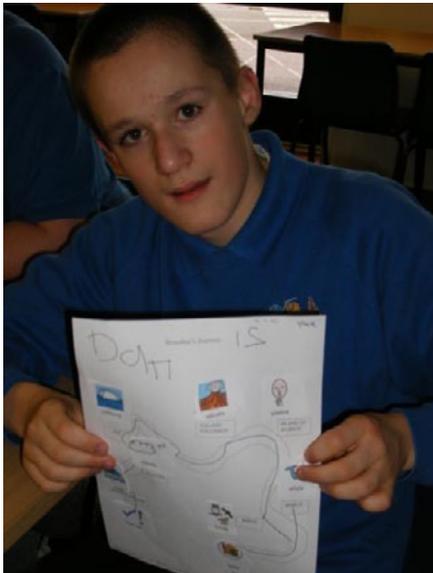




The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



St. Brendan's Map



Dressed for Hajj

Title: Journeys: *Why do some people want to visit certain special places?*

Year Group: Special Schools PMLD (P1 – P5)



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About this unit:

This unit enables pupils in Special Schools and Designated Special Provision Units to access and explore the idea of journeys in the lives of religious teachers and leaders, and religious journeys to places of pilgrimage, through artefacts, role play, stories and the use of ICT.

The focus is on the importance of journeys as recorded in religious scriptures and in the reasons for religious journeys in the present day. Pupils will be expected to think for themselves about questions to do with reasons for pilgrimage.

Pupils are encouraged to consider what can be learned from reflecting on the special places and the importance of journeys studied whilst referring to their own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of special journeys and pilgrimage.

The focus is on sensory approaches to learning to enable access for pupils in Special Schools and Designated Special Provision Units who have profound multiple learning difficulties and who are working between P Scale Level P1 and up to Level P5.

By focusing particularly on the concepts of specialness and ritual, pupils are helped to understand that places can be of importance and significance in the lives of everybody, including religious people.

This unit contributes to the continuity and progression of pupils' learning by building upon previous learning about special books, objects and times. It anticipates a further study of practices and rituals associated with different religions and belief systems.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other areas of the curriculum as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Ritual (Established patterns of behaviour are important in teaching and maintaining the beliefs of a religion);

Commitment (People do things because of their religious beliefs).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** through sharing information about themselves in a safe and comfortable environment;
- **Respect for all** by developing awareness about the religious lives of others, past and present.

The unit will provide these opportunities for pupils:

- To explore reasons behind everyday and special journeys;
- To experience journeys of religious figures through role play;
- To be able to think about their own experiences and views in relation to questions of special places, travel and reasons for going to places;
- Experiences including sensory stories, role play and planning and going on a class trip somewhere special.

Background information for the teacher:

St. Brendan's Journey

St. Brendan was born approximately AD 483 in Barra, Ireland. Mount Brendan is named after him, as are other places in Ireland such as Brendan Creek, Brendan Hill and Brendan Point.

Brendan was brought up as a Christian and spent much of his life travelling, learning from Christian teachers and then spreading the love of God. One great friend was Enda, who built a monastery on one of the Aran Islands in Galway Bay and taught Brendan about the Christian faith.

Brendan is best remembered for one famous journey which he believed God called him to go on. The voyage was relived through Tim Severin in 1976/77, proving much of what Brendan's memoirs seemed to say.

The voyage involved a boat (Currach) made of tanned ox-hide stretched over oak-bark and greased with fat. It had a mast and a sail and supplies for forty days at sea. Brendan set sail with three other monks.

The journey was a hard one full of surprises. At times when food was scarce and weather poor, help would be found and Brendan believed this to be the will of God.

Brendan and his companions apparently journeyed to an island of birds, ran aground on the back of a whale, sailed amongst icebergs, saw a volcano erupt, witnessed strange sea creatures and got caught up in a violent gale before finally reaching Newfoundland.

