

Awareness, Mystery and Value (AMV) 2011

Key Stage 2 Unit 5: Why are some journeys and places special? [C&E]

This unit explores how religions and beliefs express aspects of life's journey in a variety of creative ways

About this example

This series of approximately 16 lessons is intended to provide a set of learning activities for a Year 5 class.

The focus here is on exploring why people believe that some places are special and discovering what practices and events are associated with these places. It was written by Jacqui Heber of Trinity Anglican Methodist Primary School, Portishead and Richard Reid of Ditcheat Primary School, Shepton Mallet.

The programme of learning aims to engage pupils through activities that may, e.g:

- affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out;
- offer an authentic experience or encounter, which challenges their own views and extends their understanding of others;
- introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar.

Where the example fits into the curriculum

This example connects with Areas of Enquiry C (Forms of expressing meaning) and E (Questions of meaning, purpose and truth).

It makes cross-curricular connections with Literacy, Geography and Art.

The lessons could be used in discrete RE time or as part of a 'creative curriculum' approach where RE links with other curriculum subjects around a theme or key question, such as 'Journeys' or 'Special Places'.

Prior Learning

In *RE*, pupils will have explored how we celebrate our journey through life for Hindus, Christians, Muslims and Jews (KS1 Unit 5), so will have gained some familiarity with journeys that different communities make. They will also have explored the life and teachings of Jesus (KS2 Unit 2). They will have considered the question 'What's it like to be a Christian?' They will have gained an understanding of places that were special and significant in the life of Jesus and therefore to some Christians today.

Featured Religions / Beliefs	Focus 'Key Concepts'		
Christianity	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief
Islam	A. Beliefs, teachings and sources		D. Identity, diversity and belonging
	B. Practices and ways of life		E. Meaning, purpose and truth
	C. Forms of expressing meaning	✓	F. Values and commitments
			✓

Key Question: why are some journeys and places special ?

Supplementary Questions

- (a) Why do some people believe that some places are special?
- (b) Why do people go on pilgrimage and special journeys?
- (c) What practices and events are associated with pilgrimage and special journeys?
- (d) What artistic, symbolic and other expressive work is associated with special journeys and places?
- (e) How might we make a record of the impact on ourselves of the journey we make and the places we visit?

Resources

The following texts and e-resources have been used for the sample learning activities below. You are, of course, free to vary the resources suggested here to suit your pupils.

- Long, Broad and Sharpshot: <http://www.sacred-texts.com/neu/sfs/sfs04.htm>
- Cath Senker,, 2006. *Pilgrimages and Journeys (Special Ceremonies)*, Hodder Wayland.
- Bob Hartman & Krisztina Kallai Nagy, The Lion Storyteller Bible.
- DVD Animated World Faiths: Muhammad.
- DVD Pathways of Belief, programme 2 : welcoming a baby into Islam.
- Website for Christian views on marriage: <http://request.org.uk/oldsite/main/dowhat/weddings/wedding00.htm>
- Muslim weddings: http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml
- Wedding ceremonies in different faiths: http://www.confetti.co.uk/article/view/5042-8180-0-Plan_the_perfect_religious_wedding_ceremony_Religious_Wedding.do
- Woodbridge, M.H., Developing Primary RE: Special Places for believers.
- Revd Margaret talks about pilgrimage: <http://request.org.uk/oldsite/main/dowhat/pilgrimage/pilgrim02.htm>
- Jackson, S.H., 1998. The Life of Muhammad, Channel 4 learning Ltd.
- Quaglia, G., 2007. World Religions Today: Islam, Wayland.
- Christian artefacts, e.g., baptismal candle, certificates.
- Stages of life in Christianity: <http://request.org.uk/oldsite/main/dowhat/dowhat.htm>
- Hajj, baptism and marriage posters, e.g.,. from Living Religions: Islam / Christianity poster packs, Nelson Thornes.
- BBC Learning Zone clips on the Hajj:

- <http://www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html>
- <http://www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html>
- <http://www.bbc.co.uk/learningzone/clips/hajj-day-three/3261.html>
- Wee Wise Words: What happens When We Die? - www.youtube.com/watch?v=IVm6LbEb5AM

Expectations
By the end of this sequence of learning:

All Pupils:	Most Pupils (majority class expectation):	Some Pupils:	Some Pupils:
C1 recognise religious art, symbols and words, and talk about them.	C2 say what some Christian and Muslim symbols stand for and say what some of the art is about.	C3 use religious words to describe some of the different ways in which people show their beliefs.	C4 describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.
E1 talk about what they find interesting or puzzling.	E2 talk about the things in a picture or artefact that make people ask questions.	E3 ask important questions about life and compare their ideas with those of other people.	E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.

