



Unit 3C:
Why do people make
pilgrimages?
Hindu and Muslim
examples

YEAR GROUP: 3



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Walsall Agreed Syllabus Support
Materials
2022 / Units of Work
Non-Statutory Exemplification

This unit is one of a series of examples written for Walsall SACRE and teachers of RE by consultant Lat Blaylock and Fiona Moss of RE Today Services. Contact Lat or Fiona for support and guidance on the syllabus via email:

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Why do people make pilgrimages? Hindu and Muslim examples

Age Group Year 3

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 many destinations in India are also an aspiration – the focus here is on Varanasi.

Note that Jewish people remember their history and develop their spiritual lives by visiting the Western Wall at Jerusalem. Christians visiting Bethlehem remember their belief in the coming of God in Jesus. The life of faith is like a journey too – and the daily prayer or weekly trip to the Mandir are important in this journey too. There are opportunities in the unit to use ICT and to set up meetings with members of faith communities who have been on a pilgrimage.

Key RE themes and concepts and vocabulary

Sacred journeys: pilgrimages

- Explore the idea of a memorable, sacred or holy journey with pupils.
- Discover the stories, activities and importance of the Muslim pilgrimage to Makkah, and Hindu pilgrimages to Varanasi, Hardwar and other sites on the River Ganges. Another pilgrimage could also be studied briefly – e.g., of Christians to Lourdes.
- Enquire into the reasons why some journeys are pilgrimages, and others are not.
- Key vocabulary: Religion, Muslim, Hindu, Christian, Hajj, Hajji, Makkah, Prophet Ibrahim, Ismail, Ummah, Varanasi, Mela
- Religion in General: Spiritual, pilgrim, pilgrimage, symbol, community, values, Worship

Key questions to explore with pupils

- Where in the world do pilgrimages take place? Why?
- What happens when Muslim pilgrims visit Makkah on Hajj? and when Hindus go on pilgrimage?
- Why do pilgrims wear special clothes?
- What happened in the past in these places?

Potential curriculum links

English, Geography, History

Assessment focus: teacher observation and assessment for learning: I Can...

- Use the right words to 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
- Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life.
- Describe similarities/differences that they have encountered in pilgrimages in two or more religions.

Estimated time for this unit (in hours) 10+ hours, depending on the number of pilgrimage sites chosen in the unit, and the depth of study you wish to plan and pursue.

KEY AIMS ADDRESSED BY THIS UNIT

This unit enables pupils to examine

A1. Describe and make connections between pilgrimages from different religions

A2. Describe and understand links between what sacred texts say and the practices of pilgrims today

B2. Understand the challenges of commitment to being a pilgrim

B3. Observe and consider similarities and differences between pilgrimages in 2 or 3 religions

C1. Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment

Where this unit fits in:

Following work on the five pillars of Islam, this unit makes opportunities for a deeper consideration of Hajj, the pilgrimage to Makkah, in particular. Learning the significance of Hajj will deepen pupils' understanding of Islam, including the stories of the Prophets that lie behind the pilgrimage. Before beginning this unit pupils will know that different religions have places from the history of their religion that are important to them. Space is made for teachers to give an example of sacred journeys from Hindu life as well. There is a focus on the journey of life and the place of worship at home and in the Mandir