Brendan's journey was not planned by any map or organised with timetables and weather charts. Its guidance came from faith and festivals. The crew prayed, stopped to celebrate Christian festivals and spread the word of God.

Pilgrimage in Islam - Hajj

Hajj is pilgrimage in the Muslim religion. It is one of the Five Pillars of Islam. Devout Muslims try to complete Hajj at least once in their lifetime if they are able. It is seen as a duty for every adult Muslim who is physically and mentally fit and can afford it.

Hajj takes place on an annual basis to Mecca (Makkah) in Saudi Arabia. One of the main purposes is to unite Muslims in what they believe to be one of the most sacred places in the world. The pilgrimage is full of ritual and symbolism.

Pilgrims wash and prepare themselves for the coming days of Hajj by putting on "Ihram" – two pieces of simple white fabric. This creates equality among pilgrims. During the Hajj the pilgrims perform acts of worship and renew their sense of purpose in the world. They go to the Masjid at Harem and walk around the Ka'bah seven times, repeating prayers. This is called the "Tawaf". Pilgrims then go to the walkway between the hills of Safa and Marwa. Here they perform "Sa'i" where they walk back and forth between the hills seven times. This is in remembrance of Hagar who searched between these mountains for water for Ishmael before the Zam Zam water was found.

Arafat is the most important part of the Hajj. It is a reminder of the Day of Judgement, where Muslims believe people will stand together, waiting for judgement. Muslims spend an entire day in Arafat, praying to God and thinking over the purpose of their lives. It is an extremely emotional time.

Pilgrims next make their way to Jamaraat. The Jamaraat are three tall, stone pillars which represent Satan. The pillars remind pilgrims of the three temptations that were made to Abraham as he was getting ready to sacrifice his son. Just as Abraham resisted the temptations, pilgrims symbolically reject Satan and all of life's temptations, by throwing stones at the pillars.

They then return to Mecca and make a further Tawaf. Then a sacrifice should be made called a Qurbani. A lamb, sheep or goat is ritually slaughtered and the meat is distributed amongst the poor. After this, men's heads are shaved and women cut a lock of their hair to symbolise being reborn and cleansing the body and soul.

Christian Pilgrimage

Some Christians may go on pilgrimage. Several places are seen as important.

Catholic Pilgrims may go to Lourdes where they may seek a healing miracle. In 1858 a woman called Bernadette Soubivious had a vision of Mary, mother of Jesus. At that moment water sprang from the mountain, which has since been believed to have affected miraculous cures.

Walsingham is also a popular site for Christian pilgrims. In 1061 a Saxon Noblewoman, Richeldis de Faverches, had a vision where she was taken by Mary, mother of Jesus, to be shown a house in Nazareth where the angel Gabriel was supposed to have announced the news of the birth of Jesus. Mary asked Richeldis to build an exact replica of that house in Walsingham. This is how Walsingham has come to be known as England's Nazareth.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Religious studies Journeys Miracle Pilgrimage Sacred Places</p> <p>Specific religions</p> <p>Christianity Lourdes Mary, mother of Jesus Saint Vision Walsingham</p> <p>Islam Arafat Hajj Ihram Jamaraat Ka'bah Makkah Mecca Muhammed (pbuh) Qurbani Sa'i Tawaf</p>	<p>Teachers might use:</p> <p>Web</p> <ul style="list-style-type: none"> ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ www.cist.org.uk the story of St. Francis within the KS2 Christianity section ▪ www.bbc.co.uk/religion/religions/islam for information about Hajj ▪ www.goisrael.com/vt a virtual tour of sites with Christian significance ▪ www.holyland-pilgrimage.org video link to pilgrims talking about visits to the Holy Land ▪ www.lourdes-france.org background information and link to camera in Lourdes. Watch pilgrims entering the shrine ▪ www.walsinghamanglican.org.uk information on how people plan for a pilgrimage in the UK <p>Books Stories of Faith by Bob Hescott. 4 Schools. 1-899214-76-3</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for social development come from awareness of how religious beliefs lead to particular actions; • Opportunities for cultural development come from promoting racial and interfaith harmony and respect for all. 	

