

**The Cumbria SACRE
RE Agreed Syllabus
Support for Teachers
through Planned
Investigations**



**Unit title:
Why do people
make
pilgrimages?
Is life like a
journey?
Age Group:
7-11s**



**Cumbria
County Council**



**RE Today
Services**



Title of the Investigation:**Why do people make pilgrimages? Is life like a journey?****Year Groups: 3/4/5/6****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 (and in this sense, like life). This investigation is about the committed practice of many 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, a part of trying to live the Islamic life fully. For Hindus, sacred journeys to various destinations in India are an aspiration – the focus here is on Varanasi. Buddhists make pilgrimage to Bodhgaya to remember the Enlightenment of the Buddha. Jewish people remember their history and develop their spiritual lives by visiting the Western Wall at Jerusalem. Christians visit Bethlehem 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 too.

The fact that the unit includes all six religions 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 some knowledge of aspects of others. There are opportunities in this unit to use ICT and to set up meetings with members of faith communities who have been on a pilgrimage.

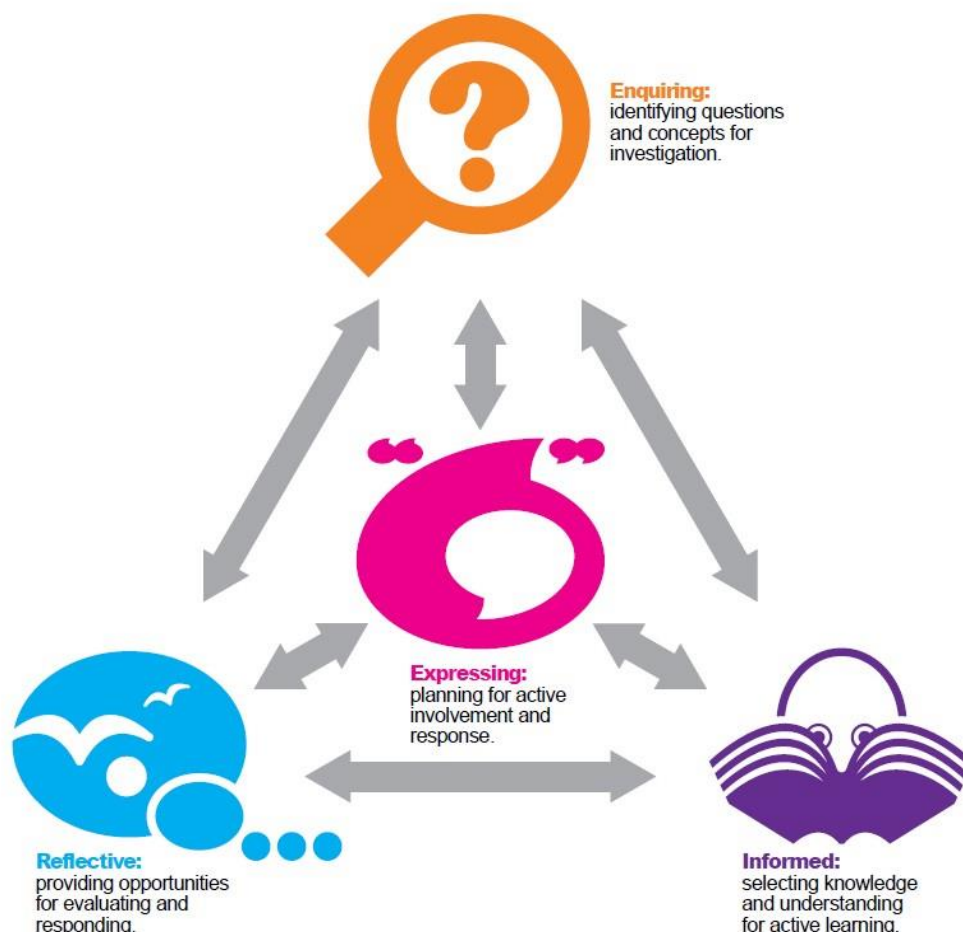
The second question of the unit asks: is life like a journey? Pupils are invited to think about their own lives as if they were on a pilgrimage, looking at the journey of life.

