

Cumbria SACRE  
RE Agreed Syllabus  
Support for Teachers  
through Planned Enquiry



Unit title:  
Why do people  
make pilgrimages?  
Age Group: 7-11s



Title of the Enquiry:

Why do people make pilgrimages? Year Groups: Y3/4/5/6

ABOUT THIS UNIT:

A pilgrimage is a sacred journey, undertaken for a spiritual purpose. Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun. Pilgrimage is a search for meaning, purpose, values or truth. This unit is about the committed practice of members of faith communities to complete a pilgrimage. Where do they go? What happens and why?

Pupils should learn about pilgrimage in at least two religions. For Muslims it is one of the five pillars, and is about trying to live the Islamic life fully. For Hindus, sacred journeys to various destinations in India are an aspiration – the focus in this unit is on Varanasi. For Buddhists, pilgrimage to Bodhgaya helps them to focus on the Enlightenment of the Buddha. For Jewish people visiting the Western Wall at Jerusalem helps them to remember their history and develop their spiritual lives. For Christians visiting Bethlehem helps them to remember their belief in the coming of God in Jesus.

The life of faith is like a journey and daily prayer or visits to places of worship are important in this journey. This unit includes all six religions but that does not mean that teachers should teach six religions one after another. The Cumbria Agreed Syllabus requires schools to be selective about the religions from which they teach. Teachers at KS1 should focus on Christianity and one other religion and at KS2 focus on Christianity and two religions--plus knowledge of aspects of others. There are opportunities in this unit to use IT and to arrange meetings with members of faith communities who have been on a pilgrimage.

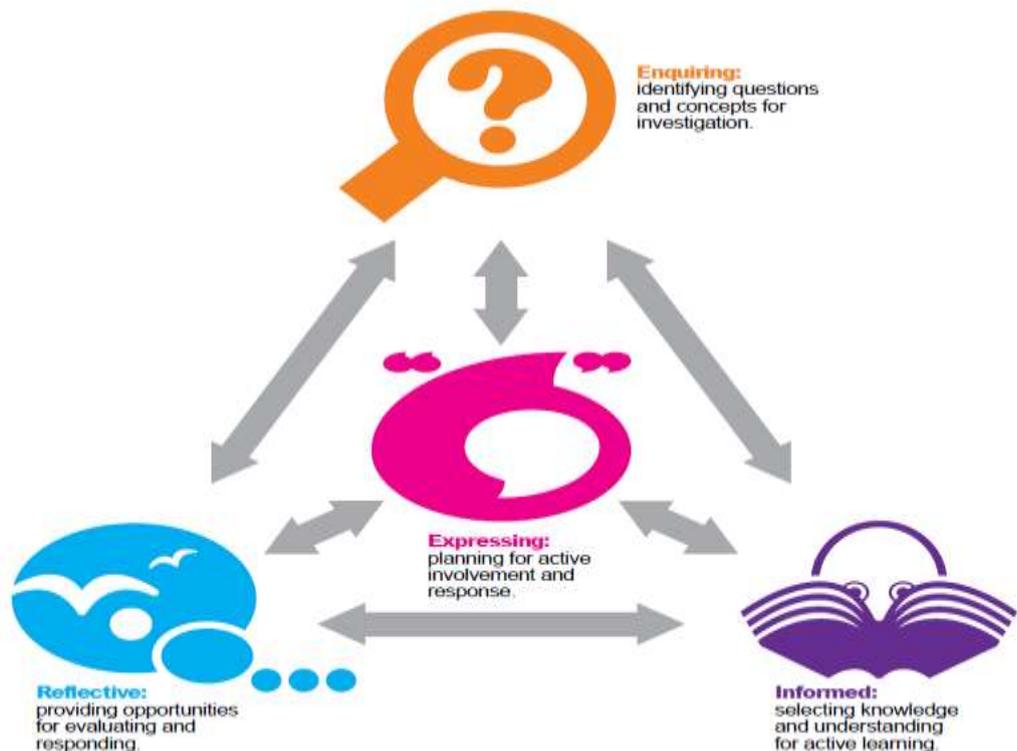
There is a second question to be covered in this unit: is life like a journey? Pupils are invited to think about their own lives as if they were on a pilgrimage, looking at the journey of life.

The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

The Enquiry Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

## Good RE:

**Informative**  
**Knowledge**  
**Building**  
**Understanding**  
**Enquiring**  
**Questioning**  
**Investigating**  
**Expressing**  
**Active**  
**Responsive**  
**Reflective**  
**Evaluative**  
**Responsive**



## What is an enquiry process in RE?

We need to embed enquiry in RE so it isn't just an 'add-on'. Each enquiry should enable pupils to know more about 'what it means to be a ...?' and about beliefs, values and purpose.

1. Set up the enquiry: Reflect on a stimulus. Pupils ask questions about it and analyse their questions. What is our best question focused on an RE concept/big idea? The enquiry question is key to successful RE. What do we already know about the question? What do we need to find out? What ideas do we have? What are the issues? What other questions do we need to ask? How can we find out?
2. Carry out the enquiry: get informed. Investigate the relevant beliefs, practices and ways of life. Select relevant materials, find out; analyse, interpret what we find; sort ideas, explain connections, decide whether there are further questions to ask; explore how the concept might be placed in the context of one or more religions.
3. Come to conclusions: What have we found out? When we draw information together, what answers are there to our questions? How will we evaluate the concept, looking at it from different viewpoints? What are we still not sure about? How can we communicate or show our reasoned conclusions and responses to the concept?
4. Reflect on our findings: How has what we have found out helped us make more sense of religions and beliefs? Have we learnt anything about what we think/feel/believe as a result of our work? How might we apply the concept to our experience? What do we need to do next to understand further? The aim is for pupils to show an understanding of the big idea/concept. This will be their answer to the enquiry question shown through writing, drama, art, music, dance, or presentation. This reflection can be the focus for assessment.

## What are some challenges to enquiry?

1. There is often an assumption by ITT students that the role of a teacher is to continually ask questions. This is due to their experience as pupils - constant questioning has been culturally transmitted as a model of teaching giving the illusion of educational dialogue without real demands on the teacher's or pupil's skills. Pupil engagement is higher when teachers talk less, this is especially true for at-risk pupils. Teacher effectiveness and teacher talk are inversely linked.
2. Teachers often ask token questions and few 'real' questions when the teacher genuinely wants to know what children think. Some teachers play *'guess what's in my mind'* - instead of facilitating enquiry they hint at 'correct answers' whilst pupils hunt for an ideal answer. Some teachers use 'tag' questions (*'That was a nice story, wasn't it?' or 'We wouldn't do that, would we?'*) which assume that only the stupid would disagree.
2. Some so called 'discussions' can lead to indoctrination i.e. if teachers hold the monopoly on what is acceptable to be said; if they treat as 'non-contestable' ideas which are 'contestable'; if they state beliefs as facts - *'Jesus, the Son of God'* instead of *'Christians believe that Jesus is the Son of God.'* Teachers need to use 'owning' statements e.g. *'As a Christian I believe that Jesus rose from the dead, but many other people don't'* or *'As an atheist I don't believe in miracles, but most Christians and many others do believe in them.'*
3. Pupils (and teachers) can be hasty and impulsive in their statements, not taking time to think through the consequences of their view. They can be narrow-minded, not respect other people's views, and say things like *'that's rubbish'*. Pupils need help to understand that whatever their own views, these beliefs are important to those who hold them.
4. Pupils (and teachers) often want categorical 'answers'. Part of RE is realising that not all questions can be answered. *'We don't know'* or *'We can't find words to explain'* or *'Let's find out together'* or *'What*

*do you think?*' are important responses. We can explain, as Dewey suggested, that we only start to really think when we are perplexed<sup>1</sup> or when confronted with a problem.

- Children often go in unpredictable directions so the enquiry facilitator needs to help maintain focus. Matthew Lipman likened enquiry to a boat tacking in the wind with a sense of a forward movement, with pupils arriving at reflective value judgements.<sup>2</sup> Despite all the side tacks, dialogue should go somewhere and make connections to the central concept or focus.

### How can we improve discussion in RE to promote enquiry?

- Let pupils ask the questions, compliment them when they do and encourage even deeper questions. Create an atmosphere where fallibility and changing your mind is acceptable.
- Ask questions to which you don't know the answer. Do the questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
- Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
- Give children time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many interesting outcomes: the length of explanations increased, particularly for disadvantaged pupils; failures to respond and "*I don't know*" answers decreased; the number of spontaneous but relevant responses increased; the number of questions asked by children increased; and scores on academic achievement tests increased.<sup>3</sup>
- Support, prompt and question the process of learning rather than just giving answers. When you do ask a question make it a process-orientated question e.g. "*What made you think of that?*" or "*What other possibilities might there be?*" as opposed to content-driven questions.

### Do you use these intervention questions in RE?

Encouraging the giving of good reasons:

What are your reasons for saying that?	Why do you think that?
I wonder what evidence you have for that?	What reasons are there for that point of view?

Encouraging the giving of examples and explanations:

Can you explain that...?	I wonder what you mean by...?
Can you give an example of...?	Can you give a counter-example?

