ABOUT THIS UNIT:

In this unit children will have the opportunity to study the key features of worship and what worship means to a believer in Christianity and Hinduism. Children will explore the concepts of pilgrimage and sacred places within the contexts of Christianity and Hinduism.

Estimated time for this unit:
One term

Focused Religions:
Christianity and Hinduism

Where this unit fits in:
This unit builds on prior learning on Christianity and Belonging.

KEY LEARNING OUTCOMES (from the programmes of study)

AT 1

b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.

e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.

AT 2

b. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.

e. Reflect on sources of inspiration in their own and others’ lives.

KEY STRANDS ADDRESSED BY THIS UNIT

AT1 Practices and ways of life
AT2 Identity and belonging

LINKS TO THE EVERY CHILD MATTERS AGENDA

Being Healthy (Body, Mind and Spirit) – engage with challenging concepts and ideas.

Enjoyment and Achievement – promoting pupils’ own ideas and providing opportunities to explore and reflect on key questions and values.

Achieving Economic Well-being – considering how religious and other beliefs lead to particular actions and concerns.
CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development through: learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices.

Social development through: investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them.

Cultural development through: considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices.

KEY SKILLS

Reflection, Enquiry, Empathy and Interpretation

KEY ATTITUDES

Respect, Open mindedness
## Prior learning

It is helpful if children have:

- Awareness of belonging to a religion and what can be learnt from visiting a place of worship.
- Awareness of special journeys in different religions.

## Vocabulary

In this unit, children will have an opportunity to use words and phrases related to:

**Christianity:**
- Church
- Jerusalem
- Lourdes
- Bernadette.

**Hinduism:**
- Brahman
- murti
- puja
- arti
- Mandir
- Ganges.

## Resources

- www.request.org.uk
- http://re-xs.ucsm.ac.uk/re/pilgrimage/hinduism.htm
- www.lourdes-france.org
- www.topmarks.co.uk

Artefacts that are used in worship –

**Christianity** (paten, chalice)

**Hinduism** (murti)

Christianity photopack

Hinduism photopack *(pub Folens)*

“Teaching Christianity in the Primary School”

“Teaching Hinduism in the Primary School” *(DES publications)*

## Expectations at the end of this unit:

**Nearly all can:** (at level 1)

**AT1 b**

- use some religious words and phrases to recognise and name features of religious life and practice.
- recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

**AT2 d**

- *talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.*

**Pupil friendly level descriptions. I can ....**

- use the right names for things that are special to Christians and Hindus (AT1)
  - e.g. say that is a Church”, or “this is a Mandir” when looking at places of worship.
- *talk about things that happen to me (AT2)*
  - e.g. *talk about how I felt when my baby brother or sister was born.*
Many can: (at level 2)

AT1 b
- use religious words and phrases to identify some features of religion and its importance for some people
- begin to show awareness of similarities in religions
- retell religious stories and suggest meaning for religious actions and symbols
- identify how religion is expressed in different ways.

Pupil friendly level descriptions I can ....
- ask about some of the things that are the same for different religious people
- ask about what happens to others with respect for their feelings
  e.g. I can ask and think about how pilgrims feel on a pilgrimage

AT2 d
- ask, and respond sensitively to, questions about their own and others’ experiences and feelings.
- recognise that some questions cause people to wonder and are difficult to answer
- recognise their own values and those of others in relation to matters of right and wrong

Pupil friendly level descriptions I can ....
- ask about what happens to others with respect for their feelings
  e.g. ask and think about how pilgrims feel on a pilgrimage

Some children will have progressed further and can: (at level 3)

AT1 b
- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences
- make links between beliefs and sources, including religious stories and sacred texts
- begin to identify the impact religion has on believers’ lives
- describe some forms of religious expression.

Pupil friendly level descriptions I can ......
- describe some of the things that are the same and different for religious people
  e.g. I can say what is the same and what is different about Christian and Hindu places of worship and pilgrimage

AT2 d
- identify what influences them, making links between aspects of their own and others’ experiences
- ask important questions about religion and beliefs, making links between their own and others’ responses
- make links between values and commitments, and their own attitudes and behaviour.

