

Prayer, Worship and Pilgrimage: aspects of Christianity and Islam  
Based on Units 5A 5B and 6D

**RE Y5 MR JENNINGS' CLASS**  
**PRAYER, WORSHIP AND PILGRIMAGE**

**ABOUT THE UNIT**

This unit is linked closely to the study made of Islam in the Autumn Term. In this unit children learn about key objects, places, people and events associated with Christianity, and identify key points in the life of Jesus. They identify what is involved in belonging to the Christian community in terms of beliefs, practices and values.

**VOCABULARY:**

In this unit children will have an opportunity to use words and phrases related to: religious experience, *eg revelation, holy, sacred, angel*; •Christianity, *eg Bible, baptism, marriage, Easter, crucifixion, resurrection, communion, mass, eucharist, acts of worship*, and words related to church buildings and church furniture

**RESOURCES**

artefacts: a copy of the Bible, Church silver; CD-ROMs; Folens Photo Pack – Christianity; Folens Ideas Bank – Christianity; Time Travelling Teaching Pack; maps and atlases; virtual tours of Mosque and the Hajj

**VISITS**

to St. James' Church and to Southwell Minster

**EXPECTATIONS**

**At the end of this unit, children will:**

- most children will:* be able to be still and reflective and listen to the ideas of others relating to special places; explain with understanding how some of the principal beliefs of Christianity are expressed in the church building, in worship and in the wider life of the Christian community; show understanding of what it means to be a Christian in today's world, appreciating that there are differences within Christianity, as well as overriding similarities between different communities; have had an opportunity to reflect on the special qualities of places of worship; describe places of local or community significance in their own lives; develop their own responses to the beliefs and ideas distinctive to Christianity
- some children will not have made so much progress and will:* discuss their feelings and responses to visiting a place of worship; describe a church using some correct terms and explain what it is used for; know some Christian beliefs and express their own views about God in response; talk about local places which are special to them
- some children will have progressed further and will:* compare in detail similarities and differences between places of worship within a religious tradition as well as identifying similarities and differences across other religions they have studied; explain how beliefs affect the life of individuals and the religious community; evaluate religious and secular responses to questions of meaning and purpose using appropriate evidence and examples; explain in depth their own views

**LEARNING OBJECTIVES**  
CHILDREN SHOULD LEARN

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**  
CHILDREN

**POINTS TO NOTE**

**SPECIAL PLACES**

<ul style="list-style-type: none"> <li>• to reflect on places that are special to them or which have particular associations for them</li> <li>• develop their sense of enquiry and curiosity about places and relationships of people to those places</li> <li>• about local places, religious or otherwise, which have particular significance for the individual and the community, explaining why they are significant</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the notion of special places</li> <li>• share ideas of special places to different people and groups of people</li> <li>• discuss the notion of special places</li> </ul>	<ul style="list-style-type: none"> <li>• describe a place which is of particular significance to the pupil concerned and explain why</li> </ul>	<p>Resources:</p>
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**PLACES OF WORSHIP**

<ul style="list-style-type: none"> <li>• about different places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• prepare for a visit to church: study pictures and diagrams of churches (and also consider temples, mosques, synagogues)</li> <li>• explain the meaning and use of these for believers</li> <li>• read through information packs and possible materials from other sources about church buildings, label diagrams of church interiors</li> <li>• discover the particular names of various common pieces of church furniture</li> <li>• ask pupils to devise questions for the minister about the ceremony and other services that take place at the church</li> </ul>	<ul style="list-style-type: none"> <li>• know how to spell the parts of a church and to identify their significance</li> <li>• ask appropriate questions about the church and select relevant information to answer them</li> <li>• recognize some differences between religious buildings of different traditions</li> <li>• identify features in information that might be understood only by informed readers and suggest appropriate explanations</li> <li>• ask a range of questions about life and suggest appropriate answers, making reference to Christian teachings where appropriate, in preparing for the church visit</li> </ul>	<p>Resources:</p>
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**LEARNING OUTCOMES**  
CHILDREN

**POINTS TO NOTE**

**VISITING ST. JAMES' CHURCH AND SOUTHWELL MINSTER**

<ul style="list-style-type: none"> <li>through experience, how Christians/Muslims feel their beliefs are expressed through the church and the worship which takes place there</li> <li>to develop some appreciation of the particular atmosphere of a church and respect its significance for Christians</li> </ul>	<ul style="list-style-type: none"> <li>Provide a worksheet which allows pupils to investigate the church in pairs or small groups</li> <li>make a virtual tour of a mosque</li> <li>read or listen to Muslim people describing/explaining the worship and other activities that go on in the Mosque and help pupils to make notes. [to include references to use some religious artefacts as a means of understanding symbolism in worship]</li> <li>talk about the atmosphere in the church</li> <li>undertake Time Travelling activities at Southwell Minster</li> <li>talk about the atmosphere at Southwell</li> </ul>	<ul style="list-style-type: none"> <li>find many of the parts of a church identified in the previous unit</li> <li>consider the significance of the position in the church of different pieces of church furniture</li> </ul>	<p>Resources:</p> <p>use website – virtual tour of a Mosque</p>
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**WHAT HAPPENS IN CHURCH AND WHY**