These statements are taken from the ‘Can-do’ levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Introduction and links to cross-curricular curricular learning strategies

Many of our children know little about Islam other than what they pick up from informal sources. We felt it was important for the children to gain a real understanding of aspects of Islam through looking at Islamic art and thinking through the experience of going on Hajj. We asked the children how the teaching of RE could be enhanced. They all agreed that they would like lessons that involved role play, art and visits or visitors. Therefore we have tried to build in some of these activities.

Key Question: Why are some journeys and places special?

Supplementary Question (b): Why do people go on (pilgrimage and) special journeys?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 1 Pupils will:</p> <ul style="list-style-type: none"> learn that there are different types of journey; learn that there are different reasons for journeys compare their own ideas about journeys with those of others; reflect on the question: 'What is a journey and why might it be special?' 	<p>1. Ask the children to talk in pairs about different types of special places and special journeys and the reasons they are made. Get some feedback from the class on the journeys they have made and explain that there may be different types of REASON for going on a journey, e.g, Pleasure – holiday; Moral duty – police station, recycling depot; Respect – funeral, graduation ceremony; Belief – church to pray, holy land, evangelism etc.</p> <p>Ask the children to identify which reasons are more or less selfish, and which might benefit other people as well as the person making the journey.</p> <p>Read a traditional folk tale to the children, such as Long, Broad and Shapsight (see Resources). This tale describes a journey that is undertaken for the reasons of duty, love and respect. Ask the children what they find interesting or puzzling in this story, what questions they might like to ask the characters and to compare their ideas on what they think the most important parts are.</p> <p>Ask the children to think about a journey they have made, or might like to make one day, that has a special MEANING for them, e.g. something that involves their family or friends, or is fun or reminds them of a special time. Encourage the children to explain:</p> <ol style="list-style-type: none"> Why the journey was made; How they prepared for it; What they gained from it; How it may have affected them. <p>Ask the children to write / draw a comic strip of their journey. This should include: Expectations, Feelings, Disappointments, Hopes for the future.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> talk about what they find interesting or puzzling (E1); ask important questions about life and compare my ideas with those of other people (E3). 	<p>Key vocabulary: journey, pleasure, respect, love, moral duty, belief, evangelism.</p>

Key Question: Why are some journeys and places special?			
Supplementary Questions (a): Why do some people believe that some places are special? (b): Why do people go on pilgrimage and special journeys?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 2</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn what a pilgrimage is and explore the reasons why people go on a pilgrimage; learn that a pilgrimage is a significant experience for a person with a religious faith. 	<p>2. Remind the class about the last lesson and why people make journeys. Ask them why people travel great distance today? Mention music festivals, sporting fixtures and so on. How do people prepare for a particular event, e.g. A music concert? What do they pack, why do they go? Who do they go with? What things could go wrong? What makes the journey a success?</p> <p>Ask the children if they know what a quest is. [a journey to search for something] and introduce the children to the idea of a PILGRIMAGE [a journey to a special place] and a PILGRIM [a person who visits the special / sacred place to help strengthen their religious beliefs].</p> <p>Ask the children to talk with a partner:</p> <p>(a) about the reasons WHY people make pilgrimages [e.g: to pray, to say thank you for a blessing, for healing – a spring in Lourdes in France is believed to cure illness - to worship, to renew their faith or commitment]; and</p> <p>(b) about WHERE pilgrims go; what are the places of pilgrimage? [e.g: buildings such as temples or tombs – associated with the religions god/s, or teachers or history – a place of a miracle, a natural place such as a sacred river or mountain, a sports stadium etc].</p> <p>Talk to children about special places for the six major religions (See, e.g., Cath Senker’s book – Resources), e.g., Muslims – Makkah; Christians, Muslims and Jews – Jerusalem; Hindus – the River Ganges; though note that many religions do not recognise pilgrimage as such as being a religious duty.</p> <p>Ask children to draw the symbol for each religion and to say what</p>	<p>Pupils:</p> <ul style="list-style-type: none"> say what some religious symbols stand for (C2); use religious words to describe some of the different ways in which people show their beliefs (C3). 	<p>Key Vocabulary:</p> <p>pilgrimage, pilgrim, quest, Christians, Muslims, Jews, Buddhists, Hindus, Sikhs, faith, beliefs, sacred, holy.</p> <p>----</p> <p>Book: Pilgrimages and Journeys by Cath Senker</p>

	they think the symbols represent. They should then write brief notes about special places for each religion. Alternatively the children could choose one or two to write about instead of all six.		
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Key Question: Why are some journeys and places special?