EXPECTATIONS: At the end of this unit...				
<p>Pupils working at level P1 will be able to:</p> <ul style="list-style-type: none"> • Turn my head towards an auditory or visual stimulus; • Lie, sit, be part of my group whilst an RE session is running. 	<p>Pupils working at level P2 will be able to:</p> <ul style="list-style-type: none"> • Perform a simple repetitive action with an artefact; • Join in activities in response to familiar objects. 	<p>Pupils working at level P3 will be able to:</p> <ul style="list-style-type: none"> • Sustain concentration for short periods; • Actively explore events and artefacts for short periods. 	<p>Pupils working at level P4 will be able to:</p> <ul style="list-style-type: none"> • Join in with a role play situations, with support; • Respond to the emotions of others. 	<p>Pupils working at level P5 will be able to:</p> <ul style="list-style-type: none"> • Take part in an activity involving two or three others, showing like or dislike; • Use symbols, signs, gestures or words in response to simple questions or experiences connected to RE.

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

Pupils could be asked to work with a partner and make up a simple reflection/prayer using symbols or words for a pilgrimage or special journey that they have found out about. They could be asked to talk simply about a journey that has been special to them.

UNIT TITLE: Journeys: *Why do some people want to visit certain special places?*

Key Question: *What is a journey?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know what is meant by a journey.</p>	<p>Build up a pictorial or sensory journey with artefacts that pupils are familiar with, showing a start and end, a means of transport and the reason for the journey. Explore items to take on the journey.</p> <p>E.g. Start at classroom; get coats, money, bus keys, pictorial shopping list, and shopping bags. This indicates the weekly shopping outing on the bus.</p>	<p>Pupils will ...</p> <p><i>Explore the artefacts showing signs of recognition with the more familiar items, smells or sounds. (AT2 P3)</i></p> <p><i>Given a selection of sensory items in order, pupils choose the artefact, symbol or picture to indicate the destination. (AT2 P3)</i></p>	<p><i>The lesson may have to be timed carefully as some pupils may expect to go on the journey when the artefacts are presented.</i></p>

Key Question: *What are my special journeys?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on their own special places and the important journeys they make.</p>	<p>Teacher shares memories of a place which is special to them. Why is it important? What memories does it hold? What feelings when there?</p> <p>Give pupils time to ‘talk’ about a place which is special to them.</p> <p>Or</p> <p>Discuss a place which the class has been to which holds special memories.</p>	<p>Pupils will....</p> <p><i>Sustain concentration as part of a group. (AT2 P3)</i></p> <p><i>Take turns to share their ideas of a special place. (AT2 P4)</i></p>	<p><i>May help if parents have been contacted prior to the lesson to send in a photographs of places the pupils may choose.</i></p> <p><i>Some places may be too special or personal for pupils to share.</i></p>

Key Question: *Why do people go on journeys?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To make connections between different journeys and the reasons for making them.</p> <p>To consider different emotions whilst travelling.</p>	<p>Talk about journeys pupils make, match pictures or artefacts to different journeys and link to vocalisations and symbols of how pupils feel:</p> <ol style="list-style-type: none"> 1. To meet people – visits to family or friends; 2. To look for something – shopping with mum or dad; 3. To take part in an activity – going to school; 4. To visit places – holiday. <p>Talk about the journey and put on appropriate mask to show feelings involved with that part of the journey.</p> <p>Create a timeline to demonstrate a journey, including representations of feelings. Role play going on a journey e.g. The bustle of getting ready, the relaxation as the journey starts, the boredom of a long journey, 'Are we there yet?', the excitement of arrival.</p>	<p>Pupils will....</p> <p><i>Share artefacts and pictures of journeys that they have been on. (AT2 P5)</i></p> <p><i>Join in vocalisations to illustrate the emotions felt going on different journeys. (AT2 P4)</i></p>	<p><i>Try to ensure a range of journeys of different lengths which provoke a range of emotions.</i></p> <p><i>Symbols or masks of happy, excited, sad, bored etc.</i></p>