Looking for alternatives:

Can you put it another way?	I wonder if there is another point of view?
What if someone else suggested that...?	What would someone who disagrees say?

Looking for logical consistency in the line of enquiry:

What might the consequences of that be?	Does that agree with what was said earlier?
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Looking for distinctions and similarities:

What is the difference between those ideas?	Is there a distinction to be made here?
In what ways is what you have said similar to...?	Are there any similarities between these ideas?

<sup>1</sup> Dewey, John (1910) *How We Think* D. C. Heath & Co, Boston, Massachusetts, Ch 1: What Is Thought?, p11

<sup>2</sup> Lipman, Matthew (1980) *Philosophy in the Classroom* Temple University Press, Philadelphia p11, 45, 47

<sup>3</sup> Kenneth Tobin,(1987) *The Role of Wait Time in Higher Cognitive Level Learning*, Review of Educational Research, Vol 57, No 1, pp 69-95

### Estimated time for this cycle of enquiries:

10-12 hours, depending on the number of pilgrimage sites chosen and the depth of study you wish to pursue.

### Where this unit fits in:

The theme of life as a journey is linked to the study of pilgrimages in different religions. Teachers should decide whether to be selective or to work on all the pilgrimages included here, which are: Makkah for Muslims, Bodhgaya for Buddhists, Varanasi for Hindus, Amritsar for Sikhs and Bethlehem for Christians and Jerusalem for Jews. Space is made for teachers to give an example of other sacred journeys. There is a focus on the journey of life.

### Key strands of learning addressed by this unit, from the Cumbria RE syllabus:

- Knowledge and understanding of religious practices, ways of life and of expressing meaning
- Skills of asking and responding to questions of identity, diversity, values and commitments

### Attitudes focus in this unit:

- Self-Awareness - Becoming increasingly sensitive to the impact of their own ideas
- Respect for All - Being ready to value difference and diversity for the common good
- Open Mindedness - Being willing to learn and gain new understanding
- Commitment – Being willing to think about our own commitments in the light of the commitments of others and in relation to religious ideas about pilgrimage and the journey of life.

### Contributions of this unit to spiritual, moral, social and cultural development:

- Spiritual: by learning about and reflecting on the concepts, beliefs and experiences of those who go on pilgrimage as part of their religious practice; exploring their own sense of life as a journey.
- Moral: by developing their own views on concepts such as sacrifice, hardship, devotion, daily practice of faith, forgiveness and inspiration, and exploring ideas about community life.
- Social: by considering how religious beliefs lead to actions for individuals and communities
- Cultural: by encountering ideas and people from different cultures and considering the idea of a worldwide community that is found in many cultures.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have: thought about places that inspire feelings (link to Geography)</p> <p>Question: what is the atmosphere of this place? (Never a one word answer!)</p>	<p>Pupils will have opportunities to use words related to specific religions:</p> <p>Judaism: Jerusalem, Western Wall, Temple, Synagogue, Torah</p> <p>Christianity: Jesus Christ, Miracle, Incarnation, Bethlehem, Christmas</p> <p>Buddhism: Bodh Gaya, Buddha, Enlightenment</p> <p>Islam: Hajj, Makkah, Ummah, Prophet, Ibrahim Ismail</p> <p>Hinduism: Varanasi, Mela, Aum, Mandir, Murti, Prasad, Karma</p> <p>Religion generally: Pilgrimage, Worship, Sacred Spaces, Remembrance</p> <p>Religious and Human Experiences: Change, Life changing, Journey of life</p>	<p>Cumbria SACRE has produced guidance on Visits and Visitors for RE (2020) with links to virtual tours of places of worship. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p>Cumbria SACRE has produced a list of websites to supplement the Units of Work. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p><a href="#">Cumbria Development Education Centre</a> (CDEC) has a section on their website with links to virtual tours of places of worship and sacred places, and CDEC loans religious artefacts, images and books.</p>

Expectations for the end of this unit of work:	
Most pupils in Year 3 will be able to:	<ul style="list-style-type: none"> <li>Describe pilgrimage in two different religions</li> <li>Make connections between what it means to go on pilgrimage, and what people experience in their religious community</li> <li>Describe what matters most in at least two different religious pilgrimages</li> <li>Make connections between the meanings behind the rituals and actions of pilgrims in at least two religions</li> </ul>
Most pupils in Year 4 will be able to:	<ul style="list-style-type: none"> <li>Describe the features of two or more examples of pilgrimages, recognising some similarities and differences between the pilgrimages.</li> <li>Explain with reasons the ways in which going on a pilgrimage might make a difference to someone's life</li> <li>Make connections between a pilgrim's account of their journey and its spiritual purposes</li> <li>Discuss and present their own views on questions about the similarities and differences between two pilgrimages from different religions</li> </ul>
Most pupils in Year 5 will be able to:	<ul style="list-style-type: none"> <li>Describe ways people on a religious pilgrimage might explain their journey and its impact on their lives</li> <li>Discuss and present their own views on challenging questions about what makes a pilgrimage 'the journey of a lifetime' for some people</li> <li>Explain with reasons why a person today might choose to spend their savings on going on a pilgrimage, or sponsor someone else to do a pilgrimage, and consider it very worthwhile</li> <li>Make connections between a journey to a pilgrimage site and the values and commitments of pilgrims and the pupils' own values and commitments</li> </ul>
Most pupils in Year 6 will be able to:	<ul style="list-style-type: none"> <li>Discuss and present their own views on challenging questions about the spiritual focus of a another pilgrimage (after the class have learned about two pilgrimages)</li> <li>Make connections between similarities and differences that they have encountered in pilgrimages in two or more religions.</li> <li>Explain with reasons the potential impact on a person's life of going on a religious pilgrimage.</li> <li>Discuss and present their views on challenging questions about the values and commitments of pilgrims. Explore a range of answers reflecting the challenges of completing a pilgrimage, giving reasons for their own views.</li> </ul>

### During this unit teachers need to avoid:

1. Focusing just on factual content, externals or ritual. Explore the 'why' not just the 'how' of a pilgrimage.
2. Covering too many pilgrimage places.
3. Giving the impression that pilgrimage is old fashioned or from the past. Pilgrimage is evolving and significant today. Teach in a way that gets pupils hooked on the STORY & the EXPERIENCE of being on pilgrimage TODAY.
4. Romanticising the places (e.g. the Garden of Gethsemane is full of weeds)
5. Narrowing pilgrimage so it excludes secular activities. War veterans returning to Dunkirk are on a pilgrimage as moving and profound as a religious pilgrimage.



*As I was sewing this image, I was reflecting on the nature of pilgrimages. I think pilgrimages show how much you believe in your faith and how much dedication and respect you wish to show.*

*At the edge of the 'P' I have represented a walking stick and a rose to depict the lovely nature you might see on your path.*

*The traditional design, like an illuminated script, shows how long pilgrimages have been made and are still made today.*

**The Nature of Pilgrimage by Freddie (aged 10) from Bodsham CEP School  
NATRE Spirited Arts 2019**

### Assessment suggestions for demonstrating progress through learning

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper. Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies.

This will include: *questioning* to enable the pupil (with the help of the teacher) to find out about their level of learning; *feedback* from teachers so pupils can improve their learning; *understanding and modelling* what successful learning looks like; *peer assessment and self-assessment* for more independence; and *summative* assessment where appropriate. Summative assessment opportunities should be valuable learning activities in their own right as well as a vehicle for assessing learning.

### Some creative learning tasks that could show evidence of achievement:

- Describe the places of pilgrimage studied and link the associated narrative or events with them and explain why they are important for pilgrims.
- Write postcards or emails home as if written by a pilgrim. Encourage empathic and informed writing.
- Discuss concepts such as forgiveness and inspiration or the determination and commitment to live meaningfully that pilgrimage can bring.
- Use a writing frame to list, describe and explain similarities and differences between Hajj and a Hindu pilgrimage. Connect these religious events to their own lives thoughtfully

### If a final assessment is required in this unit pupils could:

- Pupils in pairs make a 'track game' for dice and counters with 70 – 80 squares on it. This helps to make the metaphor of life as journey concrete. They write in some chance cards (reflecting that you don't know what will happen) and put forfeits and bonuses on some of the squares.
- They might have a 'multi path' track, with, for example, a Muslim path through life, a Hindu life journey and another track of their choice.
- Write the rules and a commentary to go with the game, answering questions about life as a journey.

Or:

- Pupils draw a lifeline for themselves or a person that they know well, using symbols to represent all the different types of event.
- Write a commentary to go with the life line, answering questions about life as a journey
- In a quality piece of work, the narrator will be able to reflect the pupil's own thoughts and attitudes. This exercise should be modeled and scaffolded.