Pupil friendly level descriptions I can ......
- compare some of the things that influence me with those that influence other people
  e.g. I can think about and ask questions about worship and pilgrimage and how that influences believers
<table>
<thead>
<tr>
<th>Key questions</th>
<th>LEARNING OBJECTIVES Pupils should learn:</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Opportunities</th>
<th>Links / points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is special to you?</td>
<td>• that we all have different reasons for valuing things/people. (AT2)</td>
<td>• Children sitting quietly. Ask children to imagine that they are holding an object that is very special to them. Think about what does it look like? Who gave it to you? Is it expensive? How long have you had it? Imagine now giving that special object to someone that you don’t know very well. How do you feel if they don’t treat it carefully? How do you feel when the object is returned to you? • Children now asked to imagine that they are going on a journey to their favourite/special place. They can take with them as many family and friends as they want. Where have they ‘travelled’ to? Who is with them? How do they feel? Why?</td>
<td></td>
<td>My special objects</td>
</tr>
<tr>
<td>What places are special to others?</td>
<td></td>
<td></td>
<td>Visualisation activity in Appendix 1</td>
<td>A quiet visualisation script (From Developing Primary RE Series - Pub. REToday and reproduced with permission from REToday)</td>
</tr>
<tr>
<td>Key questions</td>
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<tr>
<td>What is special to you?</td>
<td>that journeys include triumphs but also difficulties and that some journeys have a special significance. (AT2)</td>
<td>Introduce to the children that they will be going on a journey where a choice will need to be made. Choice 1 – going on a holiday with as much money etc as they want but they must go alone. Choice 2 – going on a difficult journey to find the answer to a world issues such as hunger or drought. They can take as many family and friends/desired objects as they want.</td>
<td>Speaking and listening – from discussions have the children understood the different types of journeys and difficulties within those journeys as well as their spiritual meaning.</td>
<td>Difficult journeys could include answer to world hunger is engraved in a distant glacier in the Antarctic. You would have pictures of the location to support children’s thinking. Other ideas include trekking across a desert, climbing a tall mountain etc.</td>
</tr>
<tr>
<td>What places are special to others?</td>
<td>• As a class discuss the journey choices and make a decision.</td>
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<td></td>
<td>• In mixed ability groups children to plan journey using planner (see appendix 3 - Our Group Journey).</td>
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<td></td>
<td>• As a whole class present journeys at end, including outcomes and reasons for choices. Would you participate in a similar journey knowing how difficult it is? Why/ not?</td>
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<tr>
<td>Follow lesson plans from Festival Matters – Harvest Y 3</td>
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<tr>
<td>What is worship? What happens in a Church, and the wider Christian community?</td>
<td>• that worship is an important religious activity and an expression of faith. (AT1) • that worship can be a communal or individual activity. (AT1) • that worship can be expressed and shown in a variety of ways in Christianity. (AT1) • that key features in religion are expressions of beliefs.</td>
<td>• Show video/dvd of Christian worship. Ask children to take note of the activities and the roles undertaken by different members of the church. Ask children to consider how artefacts are used in worship. • Discuss and explore the use of language, music (if any) and gesture in worship. Look at Christianity photopack and handle relevant artefacts. • Interview a believer about what worship means to them, or use CD/video to gain this information.</td>
<td>Speaking and Listening – children should be able to identify key features of a church and Christian worship.</td>
<td><a href="http://www.request.org.uk">www.request.org.uk</a> <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> link to <a href="http://www.educhurch.org.uk">www.educhurch.org.uk</a> Inside a Church <a href="http://tre.ngfl.gov.uk">http://tre.ngfl.gov.uk</a> DVD – Places of Worship Details are on <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> It is not appropriate to encourage children to participate in worship as part of this unit. If possible, observe an act of worship at a place of worship.</td>
</tr>
<tr>
<td>Who are Hindus?</td>
<td>• to find out what other children already know about Hinduism (AT1)</td>
<td>• Where do Hindus live today and where did they originally come from? • What do they wear? Do these clothes have a special meaning? • Look at Hindu photopack and handle relevant artefacts. • Use ‘Shompa in India’ big book to explore the life of a Hindu child in India. Children to discuss what they notice and compare and contrast with their own lives. • Using photograph of Shompa (Hindu child in big book) children to ‘hotseat’ and ask questions of Shompa. What answers do the children think that Shompa might give? Why do you think this?</td>
<td>This section acts as an introduction to Hinduism as a focused religion. ‘Shompa in India’ (Christian Aid big book – explores the life of a Hindu child in India).</td>
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<tr>
<td>What happens in Hindu worship in a mandir?</td>
<td>• about worship through the elements, rituals and artefacts that are involved in Hindu worship in a mandir. (AT1)</td>
<td>• A mandir is a Hindu place of worship.</td>
<td></td>
<td>Where possible, plan a visit or do a virtual visit (<a href="http://www.reonline">www.reonline</a>).</td>
</tr>
<tr>
<td></td>
<td>• to understand the meaning and symbolism of different objects and acts. (AT1)</td>
<td>• Describe to children what the inside of a mandir looks like from a picture which the class cannot see. Ask the children to listen carefully and imagine themselves there. From the description, what would you most like to see?</td>
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<td>Children can talk to representatives of the Hindu community.</td>