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 Enquiring 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



Estimated time for this investigation:

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:

Teachers can use this unit in various flexible ways. The theme of life as a journey is linked to the study of pilgrimages in different religions. Teachers should decide whether they wish 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:

- Religious practices and ways of life (AT1)
- Questions of values and commitments (AT2)

Attitudes focus:

- **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 my own commitments in the light of the commitments of other and in relation to religious ideas about pilgrimage and the journey of life.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: thought about places that inspire feelings (link to Geography)	<p>Pupils will have opportunities to use words related to:</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 Hajji Makkah Ummah Prophet Ibrahim Ishmail</p> <p>Hinduism: Varanasi Mela Aum Mandir Murti Prasad Karma</p> <p>Religion generally: Pilgrimage Worship Sacred Spaces Remembrance</p> <p>Religious & Human Experience: Change Life changing Journey of life</p>	<p>Look at satellite images, including pupil's inspiring places and places of pilgrimage. www.googleearth.com</p> <p>BBC's clip bank has short free RE films http://www.bbc.co.uk/learningzone/clips</p> <p>RE Online is an RE gateway– http://www.reonline.org.uk</p> <p>CLEO explores a Hindu Temple; Muslim Wudu & Salah; Buddha's face; Believer's Baptism. http://www.cleo.net.uk</p> <p>Children Talking On-line – http://www.pcfre.org.uk/db</p> <p>Database of young people's views about important questions of life</p> <p>Buddha Net: Scheme of work for teaching Buddhism – http://www.buddhanet.net</p> <p>Clear Vision Trust Ask a Buddhist with video clips, Stories of the Buddha, images, etc.</p> <p>Pilgrimage DVD - http://www.clear-vision.org-</p> <p>Monastery Tour - http://www.thegrid.org.uk/learning/re/virtual/index.shtml</p> <p>Bible search site, with several different translations – http://www.biblegateway.com</p> <p>Excellent site for infants and KS2 to explore Christianity – http://www.request.org.uk</p> <p>Faces of Jesus – http://www.rejesus.co.uk/expressions/faces_jesus/index.html</p> <p>Christian Aid – http://learn.christianaid.org.uk/</p> <p>Units of work (Living Caringly and Living Thoughtfully) for topics on RE and Environment or Creation. Excellent unit on: Can Christian Aid & Islamic Relief change the world? Free resources for interactive whiteboard.</p> <p>Info on all aspects of Hinduism for KS1 & 2 - http://www.hinduism.fsnet.co.uk/</p> <p>Fun Activities for children – http://www.hindukids.org</p> <p>Gateway to the Hindu World – http://www.hindunet.org</p> <p>Light a lamp and say prayers - http://www.hindunet.org/puja/</p> <p>Hindu Resources Online –http://www.hinduismtoday.com/</p> <p>The Mahabharata - http://www.brown.edu/Departments/Sanskrit_in_Classics_at_Brown/Mahabharata/</p> <p>Puja described for primary pupils - http://atschool.eduweb.co.uk/manorlh/hinduism/hindui.html</p> <p>Good site for Kumbh Mela -www.kumbhmela.net</p> <p>http://www.bbc.co.uk/learningzone/clips/hinduism-in-varanasi/3617.html</p> <p>Live Western Wall Webcam– http://www.aish.com/wallcam/</p> <p>Jewish pilgrimage to the Western Wall can be seen using live cameras & visual material - http://english.thekotel.org/cameras.asp</p> <p>Jewish website including 'Ask The Rabbi'– http://www.somethingjewish.co.uk</p> <p>Jewish Festival songs, games, stories for Hanukkah, Purim, Passover, Sukkot, etc http://www.holidays.net/chanukah</p> <p>The Torah in portions week by week – http://www.torah.org/learning/torahportion.php3</p> <p>Daily blog on Hajj: http://www.bbc.co.uk/learningzone/clips/haji-day-one/3258.html</p> <p>Excellent picture gallery of Hajj with contemporary photos: http://www.anwarv-</p>

Contributions to spiritual, moral, social and cultural development of pupils

Pupils will have opportunities to develop:

- **Spiritually** by learning about and reflecting on the important concepts, beliefs and experiences of those who go on pilgrimage as part of their religious practice, and exploring their own sense of life as a journey
- **Morally** by developing their own views on concepts such as devotion, daily practice of faith, forgiveness and inspiration, and exploring ideas about community life.
- **Socially** by considering how religious beliefs lead to particular actions for individuals and communities
- **Culturally** by encountering ideas and people from different cultures and considering the idea of a worldwide community that is found in many cultures.