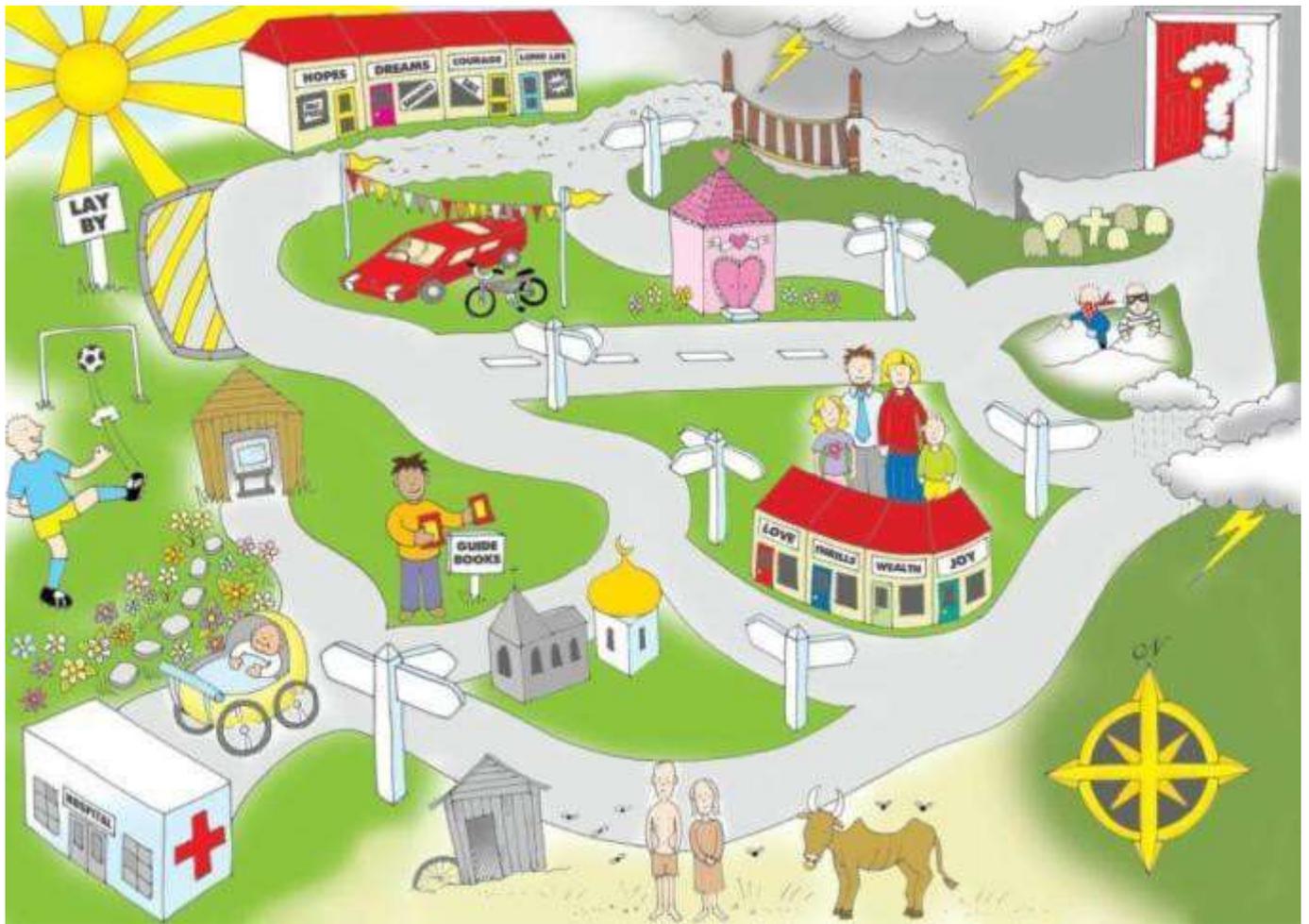


*My artwork shows pilgrimages for different religions. I used maps for the background, each of a pilgrimage destination for 5 religions: Lourdes, Mecca, Jerusalem, Amritsar and Lumbini (birthplace of Siddhartha Gautama). Each map fades into the one next to it, because even though each destination is far away in physical distance, they are similar in terms of why people go there. What matters is what you believe about why you are going. The background is scattered with quotes about journeys, that I think sum up the meaning behind pilgrimage and spiritual journeys. Pilgrimages are both spiritual and physical journeys, and the drawing in the foreground represents that. The people walking and the maps symbolise the physical aspect and how anyone can go on a pilgrimage and take any mode of transport. Their reflections are a metaphor for the spiritual aspect of pilgrimage.*

Five religious pilgrimages by Naia (aged 13)

NATRE Spirited Arts, 2019

This image is an excellent stimulus for discussion.

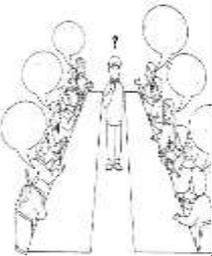


This picture, copyright © RE Today, is provided for Cumbrian teachers to use as a stimulus for this unit. Here are five activities which could be used to discuss life as a Journey:

1. Pick a route: Notice the starting point – the baby in the pram leaving the hospital in the bottom left corner. The baby is setting out on her life journey. If you could choose the route for her – where would she go? What would you include and what would you avoid? Why have you picked this route? Does a good life mean no suffering or do we need the stormy times too?
2. Guidebook for the journey of life: Notice the man selling guidebooks. These might be guidebooks for the journey of life. If you were asked to write the first page of the guidebook for the journey – what would you say? What advice would you give?
3. Buildings: Notice the buildings on the journey: 8 shops, 3 sheds, religious buildings, a wedding chapel, a hospital. If you could take one thing from each building to help you on your journey of life, what would it be and why?
4. Shopping: The shops are called Hopes; Dreams; Courage; Long life; Love; Thrills; Wealth and Joy. If you could choose something from only four of the shops to help you on your journey of life which would you choose and why? Put these four in your preferred order. Which matters most of all to you? Can you say why? Think about someone who is a Christian, Muslim, Hindu, Jewish, Buddhist, Sikh or Humanist: what might they choose and why?
5. Before and after: This map shows the journey of one life – what about what happens before we are born and after we die? Show your ideas using pictures / symbols / colours and words. Fold a sheet of paper diagonally. Bottom left: what you think came before this life? Top right: show what you think / believe might happen after this life. Do the same for a Hindu or Buddhist. Might the doorway out of the top of the picture lead back to the beginning in reincarnation or rebirth? For a Christian or Muslim, are hopes of a future life with God in Heaven or Paradise are expressed?

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What makes a place special, inspiring or sacred? Why are some places 'a destination of a lifetime'?</p>			
<p>Children will learn that some places are of particular significance in the religious life of some people.</p> <p>Children will learn to understand that humans are often inspired by places.</p> <p>Children will learn about the idea of 'inspiring places'.</p> <p>Children will learn that an inspiring place may have natural, historic or religious significance.</p>	<ul style="list-style-type: none"> <li>• Discuss the concept of a journey. What special journeys have pupils made or heard about? It might be to grandparents or to relatives further away. It might be to a park, to a city, another country, or continent. How long did the journeys take? Who were their companions? How did they feel when they arrived? What was the impact of the journey e.g. on the people and their feelings, on the environment? In groups categorise the journeys. Decide which are inspiring journeys and why.</li> <li>• Seven Wonders of the World or Seven places to go before we die: Show photos of the Seven Wonders of the World. Ask pupils to identify and select their own places for 7 'Wonders of the World' - they could be natural, human-made, or a mixture. Give reasons for each and attach feelings and emotions to them. Can they choose a place for each of these 7 concepts: excitement, fun, love, faith, peace, inspiration, memory? Can they choose images from the web to illustrate them, giving reasons for their choices? These 7 concepts are all significant in human journeys. Which of the 7 might apply more to journeys or to pilgrimage than others?</li> <li>• Imagine a Magic Carpet: Use a guided fantasy or a class drama activity based on a magic carpet ride. Where is it wonderful to imagine visiting? Note the diversity of places children imagine as 'inspiring'.</li> <li>• Pupils recount a special journey they have made (using a writing scaffold). Discuss the purpose of the journey, the emotions attached to it, the sense of community that can come from journeying together.</li> <li>• Interview adults to find out about their most meaningful journeys. Agree 6 questions to ask in class and conduct interviews in pairs. Report findings to the class. This is a good RE homework activity, asking adults at home to talk and think with children.</li> <li>• Pilgrims versus tourists? Introduce the concept of pilgrimage. Places of pilgrimage become special because of something that happened there. Distinguish between a tourist and a pilgrim. How could we tell the difference. Does a pilgrim spend less? Does a holidaymaker visit holy sites? Can a holiday change you? Does a pilgrimage involve prayer? What makes the difference? The question is intriguing and not obvious –return to it during this unit.</li> <li>• What shall we pack? Use a suitcase with appropriate items in to help pupils explore the idea of preparation for an ordinary journey - and for a pilgrimage. How might someone about to go on a pilgrimage or spiritual journey prepare?</li> </ul>	<p>Year 3: I can describe journeys I've made and explore meanings that special places might have.</p> <p>Year 4: I can explain with reasons the importance of the most significant journeys in my life.</p> <p>Year 5: I can discuss and present about my sense of space and place and how humans shape the landscape using local, national and global examples.</p> <p>Year 6: I can describe my own aspirations to travel and similarities and differences between being a pilgrim and being a tourist</p>	<p>Make links to the skills of the geography curriculum. Scaffolded writing connects with work in literacy. RE asks for sophisticated imagination and expression in this unit, as does literacy.</p> 

