reasons why the Hajj pilgrimage might make Muslims ask big questions about life.** | Discuss journeys that pupils may have made that have been particularly challenging, thought provoking or inspiring. What made it so? **Silent Discussion (introductory activity)**: In groups, give pupils photos of the different stages of Hajj on large sheets of paper. Pupils write thoughts or questions they have about the photo around the outside of it. Pass on and other pupils respond and then add own comments. *What do they agree/disagree about? What is surprising?*  Explain that Muslims have the ambition to visit Makkah at least once in their lifetime (5th pillar of Islam). Using atlases or Google earth, find Makkah. Discuss the impact of going on this journey now, at the age of 10. *When would they go? How would they get there? Do they know anyone that has been?*  Useful film clips of Hajj, such as: BBC animated story of a trip to Mecca.  <https://www.bbc.co.uk/bitesize/clips/z9vcd2p> (2:42) or  https://www.bbc.co.uk/programmes/p02mwk0y (6:08) Sara, 11, describes Hajj.  **Suggested tasks:**   * Diary: pupils write a reflective diary for each day of Hajj, describing how a Muslim might feel as they perform each ritual of Hajj. *Which part do they think is the most important?* * Create a flow chart or picture map of the different stages of Hajj. * Create an information poster or leaflet explaining the meaning of the different practices of the Hajj. Include the wider meanings, e.g. pilgrims looking the same in special white clothes (ihram), reflecting state of purity; the symbolism of drinking Zamzam water. * Plan a journey to Makkah with their family. Think about what parents would need to do, the cost of travel, what they would take with them. Ask pupils to draw up an itinerary, including saving up, for the journey. On stars, pupils to write what they think they would feel having made such a journey. * Devise a game to remember key vocabulary and their meanings (ihram, Ummah, Makkah, ka’bah, Isma’il, Zamzam, tawaf). * Use the work of some Islamic artists (see list right). Discuss what the pupils notice about artistic images of Makkah. Use post it notes or bubbles to record ideas for different images. Pupils to replicate some of the Islamic art. | **Lived experience**: Invite a visitor in to speak about their own experiences of visiting Makkah. If not, choose film clips of Hajj that include personal reflections from pilgrims.  **Outdoor learning:**  Create an outdoor trail, or orienteering course, where pupils find out about each place of pilgrimage on the different stops on their ‘journey’.  **Islamic art:** Ahmed Mater, Shahida Ahmed, Samir Malik, Siddiqa Juma.  These artists create thought provoking images of Makkah and the Ka’bah. A web search will find many useful examples. |

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| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **What places or journeys are significant for Christians?**  **How might a pilgrimage transform the life of a Christian?** | **Describe some Christian special places and explain how journeys influence individual Christians and give them new insights.**  **Describe and explain some amazing, puzzling or mysterious experiences associated with Christian places of pilgrimage.** | Discuss various different places (or read stories) that are mentioned in the Bible – Bethlehem, Jerusalem, Red Sea etc. Pupils to suggest which ones they think are the most important and why. *Where else might Christians go on pilgrimage and why?*  Important places Christians visit: Bethlehem (Palestine); Nazareth (Israel); Jerusalem (Israel/Palestine); St. Peter’s Basilica, Rome (Italy); Santiago de Compostela (Spain); Mount Sinai (Egypt); Lourdes (France). Christian pilgrimage destinations in the UK, e.g. Walsingham or Canterbury Cathedral, England; Iona, Scotland; St. David’s Cathedral, Wales. *Why are they important places of pilgrimage*? *What stories are associated with them?*  Video of Rev. Margaret talking about her experiences on pilgrimage and why she decided to go: <https://request.org.uk/life/pilgrimage-2/> (2:33)  Video Pilgrimage Diary of Two Saints Way Pilgrimage Walk: <http://request.org.uk/restart/2014/06/09/two-saints-way/> (2:12)  General material: <https://request.org.uk/resource/restart/2014/05/28/special-places/>  **Suggested tasks:**   * **Research** Christian places of pilgrimage in groups. Each group research (or are given information about) one pilgrimage. One member acts as a teacher. The ‘teachers’ swap groups and teach their new group about the pilgrimage that they have learnt about. Pupils who are not ‘teachers’ use this information to write about these pilgrimages. The ‘teachers’ return to their group, who teach them what they have just learnt. * **Diamond 9**. Have a variety of pictures of different Christian pilgrimages and information about why they are important. In pairs, pupils rank these in a Diamond 9 that they consider most important to least important for Christians to visit (see resource pack). Pupils to justify and explain their choices. * **Leaflet**: pupils design a tourist information leaflet for one of the places of Christian pilgrimage. How would a Christian benefit from taking such a pilgrimage? | If possible, invite a Christian who has been on a pilgrimage to talk about their experience and answer questions.  Why is pilgrimage so important to Christians? [RE:Quest](https://request.org.uk/restart/2014/04/08/pilgrimage/) Pilgrimage material  [Virtual tour of Canterbury Cathedral:](http://request.org.uk/people/places/canterbury-cathedral/) available online.  **Outdoor learning:**  Create a ‘labyrinth’ and undertake a journey, reflecting on feelings associated with pilgrimage. |
| **Key questions** | **Learning objectives**  Pupils should: | **Teaching and learning opportunities** | **Wider Learning opportunities / Points to note** |
| **Why is pilgrimage to the River Ganges significant to Hindus?** | **Describe and explain the significance of pilgrimage for Hindus.**  **Give examples of new insights Hindu pilgrims might gain from their journey** | Compile a list of the different uses for water – be specific e.g drinking, cooling, cooking, washing. Reflect on the ease of collecting water from a tap and walking a long way to fetch water. How would our attitude to water be different if we did not have easy access to it? Reflect on some of the symbolic/religious uses of water.  Look at images of the river Ganges and locate it on a map. The Ganges is an important place of pilgrimage; Hindus believe that its waters purify people who bathe in it. Pilgrimage brings Hindus closer to God. Hindus aim to visit a place of pilgrimage such as the Ganges or other at least once in their lifetime. The most famous Hindu pilgrimage is the Kumbh Mela at the River Ganges when up to 40 million people come to purify themselves in the water. How might it feel to be in such a place?  **Suggested tasks:**   * Watch ‘A Hindu Pilgrimage’ on BBC Teach <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j> Make notes on the spiritual and emotional experiences of the young people as they talk about their pilgrimages. * Research the geography of the Ganges. Where does it come from? Where does it go? Pilgrims walk many miles to reach the source of the Ganges, some barefoot. Think about the concept of sacrifice. Why is this important? What is gained? Ask students to think of a goal in life they would like to achieve. What sort of sacrifices would they be willing to make? * Send a postcard back from Varanasi or other pilgrimage site. Describe the experience and outline a resolution based on the discussion about goals and sacrifice. Put this in an envelope and open it in a year’s time. * Write a paragraph or two to compare a pilgrim with a tourist: Who gets the most from their journey? Which would you choose? Give reasons. | **Lived experience:** invite a Hindu to talk about their experience of pilgrimage and answer questions.  See resource section for quotes and images of pilgrims at the Ganges. |