EXPECTATIONS: At the end of this unit

Level 3 Most pupils will be able to:	<ul style="list-style-type: none"> • Describe the events of two or more examples of pilgrimages • Recognise some similarities and differences between different pilgrimages. • Make links between the values and commitments of pilgrims and their own values and commitments
Level 4 Many pupils will be able to:	<ul style="list-style-type: none"> • Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life. • Describe similarities and differences that they have encountered in pilgrimages in two or more religions. • Ask questions about the values and commitments of pilgrims • Describe what would inspire them to take an important action.
Level 5 Some pupils might be able to:	<ul style="list-style-type: none"> • Explain how completing a pilgrimage can make a difference to a believer's life. • Understand similarities and differences in the ways that pilgrimages are practised. • Express their own views on the challenges of completing a pilgrimage.

ASSESSMENT SUGGESTIONS

During the unit, opportunities exist for assessment when pupils:

- Describe the places of pilgrimage and link the associated narrative or events with them and explain why they are important for pilgrims.
- Write postcards home 'as if from a pilgrim' – look for empathic and well informed writing.
- Talk about matters such as forgiveness and inspiration, or the determination and commitment to live well that pilgrimage can bring.
- Use a writing frame to list, describe and possibly explain similarities and differences between Hajj and a Hindu pilgrimage, connecting these religious events to their own lives thoughtfully

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

- 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. 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 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.

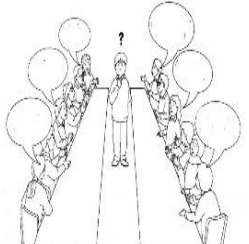


This picture, copyright © RE Today, is provided for teachers using the Cumbria RE Agreed Syllabus to use as a strong stimulus to the work of this unit. Here are five activities which could be used:

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, 2 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 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 would they choose and why?
5. **Before and after:** This map shows the journey of life – but 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 happens after this life. Do the same for a Hindu or Buddhist – the doorway out of the top of the picture usually leads back to the beginning in reincarnation. For a Christian or Muslim, hopes of a future life with God in Heaven or Paradise are expressed.

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
1. What makes a place special? What makes a place sacred?			
<p>Children will learn that some places are of particular significance in the religious life of some people.</p> <p>Children will understand that humans are often inspired by places.</p> <p>Children will think 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"> Discuss the concept of a journey. What special journeys have they made? How long did the journey take? Who were their companions? How did they feel when they arrived? Categorise the journeys suggested by the class and in small groups, decide which are the most important journeys and why. 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 their own 'wonders of the world' - they could be natural, human-made, or a mixture. 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 seven concepts are all significant in human journeys. Which of the 7 might apply more to journeys or to pilgrimage than others? Imagine the Magic Carpet: Use a guided fantasy story or a class drama activity based on a magic carpet ride: where is it wonderful to imagine visiting? Note the diversity of the places children imagine as 'the most inspiring'. Pupils recount, using prescribed writing scaffolding a special journey they have made. Discuss the purpose of the journey, the emotions that attached to it, the community life that comes from journeying together. 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. Pilgrims versus tourists? Introduce the concept of pilgrimage and distinguish between a tourist and a pilgrim. Ask how pupils could 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 deliberately intriguing and not obvious – keep coming back to it during this investigation. 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? 	<p>Level 2: I can talk about my own aspirations to travel and explore the meanings that places might have for us.</p> <p>Level 3: I can explain the significance of the most significant journeys in my own life.</p> <p>Level 4: I can justify my sense of space and place, and how humans shape the landscape using local, national and global examples.</p>	<p>It is easy to make links to the skills of the geography curriculum in this unit.</p> <p>Scaffolded writing connects with work in literacy: RE asks for sophisticated imagination and expression in this unit, as does the literacy strategy in Y5. Pupils can select seven</p>
			