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<td>• Use pictures and artefacts of the inside of a mandir. In pairs, let the children take it in turns to say what they can see in their picture or from the artefacts. Report back to the class their findings about the main characteristics of a mandir. Possible use of puja tray to enrich learning.</td>
<td></td>
<td>Incense can be used in the classroom but care must be taken with asthmatics.</td>
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<td></td>
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<td>• Watch a video/dvd of Hindus worshipping in a mandir. What do the children think it’s like to be a Hindu?</td>
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<td><a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> link to Hindu temple – audio clips</td>
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<td>• Children to describe what they have seen and discuss.</td>
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<td><a href="http://www.cleo.net.uk">www.cleo.net.uk</a></td>
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<td></td>
<td></td>
<td>• What do the children think are the key parts of worship in a mandir?</td>
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<td><a href="http://breazshare.net">http://breazshare.net</a></td>
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<td>• Possible activity – children to write a diary entry as if they were a Hindu boy/girl? Where did they worship/ what was it like? How did they feel? Why do they do it?</td>
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<td>images of mandir Hinduism for children</td>
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<td>Speaking and listening – children should be able to identify key features of a mandir and Hindu worship.</td>
<td><a href="http://atschool.eduweb.co.uk">http://atschool.eduweb.co.uk</a></td>
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</table>
| Why do Christians make journeys to special places? (pilgrimage) | Pupils should learn: | • about the importance of a variety of places to Christians.  
• in detail about a Christian place of pilgrimage. | • Show pictures of places where Christians go on pilgrimage, e.g. Walsingham, Lourdes, Bethlehem, Jerusalem, Iona, etc.  
• Study one Christian place of pilgrimage in detail, e.g. Lourdes. Explain why pilgrimage is important to many Christians.  
• Read the story of Bernadette to the children. Describe aspects of the life of Bernadette and how these are marked in a pilgrimage to Lourdes.  
• Children to reflect upon how a pilgrim may feel and why and what difficulties they may encounter. | • Children to produce a postcard as if they were in Lourdes to send to a friend to explain why they could visit. They can describe what they have seen, what they have done, why, and how they are feeling. | www.request.org.uk pictures of places of pilgrimage  
www.lourdes-france.org  
Lourdes information and webcam. |
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</table>
| Why do Hindus make journeys to special places? (pilgrimage) | • about the importance of the River Ganges (AT1)  
• about the importance of a variety of places to Hindus. (AT1)  
• in detail about a Hindu place of pilgrimage. (AT1)  
• to reflect on feelings and experiences linked to pilgrimage and special journeys (AT2) | • Remind children about their visit to their special place (sessions 1 and 2)  
• Show pictures of places where Hindus go on pilgrimage, e.g. Varanasi, Allahabad, Gaya.  
• Study one place of Hindu pilgrimage in detail, e.g. Varanasi. Explain why pilgrimage is important to Hindus. (Varanasi - holy city situated on the banks of the River Ganges).  
• Tell story of River Ganges (Appendix 2)  
• What do the children think that this story might mean to Hindus, why?  
• Discuss with children what pilgrims do at Varanasi, and why.  
• Children to reflect upon how a pilgrim might feel and why, and how this might alter during a pilgrimage.  
• Children could use art and drama to retell story of River Ganges. | • Children to produce a poster explaining Varanasi as a special place, what happens there, why? | The story of the River Ganges (Appendix 2)  
Varanasi is associated with the gods Shiva and Rama. In India, many rivers are considered to be sacred. The River Ganges is seen as the 'holiest' of rivers. |
<table>
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</table>
| What are the links between Christian and Hindu worship? | • to make links between Christian and Hindu worship (AT1) | • Remind and question children about what they saw in a Christian Church. Discuss similarities and differences. Use image of church.  
• What did children see inside a Hindu mandir? Discuss similarities and differences. Use image of mandir.  
• Ask children to record how the two places of worship are similar and different and begin to ask questions. | What do children notice is the same/different? Children discuss in talk pairs or they could write on whiteboards.  
Children ask some questions about worship and suggest answers that might be given by Christians and Hindus. | Recording could be written, through news report to the class, a diary entry, annotated photographs (photos provided by the teacher) etc. |
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<td>Pupils should learn:</td>
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<tr>
<td>What are the links between Christian and Hindu pilgrimage?</td>
<td>to make links between Christian and Hindu pilgrimage</td>
<td>Remind children about special journeys and difficulties which arise.</td>
<td>Children to record and present a speech about the importance of pilgrimages for Christians and Hindus. OR could complete and present an interview with a Hindu/ Christian pilgrim on their return from their pilgrimage.</td>
<td>For some children a scribe could be used to record the speech.</td>
</tr>
</tbody>
</table>
|               | to make links between pilgrimages and their own special journeys (AT2) | What do children remember about pilgrimage?  
- Where are they?  
- Which religion?  
- What do they represent?  
- Why do people go? | | |
|               |                     | What makes it special for Christians? | | |
|               |                     | What makes it special for Hindus? | | |
My special object: A guided visualisation script