Supplementary Question (b): Why do people go on pilgrimage and special journeys?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 3 Pupils will:</p> <ul style="list-style-type: none"> consider why certain people make special journeys due to their faith; learn about the motivation felt by Jonah to make a journey he didn't want to make. 	<p>3. Remind children of the key question for this investigation: Why are some journeys special? Ask the children about what they have learnt so far about why people make journeys. Can they think of any stories that involve a journey? Can they think of any religious stories that involve special journeys, e.g. Moses and the People of Israel, Mary and Joseph, The Good Samaritan, Paul, etc.</p> <p>Tell the children the story of Jonah, e.g., from the Storyteller Bible and ask them to listen carefully as there will be some questions to ask and to answer afterwards.</p> <p>At the end, ask children to work in pairs to write down six questions about the story to ask another pair. Give a couple of examples, such as: Why did Jonah make this journey? Why was Jonah reluctant to make the journey? Encourage them to ask some simple questions about the facts of the story and some 'deeper' questions about the meaning of the story for people today, such as, In what ways are people today like the people of Nineveh? Then ask the pairs to swap questions with another pair and try to answer the questions they have been set. Children can compare their answers after a set time.</p> <p>Explain that the story tells the listener that some tasks in life cannot or should not be resisted. Jonah didn't want to go to Nineveh but he ended up there. For many people, God was directing the events that led to the people of Nineveh trying to do good instead of evil.</p> <p>Ask children for their views about when it is the 'right thing to do' even when it is a hard thing to do.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ask important questions about life and compare their ideas with those of other people (E3). 	<p>Key Vocabulary: Jonah, Nineveh. --- Storyteller Bible (Lion).</p>

Key Question: Why are some journeys and places special?

Supplementary Question (c): What practices and events are associated with pilgrimage and special journeys?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 4 Pupils will:</p> <ul style="list-style-type: none"> express their ideas and feelings about the Muslim Hajj; learn that each day of the Hajj is special and symbolic to Muslims. 	<p>4. Show the children pictures of Makkah (Mecca). What can they tell from the picture about Saudi Arabia? Do they know where it is in the world? Explain that the city of Makkah is very special to Muslims. Ask the children if any cities or places are special to them for any reason and how they feel about visiting them.</p> <p>Remind children about the terms PILGRIM and PILGRIMAGE. Show the Quest Animated World Faiths DVD prog 8 - The Life of Muhammad. This describes what Muhammad preached to the people of Makkah and why the Makkans did not want to follow Muhammad. Explain that Muslims say 'peace be upon him' after the name of Muhammad to show their respect for him as the Messenger of Allah. Explain that Allah is the Arabic name for God [Arabic-speaking Christians also call God 'Allah'].</p> <p>Ask the children why they think Muhammad is not shown in the film. After some discussion explain that Muslims worship only God so do not show Muhammad in case people try to worship him instead. Muhammad was a messenger of God.</p> <p>Remind the children that the Arabic word for pilgrimage is Hajj and that someone who has completed the Hajj is a Hajji (male) or Hajjah (female).</p> <p>Give the children some background information by playing a video clip on the Hajj (see Resources).</p> <p>Explain the following:</p> <ul style="list-style-type: none"> The destination of the Hajj is the city of Makkah - the birthplace of the prophet Muhammad; Muslims hope to make a pilgrimage at least once in their lives; The purpose of the pilgrimage is to: 	<p>Pupils:</p> <ul style="list-style-type: none"> use religious words to describe some of the different ways in which people show their beliefs (C3); identify aspects of a pilgrimage which may cause people to wonder/question (E2). 	<p>Key vocabulary: pilgrim, pilgrimage, Muhammad, prophet, Hajji, Hajjah, Allah, Makkah, Ka'bah, Arabic, tawaf, sa'y, Al-Safa, Al-Marwah, Ismail, Ibrahim, Hagar, ritual, Mina, Hajj, Akhirah, hell, punishment, judgement, Paradise, forgiveness, prayer, worship, Arafat, wuquf, Muzdalifah, Jannah.</p> <p>----</p> <p>Hajj videos: Espresso or Channel 4. Or BBC learning Zone clips (see Resources and links above).</p>