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
2. What does a journey mean to us?			
<p>Children will understand that a journey is part of our everyday life.</p> <p>Children will reflect on their 'life' journey so far.</p> <p>Children will learn that Christians, Jews, Hindus, Sikhs, Buddhists and Muslims may make religious journeys as a part of their faith and practice.</p>	<ul style="list-style-type: none"> • 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'. Ask pupils to summarise what they see their life as being about. Use the activities on page 5 so that pupils understand the 'big idea' of this investigation: life's like a journey. These activities encourage every child to reflect on questions about life as a journey for themselves. • 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 and share these with the class. They might do 'six moments on my journey' as a simple cartoon. • Ask children: who kept them safe on their journey? Who could they ask for help if needed? Who was waiting at school to guide them? <p>Life's like a journey: making sense of the metaphor</p> <ul style="list-style-type: none"> • Use a PowerPoint slide show to encourage children to think about metaphors and similes for life, and to consider the idea that life is a journey. • Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where children are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). • Explain that each of us takes 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 pilgrimage. Reference the special journeys taken by Muslims (to Makkah), or by Christians (to Jerusalem, perhaps) or by Hindus (to the river Ganges for example) or for Jews to Jerusalem, or for Sikhs to Amritsar, that are to be studied and how their faith keeps them safe and gives guidance. Show pupils that some sites are special for more than one religion (eg Jerusalem). • Pupils might make a 'pilgrim's world' map to link to geography, and select the most amazing images to picture in relation to the holy sites. • Pupils in groups can research one pilgrimage site to produce an information booklet for tourists to explain the background to the site. Ask pupils to develop classifications of sites: those based on an event in history; a revelation or religious experience; a myth; a sacred place etc. Some may come into more than one category. Pupils can include relevant sections from sacred texts to explain why the pilgrimage site is so important for believers. 	<ul style="list-style-type: none"> • Identify a way in which life is like a journey (L2) • Begin to identify the impact chosen journeys have on ourselves and others (L3). • Ask important questions about lifestyles linking their own and others' responses (L3). • Make links between ordinary journeys and the journey of life (L3) 	<p>Links to Literacy speaking and listening objectives. 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>  <p>Sophie, 9, "Life is like a journey. The roads twist, and the weather is always changing."</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
3. Who was Siddhartha Gautama? How did he become the Buddha?			
<p>Children will learn about the life of Siddhartha Gautama and its importance for Buddhists today.</p> <p>Children will learn about the dilemma faced by Siddhartha: is it more important to be happy, or to search for the truth?</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"> 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? Make lists, and have some fun with this. 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. Reflection Alley: Use the learning strategy called 'Reflection Alley' (or 'Conscience Alley' from the literacy strategy) to explore the dilemma that Siddhartha faced: should he leave his pleasure palace to seek the truth, or accept his ignorant life of luxury? Give pupils time to prepare to take part in the speaking. <ul style="list-style-type: none"> 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, desperate to find long term answers to the problem of suffering and the ways life is unsatisfactory? What might the people he left behind be feeling-Channa, his charioteer and Siddhartha's family? Tell pupils the next part of Siddhartha's life story, and explore the idea of Enlightenment with them. Enlightenment: what is that? It means there are no longer any limitations of ignorance, anger or attachment on 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'. You could use the story of the 'Enlightened Chicken', a Buddhist parable. 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?' Where did this enlightenment happen? In Bodhgaya, Bihar state, north India. Use the next page creatively-it tells a version of Buddha's life in 30 sentences. All pupils make a picture (use high quality art materials, and give plenty of time) 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 story you want to tell, that is not included, a few more sentences and pictures can be added. 	<p>Level 2: I can respond to topics from Buddhism in class talks.</p> <p>Level 2: I can tell a story about the Buddha.</p> <p>Level 3: I can make links between Buddhist ideas and teachings and what I think myself.</p> <p>Level 3: I can describe a part of the story of the Buddha clearly and expressively in art and words.</p> <p>Level 4: I can apply ideas about the dilemma Siddhartha faced.</p> <p>Level 4: I can show understanding of the idea of 'enlightenment'.</p>	<p>Buddhism is a major religion, globally, with hundreds of millions of followers. In the UK there maybe about 200 000 Buddhists.</p> <p>Explain that Buddha is not a God, but a wise, enlightened teacher. Buddhism does not require belief in God. The Buddhist parable of 'the enlightened chicken' is published in 'Moving On Up' from RE Today.</p> <p>Reflection Alley provides good learning through speaking and listening</p> 

The story of Siddhartha Gautama, the Buddha retold simply in 30 sentences for 30 pictures

