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| **Name of Unit:** Should Every Christian Go On a Pilgrimage? | **Faith:** Christianity |
| **Key Stage in which this unit should be taught:** KS2 | **Recommended Year Group *(if specified:)*** |
| **Previous Learning:** *Possibly:* What Are The 5 Pillars of Islam and Why Are They Important To Muslims?  *(Depending on where the school has placed this unit in their RE Curriculum Map)* | |
| **AT1 Learning About Religion**  **Focus:** Practices and ways of life. | **AT2 Learning From Religion**  **Focus:** Identity and belonging. |
| **What This Unit Teaches:**  What is a pilgrimage? Different places for pilgrimage. The difference between special and sacred places. Commercialisation of ‘sacred’ places.  What the experience of a pilgrimage is like for a Christian before, during and after. What is more important to Christians – the journey or the destination?  The physical and spiritual journey. | |
| **Key RE Vocabulary:**  journey, Pilgrimage, pilgrim, faith, place, inspire, influence, place, religious artefact, special, sacred, spiritual, worship, devotion, connection, Canterbury, Walsingham, Iona, Taizé, Lourdes, Rome, The Holy Land. | **Cross-Curricular Links:**  Geography English  Art and Design Music Computing |
| **Spiritual, Moral, Social and Cultural Development:**  Having a deep understanding of spiritual moral growth and how the experience of pilgrimage can deepen and enrich this.  Reflection of journey experiences that the pupils have made which have grown them spiritually.  The social benefits of pilgrimage and how this fosters identity and belonging. Working collaboratively.  The similarities and differences between pilgrimages in different faiths, for example, in some faiths it is obligatory to go on pilgrimage. | **Sensitivities:**  Please be mindful about pupils and families who may not have the chance to go away on journeys and / or holidays due to various constraints, e.g. poverty.  Think about pupils of any faith who haven’t been on a pilgrimage and those that have - pilgrimage is not the only way to God.  For some faiths it is obligatory to go on pilgrimage – Islam. |
| **Possible Further Thinking and Extension Activities:**  *Big Question: -* If God is omnipresent what is the point of Pilgrimage? | |
| **Future Learning:**  *Possibly: -* What Are The 5 Pillars of Islam and Why Are They Important To Muslims?  *(Depending on where the school has placed this unit in their RE Curriculum Map)*  *Educational Visits and Residential Schools journeys may have elements of pilgrimage in them.* | |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:  Use the right religious words to describe and compare the practices and experiences of pilgrimage for a Christian and those of other faiths;  Think about how taking part in a pilgrimage helps a Christian on their faith journey.  Think about journeys which have inspired and influenced themselves and others. |  |    | **What Is a Pilgrimage?**  Introduction:  Ask the pupils if there are any places in this country and / or in the wider world that they would really like to visit?  Ask them to take a moment to think about why they would like to go there? When would they like to go there?  How would they like to travel there? What would they like to do there?  Would they like to go alone or if not, who would they like to go with? How long would they like to be there for?  What would they like to bring back with them? Discuss their ideas.  Main Teaching:  Present the class with a bag / rucksack containing everyday holiday items and one containing some religious artefacts such as a Bible, rosary beads, a bottle of holy water, etc.  Split the class into two groups and ask them to be detectives and to work out where the owners of the bags might be travelling to.  Try to get across the difference between a tourist and a pilgrim.  What is the difference between a sacred and a special place?  Explain the similarity but also difference between special and sacred.  Share images of places that are considered sacred commercially but aren’t really sacred, e.g. football stadiums, Disneyland, Hamleys or Harrods as well as images of places that are sacred but don’t look sacred e.g. Stonehenge, Roman Baths (see Sacred Destinations.com) etc.  Pupils to sort these into two groups – special and sacred.  Focus the pupils on the images of places that are sacred and give them time to | To record evidence for this lesson, use  images and scribing from your support staff.  **Resources:**  Bags containing holiday items / religious artefacts;  Images of special places and sacred places;  [www.request.org.uk/life/spirituality/what-](http://www.request.org.uk/life/spirituality/what-is-pilgrimage/)  [is-pilgrimage/](http://www.request.org.uk/life/spirituality/what-is-pilgrimage/)  Images of places of pilgrimage (e.g. from the websites of places of pilgrimage or from Google;)  Information about a selection of Christian places of pilgrimage, e.g. Canterbury, Walsingham, Iona, Taizé, Lourdes, Rome, The Holy Land, etc.  Video clip: [http://www.bbc.co.uk/education/clips/zg6c](http://www.bbc.co.uk/education/clips/zg6cd2p)  [d2p](http://www.bbc.co.uk/education/clips/zg6cd2p) |