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What does a journey mean to you?</p>			
<p>Children will learn that journeys are part of everyday life and will reflect on their life journey so far.</p> <p>Children will share their feelings about their own significant journeys.</p> <p>Children will understand that some religious people regard pilgrimage as important.</p> <p>Children will learn that Christians, Jews, Hindus, Sikhs, Buddhists and Muslims may make religious journeys as part of their faith and practice.</p>	<p>Life's like a journey: making sense of the metaphor</p> <ul style="list-style-type: none"> <li>• Ask children to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing, smelling, touching? Discuss and record individual ordinary journeys pictorially. They might do '6 moments on my journey' as a cartoon.</li> <li>• Ask: who kept them safe on their journey? Who could they ask for help if needed? Who was waiting at school to guide them?</li> <li>• Use a stilling technique to ask pupils to reflect on the key events in their lives so far and events they expect will happen in the future. Children draw a timeline or a visual representation of 'My Life'. What do they see their life as being about? Explore the picture and activities on page 7 so that pupils reflect on questions about life as a journey for themselves and understand the 'big idea' of this enquiry: life's like a journey.</li> <li>• Use PowerPoint to encourage children to think about metaphors and similes for life, and to consider the idea that life is a journey.</li> <li>• Talk about changes in their lives and their hopes and expectations for the future. Using an example of a growing tree, they record where they are now and what they hope and dream to achieve in the future (these can be written or symbolised on paper tree leaves).</li> </ul> <p>Religious journeys:</p> <ul style="list-style-type: none"> <li>• Explain that each of us is on a journey throughout our lives and some take a specifically religious journey. Discuss why these journeys are important. Use a world map to identify where people go on the pilgrimages to be studied e.g Muslims to Makkah, Jews, Christians and Muslims to Jerusalem, Hindus to the Ganges, Buddhists to Bodhgaya, Sikhs to Amritsar. How does their faith give guidance on the journey? Explain how some sites are special for more than one religion.</li> <li>• Categorise sites: those important based on an event in history; or a revelation or a religious experience; or a myth; or a sacred place. Some may fit into more than one category.</li> <li>• Pupils might make a pilgrim's world map to link to geography and select the most amazing 4 images to picture in relation to the holy sites.</li> <li>• Pupils in groups could research one pilgrimage place and produce an information booklet to explain the background to the site. Pupils can include relevant sections from sacred texts to explain why the pilgrimage site is so important for believers.</li> </ul>	<p>Year 3: I can describe ways in which life is like a journey. I can describe the impact chosen journeys might have.</p> <p>Year 4: I can explain the concept of pilgrimages.</p> <p>Year 5: I can link my own and others' responses to the concept of pilgrimage and make connections between ordinary journeys and the journey of life.</p> <p>Year 6: I can explain with reasons the metaphor of life as a journey and give an account of my personal journey so far.</p>	<p>Link to objectives in literacy to speaking and listening, descriptive language and use of recounts.</p> <p>Also links to geography, in a symbolic way.</p> <p>Begin to display work that can be referenced again.</p> <p>Begin to gather materials for the theme 'hopes for the future'.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
Who was Siddhartha Gautama? How did he become the Buddha?			
<p>Children will learn about the life of Siddhartha Gautama and his importance for Buddhists today.</p> <p>Children will learn about a dilemma faced by Siddhartha.</p> <p>Children will learn about how an aspect of the story of the Buddha can be shown in art.</p>	<ul style="list-style-type: none"> <li>• Ask pupils if they would like to have been born into a royal family. What would be the advantages? Can they think of any disadvantages? Have some fun with this.</li> <li>• Explore pupils' existing knowledge of Buddhism. How did an Indian prince become the Buddha? Who was Siddhartha Gautama? Tell stories about him in several episodes. In your story telling, include his birth, upbringing as a prince and the story of the four sights that led to his renunciation of a luxurious prince's palace life. The next page has a version of the story in 30 sentences, which can be used for the main activity below.</li> <li>• Use Reflection Alley (or 'Conscience Alley') to explore the dilemma that Siddhartha faced: should he leave his pleasure palace to find long term answers to the problem of suffering and the ways life is unsatisfactory, to seek the truth about life, or accept his ignorant life of luxury? Give pupils time to prepare to take part in the speaking.</li> <li>• Ask pupils to role play, then write a description, of what they think Siddhartha's first week away from the palace might have been like. Having made the hard decision to leave the palace and his riches and power behind, what might he have been feeling as he headed off? What might the people he left behind be feeling - Channa, his charioteer and his family?</li> <li>• Tell pupils the next part of Siddhartha's life story, and explore the idea of Enlightenment. What is it? It means there are no longer any limitations of ignorance, anger or attachment in the mind and there is limitless compassion and wisdom. Talk with pupils about 'seeing the light' and the idea that we might all be 'in the dark'. Pupils can consider the nature of what is real through P4C approaches to Buddha's life story, or to questions like 'How do we know we are not dreaming?'</li> <li>• Use the next page creatively-it tells a version of Buddha's life in 30 sentences. All pupils make a picture using high quality art materials of the sentence they are given. Differentiate the activity: ask pupils with better understanding to take one of the harder sentences. Put the whole together in a class book, or an art gallery of the life story of Siddhartha Gautama. This version of the story misses out a lot, and is simple: suitable for this age group. If there is a part of the life story you want to tell, that is not included, a few more sentences and pictures can be added.</li> </ul>	<p>Year 3: I can describe the life story of the Buddha and a dilemma he faced.</p> <p>Year 4: I can make connections between Buddhist teachings and what I think myself, expressing my ideas clearly.</p> <p>Year 5: I can discuss and present my ideas about a dilemma Siddhartha faced explaining why I think he made his choices.</p> <p>Year 6: I can discuss the concept of 'enlightenment' and connect it to the life of the Buddha. I can describe a part of the Buddha's life in art and link it to a Dharma teaching.</p>	<p>Buddhism is a major religion, globally, with hundreds of millions of followers. In the UK there are about 200 000 Buddhists.</p> <p>Explain that Buddhists do not regard Buddha as a God, but as a wise, enlightened teacher.</p> <p>Reflection Alley provides reflective learning through speaking and listening</p> 

The story of Siddhartha Gautama retold simply in 30 sentences for 30 pieces of art work			
1. King Suddhodana and his Queen Maya were excited. They were expecting a baby.	2. A wise man told them: " <i>Your baby will be very special. He could be a great emperor. But if he thinks of suffering, he will be a spiritual leader.</i> "	3. On the night of the full moon, the baby prince was born. They called the lovely little boy Siddhartha.	4. Tragically, Queen Maya died 7 days after the birth. Her sister, Mahapajapati, looked after baby Siddhartha in the palace.
5. The king did not want his child to be a spiritual leader so he stopped him seeing suffering. He kept Siddhartha in the palace so he saw only beauty.	6. Siddhartha grew up in a world of luxury. He never saw pain or illness. He knew only happiness, calm, loveliness and beauty.	7. As a boy, Siddhartha saw the beautiful countryside. He noticed exhausted farm workers in the fields and birds killing insects. He felt uneasy.	8. He sat one afternoon under a rose apple tree. He felt deep, tranquil peace. It was a special moment. He wanted to experience this more often.
9. Siddhartha married the beautiful princess Yasodhara from a neighbouring kingdom. The wedding was fabulous, with archery, dancing & horse riding display.	10. Siddhartha had every luxury and pleasure, and he grew curious. Channa, his chariot driver told him there was a world outside his pleasure palace. He was restless.	11. One day, aged 29, Siddhartha persuaded Channa to go out with him in the chariot. He wanted to see the 'real world'. Four things he saw changed his life forever.	12. The first sight was an old person, wrinkled & slow. Siddhartha had never seen old people. Shocked, he asked: ' <i>Will I grow old? Will I get like that?</i> ' Channa said Yes.
13. He saw an ill person, with a pained face, moaning. Siddhartha was frightened: ' <i>Does illness come to many people? Could that happen to anyone?</i> ' Channa nodded.	14. He saw a dead body, being taken out to be cremated. Siddhartha knew nothing of death. He watched in silent horror. ' <i>Does everyone die?</i> ' 'Yes, sir' said Channa.	15. The 4th sight was a holy man who lived with the old, the sick and the dead. But he looked at peace. ' <i>How can he be at peace? Can I find peace?</i> ' Siddhartha wondered.	16. Back at the palace, all the luxury food, wine and fun didn't seem the same. Siddhartha became disgusted by his life. He brooded, and worried, tired of pleasure.
17. Yasodhara, his wife gave birth to a baby boy, called Rahula. But family life seemed less important to Siddhartha than the big question: why is there suffering?	18. Siddhartha decided he must leave to search for answers so he could help people. One night he took a last look at his sleeping wife and baby son, and left the palace.	19. Siddhartha had no possessions or status. He asked holy men he met: ' <i>How can I find the truth?</i> ' They taught him to live with nothing, eat little & pray.	20. For 6 years, Siddhartha lived simply in forests. He kept thinking: why do we suffer? He learned self control and meditation but he didn't find an answer.
21. He concentrated on the question of suffering, using self control to think. He sat under a Bodhi tree in Bodhgaya, in north India, determined to stay until the answer was clear.	22. As he sat, evil Mara appeared to him, tempting him to give up. Siddhartha was not distracted. He reached out his hand to touch the earth, and thought even more deeply.	23. All night he sat in the deepest meditation. The answer came in the morning. Deeply peaceful, he knew he had become enlightened, had seen the light. He knew the truth at last.	24. Siddhartha sat still, filled with bliss, under the tree for many days, needing nothing. He had found his answer. He knew the truth about suffering.
25. Siddhartha had become a Buddha-an inner being. Two passing strangers offered him food so he ate with them. They became his first followers.	26. Siddhartha walked to the Deer Park at Benares. He met 5 of his companions and taught the answer to the problem of suffering. They also joined him.	27. The next spring Siddhartha returned to his palace. His son Rahula, now seven, joined his father.	28. For 45 years, Siddhartha the Buddha taught meditation and the Dharma - the truth about suffering; and its causes and the way out of suffering.
29. When he was 80, with many followers, Siddhartha died. His last moments were full of peace and tranquility. He did not fear death.	30. The wise man's prediction about Siddhartha's inspiring life had come true. He became a leader of a worldwide spiritual community.	31. Today, 2550 years later, hundreds of millions of Buddhists follow his path all over the world, including about a quarter of a million British Buddhists.	