1. King Suddhodana and his Queen Maya were excited. They were expecting a baby.
2. A wise man told them: "Your baby will be very special. He may become a great emperor. But if he thinks of suffering, he will be an inspiring spiritual leader."
3. On the night of the full moon, the baby prince was born. It was a lovely little boy. They called him Siddhartha.
4. Tragically, Queen Maya died just seven days after her child was born. Her sister, Siddhartha's aunt Mahapajapati, looked after the baby Siddhartha in the palace.
5. The king did not want his child to be a spiritual leader so he planned to stop him ever seeing suffering. He kept Siddhartha in the palace so he saw only nice things.
6. Siddhartha grew up in a world of luxury. He never saw pain or illness. He knew only happiness, loveliness and beauty.
7. As a young man, Siddhartha was taken out of the palace to see the beautiful countryside but he noticed exhausted farm workers in the fields. He felt uneasy.
8. He sat one afternoon under a rose apple tree. He felt deep, tranquil peace and calm. It was a special moment. He wanted to experience this more often.
9. When he was 16, he 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, but he grew curious. Channa, his chariot driver told him about the world outside his pleasure palace. He was a bit 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: 'Will I grow old? Will I get like that?' Channa nodded.
13. He saw an ill person, with a pained face, moaning. Siddhartha was frightened: 'Does illness come to many people? Could that happen to anyone?' Channa nodded.
14. He saw a dead body, being taken out to be cremated. Siddhartha knew nothing of death. He watched in silent horror. 'Does everyone die?' 'Yes, sir' said Channa.
15. The 4th sight was a holy man who lived with the old, sick and the dead. But he looked at peace. 'How can he be at peace? Can I find peace?' Siddhartha wondered.
16. Back at the palace, all the luxury food, wine and fun didn't seem the same. Siddhartha became disgusted by his old life. He brooded, and worried, sick of pleasure.
17. Yasodhara, his wife gave birth to a baby boy, called Rahula. But even family life seemed less important to Siddhartha than the big question: why is there suffering?
18. Siddhartha decided he must leave his pleasure palace to search for answers. One night he took a last look at his sleeping princess and baby son, and left the palace.
19. Siddhartha had no possessions or status. He asked the holy men he met: How can I find the truth? They taught him to live with nothing, dress in rags, 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, used self control to think of the answer. He sat under a tree in Bodhgaya, determined not to move until the answer was clear.
22. As he sat, evil Mara appeared to him, trying to tempt him to give up. He 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 that he had become enlightened. 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 and life.
25. Siddhartha had become the Buddha: one who has seen the light. 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, and met five of his old companions. He taught them the answer to the problem of suffering, and they also joined him.
27. The next spring Siddhartha returned to his old palace. His son Rahula, now seven, joined his dad. The boy was reconciled to his father and became a Buddhist.
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, all over India.
29. When he was eighty years old, with many thousands of 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 great worldwide spiritual community. Today, 2550 years later, hundreds of millions of Buddhists follow his path all over the world.

4. What can we learn from the Buddha's life story?

Children will discuss ideas about the Buddha and the Buddhist way of life.	In a whole class circle, use some or all of these quotes and questions to explore what can be learnt from the story of Siddhartha becoming the Buddha. A good way to organise this is via a 'washing line' continuum discussion. String a line across the classroom, with pupils seated in a circle around it. Ask each pupil to make a name label with a big felt tip pen. Read out some quotes and ask the pupils to hang their name on the line where their opinion lies – from 'strongly agree' to 'strongly disagree'		Level 2: I can respond to some questions about the story sensitively.	RE units do not all need formal assessment, but most RE classes could do with more speaking and listening, well focused for learning.
Children will ask and explore questions about life's mysteries.	Quotes	Questions	Level 3: I can make links of my own between my life and Buddhist ideas.	
Children will speak and listen thoughtfully in exploring life's mysteries.	"I think that Siddhartha was right to leave his pleasure palace"	<ul style="list-style-type: none">• Who was Siddhartha Gautama?• What did he discover on his trips out from the palace?• How did the sights he saw change him?• Why do you think people suffer?• What is life like when everyone is selfish and greedy?• What did Prince Siddhartha decide to do with his life? Why?• Do you think it is worth giving up everything to search for truth?• What would have done if you were Prince Siddhartha?• If you were born into a royal family, what kind of person do you think you would be, and what would you do with that power?• Why did Siddhartha go to the forest to learn meditation?• What do you think happened when the Buddha achieved enlightenment at Bodhgaya?• What do Buddhists believe about the Buddha?• Why do you think Buddhists love to go to Bodhgaya?• Why do you think Buddha taught Five Precepts to his followers?• Is having moral ideas to live by a good or bad idea, and why?• If you had to make up five moral rules for everyone to keep, what would they be, and why?• What do Buddhists believe are the Four Noble Truths?• What do you think about the Four Noble Truths?• Where do you turn to for help and refuge?• What group or community do you belong to, and how does it support or help you?	Level 4: I can use Buddhist terminology to show my understanding and ability to apply ideas for myself.	Circle time talking assessments like this one can surprise teachers with how much pupils have been thinking.
	"Nobody can really know why we suffer. It's a mystery"			
"To live is to suffer: the Buddha got that right. No one escapes."				
"Buddhism has some ideas that I share"				
"I think it would be as good to go to Bodh Gaya as to Disneyworld."				
Children will take part in class talking activities that recap the unit and develop insight and deeper thinking about Buddhism and its teaching.	"The Five Precepts of the Buddha are impossible to follow"			
	"Meditation is good for everyone, not just for Buddhists"			