	<ul style="list-style-type: none"> ○ strengthen their faith by meeting with other Muslims; ○ to ask Allah's forgiveness; ● Pilgrims dress in plain white clothes to show that everyone is equal in Allah's eyes; ● The pilgrims walk 7 times around the Ka'bah – a cube shaped building; ● The Ka'bah is the building that Muslims face 5 times a day in prayer; ● Ka'bah in Arabic means 'a high place with respect'; <p>Give groups of children a picture of Muslims at the Ka'bah, or show a picture on the whiteboard. Ask the children to talk about:</p> <ul style="list-style-type: none"> (a) what they notice about the picture; (b) what they find interesting about the picture; (c) how do they think they would feel if they were there; (d) how Muslims show their beliefs in different ways when they go on Hajj. <p>Each group should appoint a scribe to write down the group's ideas. Invite each group to share its findings with the class.</p>		
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Key Question: Why are some journeys and places special?

Supplementary Question (c): what practices and events are associated with pilgrimage and special journeys?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5 Pupils will:</p> <ul style="list-style-type: none"> • have the opportunity to wonder/ question about the Hajj; • understand more about the Hajj through role play and using their imagination. 	<p>5. Set up the classroom for a role play pilgrimage, with a large cardboard box or a table covered in black material to be the Ka'bah. Three pillars – cardboard tubes. Stones to throw at pillars – scrunched up newspaper balls. Hills - cushions. Well of Zam Zam – wooden bowl.</p> <p>Ask for two children to volunteer to be Muslim pilgrims on a Hajj to the Ka'bah. Dress the children in white shirts. Ask the same children to read out statements which explain the Hajj (See Hajj Statements sheet: Resource 1). Ask one child to read the green statements and the other child to read the blue.</p> <p>Encourage the children in the class to interject with their own questions, such as: How does it feel to be on a pilgrimage? What can you see? Why are you on this pilgrimage? How will this pilgrimage strengthen your faith?</p> <p>Ask the children doing the role play to answer the questions with help from other children and the teacher.</p> <p>After the role play, ask children to compare the different answers given by those in role with what they would have replied.</p> <p>Then, ask them to imagine that they are on a pilgrimage and to write letters home describing their feelings, experiences, thoughts and questions, and what they saw other pilgrims doing were it was different from what they had expected or hoped for. They should use religious words to describe different ways of showing belief.</p> <p>Explain that – if possible – the class will be going on its own pilgrimage (e.g. Glastonbury Abbey) and to take letters of permission home to parents / carers.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about what they find interesting, strange, puzzling (E1); • use religious words to describe some of the different ways in which people show their beliefs (C3); • ask important questions about life and compare my ideas with those of other people (E3). 	<p>Key vocabulary: Makkah, Hajj, Hajji, Hajjah, pillars of faith, Allah, Zam Zam, Mount Ararat, Abraham, mosque, Islam, Id-ul-Adha, stoning, devil, Ibrahim, Ismail, temptation, sacrifice, commitment.</p> <p>----</p> <p>Teachers need to be sensitive to family wishes regarding role plays of religious events and practices.</p> <p>Permission should be sought to take photos of the children role playing the Hajj.</p> <p>Prepare permission letters for visit to Glastonbury Abbey.</p>

Key Question: Why are some journeys and places special?

Supplementary Question (c): What artistic, symbolic and other expressive work is associated with special journeys?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 6 Pupils will:</p> <ul style="list-style-type: none"> • use Islamic styles of religious expression and reflect on the meaning of the symbolism used; • learn how Muslims express their beliefs in art. 	<p>6. Tell the children about how Muslims express their beliefs in art:</p> <ul style="list-style-type: none"> • Islamic art and calligraphy are examples of Islamic spirituality. Pattern and design reflect the wholeness of creation. • Geometry and patterns are important. They reflect the design of the universe. • Calligraphy is an art form. Calligraphy began when Muslims wrote down the words of the Qur'an. • The use of colour in Islamic design is symbolic: White = purity, black = the cover on the Ka'bah, green = paradise, blue = revelation, yellow = glory. • Muhammad taught that worship of statues is wrong (idolatry), so, as a rule, there are no statues or pictures of people or animals in mosques or holy books. • The name of God is holy to a Muslim and Allah written on paper should be treated with respect. <p>Show children examples of Muslim art and calligraphy. Ask children to design a suitable card for a Muslim who has returned from the Hajj. Children should be able to explain why their card is suitable. The card could include the following: Chalk pastel background, drawing of Ka'bah, geometric pattern, calligraphy. At the end of the lesson share some Islamic food (dates, grapes and speak some Islamic phrases: Assalamu 'alaykum – peace be upon you; Wa' alaykum assalam – and upon you be peace.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious words to describe some of the different ways in which people show their beliefs (C3); • describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4). 	<p>Key vocabulary: Calligraphy, geometric, idolatry, Arabic.</p>