Key Question: *What is a pilgrimage?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To begin to know some of the reasons why people may go on pilgrimage.</p> <p>To know that pilgrimage is not particular to one specific faith.</p>	<p>Explain that a pilgrimage is a special journey done for a reason:</p> <ul style="list-style-type: none"> - To say thank you for something good; - To say sorry; - To ask for help. <p>Explore photographs of people from different religions on pilgrimage. How are they the same? Different? E.g. Christianity: Lourdes or Walsingham; Hinduism: River Ganges – Kumbh Mela festival or Varanasi; Islam: Mecca for Hajj etc.</p> <p>Work together to write some thoughts and feelings (or create symbols) which they think might be experienced during a pilgrimage.</p> <p>Make a postcard to send home from a pilgrimage. Write/staff scribe a simple message on the back.</p>	<p>Pupils will</p> <p>Identify some simple similarities and differences between different pilgrimages. (AT1 P5)</p> <p><i>Work together to write thoughts/feelings from pilgrimage. (AT2 P5)</i></p> <p><i>Respond appropriately to new religious experiences. (AT2 P5)</i></p>	<p><i>Pictures from Google Images</i></p>

Key Question: *What do Muslims do during Hajj?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To increase awareness of ritual and feelings of belonging through Hajj pilgrimage.</p>	<p>Explain how important Hajj is to Muslims. Thousands of Muslims will perform these rituals at the same time every year. Look at pictures/websites to see what Muslims do.</p> <p>Using artefacts, allow pupils to experience some of the rituals of Hajj, giving simple explanations of the symbolism.</p> <p>E.g. Wearing special clothes. Dress pupils in 2 pieces of white fabric. How do they feel, putting different clothes on? What would it be like for everybody to be wearing exactly the same?</p> <p>Ritual - 'Tawaf'. Create a special place to be the equivalent of the Ka'bah for Muslims and circle counter clockwise a number of times. How does it feel?</p> <p>'Sa'i' Hurry 7 times between 2 objects to simulate the hills.</p> <p>Use boxes and beanbags to symbolise getting rid of bad things or, if appropriate, use a dustbin and get staff to write on sticky notes things pupils suggest are bad things in the world that they would like to get rid of. Then pupils screw up the sticky notes and throw into dustbin to symbolise getting rid of evil.</p>	<p>Pupils will.....</p> <p><i>Join in role play/rituals with support. (AT2 P4)</i></p> <p>Show some anticipation as actions are repeated. (AT1 P4)</p>	<p><i>"Ka'bah" could be boxes or large blocks from soft play room covered in black fabric.</i></p> <p><i>The hills could be similar mounds covered in green fabric.</i></p> <p><i>Use beanbags instead of pebbles.</i></p>

Key Question: *What happened during St. Brendan's journey to Newfoundland?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware of the journey of St. Brendan and how he appreciated the beauty of God's world.</p>	<p>Read a simple story of the journey of St. Brendan.</p> <p>Encourage pupils to help to put together sensory boxes for each step of his journey or spend time exploring ready made boxes.</p> <p>Take the pupils on a sensory version of the journey, miming getting in and out of the boat, finding the different things etc.</p> <p>Where appropriate, make simple collages for the different creatures and experiences on the journey. Emphasis how St. Brendan found these things beautiful, e.g. birds, whale, volcano and crystal island, and believed that they were a gift from God.</p> <p>Go through story again; make up sound effects for each stage of the journey using vocalisation or percussion instruments. Record onto individual or sequence switches.</p> <p>Retell story with pupils using their artefacts and sound effects to illustrate.</p>	<p>Pupils will.....</p> <p><i>Explore artefacts for extended periods showing like or dislike. (AT2 P3)</i></p> <p><i>Co-operate with other pupils by playing familiar instruments to record sound effects. (AT2 P5)</i></p> <p><i>Perform a simple action to illustrate an aspect of the story e.g. hold up a picture, press a switch, and perform an action. (AT2 P5)</i></p>	<p><i>Images available on Google images.</i></p> <p><i>This could be recorded on video or audio tape to save or share the story.</i></p>