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

Is a pilgrimage important, or is remembering more important?

Children will learn about Bodhgaya, and the reasons why many people go to visit the site of Siddhartha's enlightenment.

Children will learn about other ways of remembering the Buddha.

Children will think about why remembering a teacher like Siddhartha Gautama, who became the Buddha, is important for many people.

The tree where the Buddha was enlightened: is it a sacred place? A place to remember? Why?

- Remind children of the pictures they made ask them to each give a word, phrase or sentence from the Buddha's life story.
- Take the class outside, if you can, 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 and pair and share ideas. Collect the best ideas.
- Explain that 2550 years later the place where the Buddha achieved enlightenment is famous. It is a World Heritage Site - what might that mean? Do they know any others? It is in Northern India, in Bihar, which is a very poverty stricken state. Might Google maps show it? [Yes, with slide shows and images].
- Explain some of what happens in Bodhgaya. There is a 52-metre high Bodhi 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 a large bodhi tree. People think this is a descendant of the original tree that Buddha sat under when he achieved his enlightenment. A stone railing protects the tree and steel posts hold up the spreading branches. When the wind blows and leaves fall, many pilgrims eagerly pick up the leaves. No one breaks them off! 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 jewel-encrusted 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.
- There are opportunities to make light offerings of candles or electric lights. Hawkers sell flowers and lamps for offerings and fish to be released to create the cause for a long life. It can be very noisy –in the background is Hindi dance music, many pilgrims from a range of countries chant or do prostrations, tourists buzz about, and teachers explain the Dharma through loud hailer in many different languages. It can be a challenge to find a quiet place to meditate. Outside the confines of the Bodhi stupa there are many different temples and monasteries built and managed by different groups from a range of Buddhist countries. Traditionally pilgrims visit each of the main temples and are awed by the variety of styles.
- Ask pupils in 3s to make a simple brochure or poster (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?

- Share the travel brochures. Ask pupils to think about the thousands of people who go to Bodhgaya. Some are tourists, and take photos, others are Buddhists and meditate and remember the Buddha. But many millions love the teaching of the Buddha, but never 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 meditation in your own mind, or being there, that is more valuable to Buddhists?

Level 2: I can talk about what I learnt about Bodhgaya.

Level 2: I can retell some events from a pilgrimage to Bodhgaya simply.

Level 3: I can make links between Buddhist ideas and practice and what I think myself.

Level 3: I can describe what might happen on a Buddhist pilgrimage.

Level 4: I can apply ideas about the merits of pilgrimage and of meditation – which is better and why?


Level 4: I can show understanding of the idea of 'enlightenment', 'meditation' and 'pilgrimage'.


Images are important in Buddhism, but are never worshipped. They used as a focus for meditation.




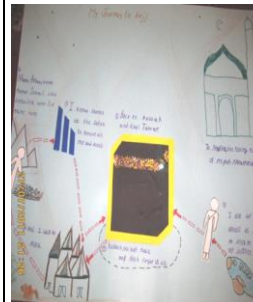
Look at google earth to see Bodhgaya and many good pictures.