|  |    |    | reflect upon what they think makes those places sacred and not just special.  Why are these places considered sacred? (Teacher-led discussion).  *(All can be considered special but not all can be considered sacred.)*  Explain the difference between going on holiday to a special place and going on a pilgrimage to a sacred place.  Explain what is meant by a pilgrimage *– a journey of faith*. (See Request.org.uk) Have any of the pupils ever been on a pilgrimage or do any of them have members of their family who have?  Show images of different places of pilgrimage for a range of faiths e.g. Christians at Canterbury, Walsingham, Iona, Taizé or the grotto in Lourdes (Lourdes Live,) the Abrahamic faiths in The Holy Land; Muslims on Hajj; Tibetan Buddhists going to Lhasa; Hindus at the River Ganges; etc.  What are these people doing? Where are they?  Why are they there?  What have they all got in common?  Activity:  In groups choose a place of pilgrimage that Christians journey to. Research and produce a guide book for the sacred place that a pilgrim could keep as a memento after their pilgrimage to it.  Within the group the pupils can each focus on a different aspect of the place to contribute to the final guide book.  Plenary:  Show pupils the clip from BBC Bitesize – “Pilgrimages and Miracles.”  This explores the profound effect that going on a pilgrimage can have to some Christians.  Ask the pupils to reflect on a journey they may have gone on which inspired  and influence them, If so, how did it affect them and their life? | **Sensitivities:**  Please be mindful about pupils and families who may not have the chance to go away on journeys and / or holidays due to various constraints, e.g. poverty. |

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| **Lesson 2**  Pupils should:  Deepen their awareness about Christian pilgrimage, understanding that on pilgrimage, the journey is just as important as the destination for some Christians as it is for members of other faiths;  Share their understanding of the physical journey and the spiritual journey and what pilgrimage means for a person of faith. |      |      | **What Is More Important To Christians,**  **The Journey or The Destination?**  Introduction:  Ask pupils to mind map their understanding of Christian pilgrimage so far. Check any misunderstandings before continuing.  Main Teaching:  Think about all the elements of a pilgrimage that may be refreshing and spiritually uplifting for a pilgrim.  ‘The journey or the destination’, – thinking about pilgrimage, what does this phrase mean?  Show the pupils the clip from request.org.uk (adults visiting to The Holy Land on a pilgrimage).  Talk Partners:  Discuss things that happened to the lady featured, both physically and spiritually.  Share and discuss with the rest of the class.  Activity:  Invite a Christian in from the school community, parish church, etc. who has been on a pilgrimage to share their experience with the class.  *Or*  Using the video clip, consider and discuss the lady’s day to provide scaffold if needed. | | **Resources:**  [www.request.org.uk/life/spirituality/what](http://www.request.org.uk/life/spirituality/what-is-pilgrimage/)  [-is-pilgrimage/](http://www.request.org.uk/life/spirituality/what-is-pilgrimage/)  **Sensitivities:**  Please be mindful about pupils and families who may not have the chance to go away on journeys and / or holidays due to various constraints, e.g. poverty. | |
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|  |  |  | Write a personal reflective diary entry from the point of view of the pilgrim.  Pupils should include information that answers the following questions:  Where did the lady journey to?  What did she see?  What did she do?  What did she think?  How did she feel?  How has the experience of going on a pilgrimage to the Holy Land changed this person?  How has it helped her grow in their Christian faith?  How has pilgrimage helped her in her journey of faith?  Plenary and Reflection:  Play reflective music and display an image of The Holy Land whilst thinking about the following questions: -  Do you think the pilgrimage has made a difference to the lady’s life?  Do you think the pilgrimage has made a difference to her faith?  Do you think she would have got this experience if she hadn’t gone on  a pilgrimage?  What is more important to Christians, the journey or the destination?  Could a Christian feel close to God without going on a pilgrimage?  Should every Christian go on a pilgrimage, if they have the chance? |  | |