Key Question: Why are some journeys and places special?

Supplementary Question (e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 7 Pupils will:</p> <ul style="list-style-type: none"> • prepare for a visit to a place of pilgrimage; • think of questions to ask on their visit. 	<p>7. If it has been possible to arrange, prepare the children for their own 'pilgrimage' to, e.g., Glastonbury Abbey. Using photos of Glastonbury Abbey, e.g. from http://www.glastonburyabbey.com, ask the children why they think people would travel to this place and explain some of the history of the Abbey and why it became a place of pilgrimage.</p> <p>Compare Glastonbury Abbey with a Christian pilgrimage further afield such as Santiago de Compostela or Lourdes.</p> <p>Show the children a special Christian journey – Revd Margaret's pilgrimage – See RE:Quest.</p> <p>Explain that on the visit to the Abbey, children should look for examples of Christian symbolism as well as asking questions about why people visit the Abbey today and why they have visited it over the centuries.</p> <p>Ask them to work in pairs to prepare some (deep) questions for those they might meet at the Abbey. [Abbey staff can appear in role as monks, cooks and so on.] What answers do they think will be given by those who lead the visit, especially if they are Christians?</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups (E4). 	<p>Key vocabulary: Abbey, Abbott, monks. ---- The RE:Quest website contains several ideas for exploring pilgrimage in Christianity (See Resources).</p>

Key Question: Why are some journeys and places special?

**Supplementary Questions (d) What artistic, symbolic and other expressive work is associated with special journeys and places?
(e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?**

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 8 Pupils will:</p> <ul style="list-style-type: none"> visit a place of Christian pilgrimage; reflect on the motivations of those who have visited Glastonbury Abbey; ask their own questions about Christian pilgrimage and symbolism; reflect on the meaning of places of pilgrimage for people today. 	<p>8. If it has been possible to arrange, take the children on their own 'pilgrimage', e.g. to Glastonbury Abbey. Ask staff at the Abbey to help the children explore the medieval world view, motivations for undertaking a pilgrimage and the special significance of the myths and legends of Glastonbury. Get a tour of the Abbey with a costumed guide and a talk in the Abbot's kitchen to help children understand the social context of the medieval period. Help the children to reflect on the Life of a Monk and the importance of the Abbey as a place of learning and instruction.</p> <p>Encourage children to ask their questions about pilgrimage and about the meaning of things they see around the grounds and monastic ruins. How did they answers they received match up with their expectations?</p> <p>As they go round the grounds, the children can sketch anything they think may have symbolic significance for Christians, both today and in medieval times. Next to their sketches, they could note how religious ideas are being expressed in different ways.</p> <p>Ask the children to identify the features of the Abbey and the exhibition centre that make most impact on them and to prepare an explanation of their ideas.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ask important questions about life and compare my ideas with those of other people (E3); describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4). 	<p>Key vocabulary: Abbey, monastic, medieval. ---- Where permission has been granted, take photos of the visit and the children's activities there.</p>

Key Question: Why are some journeys and places special?

Supplementary Questions (a) Why do people believe that some places are special?

(d) What artistic, symbolic and other expressive work is associated with special journeys and places?

(e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?

Lesson 9

Pupils will:

- reflect on the specialness of Glastonbury Abbey;
- produce ideas about the life of people who have lived at or visited the Abbey over the centuries;
- consider the meaning of the symbolism discovered at the Abbey;
- build a presentation that shows the impact of their visit on themselves and others.