If possible, invite someone who has completed a pilgrimage to meet the pupils and discuss the experience

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note												
6. 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 discuss essential features of pilgrimages, using ranking and sorting activities to process information.</p> <p>Children will use the enquiry questions ‘who, what, where, when, how, why, what if...’ to pursue their investigations.</p>	<ul style="list-style-type: none">Ask ‘Do you like being in big 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.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?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.http://www.bbc.co.uk/learningzone/clips/hinduism-in-varanasi/3617.html is a useful resource for pilgrimage to Varanasi. Discuss the purposes of the pilgrimage, and do some ‘spiritual geography’ about the River Ganges.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 http://www.bbc.co.uk/learningzone/clips/pilgrims-washing-in-the-ganges-river/6220.htmlCompare the different reasons pilgrims have for setting out on their journeys.Imagine you were going on a pilgrimage – how would you get ready? What would you ask? What would you take? What would you pray?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? <table><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></table> <ul style="list-style-type: none">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.	Water	Love for God	Special clothing	Prayer	Money	The right attitude	Company	A Hotel	Time	Faith	Food	A clean heart	<p>Level 3: I can describe Hindu pilgrimage</p> <p>Level 4: I can understand reasons why pilgrimage is important to many Hindus.</p> 	<p>Arrange to have some web links available either as bookmarked sites on the browser or via the school intranet. If possible, invite someone who has completed a pilgrimage to meet the pupils and discuss the experience</p> <p>The Kumbh Mela, every twelfth 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 over 1000 times.</p>
Water	Love for God	Special clothing													
Prayer	Money	The right attitude													
Company	A Hotel	Time													
Faith	Food	A clean heart													

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
7. Why might a Hindu go on Pilgrimage?			
<p>Children will identify two or three places of Hindu pilgrimage and describe what happens there.</p> <p>Children will understand the significance of the place for Hindus</p>	<ul style="list-style-type: none"> • 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. • The culmination of the pilgrimage is often ritual worship. What do the symbols of worship mean? • 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. • 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? • 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. • 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. • Discuss the importance of Varanasi and the River Ganges for Hindus – focus on the importance of sunrise, washing away of sins and forgiveness. • 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. • 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. • 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. 	<p>Level 3: I can describe a pilgrimage to Varanasi.</p> <p>Level 4: I can use the correct words to show understanding of pilgrimage.</p> <p>Level 5: I can explain the impact of pilgrimage on individuals and societies.</p>	<p>www.pilgrimage-india.com/hindu-pilgrimage or www.eindiatourism.com/india-pilgrimage are commercial sites for planning a pilgrimage.</p>  <p>Crowds at the Ganges are amazing, creating an extraordinary atmosphere.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
8. Why do Muslims aim to make a pilgrimage to Makkah?			
<p>Children will know the importance of the story of Ibrahim and Ishmail to Muslims on Hajj.</p> <p>Children will understand the impact and importance of Hajj to a member of the Muslim community.</p> <p>Children will reflect on their own experiences of peace and forgiveness.</p>	<ul style="list-style-type: none"> • 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? • 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. • BBC has daily Hajj clips on the Learning Zone: http://www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html 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. • Pupils could produce a large map of the places visited on Hajj, with written explanation of the stories associated with each place. • 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. • Dress a child in Ihram and explain the importance of dress to the pilgrimage. • If possible, invite a person who has been on pilgrimage to talk about it and answer questions. • 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"> • <i>"In fact, when I came back, I didn't want to hate again, only to love."</i> • <i>"It made me much more devoted to Allah, and more delighted to be a Muslim. I found peace."</i> • <i>"I never experienced any emotion like this before or since, I was completely overwhelmed by the wish to serve God."</i> • <i>To me, the Hajj was wonderful because of the brotherhood and sisterhood it showed, all Muslims as one."</i> • <i>"When I pray now, I am remembering, not just thinking."</i> • Pupils choose three comments and explain how the Hajj makes a difference to life using them. • Discuss pupils' own experiences of and ideas about peace and forgiveness 	<p>Level 2: I can retell the story of Ibrahim, Hagar and Ishmail.</p> <p>Level 3: I can describe the key moments of Hajj.</p> <p>Level 4: I can compare ideas about the difficult questions raised by the story of Ibrahim, Hagar and Ishmael.</p> <p>Level 5: I can explain how the religious practice of Hajj makes a difference to Muslims.</p>	<p>Hajji (male Muslims who have completed their hajj)– what about the women? Haja?) often express a sense of peace and forgiveness achieved through the experience</p>  <p>The Haram Mosque, at Makkah, focus for prayer and pilgrimage, where pilgrims may find a challenge, or a comfort.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
9. What do the practices of the Hajj mean? What impact do these things have on pilgrims?			
<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 consider the symbolism of water.</p>	<ul style="list-style-type: none"> • 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. • 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). • 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. • 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? • 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? • 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. • I wonder what difference the journey makes? Ask pupils to recall all the comments of Hajjis and other pilgrims that they have heard. Ask them to think in pairs about the following: Does Hajj change: <ul style="list-style-type: none"> ➢ The way a person feels about the Prophet? (Does it make them more devoted?) ➢ The way a person behaves in the family? (Does it help mums & dads be better with children?) ➢ What a person believes about Allah? (Might their devotion be increased?) ➢ A person's determination to be a good Muslim? (Would you feel stronger? How?) ➢ What about the impact of a different pilgrimage from another religion? Same or different? 	<p>Level 2: I can retell stories that explain aspects of Hajj practice.</p> <p>Level 2: I can identify meanings in ritual practice.</p> <p>Level 3: I can describe the key moments of Hajj.</p> <p>Level 4: I can show that I understand how the religious practice of Hajj makes a difference to Muslims.</p> <p>Level 4: I can apply ideas like 'symbol', 'forgive' and 'equality'.</p>	<p>Standards are not set here by detail so good teaching has an emphasis on deepening understanding, rather than just adding detail.</p> <p>Safwan, 7, made this picture map of the different aspects of the Hajj.</p> 