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| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How might a pilgrimage transform someone’s life?** | **Explain why Jerusalem is special to Christians, Jews and Muslims.**  **Reflect on how people can work together for tolerance.**  **Suggest reasons why special places and journeys make people ask big questions about life.** | Show pictures of special places in Jerusalem (including pictures of the Church of the Holy Sepulchre, The Dome of the Rock and the Western Wall). Why are these places special? Who are they special to? What do people of different faiths do in these special places? Discuss how close these places are to each other in Jerusalem.  If these places of pilgrimage are so close to each other how can we work for peace and tolerance across different religions?  How might shared experiences of pilgrimage help people of different religions understand each other?  **Suggested tasks:**   * Research why Jerusalem is special and why people of different faiths go on pilgrimage there. They could present their findings in a presentation, table or leaflet, comparing the similarities and differences. * Write a recount or diary of a visit to a place of pilgrimage and the feelings that the pilgrim has along the way. Explain why pilgrimage might be life-changing. * How does a Christian pilgrimage compare with a Muslim visiting Makkah, or a Jewish person visiting the Western Wall? Collect some similarities and differences. | See resource section for an examples of a Jerusalem comparison table. |

Additional Material if not covered elsewhere in the curriculum

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| **Key questions** | **Learning objectives**  Pupils should: | **Teaching and learning opportunities** | **Wider learning opportunities / Points to note** |
| **What do Sikhs consider more important than pilgrimage?**  **Why is Amritsar important?** | Describe and explain the importance of personal reflection to Sikhs.  Give reasons why Sikhs might visit Amritsar.  Give examples of new insights Sikh pilgrims might gain from their journey. | Look at the Ik Onkar symbol and discuss its meaning: ‘There is one God’, ‘God is one’. The concept of ‘oneness is key - the symbol contains the numeral ‘1’. Display the phrase ‘Oneness **with** God’. Give the pupils a chance to discuss what this may mean. Explain that Sikhs reflect continually on the way that they live their lives, and whether they have a ‘oneness with God’. They do not consider pilgrimage a necessity – daily meditation is considered more important and effective.  Have pictures of ‘The Golden Temple’ at Amritsar for pupils to look at. Find it on a map/atlas and discuss the relevance to Sikhs. *Why might a Sikh want to go there? What feelings might they have?* Watch a clip describing the Golden Temple [*https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-sikhism/zn4h382*](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-sikhism/zn4h382) *(from 1.05)*  **Suggested tasks:**   * Watch Tony Singh’s visit to The Golden Temple, taking notes on facts about the temple and the feelings of the presenter on his visit. <https://www.bbc.co.uk/programmes/p02j4ykc> (3 mins) * Pupils imagine they are a Sikh visiting Amritsar and write a postcard, email or letter in role detailing their experiences and emotions. * Pupils to write questions to ask God as a means of personal reflection or to consider whilst on a pilgrimage. Pupils share their questions and decide which 3 they would ask and why. * Pupils could meditate to reflect on their own lives. What sort of journey would they undertake and why? | See resource section for information about Sikh beliefs and the Golden Temple.  **Lived experience:** invite a Sikh who has been to Amritsar to talk about their experience and answer questions.    [www.realsikhism.com](http://www.realsikhism.com)  Has useful information about the place of pilgrimage in the Sikh religion.  **Outdoor learning:**  Take a meditative journey around the school grounds, with reflective opportunities at key points. |