9. Use photos of the visit to Glastonbury Abbey to remind children of what they saw and did there. Ask how they want to make a record of their 'pilgrimage'. Encourage them to work in small groups to bring together a presentation of their explorations: they can include photos, sketches, writing, poetry, etc. some may want to make a digital presentation of their findings. Ask them to include in the final presentation:

- religious words that describe how people have shown their beliefs at the Abbey;
- important questions about life at the Abbey;
- different styles of expression (sculpture, painting, documents, etc) of big ideas that they observed;
- the meaning of any symbolism they discovered;
- the impact on themselves of the visit – what they found most interesting / puzzling / special.

Presentations could be finished for homework or another lesson (Literacy? Art & Design? ICT?) and some could be presented at an assembly. They might also be featured on the school website.

Pupils:

- say what some symbols stand for and say what some of the art is about (C2);
- talk about what they find interesting or puzzling (E1);
- ask important questions about life and compare my ideas with those of other people (E3);
- describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4).

Key vocabulary:

Abbey, monastic, medieval, symbolism.

Key Question: Why are some journeys and places special?			
Supplementary Questions (c) What practices and events are associated with (pilgrimage and) special journeys? (d) What artistic, symbolic and other expressive work is associated with special journeys and places?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 10</p> <p>Pupils will:</p> <ul style="list-style-type: none"> ask questions about milestones in a Christian's life; learn about significant events that happen in the Christian church. 	<p>10. Ask the children to think about life as a journey. What are the staging posts in their lives and how are they marked and celebrated? [Birth, coming to school, changing school, joining a club or organisation, joining a religion as a full member, getting engaged / married, birthdays and anniversaries, funerals.]</p> <p>When a list has been agreed, ask children to make a time line of a person's life listing the major events from birth to death.</p> <p>Explain that the Christian church, like other religions and beliefs, has ways of marking these stages in the journey of life.</p> <p>Show children pictures that show these different stages, e.g., from RE:Quest (see Resources). Can they name/guess the different stages: baptism, confirmation, wedding, funeral?</p> <p>Divide the children into 5 or 6 groups. Number each child in the group 1 to 4. Explain that they are going to look at a picture that depicts the four stages of life in the church. Call out a number, e.g., 2. All the 2's look at their section of the picture that is placed at the front/back of the classroom. They have 20 seconds looking time. Then they return to their table and draw all they can remember. Each child gets a chance to view the picture and add to their group's drawing. At the end of the activity give each group a copy of the picture. What did they remember/ leave out?</p> <p>Explain that the 'journey of life' can be expressed in words as well as pictures and give each group a collection of Bible verses that relate to the stages / milestones (see right). Ask the children to match the verses with the pictures they have drawn. Ask each group to explain and justify to the class which verses they chose and why, focussing in particular on the symbols in the pictures.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> say what some Christian symbols stand for and say what some of the art is about (C2). 	<p>Key vocabulary</p> <p>Baptism, christening, confirmation, wedding, funeral.</p> <p>----</p> <p>Four stages of life in a church: make your own picture: e.g. from RE:Quest.</p> <p>----</p> <p>Bible verses for matching exercise:</p> <p>Baptism: 'repent and be baptised in the name of Jesus' - Acts 2</p> <p>Confirmation: 'Your word is a lamp to guide my feet and a light for my path' - Psalm 119.</p> <p>Wedding: 'Husbands love your wives as Jesus loves the church - Ephesians 5.</p> <p>Funeral: 'The lord is close to the broken hearted ' – Psalm 34.</p>

Key Question: Why are some journeys and places special?			
Supplementary Questions (c) What practices and events are associated with (pilgrimage and) special journeys? (d) What artistic, symbolic and other expressive work is associated with special journeys and places?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 11</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn that baptism signifies being welcomed into the Christian church; compose relevant questions about Christian baptism 	<p>11. In this lesson children will prepare for a visit from an Anglican minister.</p> <p>Show children posters of a baptism service and related artefacts e.g: baptism certificate, candle, christening robe.</p> <p>Watch DVD : Festivals and celebrations program 1 <i>Christening</i> or RE:Quest on <i>baptism</i>.</p> <p>Divide the class into groups and ask them to devise questions for a minister about baptism.</p> <p>Ask each group to select three of their questions and write them down and add what answers might be given, both by themselves and by the minister. The children could do their writing around a drawing of a baptism candle.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by themselves and Christians (E4). 	<p>Key vocabulary:</p> <p>Minister, baptism, certificate, candle, font, godparents.</p>

Key Question: Why are some journeys and places special?