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Values and commitments

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 others, And in relation to religious ideas about pilgrimage and the journey of life.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: That different religions have places from the history of their religion that are important to them Studied work on Sacred spaces and Holy buildings	In this unit, pupils will have an opportunity to use words and phrases related to: • Key vocabulary: Religion, Muslim, Hindu, Christian, Hajj, Hajji, Makkah, Prophet Ibrahim, Ismail, Ummah, Varanasi, Mela • Religion in General: Spiritual, pilgrim, pilgrimage, symbol, community, values, Worship	Web ▪ www.googleearth.com This site enables pupils to look at live or near live satellite images all over the earth, including their own inspiring places and some places of pilgrimage. ▪ Picture gallery of the hajj, with contemporary photos www.dreamstime.com/photos-images/hajj.html ▪ This BBC video is very useful: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j RE Today Services (www.retoday.org.uk) publish relevant items https://shop.natre.org.uk: ▪ 'Share a story with...' (Interactive whiteboard presentations and books from RE Today with site license) ▪ RE Ideas: Spiritual Development has a Hajj labyrinth ▪ Inspiring RE books on Muslims and Hindus ▪ RE Ideas Journey: has a section on Hindu pilgrimage ▪ RE ideas Celebration: has work on the story of Eid-ul Adha ▪ BBC's clip bank has short free RE films www.bbc.co.uk/teach and www.bbc.co.uk/bitesize ▪ RE Online is an RE gateway – http://www.reonline.org.uk Hindus: ▪ Hindu Resources Online – http://www.hinduismtoday.com/ ▪ https://www.youtube.com/watch?v=EeR-UAKF-Io is an interesting clip of the Kumbh Mela with no commentary – can pupils write one to describe what is going on? ▪ The Mahabharata - http://www.brown.edu/Departments/Sanskrit_in_Classics_at_Brown/Mahabharata/ ▪ BBC Hindu clipbank for KS2 – 7 videos www.bbc.co.uk/teach and www.bbc.co.uk/bitesize Muslims ▪ Daily blog on Hajj: www.bbc.co.uk/programmes/p00vz1qh/clips ▪ Book Two pigeons on Pilgrimage ▪ Muslim teachings, news and views includes Ask The Imam, live footage and Salat from Makkah and the ability to search the Qu'ran by topic – http://www.islamicity.com ▪ Islamic calligraphy – http://www.islamicity.com/Culture/Calligraphy

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

EXPECTATIONS: At the end of this unit

Pupils working towards the expected outcomes for 8 year olds (many pupils) will:	• Use 6 or more of the right words learned in the unit to 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
Pupils working at the expected outcomes for 8 year olds (some pupils) will:	• 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.

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 a commentary to go with the game, answering questions about life as a journey.

Or:

- Ask pupils to draw a life map for yourself or a person that you know well, using symbols to represent different types of event.
- Write a commentary to go with the life map, answering questions about life as a journey

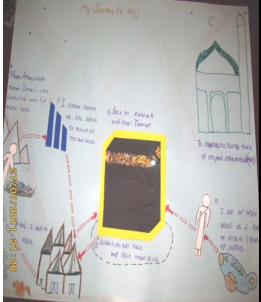
In a good piece of work, the narrator will be able to reflect the pupil's own thoughts and attitudes. This exercise should be modeled and scaffolded.

LEARNING INTENTIONS Pupils will be able to:	Implementation: TEACHING AND LEARNING	Impacts: LEARNING OUTCOMES	<i>Points to note</i>
What makes a place special? What makes a place sacred? What places are sacred to Hindus and Muslims?			
Pupils will learn: - To use 6+ key words about Muslim and Hindu pilgrimages - That some places are of particular significance in the religious life of some people; - That humans are often inspired by places; - To think for themselves about the idea of 'Inspiring Places' - That an inspiring place may have natural, historic or religious significance.	Seven places to go before we die: Seven Wonders of the World: Start this unit with this activity: get pupils to identify their own 'wonders of the world'. They could be natural, human-made, a mixture. Can they choose a place for each of these: excitement, fun, love, faith, peace, inspiration, memory? They could choose images from the web to illustrate them, giving reasons for choices. These seven purposes are all significant in human journeys – some apply more to pilgrimage than others. Imagine the Magic Carpet (this could develop into an experiential RE session – try it as a guided fantasy story, where children imagine themselves part of the event, with their eyes closed. Start with a 'stilling' activity – the class may love this) - Do a class drama activity based on a magic carpet ride: where is it wonderful to even imagine visiting? This could be done as a guided fantasy story. Note the diversity of the places children imagine as 'the most inspiring'. - Discuss with the pupils 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. - Pupils recount, using prescribed writing scaffolding a special journey they have made. Ensure that consideration is given to the purpose of the journey, the emotions that attach 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. Send them home with a fill in sheet for gran or dad. Pilgrims versus tourists? - Introduce the concept of pilgrimage and distinguish between a tourist and a pilgrim. Begin by asking how pupils could tell the difference, and then ask about some details: 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.	Most pupils Express their own aspirations about travel and see the world, and explore the meanings that places have for us Suggest a meaning in a journey: what's the point and meaning of different journeys? Many pupils Describe the significance of the most significant journeys in own lives using new vocabulary accurately	It is easy to make links to the skills of the geography curriculum in this unit. Pupils will develop their sense of space and place, in local and global examples. Here is a web link to listen to the chanting of the Gayatri Mantra, a much loved Hindu meditation: http://www.hinduismanet.com/hinduisman_mantras-gayatri.htm

