

Pilgrimage	Religious Education	Years 5 & 6, Term 6	Year B
Key vocabulary: pilgrimage, pilgrim, physical, spiritual journey, healing, growth, duty, Hajj,			
Knowledge and skills: Rites of passage mark key events. (C2) Some rites of passage have biblical roots. (C3) Many Hindus undertake a pilgrimage to India, particularly to the Ganges. (C30) Hindus venerate different deities in different places. (C31) People do not agree on what makes a good life. (C37) A worldview is a way of looking at the world and will influence the choices a person makes. (C38) Some worldviews are in the form of organised religion. (C39) <i>Pilgrimage can be both a physical journey and a spiritual journey.</i> <i>Makkah (Muslim), Ganges (Hindu), Lourdes / Bethlehem (Christian), Duty (Hajj), Healing (Lourdes, Ganges), Avebury - summer solstice (Druids).</i> <i>Jews go on pilgrimage to the western wall in Jerusalem as this the place where they feel closest to God. They write their prayers and intentions down on paper and place them between the bricks as they believe they will be answered.</i>		Possible activities: Draw a mind-map of ‘Pilgrimage’ and fill in prior knowledge. What is it? Why do people go on a pilgrimage? Who goes? Diamond nine - (RE Quest) look at photos of places and annotate. Walk round in classroom in groups. Find out about Jewish pilgrimage to the Western wall. Write a prayer or intention that they would put in the cracks of the Western Wall Mecca: Discover the history and significance behind the journey and of each place; what is done and what is sacred. Lourdes: Imagine you are a reporter in the crowd at the time when Bernadette found the spring. Write a report describing the scene. Discuss similarities and differences found between the different pilgrimages: feelings, motives for going, prayer, reflection, dedication, respect, rituals and beliefs. Return to the mind-map and annotate showing new information learned during the unit of work. Create a shell or pebble to leave in a special place. What is the impact?	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Children will show an understanding that pilgrimage is often a spiritual journey that can bring believers closer to God. Moral: Children will consider how some religions ask their followers to take a pilgrimage as a moral duty. Social: Children will recognise the effect of pilgrimage and special places on people who take special journeys. Children will consider how religions may inspire people to make a pilgrimage Cultural: Children will be aware of different religions and the special places that people might make pilgrimages to. They will know that Jerusalem is a sacred place for many different religions. Children will be educated about the places that are special to different religions. Equality and diversity: Children will consider what special arrangements may have to be made for people to make a pilgrimage. Discuss how teenagers from Oxfordshire volunteer to take pilgrims to Lourdes and help make the journey and experience easier. Children will consider how people may be nurtured in order to enable them to carry out a pilgrimage. British Values: Children will show tolerance for the beliefs of others.			