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<p>Lesson 12 Pupils will:</p> <ul style="list-style-type: none"> understand the significance of Christian baptism 	<p>12. Invite an Anglican minister to visit the class to demonstrate a baptism using a doll. Children could be invited to play the part of parents and godparents. Given appropriate permission, take photos of the children role playing the baptism.</p> <p>Ask the minister to explain the symbolism of: the special vestments she would wear, a picture of a font or a miniature font, the holy oil, the water, the candles, the cross, the key promises that are made during the service. Ask the minister to talk about the key words in the service, such as christening, baptism, renouncing sin, godparents, forgiveness.</p> <p>At the end of the role play give children the opportunity to ask the questions they composed the previous week. Scribe, or ask a pupil or teaching assistant to scribe, questions and answers. Were the answers given the ones they expected?</p> <p>If there is time at the end of the lesson encourage children to draw a picture of a font and describe some of the ways that Christians show their beliefs at an Anglican baptism / christening service.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ask important questions about life and compare my ideas with those of other people (E3); use religious words to describe some of the different ways in which people show their beliefs (C3). 	<p>Key vocabulary: Baptism, christening, font, godparent, promises, vestments, holy oil, sin, forgiveness. ----- Teachers need to be sensitive to family wishes regarding role plays of religious events and practices.</p>

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<p>Lesson 13 Pupils will:</p> <ul style="list-style-type: none"> compare Christian baptism and Muslim naming ceremony; understand that the ceremonies are different but significant to a person with a faith. 	<p>13. Remind children about the baptism ceremony they saw last time and provide some feedback on their questions and answers. Explain that they are going to find out about how a Muslim welcomes a new baby. Show DVD clip of a welcoming ceremony which shows one part where the baby's head is shaved. Talk to the children about what else happens: money is given to charity, the baby is given a special name, passages from the Qur'an are read, honey or sugar is put on the baby's tongue.</p> <p>Ask children with a talk partner to focus on the symbolism: what does each part of the ceremony mean or represent? [charity to show gratitude to Allah; head shave to dedicate child to Allah; special name to link with Muslim faith; honey/sugar for sweetness of life that is hoped for the baby, etc]</p> <p>Ask children to describe and compare how Christian and Muslim ideas are expressed in different ways.</p> <p>Ask children to think of what 'gifts' they would wish for a baby at the start of life's journey, e.g: happiness, good health, good fortune.</p> <p>Involve the children in the design of a card to welcome a new baby into a family where one parent is a Muslim and the other a Christian. The card should include symbols appropriate to the different ceremonies, e.g: baptism candle, honey. Inside the card the children can write a message explaining their symbols and how they relate to the 'gifts' they would wish for the child</p>	<p>Pupils:</p> <ul style="list-style-type: none"> say what some Christian and Muslim symbols stand for and say what some of the baptism ceremonies are about (C2); describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean (C4). 	<p>Key vocabulary: Charity, symbol, Qur'an. ----- DVD Pathways of Belief prog 2:5 Baby Maryam helps others.</p>

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Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 14 Pupils will:</p> <ul style="list-style-type: none"> compare a Christian and Muslim wedding ceremony; understand how Muslims and Christians express their beliefs and feelings in a wedding ceremony. 	<p>14. Give the children information about Christian and Muslim marriage, such as: pre-wedding arrangements, clothes, where the service takes place, post-wedding, using, e.g., the websites listed in Resources above. Explain that many features of weddings are a matter of custom rather than religion.</p> <p>Ask the children to identify aspects which refer to religious belief, both in words and actions.</p> <p>Show pictures of the different ceremonies and ask the children to talk with a partner about the similarities and differences they noticed, focussing again on the symbolic actions and items.</p> <p>Explain that for many people marriage can be seen as the first step on a new journey in life. Ask the children to discuss in pairs and come up with several reasons, including religious reasons (a) why people might want a religious wedding ceremony and (b) why a variety of symbols and actions are included in the Christian and Muslim marriage ceremonies.</p> <p>Ask children to draw something that symbolizes a Christian and Muslim wedding in at least cultural terms, e.g., wedding cake, red sari. Around the drawing children should write down why they think marriage is important for Muslims and Christians and how they express their beliefs about marriage in words, symbols and actions.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use religious words to describe some of the different ways in which people show their beliefs (C3). 	<p>Key vocabulary</p> <p>Marriage, wedding, rings, cake, church, confetti, cross, vows, engagement, bride, groom, Bible, register, henna, sari, flower garland, mosque, Qur'an, contract, sweetmeats, witness, ceremony, marriage vows / promises.</p> <p>----</p> <p>Prepare the children for the next session which will refer to death and the after life: some sensitivity will be required particularly if someone in the class has been recently bereaved.</p>

