

## Summer 2 RE planning - Pilgrimages.

Lesson/ Date:	Activities/Information	Skills
Lesson 1	<p>LO: To be able to understand why religious people undertake pilgrimages. Begin with <a href="https://rightchoice.wiltshire.gov.uk/Page/11746">https://rightchoice.wiltshire.gov.uk/Page/11746</a>. Where in the world would you like to go for a once in a lifetime trip? Why would you want to do this?</p> <p>Discuss Hajj and the reasons why Muslims might attend there. Explain that this is known as a religious pilgrimage. Discuss the meaning of this and what the word Pilgrimage means.</p> <p>Give children images relating to a journey to Hajj. Can they match the images to the words provided? Discuss the images. How do they show devotion to their religion? What might be happening behind the photographer?</p> <p>List 3 benefits you think Muslims might gain by going to Hajj.</p> <p>Compare your beliefs about your once in a lifetime place compared to muslims. How do these compare to your reasons for going? Write a short paragraph for this explaining how a religious pilgrimage might be similar or different to your pilgrimage.</p>	<p>Make informs responses to people's values and commitments (including religious ones)</p> <p>(Emp)</p> <p>Explain how selected features of religious life and practise make a difference to individuals and communities</p> <p>(Comp).</p>
Lesson 2	<p>LO: To be able to understand the value of religious pilgrimages. Discuss the life of Jesus. What do children know/not know about his life? Show children a series of portraits from different areas of Jesus' life. What can they infer from these images? What might he be doing? Where might he be? Why has this event been put into a portrait?</p>	<p>Give meaning for symbols, and morality of stories.</p> <p>(App)</p>

	<p>Children look at the journey of their own lives. What would they choose as 5 key events to portrait? Why did they choose these moments? Why are they important?</p> <p>Give children the title of some of the portraits. Focus on Bethlehem.</p> <p>Children stick these portraits into their books. Why might this image represent a specific place that Christians might go onto a pilgrimage?</p>	<p>Make informed reflections on experiences of religious figures and how this helps to shape religion and beliefs.</p> <p>(Ref)</p>
Lesson 3	<p><b>LO: To understand that pilgrimages are different across religions.</b></p> <p>Focus on Jerusalem.</p> <p>Children research and write information about all 3 religions that have Jerusalem as a specific pilgrimage. Islam, Judaism and Christianity.</p> <p>Children create a google slides/word document that contains relevant information that children can use to clearly identify the differences between the three religions.</p> <p>Children to be given a compare and contrast sheet across the three religions with the titles: Islam, Christianity and Judaism.</p> <p>Top half of sheet to include similarities.</p> <p>Bottom half of the sheet to include differences.</p> <p>Stop and discuss as a class as the lesson progresses. Why do you think the three religions have different ideas about Jerusalem.</p>	<p>Recognise and explain diversity within religious expression using appropriate contexts.</p> <p>(Inv)</p> <p>Explain connections between beliefs, values and practices in different belief systems (across religions using christianity as the basis)</p> <p>(Comp)</p>