**Aim**
To help focus attention on the importance and significance of religious artefacts for believers.

**Preparation**
Ask pupils to sit quietly in a circle with their feet firmly on the floor and hands resting on their lap.

Explain that you are going to lead them on a ‘journey’ in their imagination and that during the ‘story’ you will ask some questions and help them to think about their feelings. Explain that they are not expected to answer out loud, but just to think about these quietly.

Encourage them all to take part, but let them know that they can opt out if anyone does they must not disturb the others, but simply sit quietly until the activity ends.

Read slowly and deliberately, allowing ‘space’ and ‘silence’.

**Follow-up**
Without talking, go to your table and sit down. You will find a piece of paper with a circle drawn on it.

→ In the circle, draw a picture of your special object.
→ To one side, write some words to show what this object means to you and why it is special.
→ On the other side, write some words to describe how you felt when a stranger was handling your special object.

**Preparation for class discussion**
What advice would you give someone about handling objects of special value and meaning? Write down some ideas.
Once in India there lived a king who decided to thank the gods for giving him his children, by making a sacrifice of the finest horse he could find. But the horse belonged to Lord Indra who secretly took the horse away before the king could offer it as a sacrifice. The king was very upset that he couldn’t offer the horse, and he and his sons searched the world for the horse. In their search, the sons began to dig towards the centre of the earth. The earth goddess, who was the wife of Vishnu, cried in pain as the sons dug deep into her. Vishnu was angry that his wife was being hurt, and sent a fire which burnt the sons to death.

The king was filled with grief. All he had meant to do was to find the finest horse to thank the gods for his children. He had not meant to hurt anyone, and he begged the gods to return his sons to him. He was told that his sons would come back to life and go to heaven when the River Ganga flowed on earth.

The River Ganga, who lived in the heavens high in the Himalayas, prepared to rush all her waters down to earth in one mighty downpour. But the Lord Shiva realised that if she did this, then the whole world would be flooded, so he stood underneath Ganga and, as the water fell, it became trapped in his hair. Ganga could not escape until Shiva divided her up into seven streams. Thunder roared as the seven rivers of Ganga came down through the sky and fell to earth, breaking up into streams and waterfalls and pools.

The water trickled through the thirsty earth until it reached the ashes remains of the king’s sons. As the water mixed with the ash, the sons came to life and their souls rose into heaven. Now Hindus believe that everyone who bathes in Ganga’s waters will have everlasting life in heaven.

*This story is adapted from Stories from the Hindu World* (Macdonald, ISBN 0-356-11509-7)
Our Group Journey

Where we are going?

Who is going?

Description of the journey – where did you go? What was it like? What was difficult? Where were any problems?

Why we are going? What is the purpose?

What will we need to take?

Was the journey difficult? What was the outcome? Would you go again and why?