INTENT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	Points to note												
Where might a Hindu go on pilgrimage? Varanasi, Hardwar and the River Ganges															
Children will learn about the importance of places of pilgrimage to Hindus. Children will discuss essential features of pilgrimages, using ranking and sorting activities to process information. Children will use the enquiry questions 'who, what, where, when, how, why, what if...' to pursue their investigations.	- 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. www.bbc.co.uk/programmes/p010x9qx 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 www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j - Compare 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> - 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	Most pupils: I can describe Hindu pilgrimage, including the different rituals and their meanings. Some pupils: I can understand reasons why pilgrimage is important to many Hindus, explaining what happens using the right words.	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. Focus on emotions such as awe, delight, devotion, excitement, a sense of oneness with others or with God.
Water	Love for God	Special clothing													
Prayer	Money	The right attitude													
Company	A Hotel	Time													
Faith	Food	A clean heart													
			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 Stadium over 1000 times.												

INTENT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	Points to note
Why might a Hindu go on Pilgrimage?			
Children will identify two or three places of Hindu pilgrimage and describe what happens there. They will use new vocabulary accurately. Children will understand the significance of the place for Hindus	• Do a 'flashback' memory activity to ensure pupils have learned and can remember the main points for the last lesson. • 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.	Most pupils: I can describe a pilgrimage to Varanasi using some correct keywords and details. Some pupils: I can use the correct words to show understanding of pilgrimage to the Ganges and describe how Hindus might value the experience. High achieving pupils: I can explain the impact of pilgrimage on individuals and societies using the correct terms from Hindu tradition and from religious studies. 	www.pilgrimage-india.com/hindu-pilgrimage or www.eindiatourism.com/india-pilgrimage are commercial sites for planning a pilgrimage. Teachers might like to show examples to the class. Crowds at the Ganges are amazing, creating an extraordinary atmosphere. Religious identity, faith and memory make a mixture that heightens devotion and faith.

INTENT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	Points to note
Why do Muslims aim to make a pilgrimage to Makkah?			
Children will know the importance of the story of Ibrahim and Ishmail to Muslims on Hajj. Children will understand the impact and importance of Hajj to a member of the Muslim community. Children will reflect on their own experiences of peace and forgiveness.	• 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: www.bbc.co.uk/programmes/p010xd42 • 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: • <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	Most pupils: I can retell the story of Ibrahim, Hagar and Ismail. Many pupils: I can describe the key moments of Hajj. Some pupils: I can compare ideas about the difficult questions raised by the story of Ibrahim, Hagar and Ishmael. I can explain how the religious practice of Hajj makes a difference to Muslims. The Haram Mosque, at Makkah, focus for prayer and pilgrimage, where pilgrims may find a challenge, or a comfort. 	The name 'Hajji' is given to male Muslims who have completed their hajj. The women are called Haja. People often express a sense of peace and forgiveness achieved through the experience, and return determined to live a life of love.