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
10. Why might a Christian go on pilgrimage to Bethlehem?			
<p>Children will learn to explore and consider the meaning of the birth of Jesus to Christians.</p> <p>Children will find out about Bethlehem today, including as a place of pilgrimage.</p> <p>Children will be challenged to think for themselves 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"> 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? 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? 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? 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> 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. Imagine a current TV News report from Bethlehem –how would it describe the place and its significance for Christians. 	<p>Level 2: I can respond sensitively to the story.</p> <p>Level 3: I can describe the place of Bethlehem in the life of Jesus.</p> <p>Level 3: I can make simple connections between the 'then and now' of Bethlehem.</p> <p>Level 4: I can apply ideas about the spiritual significance of Bethlehem through a poem.</p> <p>One simple poetic form, the acrostic, lends itself to this work. Another is the Haiku.</p>	<p>Visual material is essential for this unit – BBC learning zone is one great source, and you can do a lot with google images and flickr as well. A little teacher preparation here will go a long way on the whiteboard.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
11. What makes the Western Wall in Jerusalem a holy place for Jewish people?			
<p>Children will explore and consider the emotions of Jewish pilgrimage.</p> <p>Children will find out about a young Jewish person's experience.</p> <p>Children will be challenged to think for themselves about questions such as what gives a golden feeling and what places are inspiring.</p>	<ul style="list-style-type: none"> 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. 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. 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> 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. 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? I wonder if God hears the outpourings of people's hearts? Do prayers make a difference to what happens, and to how people feel? 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? 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? Do you think Anna's piece of writing is good? What does she do to make the writing realistic? 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? 	<p>Level 2: I can respond sensitively to Jewish pilgrimage.</p> <p>Level 3: I can make simple links between other people's ideas and my own</p> <p>Level 4: I can apply 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 – BBC learning zone is a great source, and you can do a lot with google images and flickr. A little teacher preparation here will go a long way on the whiteboard. 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>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
12. How is life like a journey?			
<p>Children will learn that people's lives follow different paths in the search for meaning and purpose.</p> <p>Children will understand the importance of pilgrimage and the associated practices for members of faith communities.</p>	<ul style="list-style-type: none"> In pairs discuss 'What do think might be the purposes of pilgrimage?' 'Of life itself?' 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? 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. 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. 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 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'. 	<p>Level 3: I can describe key events or milestones in life and make connections with religious teaching</p> <p>Level 4: I can respond to questions about meaning and purpose in the context of the religions used in this unit</p> <p>Level 5: I can explain reasons why life and pilgrimage are similar for myself.</p>	<p>There are potential links with D&T in this activity.</p>
13. What is my journey through life like? How is it going?			
<p>Children will know that the metaphor of life as a journey can be used by anyone.</p> <p>Children will understand 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"> 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: Who can help you along life's journey? What guidance can you choose to follow? How can you make sure your experience the best bits? What will make you safe as you travel? Is it best to travel alone or in company? What is the best advice for life's journey? Will it be easy? Where do you want to end up? What do you need to do to get there? What might be the temptations and distractions along the way? How will you resist them? Do you think your journey is already sorted, or are you free to go where you want? Do you feel like a tram, or a bus? Why is it good to have goals in life? What can you do when you get stuck, or you see others stuck? Are you aiming high? <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>Level 4: I can 'play around' with the metaphor of life as a journey.</p> <p>Level 4: I can apply ideas from RE to 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>