APPENDIX 3

15
WORSHIP, PILGRIMAGE and SACRED PLACES

My favourite place
is

because

My most memorable journey was when

When I hear the word Hindu
I think of

I think the word worship means

A really special moment in my life was when

A special place for Christians is

Christians go there because

My most memorable journey was when

When I hear the word Hindu
I think of

I think the word worship means
The most important things I have learned about worship are

Christians worship God in different ways e.g. by

Hindus show worship is important to them by

What I remember most from this unit is

I think the word pilgrimage means

A really important journey for many Hindus is when they go to

on

It’s special for Hindus because

The most important things I have learnt about journeys are

The most important things I have learnt about journeys are

It's special for Hindus because

Christians worship God in different ways e.g. by

Hindus show worship is important to them by
Unit: Worship, Pilgrimage and sacred places

AT 1

c. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.

f. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.

AT 2

c. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.

e. Reflect on sources of inspiration in their own and others’ lives.

EXPECTATIONS at the end of this unit:

Nearly all can: (at level 1)

AT1 b
• use some religious words and phrases to recognise and name features of religious life and practice
• recall religious stories
• recognise symbols, and other verbal and visual forms of religious expression.

Pupil friendly level descriptions: I can .......
• use the right names for things that are special to Christians and Hindus e.g.” I can say that is a Church”, or “This is a mandir” when looking at places of worship

AT2 e
• talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Pupil friendly level descriptions: I can .......
• talk about what I find interesting or puzzling e.g. I can talk about worship and special journeys

Many can: (at level 2)

AT1 b
• use religious words and phrases to identify some features of religion and its importance for some people
• begin to show awareness of similarities in religions
• retell religious stories and suggest meanings for religious actions and symbols
• identify how religion is expressed in different ways

Pupil friendly level descriptions: I can .......
• talk about some of the things that are the same for different religious people e.g. say that Christians and Hindus both have places of worship and pilgrimage

AT2 e
• ask and respond sensitively to, questions about their own and others’ experiences and feelings
• recognise that some questions cause people to wonder and are difficult to answer
• recognise their own values and those of others, in relation to matters of right and wrong

Pupil friendly level descriptions: I can ......
• talk about some things that make people ask questions e.g. say what is puzzling and interesting about worship and pilgrimage.
Some children will have progressed further and can:  (at level 3 )

AT1 b

- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences
- make links between beliefs and sources, including religious stories and sacred texts
- begin to identify the impact religion has on believers’ lives
- describe some forms of religious expression.

Pupil friendly level descriptions: I can .......

- describe some of the things that are the same and different for religious people
e.g. I can say what is the same and what is different about Christian and Hindu places of worship and pilgrimage

AT2 e

- identify what influences them, making links between aspects of their own and others’ experiences
- ask important questions about religion and beliefs, making links between their own and others’ responses
- make links between values and commitments, and their own attitudes and behaviour.

Pupil friendly level descriptions: I can .......

- ask important questions about life and compare my ideas with those of other people
e.g. think about and ask questions about worship and pilgrimage

Assessment Levels

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>AT 1 b</td>
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<tr>
<td>AT 2 e</td>
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</table>

Assessment Task:

**Major Focus Task**


**Other possibilities**

Using pilgrimage PowerPoint, talk in pairs, discuss why people might go on a pilgrimage. Make a list of questions to ask a pilgrim. What might answers be and explain why.

Using worship PowerPoint or images, annotate key features of Christian or Hindu place of worship and explain meaning.

Comments:
Key Strands addressed by this unit

AT 1       Learning about religion

Strand b
How children develop their knowledge, skills and understanding
with reference to practices and ways of life.

AT 2       Learning from religion

Strand d
How children, in the light of their learning about religion, express
their responses and insights with regard to questions and issues
about identity and belonging.

_________________________________________________________________________

EXPECTATIONS at the end of this unit:

<table>
<thead>
<tr>
<th>Nearly all can: (at level 1)</th>
<th>Pupil friendly level descriptions</th>
</tr>
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<tbody>
<tr>
<td>AT1 b Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</td>
<td>I can use the right names for things that are special to Christians and Hindus.</td>
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<td>e.g. “I can say that is a Church”, or “This is a Mandir” when looking at places of worship.</td>
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<tr>
<td>AT2 d Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.</td>
<td>I can talk about things that happen to me.</td>
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<td>e.g. I can talk about how I felt when my baby brother or sister was born.</td>
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