INTENT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	Points to note
What do the practices of the Hajj mean? What impact do these things have on pilgrims?			
Children will learn about the meanings, symbolism stories and significance of the events of Hajj. Children will learn more about the impact of the Hajj. Children will consider the symbolism of water. Pupils learn and use the key vocabulary in Islam: Muslim / Hajj / Hajji / Makkah / Prophet Ibrahim / Ismail / Ummah And regarding religion in general: Pilgrimage / Sacred Spaces / Worship / Remembrance / devotion.	- The book Two pigeons on a pilgrimage may provide a focus for this learning about Hajj 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. (story on the final page of this unit) I wonder what difference the journey makes? Ask pupils to recall all the comments of Hajjis and other pilgrims that they have heard.	Most pupils: I can retell stories that explain aspects of Hajj practice. I can identify meanings in ritual practice. Many pupils: I can describe the key moments of Hajj using 6 or more of the right words I've been learning. Some pupils: I can show that I understand how the religious practice of Hajj makes a difference to Muslims.	Standards are not set here by detail so good teaching has an emphasis on deepening understanding, rather than just adding detail. Safwan, 7, made this picture map of the different aspects of the Hajj. 

	CONTINUED • Ask them to think in pairs about the following: Does Hajj change: ➤ 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? Does it help families to feel united?) ➤ What a person believes about Allah? (Might their devotion or faith be increased?) ➤ A person's determination to be a good Muslim? (Would you feel stronger? Calmer? More sure of your religion? How?) ➤ What about the impacts of a different pilgrimage from another religion? Same or different?	I can apply ideas like 'symbol', 'ritual', 'forgive' 'Ummah (the worldwide Muslim community) and 'equality' to the Hajj.	
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INTENT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	Points to note
What are the main similarities and differences between pilgrimages in Hindu and Muslim life?			
Pupils will be able to - identify and describe 4 similarities between Hindu and Muslim pilgrims giving simple examples with details. - compare with reasons the impacts of pilgrimage on Muslims and Hindus. - explain how the religious practice of Hajj makes a difference to Muslims. - use a wide range of Key vocabulary: Religion, Muslim, Hindu, Christian, Hajj, Hajji, Makkah, Prophet Ibrahim, Ismail, Ummah, Varanasi, Mela, Spiritual, pilgrim, pilgrimage, symbol, community, values, Worship	Do a 'flashback' style of activity to see that pupils remember what they have learned and can use their new, rich knowledge and vocabulary for this task. Provide information sheets and images for them to use. Ask pupils in groups of three to create a graphic representation of all they have learned. You could use this structure. Give the pupils time – a whole lesson? – to prepare their diagrams, and structure the work so that they can review what other groups are doing to enrich their use of information and ideas. Encourage the groups to use all the knowledge they have. Four similarities: pupils may find this hard, so you could give them the structure: similarities in travelling, in emotions, in the kinds of things they remember and in the ways they may be changed by the time they come home. Model some sample answers and share good work and thoughts around the class as the lesson progresses. Make a display of these pieces when they are finished.	Most pupils: I can identify 4 similarities between Hindu and Muslim pilgrims Many pupils: I can describe four similarities between Hindu and Muslim pilgrims with simple details. Some pupils: I can compare with reasons the impacts of pilgrimage on Muslims and Hindus. I can discuss differences between pilgrimages clearly. I can explain how the religious practice of Hajj makes a difference to Muslims.	This lesson is very important in the unit because it gives the pupils a real experience of looking for similarities and differences, a key part of the disciplinary knowledge of RE (which OFSTED look for). It uses an age appropriate task to enable pupils to see general ideas applied to two religions