INTENT	IMPLEMENTATION		IMPACT	NOTES
What can we learn from the Buddha's life story?				
<p>Children will learn ideas about the Buddha and the Buddhist way of life.</p>	<p>In a circle, use some of these quotes and questions to explore what can be learnt from the story of Siddhartha becoming the Buddha. A way to organise this is via a 'washing line' continuum discussion. String a line across the room, with pupils seated in a circle around it. Each pupil makes a name label with a big felt tip. Read out a quote and ask pupils to hang their name on the line where their opinion lies – from 'strongly agree' to 'strongly disagree.'</p>		<p>Year 3: I can tell the life story of the Buddha and respond to some questions about the story sensitively.</p>	<p>RE units don't all need formal assessment, but most RE classes could do with more speaking and listening, focused for learning. Circle talking assessments like this can surprise teachers with how much pupils have been thinking.</p>
<p>Children will learn to explore questions about life's mysteries.</p>	<p><b>Quotes</b></p> <p><i>"I think Siddhartha was right to leave his pleasure palace."</i></p>	<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>● Who was Siddhartha Gautama?</li> <li>● How did the 4 sights he saw change him?</li> <li>● Why do you think people suffer?</li> <li>● What is life like when everyone is selfish and greedy?</li> <li>● What did Siddhartha decide to do with his life? Why?</li> <li>● Is it worth giving up everything to search for truth?</li> <li>● What would have done if you were Prince Siddhartha?</li> </ul>	<p>Year 4: I can make connections between my life and Buddhist ideas.</p>	<p>Buddha suggested 4 places for pilgrimage: 1) his birth place (Lumbini, Nepal); 2) place of his enlightenment (Bodhgaya); 3) site of his first sermon (Sarnath near Benares); 4) place of his death (Kushinagar). Pilgrims also visit sites with relics in temples &amp; stupas (burial mounds) or where offspring of the original Bodhi Tree are growing.</p>
<p>Children will learn to speak and listen thoughtfully in exploring life's mysteries.</p>	<p><i>"Nobody can really know why we all suffer. It's a mystery"</i></p>	<ul style="list-style-type: none"> <li>● If you were born into a royal family, what kind of person would you be, and what would you do with that power?</li> <li>● Why did Siddhartha go to learn meditation?</li> <li>● What do you think happened in his mind when Buddha achieved enlightenment at Bodhgaya?</li> <li>● What do Buddhists believe about the Buddha?</li> <li>● Why do you think Buddhists love to go to Bodhgaya?</li> <li>● Why do you think Buddha taught 5 Precepts to his followers?</li> <li>● Is having moral ideas to live by a good or bad idea, and why?</li> <li>● What 5 moral rules do you think everyone should keep? Why?</li> <li>● What are the Buddhist Four Noble Truths?</li> <li>● What do you think about the Four Noble Truths?</li> <li>● Where do you turn for help and refuge?</li> </ul>	<p>Year 5: I can describe and explain aspects of Buddhism.</p>	
<p>Children will learn to take part in class talking activities that recap the unit and develop insight and deeper thinking about Buddhism and its teaching.</p>	<p><i>"To live is to suffer: the Buddha got that right. No one escapes."</i></p> <p><i>"Buddhism has some ideas that I share."</i></p> <p><i>"I think it would be as good to go to Bodh Gaya as to Disneyworld."</i></p> <p><i>"Buddha's 5 Precepts are impossible to follow."</i></p> <p><i>"Meditation is good for everyone, not just for Buddhists."</i></p>	<ul style="list-style-type: none"> <li>● What group or community do you belong to? How does it support or help you?</li> </ul>	<p>Year 6: I can use Buddhist terminology to show my understanding of the Buddha, Dharma and Sangha. I can demonstrate my ability to thoughtfully apply ideas for myself.</p>	

## Where might a Buddhist go to remember the life of Siddhartha Gautama?

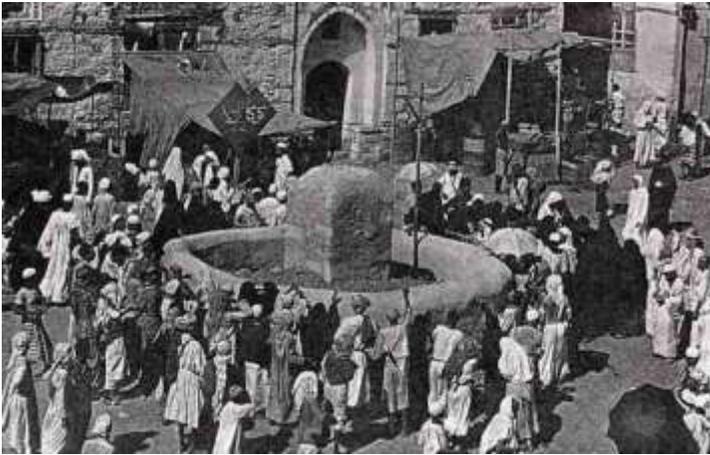
<p>Children will learn about Bodhgaya, and the reasons why many people go to visit the site of Siddhartha's enlightenment.</p>	<p>The place where Buddha was enlightened: is it a sacred place? A place to be inspired? To change your life? Why?</p> <ul style="list-style-type: none"> <li>Remind children of the pictures they made. Ask them to each give a word, phrase or sentence from the Buddha's life story.</li> <li>If you can, take the class outside and do this activity under a tree. If the tree where the Buddha was enlightened was still there, 2550 years on, what might happen there now? Think silently (as the Buddha did) for 1 minute about this. Pair and share ideas. Collect the best ideas.</li> <li>Explain that 2550 years later the place where the Buddha achieved enlightenment is famous. It is a World Heritage Site - what might that mean? It is in Northern India, in Bihar, which is a very poverty stricken state. Might Google maps or satellite show it? [Yes, with slide shows and images].</li> <li>Explain some of what happens in Bodhgaya. There is the 52-metre high Mahabodhi stupa, with carvings on the outside and inside there is a large image of the Buddha touching the earth, which dates from about 1000 years ago. Beside the stupa, on the western side, is the large bodhi tree which people think is a descendant of the original tree that Buddha sat under when he achieved his enlightenment. If leaves fall, pilgrims eagerly pick them up as they are considered very precious. Between the tree and the temple wall is the 'Diamond Seat' where it is believed the Buddha sat. A small Buddha image sits on the spot. Nearby there is a stone carving of the footprints of the Buddha. The Jewel Promenade Shrine is to the north of the temple, marking where the Buddha walked up and down in meditation for seven days after his enlightenment.</li> <li>There are opportunities to make light offerings of candles or electric lights. Outside the stupa grounds flowers and lamps for offerings are for sale. Fish and birds are sold to be released to create the cause for a long life. It is often very noisy –in the background is Hindi dance music, many pilgrims from a range of countries chant, do prostrations, and listen to teachers explain the Dharma through loud hailers in different languages, tourists buzz about shopping. It can be a challenge to find a quiet place to meditate. Outside the walls of the Bodhi stupa there are many temples and monasteries built and managed by different groups from a range of countries. Traditionally pilgrims visit each of the main temples and are awed by the variety of styles.</li> <li>Ask pupils in 3s to make a brochure, poster or webpage (headlines, pictures, text), to go on the wall in a Buddhist temple in England, advertising a pilgrimage to Bodhgaya. Should it mention the weather, the hotels and the nightlife, or the ideas of inspiration, calm and enlightenment? Being there, or thinking about it – what matters?</li> <li>Ask pupils to think about the thousands of people who go to Bodhgaya. Some are tourists, and take photos, others are Buddhists who meditate and remember the Buddha. Many millions respect the teaching of the Buddha, and have no interest go there: it is too far, too expensive, too tiring, or they have not got time. They remember the Buddha in other ways. What do the children think matters more: pilgrimage, or remembering? Why? Is it deepening meditation to control your own mind, or being there, that is more valuable to Buddhists?</li> </ul>	<p>Year 3: I can describe what I learnt about Bodhgaya.</p>	<p>Images and statues are used in Buddhism, but are never worshipped. They can be used as a focus for meditation.</p>
<p>Children will learn about other ways of remembering the Buddha.</p>		<p>Year 4: I can explain events from a pilgrimage to Bodhgaya.</p>	
<p>Children will learn to think about why remembering a teacher like Siddhartha Gautama, who became the Buddha, is important for many people.</p>		<p>Year 5: I can make connections between Buddhist ideas and practice and what I think myself.</p>	<p>Look at google earth to see Bodhgaya and many good pictures.</p>
		<p>Year 6: I can describe what might happen on a Buddhist pilgrimage, giving my views and reasons about what matters to Buddhists.</p>	<p><a href="https://earth.google.com/web/">https://earth.google.com/web/</a> If possible, invite someone who has completed a pilgrimage to meet the pupils and discuss their experience. A place of pilgrimage outside India is the Great Stupa at Borobudur in Java designed as a huge mandala. Also Mt Kailash bordering Tibet and India.</p>
		<p>Some in Year 6: I can discuss and present ideas about the merits of pilgrimage and of meditation. I can discuss and present the ideas of 'enlightenment', 'meditation' and 'pilgrimage', referring to the Buddha, the Dharma and the Sangha.</p>	