Key Questions: Are stories about journeys important in the lives of religious leaders? Who was Moses?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware of the story of Moses' journey.</p> <p>To show how the journey in the wilderness taught the Israelites to trust God.</p>	<p>At the festival of Pesach Jews celebrate the liberation of the Israelites led out of Egypt by Moses.</p> <p>Tell the story of the escape from Egypt.</p> <p>Talk about the reason for the journey. (The Israelites escaping from slavery in Egypt.)</p> <p>Talk about the means of transport: On foot or donkey. Show pictures. Mime travelling in these ways.</p> <p>Discuss the emotions involved in this journey: <i>Excited</i> to leave, done quickly, grabbing a few possessions, unleavened bread. <i>Frightened</i> as it was to be a long journey, little food, unsure of destination, chased by Egyptians. <i>Relief</i> as God made the waters meet and stop the Egyptians capturing the Israelites.</p> <p>Talk about how the story <i>Reassured</i> the Israelites that they could put their trust in God.</p> <p>Role play the story. Lots of repetition in the journey, e.g. run, stop to camp and eat, run, stop to camp, etc. Use vocalisation or gesture to express emotions along the way.</p>	<p>Pupils will...</p> <p><i>Show a reaction to the emotions being expressed by staff and more able pupils. (AT2 P3)</i></p> <p><i>Join in role play with support. Show anticipation of repeated actions. (AT2 P4)</i></p>	

Key Questions: Are stories about journeys important in the lives of religious leaders? What can we find out about Muhammad (pbuh)?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore how Muhammad (pbuh) was led to the site of the first mosque.</p>	<p>Move round the school looking for somewhere to read a story. Playground: too cold. Corridor: too busy. Office: too small. Another classroom: too noisy etc.</p> <p>In a good place, tell the story of Muhammad. Muhammad allowed his camel Qaswa to lead him to the site where the first mosque would be built.</p> <p>The camel was looking for the best place and was not influenced by anyone, whether rich or poor, trying to persuade him to choose their land.</p> <p>Allow pupils opportunities to find the best place for: e.g. snack time, PE, music etc. Discuss reasons for choices.</p>	<p>Pupils will</p> <p><i>Lead their peers to a chosen place for an activity within the school. (AT2 P4)</i></p> <p><i>Pupils will follow the lead of a peer to a place within the school. (AT2 P4)</i></p>	<p><i>Switches with left and right recorded may help a pupil in a wheelchair direct a member of staff.</i></p>

Key Questions: Are stories about journeys important in the lives of religious leaders? How about St. Francis?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore the life of St. Francis, who travelled around Europe to meet people.</p>	<p>Tell the story of St. Francis travelling to help people by repairing churches, looking after the sick, caring for the lonely, telling everyone how much Jesus loved them etc.</p> <p>St. Francis tried to make the world more gentle and peaceful and made people happy through his singing, dancing and caring nature.</p> <p>Learn a song and musical accompaniment which makes them happy to take to share with another class.</p>	<p>Pupils will</p> <p><i>Join in a repetitive action to play an instrument to accompany the song. (AT2 P5)</i></p> <p><i>Take part in an activity to share with another group. (AT2 P5)</i></p>	<p>www.cist.org.uk go to KS2 Christianity lessons</p>