INTENT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	Points to note
What is my journey through life like? How is it going?			
Pupils will learn: • That the metaphor of life as a journey can be used by anyone. • That thinking about life as areligious journey might help anyone to understand their own life, even if they are not religious.	My journey through life: how is it going? • Ask pupils to discuss with a partner, then work alone to write a 'guidebook to the journey of life' that answers questions like this: ▪ Is life like a pilgrimage? ▪ Who can help you along life's journey? ▪ What guidance can you choose to follow on life's journey? ▪ How can you make sure your see 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? ▪ Where do you want to end up? ▪ What do you need to do to get there? ▪ Will it be easy? ▪ What might be the temptations and distractions along the way? ▪ How will you resist them? ▪ Do you think your journey is already pretty much sorted for you, or are you free to go where you want? ▪ What can you do when you get stuck, or you see others stuck? ▪ Why is it good to have goals in life? ▪ Are you aiming high? This recaps an activity from the start of the unit, building in all the extra learning pupils have done. Spiritual development – stilling and reflection • You might run a reflective activity that uses silence to get pupils thinking about their own journey and the ways they make decisions when there is a 'fork in the road'. • Pupils can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts, linked to literacy.	Most pupils: • Recognise some similarities and differences between different pilgrimages. • Use 6+ key words they have learned accurately • Make links between the values and commitments of pilgrims and their own values and commitments Many pupils: • Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life. • Ask questions about the values and commitments of pilgrims • Describe what would inspire them to take an important action.	This metaphor is used in the RE syllabus at various points, and it may be enough to remind pupils of the idea and discuss its relation to pilgrimages.

Story of Hagar

So Abraham, after having travelled with Hagar and Ishmael, left them there with a skin of water and leather bag full of dates. As Abraham began walking away leaving them behind, Hagar became anxious as to what was happening. Abraham did not look back. Hagar chased him, **‘O Abraham, where are you going, leaving us in this valley where there is no person whose company we can enjoy, nor is there anything here?’**

Abraham hurried his pace. Finally, Hagar asked, **‘Has God asked you to do so?’**

Suddenly, Abraham stopped, turned back and said, **‘Yes!’**

Feeling a degree of comfort in this answer, Hagar asked, **‘O Abraham, to whom are you leaving us?’**

‘I am leaving you to God’s care,’ Abraham replied.

Hagar submitted to her Lord, **‘I am satisfied to be with God!’**

While she traced her way back to little Ishmael, Abraham proceeded until he reached a narrow pass in the mountain where they would not be able to see him. He stopped there and spoke to God in prayer:

“Our Lord! I have settled some of my offspring in a valley barren from any cultivation, by you Sacred House, our Lord, so they may establish the prayer. So make the hearts of people yearn towards them, and provide them with all types of fruits that they may be grateful.” (Quran 14:37)

Soon, the water and dates were gone and Hagar’s desperation increased. Unable to quench her thirst or to breastfeed her little baby, Hagar began searching for water. Leaving Ishmael under a tree, she began climbing the rocky incline of a nearby hill. ‘Maybe there is a caravan passing by,’ she thought to herself. She ran between the two hills of Safa and Marwa seven times looking for signs of water or help.

Fatigued and distraught, she looked over to Baby Ishmael. With his heel he was rubbing at the dry soil on the ground and water came gushing out. It was a miracle! Hagar tried to make a basin around it to keep it from flowing out, and filled her skin.

OR

Fatigued and distraught, she heard a voice, but could not locate its source. Then, looking down in the valley, she saw an angel, who is identified as Gabriel, standing next to Ishmael. The angel dug into the ground with his heel next to the baby, and water came gushing out. It was a miracle!

Hagar tried to make a basin around it to keep it from flowing out, and filled her skin **‘Do not be afraid of being neglected,’** the angel said, **‘for this is the House of God which will be built by this boy and his father, and God never neglects his people.’**

This well, called Zamzam, is flowing to this day in the city of Mecca in the Arabian Peninsula.