INTENT	IMPLEMENTATION	IMPACT	NOTES												
Where might a Hindu go on pilgrimage? Varanasi, Hardwar and the River Ganges															
<p>Children will learn about the importance of places of pilgrimage to Hindus.</p> <p>Children will learn to discuss essential features of pilgrimages, using ranking and sorting activities to process information.</p> <p>Children will learn to use the enquiry questions 'who, what, where, when, how, why, what if...' to pursue their enquiries.</p>	<ul style="list-style-type: none"> <li>Ask 'Do you like being in crowds or being quiet with few people? If you like being in crowds where would you go on earth?' We are going to learn about some very crowded places.</li> <li>Show pictures of places where Hindus go on pilgrimage, e.g. the river Ganges, Hardwar, Varanasi, many others (BBC has some web resources). What questions have pupils got?</li> <li>Study one Hindu place of pilgrimage in detail, e.g. Hardwar where the Kumbh Mela happens every twelfth year – it is the biggest human gathering on the planet.</li> <li><a href="http://www.bbc.co.uk/learningzone/clips/hinduism-in-varanasi/3617.html">http://www.bbc.co.uk/learningzone/clips/hinduism-in-varanasi/3617.html</a> is a useful resource for pilgrimage to Varanasi. Discuss the purposes of the pilgrimage, and do some 'spiritual geography' about the River Ganges.</li> <li>What part does water play in Hindu pilgrimage? The River Ganges is a sacred river for Hindus. Drinking the water is believed to bring release from bad karma. Pupils could watch a video of pilgrims bathing in the Ganges, and present a television interview of British Hindus, on their return from Varanasi, (also known as Benares) the home of the god Shiva. Younger pupils could reflect on the religious symbolism of water for its cleansing and life-giving properties. Small groups could create a collage to illustrate this symbolism. Show this short clip <a href="https://www.bbc.co.uk/programmes/p010x9qx">https://www.bbc.co.uk/programmes/p010x9qx</a></li> <li>Compare the different reasons pilgrims have for setting out on their journeys.</li> <li>Imagine you were going on a pilgrimage – how would you get ready? What would you ask? What would you take? What would you pray?</li> <li>Ask pupils to discuss which of the following are essential on a pilgrimage, which are desirable and which are not needed. Can they make a similar list of inner qualities that will be needed?</li> </ul> <table border="1" data-bbox="443 954 1496 1098"> <tbody> <tr> <td>Water</td> <td>Love for God</td> <td>Special clothing</td> </tr> <tr> <td>Prayer</td> <td>Money</td> <td>The right attitude</td> </tr> <tr> <td>Company</td> <td>A Hotel</td> <td>Time</td> </tr> <tr> <td>Faith</td> <td>Food</td> <td>A clean heart</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Pupils in groups could use a range of sources to investigate for themselves one Hindu place of pilgrimage. Select a small number of key venues for the focus. Why is the place important? Who goes there and why and when? How do people feel before and afterwards? Pupils can display or present their group's research to the class and listen to others' presentations.</li> </ul>	Water	Love for God	Special clothing	Prayer	Money	The right attitude	Company	A Hotel	Time	Faith	Food	A clean heart	<p>Year 3-4: I can describe Hindu pilgrimage, including some rituals and their meanings.</p> <p>Year 5-6: I can explain with reasons why pilgrimage is important to many Hindus, explaining what happens using appropriate vocabulary.</p>  <p>The Kumbh Mela, every 12<sup>th</sup> year at Hardwar on the River Ganges, is the biggest gathering of humans on the planet. About 80 million attended last time. That would fill Wembley Stadium over 1000 times.</p>	<p>Arrange to have some web links available either as bookmarked sites on the browser or via the school intranet.</p> <p>If possible, invite someone who has completed a pilgrimage to meet the pupils and discuss the experience</p>
Water	Love for God	Special clothing													
Prayer	Money	The right attitude													
Company	A Hotel	Time													
Faith	Food	A clean heart													

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p><u>Why might a Hindu go on Pilgrimage?</u></p>			
<p>Children will learn to identify places of Hindu pilgrimage and describe what happens there.</p> <p>Children will learn the significance of the place for Hindus</p>	<ul style="list-style-type: none"> <li>• Special places-special effort? Although pilgrimage is not compulsory for Hindus, many will make their pilgrimage to some of the hundreds of special places in India. Pupils could explore the idea of a place having a special atmosphere and significance. How would they show their respect for such a place? Some Hindus make a lot of personal sacrifice to go on pilgrimage-some walk for weeks to arrive at the place of pilgrimage on foot, as the effort and hardship are seen as a sign of devotion to God. Pupils could design a class survey to find out what people would make sacrifices for.</li> <li>• The culmination of the pilgrimage is often ritual worship. What do the symbols of worship mean?</li> <li>• In order to prepare children for seeing Hindu images with many arms and hands, symbolising the many qualities of God, ask pupils to draw a box. Inside the box draw at least 4 objects which symbolise you. Can you mime trying to hold all those things which symbolise you? What do you need in order to be able to hold all these things? (extra hands) In the same way representations of the One God are often depicted with more than 2 arms. Read some stories of Hindu pilgrimage and of the gods and goddesses.</li> <li>• Why do pilgrims give special gifts? Introduce the similarity of the offerings given at home shrines with those offered to deities, when Hindus are visiting places of pilgrimage. Flowers, money and food are offered. What significance might there be in the souvenirs pilgrims take back home with them?</li> <li>• Pupils could write a diary, or storyboard, to describe different stages of the journey, emphasizing the feelings of a pilgrim, and the belief that sins will be forgiven as a result of the pilgrimage.</li> <li>• Why else is Varanasi a special place for Hindus? Pupils could learn about the belief in reincarnation, and design a poster to illustrate that many Hindus believe that death in Varanasi, or the scattering of their ashes there, means release from the cycle of re-birth.</li> <li>• Discuss the importance of Varanasi and the River Ganges for Hindus – focus on the importance of sunrise, washing away of sins and forgiveness.</li> <li>• Explain the importance of Ayodhya and the narrative of the birth of Rama . Talk about Hindu teachings on Rama as the ideal and the concept of incarnations.</li> <li>• Using bookmarked websites for information pupils could write a diary entry for a pilgrim’s day in Varanasi or Ayodhya, explaining the reason behind the visits and their impact.</li> <li>• Why do so many people visit these sites? If possible, invite someone who has completed a pilgrimage to meet the pupils and discuss the experience. Children could each generate questions to ask the pilgrim then vote on the most interesting questions.</li> </ul>	<p>Year 3-4: I can describe a pilgrimage to Varanasi.</p> <p>Year 5: I can explain with reasons a pilgrimage to the Ganges and describe how Hindus might value the experience.</p> <p>Year 6: I can discuss and present the impact of pilgrimage on individuals and societies.</p>	<p><a href="http://www.pilgrimage-india.com/hindu-pilgrimage">www.pilgrimage-india.com/hindu-pilgrimage</a> or <a href="http://www.eindiatourism.com/india-pilgrimage">www.eindiatourism.com/india-pilgrimage</a> are commercial sites for planning a pilgrimage.</p>
			<p>Crowds at the Ganges are amazing, creating an extraordinary atmosphere.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p><i>Why do Muslims aim to make a pilgrimage to Makkah?</i></p>			
<p>Children will learn the importance of the story of Ibrahim and Ishmail to Muslims on Hajj.</p> <p>Children will learn about the impact and importance of Hajj to a member of the Muslim community.</p> <p>Children will learn to reflect on their own experiences of peace and forgiveness.</p>	<ul style="list-style-type: none"> <li>• Show a video clip and photos of the crowds in Makkah. How do you feel looking at the photos? Notice one person in the photo-what might they be thinking and feeling? What questions do the children have?</li> <li>• Explain why Muslims go on Hajj. Mention the five pillars and the obligation of pilgrimage in Islam. Read the story of Abraham and Ishmail. Show the pupils a world map. Where is Makkah? How far away from the school is it? Pack a suitcase with the class, containing everything needed for the Hajj.</li> <li>• BBC has daily Hajj clips on the Learning Zone: <a href="http://www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html">http://www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html</a> Show this with the sound off, and ask pupils to create a commentary in pairs. They will struggle, so loop the clip and give more information as the task unfolds.</li> <li>• Pupils could produce a large map of the places visited on Hajj, with written explanation of the stories associated with each place.</li> <li>• Give pupils in groups of 3 up to five postcards. Choose which picture matches each of 5 key moments of the Hajj. Write postcards to a friend or relative describing five important events on Hajj and their feelings associated with them.</li> <li>• Dress a child in Ihram and explain the importance of dress to the pilgrimage.</li> <li>• If possible, invite a person who has been on pilgrimage to talk about it and answer questions.</li> <li>• After watching a suitable video clip talk about the impact of Hajj on pilgrims. Why do so many people go to Makkah? Here are some comments from pilgrims, about the purposes and impact of the journey:                         <ul style="list-style-type: none"> <li>• <i>"In fact, when I came back, I didn't want to hate again, only to love."</i></li> <li>• <i>"It made me much more devoted to Allah, and more delighted to be a Muslim. I found peace."</i></li> <li>• <i>"I never experienced any emotion like this before or since, I was completely overwhelmed by the wish to serve God."</i></li> <li>• <i>To me, the Hajj was wonderful because of the brotherhood and sisterhood it showed, all Muslims as one."</i></li> <li>• <i>"When I pray now, I am remembering, not just thinking."</i></li> </ul> </li> <li>• Pupils choose three comments and explain how the Hajj makes a difference to life using them.</li> <li>• Discuss pupils' own experiences of and ideas about peace and forgiveness</li> </ul>	<p>Most in Y3: I can describe and explain the story of Ibrahim, Hagar and Ishmail.</p> <p>Most in Y4: I can describe the key moments of Hajj.</p> <p>Most in Y5: I can explain with ideas about the difficult questions raised by the story of Ibrahim, Hagar and Ishmael.</p> <p>Most in Y6: I can explain with reasons how the religious practice of Hajj makes a difference to</p>	<p>The name 'Hajji' is given to male Muslims who have completed their hajj.</p> <p>The women are called Haja. People often express a sense of peace and forgiveness achieved through the experience, and return determined to live a life of love.</p>
			<p>The Haram Mosque, at Makkah, focus for prayer and pilgrimage, where pilgrims may find a challenge, or a comfort.</p>