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<p>Lesson 15 Pupils will:</p> <ul style="list-style-type: none"> understand how some people express their beliefs and feelings about death and the after-life; consider their own ideas about death and the after-life. 	<p>15. Explain that, although death appears to be the end of life’s journey, for most religious believers, death is not the end of the story. So while a person’s death is a sad event, especially for those closest to the person, most Christians and Muslims believe that each person will have an existence beyond the grave at the resurrection of the dead. This could be a very happy or a very painful existence, depending on how the person has lived their life! Show the children ‘Wee Wise Words: What happens When We Die?’ and ask them to think of their own questions about the film, e.g., What is heaven and what is hell? Why aren’t things perfect? Using different coloured sticky notes ask pupils to make a note of the things they agreed with, disagreed with or found interesting in the clip. These can be put onto A3 sheets of paper on the wall. Ask pupils to compare their ideas with others and to pick one or two they like best. Get some feedback from the class as a whole. Show pupils the clip ‘Becoming Me’, by Martin Boroson: http://becomingme.com/ and ask pupils to describe what a Christian or a Muslim might learn from this story. Explain that the story has been recommended by many people of different faiths – why do they think this is? What difference might it make to anyone’s life if they believed what is in this film? They can compare their own ideas with others in the class, with those who have commented on the ‘Becoming Me’ website. Encourage pupils to ask their own questions about ‘Becoming Me’ and to suggest some answers (a) of their own and (b) that might be given by a Christian or a Muslim.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use religious words to describe some of the different ways in which people show their beliefs (C3); ask questions about the meaning and purpose of life, and suggest a range of answers that might be given by them as well as Christians and Muslims (E4). 	<p>Key vocabulary Funeral, resurrection, heaven, hell. --- Sticky notes and A3 sheets.</p>

Key Question: Why are some journeys and places special?			
Supplementary Question (e): How might we make a record of the impact on ourselves of the journeys we make and the places we visit?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 16</p> <p>Pupils will:</p> <ul style="list-style-type: none"> reflect on the question: 'What makes the journey of life worthwhile?' 	<p>16. Remind the children that we have been thinking about milestones in the journey of life; birth, baptism / naming ceremony, marriage, death, and ask them to consider what they think makes the journey of life worthwhile.</p> <p>Explain that they are going to complete their investigations into why some journeys and places are special by making a record of the impact on themselves of the journey we make in life and the places we might visit. Advise the children that they can use a variety of forms of expression to make their record: invented diary entries, poems, songs, illustrations, photos (e.g. of their visit to Glastonbury Abbey), movies, tweets, audio recordings, souvenirs etc. These can be drawn or pictures from the internet copied and pasted into a presentation.</p> <p>Ask them to start with writing their own poem called 'The Path of Life'. Look at examples of other poems on this topic, e.g. at: www.natre.org.uk/spiritedarts/poetry11/index.php</p> <p>Encourage the children to then gather ideas about the features of a good life, from birth to death: the things a person might do or say, the questions they might have, the answers they might find, the places they might go to, the people they might meet, the family they might have, the friends they might make, the joys and sadnesses they might experience. Remind them to consider examples from the Christian and Muslim faiths and to include references to what they have learnt in this enquiry.</p> <p>Provide time for children to complete their Journey of Life story and be prepared to offer feedback at the next opportunity.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use religious language accurately to describe and compare what practices and experiences may be involved in being a Christian or Muslim (C4); ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by themselves, Christians and Muslims (E4). 	<p>Key vocabulary</p> <p>Friendship, family, commitment, loyalty, forgiveness,</p>

RECORD OF ATTAINMENT

KS2 Unit 5: Why are some journeys and places special? (C & E) Year 5

All Pupils (Level 1):	All Pupils (Level 2):	Most Pupils (Level 3):	Some Pupils (Level 4):
C1 recognise religious art, symbols and words, and talk about them.	C2 say what some Christian and Muslim symbols stand for and say what some of the art is about.	C3 use religious words to describe some of the different ways in which people show their beliefs.	C4 describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.
E1 talk about what they find interesting or puzzling.	E2 talk about the things in a picture or artefact that make people ask questions.	E3 ask important questions about life and compare their ideas with those of other people.	E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.