<ul style="list-style-type: none"> <li>through experience, how Christians feel their beliefs are expressed through the church and the worship which takes place there</li> <li>to develop some appreciation of the particular atmosphere of a church and respect its significance for Christians</li> <li>to understand the significance of the Eucharist and of Baptism</li> </ul>	<ul style="list-style-type: none"> <li>worship in church – when and what takes place on a daily and weekly basis including prayer, hymnody, teaching</li> <li>find out other ways (apart from worship) in which the church is used by the community</li> <li>ask pupils to work in groups to consider life as a journey. Introduce pupils to some Christian ways of marking stages of life: baptism/christening, confirmation/baptism, marriage, funeral. (5c) Encourage pupils to ask their own questions about these events. Using photographs and memorabilia ask pupils about the sort of events that people at the end of life's journey would remember</li> <li>discuss what children feel are important points in people's (their) lives and the role that the community has in these; what role does the church have in these for Christian people?</li> <li>communion, mass, eucharist – what happens, why it is done, who is involved</li> <li>baptism – what happens, why it is done, who is involved</li> </ul>	<ul style="list-style-type: none"> <li>explain some of the symbolism and theology associated with communion and baptism</li> <li>know the main features of worship in Christian churches</li> <li>describe different uses of a church and explain why they are important</li> </ul>	<p>Resources:</p>
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CHILDREN SHOULD LEARN

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CHILDREN

**POINTS TO NOTE**

**PILGRIMAGE**

<ul style="list-style-type: none"> <li>to compare their own ideas about journeys with those of others. What is a journey?</li> <li>What pilgrimage is and why people go on a pilgrimage</li> <li>to identify aspects of pilgrimage which may cause people to wonder/question.</li> <li>to express beliefs/ideas/feelings using recognised styles of religious expression</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils In pairs to think about special journeys and the reasons they are made, for example:             <ul style="list-style-type: none"> <li>- pleasure; for holidays etc;</li> <li>- moral duty: to recycling depot; to the police station;</li> <li>- love: to hospital; to meet someone;</li> <li>- respect: to attend a funeral / ceremony;</li> <li>- belief : to pray, pay homage;</li> <li>- searching / exploring: for places; for truth / meaning;</li> <li>- evangelism: 'to spread the word'.</li> </ul> </li> <li>Ask pupils to think of special journeys they have made and to say why the journey was made and what they gained or learned from the experience.</li> <li>Ask the children to draw a picture about a special journey they have made and write two sentences about it. referring to their expectations, feelings, disappointments and so on.</li> <li>Using atlases and a world map, ask the children to indicate where the places for pilgrimage are and which countries they are in. This can be carried out either as an individual activity or as a whole class activity.</li> <li>Introduce pupils to the idea of a 'Quest' or 'Pilgrimage' (which features in many popular films). Tell pupils about religious 'quests' and destinations, eg Lourdes, River Ganges, Jerusalem, Walsingham, Bethlehem, and explain why people might go there, eg for healing. Ask the children if they have ever been to or know any one who has been on a pilgrimage. Show pupils a video or a poster of the Muslim Hajj, and tell them the story of Muhammad and the Ka'bah</li> <li>Remind pupils of the story of Muhammad and the Ka'bah. Ask them about Muhammad's reasons for preaching to the people of Makkah and why the Makkans didn't want to follow Muhammad. Ask how visiting the Ka'bah today might strengthen a Muslim's faith. Ask pupils to imagine that they are on the pilgrimage to Makkah and to write postcards home describing and explaining some of their experiences and feelings.             <ul style="list-style-type: none"> <li>•Tell pupils about Muslim art and calligraphy (see, eg Unit 10 of 'Living Religions: Islam') and ask them to design a suitable card (with no pictures of people or animals) for a Muslim who has returned from the Hajj. Pupils should say why their card is suitable for the occasion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify aspects of pilgrimage which may cause people to wonder/question by writing postcards from the Hajj. (B2)</li> <li>express beliefs/ideas/feelings <i>using recognised styles of religious expression</i> and describe the meaning of the symbolism used by designing and explaining a suitable congratulations card for a Hajji. (F4)</li> <li>children can explain some of the reasons why pilgrimage is important to many religious believers</li> <li>children can explain the significance of Bethlehem for Christians, Mecca to Muslims</li> </ul>	<p>use website – virtual tour of the Hajj</p>
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