September 2020 Please note this page is still being developed. Please check the Cumbria SACRE website for an updated version in due course. If you would like to be alerted by email when it is completed please contact [jane-cumbriasacre@outlook.com](mailto:jane-cumbriasacre@outlook.com)



Throwing pebbles: If you have a river or stream nearby invite pupils to select 3-4 pebbles. Consider for a few moments what they have learned about the jamarats. They decide what things and attitudes they want to be rid of in their own lives e.g. anger, jealousy, unkindness, greed. Then throw each pebble into the river imagining the negative thing or attitude is departing.

Shredding your sins: In some churches, people bring something they are ashamed of on a piece of paper and shred it. Every shred, someone says to the shredder: 'God forgives all who truly repent'. Invite children to write the things and attitudes they want to leave behind, ball them up and throw them in the bin. Burn them all without reading any.

Have you somewhere that is special to you – perhaps because of happy memories, or because it is peaceful and beautiful?

Can you think of 7 questions about this photo using why / where / what / when / how / who / what if? How will you find the answers?

- What happens when Muslims 'stone the devil'?
- How do you think 'stoning the devil' might help Muslims to live a good life?
- What are your thoughts about the devil?
- What is a ritual? Do rituals make a difference to real life?
- How might rituals help a person live well?
- Why do religions have rituals for moral improvement?
- What helps you to live a meaningful life?
- Can you develop your own ritual for forgiveness and a fresh start?
- How far do you agree: "*It is worth the money and the struggle to do Hajj*" or "*It would be better to give the money to the starving than to buy a plane ticket to Makkah.*"

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What do the practices of the Hajj mean? What impact do these things have on pilgrims?</p>			
<p>Children will learn about the meanings, symbolism stories and significance of the events of Hajj.</p> <p>Children will learn more about the impact of the Hajj.</p> <p>Children will learn about the symbolism of water.</p> 	<ul style="list-style-type: none"> <li>• Why do Muslims wear special clothes on hajj? Discuss ihram - the special white clothes worn on the hajj. Why is it important for Muslims on the hajj to all look the same? Create a display of important items for hajj, such as a prayer mat, compass, and sandals.</li> <li>• Older pupils could reflect on how clothes affect a person's image. How do the clothes they wear affect how they feel? They could also discuss the wider meaning of ihram, which includes the special state in which pilgrims are expected to live whilst they are on hajj (i.e. a state of purity, no swearing or quarrelling).</li> <li>• Younger pupils could make a display of photos and adverts to show how we sometimes assume that we can tell what a person does, or how wealthy they are, from their clothes.</li> <li>• I wonder what happens on hajj? Create a large wall display to show the various stages of the hajj. Different events could be explained on consecutive days, with the display added to each day. Older pupils could write a reflective diary for each day, describing how they think a Muslim would feel as s/he re-enacts the rituals associated with the hajj. How does it feel to have asked for forgiveness for every wrong -doing?</li> <li>• I wonder what is the most important part of the hajj? On the third day of the pilgrimage, pilgrims travel to the plain of Arafat, to stand before God (wuquf) to ask forgiveness for their sins. Why do pupils think that many Muslims regard this as the most important part of the pilgrimage? Why might pilgrims happy on their return home, and how do they celebrate?</li> <li>• I wonder what part water plays in Hajj? Tell the story of the well at Zamzam, and of Hagar's frantic search for water for her son, Ishmael. What questions can pupils ask about the story? Pilgrims collect and drink holy water from the well. What does the water represent to Muslims? Reinforce the life- giving qualities of water, and the symbolism of water's representation of true life.</li> <li>• I wonder what difference the journey makes? Ask pupils to recall all the comments pilgrims have made and in pairs discuss: Does Hajj change:             <ul style="list-style-type: none"> <li>➤ The way a person feels about the Prophet? (Does it make them more devoted?)</li> <li>➤ The way a person behaves in the family? (Does it help parents be better parents?)</li> <li>➤ What a person believes about Allah? (Might their devotion be increased?)</li> <li>➤ A person's determination to be a good Muslim? (Would you feel stronger? How?)</li> <li>➤ What about the impact of a different pilgrimage from another religion? Same or different?</li> </ul> </li> </ul>	<p>Most in Y3: I can describe stories that explain aspects of Hajj practice.</p> <p>Most in Y3: I can explain meanings in ritual practice.</p> <p>Most in Y3: I can describe the key moments of Hajj.</p> <p>Most in Y5: I can explain with reasons how the religious practice of Hajj makes a difference to Muslims.</p> <p>Most in Y5: I can make connections between ideas like 'symbol', 'forgive' and 'equality'.</p>	<p>Good RE teaching has an emphasis on deepening understanding, rather than just adding factual detail.</p> <p>Safwan, 7, made this picture map of the different aspects of the Hajj.</p> 

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>10. Why might a Christian go on pilgrimage to Bethlehem?</b>			
<p>Children will learn to explore and consider the meaning of the birth of Jesus to Christians.</p> <p>Children will learn about Bethlehem today, including as a place of pilgrimage.</p> <p>Children will learn to think about questions such as: What does Christmas really mean? Would it be more meaningful to celebrate Christmas in Bethlehem than anywhere else on earth?</p>	<ul style="list-style-type: none"> <li>• Give pupils in pairs some sources of information about a Christian pilgrimage to the Holy Land (pictures, but also prayers or diary entries). Ask them to think of 5 really interesting questions about Bethlehem. Where and when have they previously heard about Bethlehem? Consider the statement 'Bethlehem is the most famous village in the world'. I wonder if it is true. What are some other famous villages? Grasmere?</li> <li>• History: Discuss the stories that are found in the Bible about Jesus' birth and consider reasons why Bethlehem became such a famous village. What do the sources in Luke 2 and Mathew 2 tell us about why Jesus' birth was special?</li> <li>• Geography: Research modern Bethlehem, and what a Christian might do there if they were able to visit at Christmas. Use photos, video clips, written accounts and tourism information if possible. Explain that it is not so easy to visit Bethlehem today – it is disputed land, and Israelis and Palestinians are in conflict there. What impact does this have on pilgrims and on local residents? I wonder how local people living near pilgrimage sites feel about having pilgrims visiting?</li> <li>• Responses: creative, poetic and spiritual Show pupils the Bethlehem Carol (and play or sing it): <i>O little town of Bethlehem, how still we see thee lie. Above thy deep and dreamless sleep, the silent stars go by. But in the dark streets shineth the everlasting light. The hopes and fears of all the years are met in thee tonight.</i></li> <li>• Work on this poem as a literacy text to make sure the pupils understand it. Ask them to choose either to write a poem about Bethlehem or to write a prayer or reflection, or to create a picture.</li> <li>• Imagine a current TV News report from Bethlehem –how would it describe the place and its significance for Christians.</li> </ul>	<p>Most in Y3: I can describe and explain the story.</p> <p>Most in Y3: I can describe the place of Bethlehem in the life of Jesus.</p> <p>Most in Y3: I can make connections between the 'then and now' of Bethlehem.</p> <p>Most in Y5: I can discuss and present ideas about the spiritual significance of Bethlehem through a poem.</p>	<p>Visual material is essential for this unit – e.g. BBC film clips and Google images. These can be displayed on the interactive whiteboard.</p>
		<p>One simple poetic form, the acrostic, lends itself to this work. Another is the Haiku.</p>	

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>11. What makes the Western Wall in Jerusalem a holy place for Jewish people?</b>			
<p>Children will learn about the emotions of Jewish pilgrimage.</p> <p>Children will learn about a young Jewish person's experience.</p> <p>Children will learn about questions such as: What gives a golden feeling? What places are inspiring?</p>	<ul style="list-style-type: none"> <li>Remind pupils that this investigation uses different pilgrimages to explore values and meanings in religion, and ask them to recap what they have learned in recent lessons. Enquiry questions: what, how, who, where, when, what if, why? Give pupils in pairs sources of information about a pilgrimage to Jerusalem (websites, pictures, prayers or diary entries), and ask them to come up with at least 5 questions.</li> <li>Responses: creative, poetic and spiritual. Ask pupils to choose either to write a prayer or a reflection, or a poem, or to create a picture.</li> <li>A Jewish story of visiting the Wall. Read this account by Anna Simkin, as if it were a literacy text. <i>THE WALL: It started with a long walk to the wall, there were many other people with the same destination. I thought it was a pilgrimage. From a distance looking at the wall I was amazed at its enormous size and tremendous atmosphere. I felt myself being dragged forwards by an incredible force towards the wall, yet backwards in time with the weight of past Jewish history. I touched the warm stones with my arms outstretched and fingers ready. I saw screwed up bits of paper pushed into the joins in the rock and wondered whether these were notes of remorse or rejoicing. I realised these must have been the outpourings of people's hearts. The wall belongs to all Jews from reform to very religious alike. My heart was touched not by the foreign tourists who had flocked to the wall, but the Jews and Jewesses praying with joyous thankfulness or crying with misery or mourning. Would their plea be taken by God? How many wars had been fought for this one wall of the Temple? How many other people had throughout the centuries stood on the spot where I was standing and thought the thoughts I was thinking? I felt a great feeling of pride and honour. Perhaps King David had stood here before me. If you ask me what I felt most about the wall, it was the feeling that this was my heritage because people have been coming here for thousands of years.</i></li> <li>Anna Simkin was 13 when she wrote this at King David High School, Liverpool. What does Anna believe about God? How can you tell? In all your life, which place have you been to or visited that gives you a 'golden feeling'? Write a description of your trip there, trying to make it as good a piece of writing as Anna's.</li> <li>Take two pieces of paper, and write on them some of the things you imagine might be written on the paper pushed into the joins in the rock on the Western Wall. To get the experience, go to the most crumbly wall at your school, and put your papers into the joins and gaps you find there. Clear up afterwards! If someone said to Anna 'The wall is just a load of old stones', how do you think she would reply?</li> <li>I wonder if God hears the outpourings of people's hearts? Do prayers make a difference to what happens, and to how people feel?</li> <li>Find out more about the Western Wall. Why is it so special to Jewish people? What might Anna say is the difference between a tourist and a pilgrim? Anna mentions King David and the Holy Temple. Research them in a Bible handbook– dates, appearance, and significance. What difference do they make to Anna's feelings?</li> <li>Anna may have gone to Jerusalem for her Bat Mitzvah. At about her age, it is a ceremony to mark the move to being a full adult. Do you think Anna is mature enough to be seen as an adult? Why?</li> <li>Do you think Anna's piece of writing is good? What does she do to make the writing realistic?</li> <li>At the Wall Anna might have said the daily Jewish Prayer-the Amidah. With a partner, read it and make a list of six Jewish beliefs about God that can be found in the prayer. Discuss with your partner: do you share any of these beliefs? Can you write a 'declaration' of six things you believe about God?</li> </ul>	<p>Most in Y3: I can describe and explain a Jewish pilgrimage.</p> <p>Most in Y3: I can make connections between other people's ideas and my own</p> <p>Most in Y5: I discuss and present ideas about pilgrimage for myself, showing I understand why the Wall matters.</p> <p>The Amidah <i>We declare with gratitude that you are our God. And the God of our fathers forever. You are our rock, the rock of our life and the shield that saves us. In every generation we thank you and recount your praises for our lives, held in your hand, for our souls that are in your care. And for the signs of your presence that are with us every day. Grant us peace, goodness and blessing, life, grace and kindness, justice and mercy. O Father bless us all together with the light of your presence...</i></p>	<p>Visual material is essential for this unit – e.g. BBC learning zone and google images on the interactive whiteboard.</p> <p>Good links to literacy are easily built from this lesson, which models fine writing by a 12 year old.</p> <p>Pupils could also research why Jerusalem is also an important pilgrimage site for Christians and Muslims.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>12. How can life be described as a journey?</b>			
<p>Children will learn that people's lives follow different paths in the search for meaning and purpose.</p> <p>Children will learn the importance of pilgrimage and the associated practices for members of faith communities.</p>	<ul style="list-style-type: none"> <li>In pairs discuss 'What do think might be the purposes of pilgrimage?' 'Of life itself?'</li> <li>Discuss and develop with pupils the metaphor of life as a journey-with a starting point and a definite but unknown destination. What are the paths, milestones, signposts, guidebooks and maps? What are the motorway service stations on the journey? What are the highpoints and the worst moments of the journey of life? Where does it lead?</li> <li>Pupils in pairs can make a 'track game' for dice and counters with 70 – 80 squares on it. This makes the metaphor of life as journey concrete. They should write in some chance cards (you never know what will happen) and put forfeits and bonuses on some of the squares.</li> <li>Ask pupils to draw a life map for themselves or a person that they know well, using symbols to represent different types of event. Write a commentary to go with the life map.</li> <li>Religions as maps: develop the metaphor to explore the idea that religions show you how to find your way through life's paths. Design a set of cards in the form of signposts to show how religious faith can help to direct some people on their life journey</li> <li>Pupils can write poems based on sad / happy events. They might use the title 'Life's like a journey' and the metaphor of 'ups and downs'.</li> </ul>	<p>Most in Y3: I can describe key events or milestones in life and make connections with religious teaching</p> <p>Most in Y5: I can explain with reasons about meaning and purpose in the context of the religions used in this unit</p> <p>Most in Y6: I can explain reasons why life and pilgrimage are similar for myself.</p>	<p>There are potential links with D&amp;T in this activity.</p>
<b>13. What is my journey through life like? How is it going?</b>			
<p>Children will learn about the metaphor of life as a journey can be used by anyone.</p> <p>Children will learn that we may find new ideas and fresh ways of looking at life when we use a metaphor for spiritual reflection.</p>	<ul style="list-style-type: none"> <li>To recap the activity from the start of the unit, building in the extra learning pupils have done ask pupils to discuss with a partner, then work alone to write a 'guidebook to the journey of life' that answers questions such as:             <ul style="list-style-type: none"> <li>Who can help you along life's journey? What guidance can you choose to follow?</li> <li>How can you make sure your experience the best bits?</li> <li>What will make you safe as you travel? Is it best to travel alone or in company?</li> <li>What is the best advice for life's journey? Will it be easy?</li> <li>Where do you want to end up? What do you need to do to get there?</li> <li>What might be the temptations and distractions along the way? How will you resist them?</li> <li>Do you think your journey is already sorted, or are you free to go where you want?</li> <li>Do you feel like a tram, or a bus? Why is it good to have goals in life?</li> <li>What can you do when you get stuck, or you see others stuck? Are you aiming high?</li> </ul> </li> </ul> <p>Stilling and reflection: Facilitate a mindfulness activity that uses silence and a focus on the breath to get pupils thinking about their own journey and the ways they make decisions when there is a 'fork in the road'. If they are willing, children can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts.</p>	<p>Most in Y5: I can discuss and present my own views and opinions through challenging questions about the metaphor of life as a journey.</p> <p>Most in Y5: I can discuss and present about my own life with thoughtfulness and increasing depth.</p>	<p>Pupils might use the drawing of life as a journey at the start of this unit.</p> <p>The questions in the guidebook task begin to address the concern teachers express that some pupils limit their aspirations for their lives. This gives an opportunity to encourage pupils to lift their sights.</p>