

 RE Curriculum – Year 3 and 4 – Cycle A By the End of KS1 children will have studied:								
<ul style="list-style-type: none"> Christianity Islam religions and beliefs represented in the local community aspects of festivals and celebrations from other faiths where appropriate 								
Caythorpe Consistencies – Links to Lincolnshire Locally Agrees RE Syllabus Understand beliefs and teachings; RE1: Present the key teachings and beliefs of a religion. RE2: Refer to religious figures and holy books to explain answers. Reflect: RE7: Show an understanding that personal experiences and feelings influence attitudes and actions. RE8: Give some reasons why religious figures may have acted as they did. RE9: Ask questions that have no universally agreed answers. Understand values; RE10: Explain how beliefs about right and wrong affect people’s behaviour. RE11: Describe how some of the values held by communities or individuals affect behaviour and actions. RE12: Discuss and give opinions on stories involving moral dilemmas.								
Autumn		Spring			Summer			
What do we know about Jesus? <i>Christianity – God - Belief</i> Understand practices and lifestyles RE3: Identify religious artefacts and explain how and why they are used. RE5: Explain some of the religious practices of both clerics and individuals. Understand how beliefs are conveyed RE6: Identify religious symbolism in literature and the arts.		How is a Christian’s journey through life different and the same to my own? <i>Christian – Community - Rites of Passage (Life Journey Christianity)</i> Understand practices and lifestyles RE3: Identify religious artefacts and explain how and why they are used. RE4: Describe religious buildings and explain how they are used. RE5: Explain some of the religious practices of both clerics and individuals.		How is a Jewish’s journey through life different and the same to my own? <i>Judaism– Community - Rites of Passage (Life Journey Christianity)</i> Understand practices and lifestyles RE3: Identify religious artefacts and explain how and why they are used. RE4: Describe religious buildings and explain how they are used. RE5: Explain some of the religious practices of both clerics and individuals.		How is food special in religions? Understand practices and lifestyles RE3: Identify religious artefacts and explain how and why they are used. RE4: Describe religious buildings and explain how they are used. RE5: Explain some of the religious practices of both clerics and individuals.	What is Pilgrimage? Understand practices and lifestyles RE3: Identify religious artefacts and explain how and why they are used. RE4: Describe religious buildings and explain how they are used. RE5: Explain some of the religious practices of both clerics and individuals.	Where do we belong? Community - Identity and belonging – global citizenship Understand practices and lifestyles RE3: Identify religious artefacts and explain how and why they are used. RE4: Describe religious buildings and explain how they are used. RE5: Explain some of the religious practices of both clerics and individuals. Understand how beliefs are conveyed RE6: Identify religious symbolism in literature and the arts
Resource	Different images of Jesus	Wedding/ communion /Christening/sympathy cards/invites, communion certificates,	What is Bat Mitzvah, welcoming a baby,	Sedar plate, goblet, bread/water	Images of Holy shrines and places of Pilgrimage, images of the Kaba at Makkah,	Globe, atlas, images of religious buildings, images of religious leaders and world leaders		
Other Vocabulary	Jesus, Christianity, bible, gospels, representation, art, authentic, appearance, expression,	Rite of passage, journey, birth, death, marriage, Christening, ceremony, baptism, font, holy communion, communion, confirmation, Catholic, Church of England, Canaan. Wedding,	Jewish artefacts, kiddah cup, Torah scroll, menorah,	Fasting, Jewish, Yom Kippur, Eid al-Fitr, Ramadan, Muslim, Islam, communion,		Diversity, minority, community, faith, citizen, global community, refugee, homeless,		
Other	Harvest, Rosh Hashanah	Diwali, All Saints’ Day, Hanukkah	Chinese New Year, Shrove Tuesday, Ash Wednesday	Epiphany, Mothering Sunday, Easter	Ramadan, Eid	Father’s Day		
Flashbacks	<ul style="list-style-type: none"> Christians and Muslims believe in one God Christians believe Jesus was the son of God The Bible is the Christian Holy Book 	<ul style="list-style-type: none"> Christians and Muslims believe in one God – Allah Christians believe Jesus was the son of God – there are many different representations of him The Bible is the Christian holy book, it is in two parts the old and new testaments 	<ul style="list-style-type: none"> Holy Communion and Baptisms are ceremonies to welcome individuals into the Christian Church Christians believe in the importance of communal events to build a sense of community and belonging The Bible is the Christian holy book, it is in two parts the old and new testaments – The Jewish faith’s Torah is the Old testament 	<ul style="list-style-type: none"> Christians, Jews and Muslims believe in one God – Allah Jewish and Christian faiths have community ceremonies to celebrate collectively events in their lives – births, coming of age, weddings and deaths. Christians believe in the importance of communal events to build a sense of community and belonging 	<ul style="list-style-type: none"> Eid-Al-Fitr and Ramadan are Muslim festivals Holy Communion symbolises the Last Supper of Jesus Christ with his disciples Jerusalem is a significant place for Jews, Muslims and Christians 	<ul style="list-style-type: none"> Know Pilgrimage is a significant journey carried out for a special reason. Many religions make pilgrimage to religious places to show their devotion to their religion. 		
?	What do people believe about God? How is God depicted in the Bible? How do symbols in the Bible relate to God?	How is Christian belief expressed collectively? → How does Christian worship and celebration build a sense of community? → Worship and celebration: ways in which worship	How do Jews show they belong? → What value does religion bring for religious people? → How does this relate to ideas about community, identify and belonging? → Rites of passage; include other religions, e.g.	<i>How do symbols in the Bible help Christians relate to God? What visual symbols and symbolic acts can be seen in a Christian church/places of worship?</i>	What is a pilgrimage? What does pilgrimage involve? → E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage	What does it mean to belong? How do religions celebrate to build a sense of community?		

		and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)		to Makkah, Hindu pilgrimage to the Ganges, etc. → Environmental impact of pilgrimage	
Lesson 1	<p>WALT: know that there are different representations of Jesus</p> <p>Activities: Christians believe that God made humans in the image of himself (Genesis 1:26-27) Children will understand that Jesus is a historical as well as a religious figure. They will consider reasons why no one knows exactly what he looked like and think about why different groups of people represent Jesus in different ways.</p> <p>Children will know:</p> <ul style="list-style-type: none"> that there is no authentic visual image of Jesus expressions of Jesus' appearance reflect a variety of contextual characteristics 	<p>WALT: understand what a rite of passage is.</p> <p>Activities: Children will consider which events in their life have been most important or significant to them so far and discuss why these events were so important. They will find out what a rite of passage is and think about some major life rites of passage.</p> <p>Children will know:</p> <ul style="list-style-type: none"> what a rite of passage is how to distinguish between major events and insignificant events how major events in life can change you 	<p>WALT: know how Jews welcome babies into the Jewish faith</p> <p>Activities: Welcoming a baby or adoption into the Jewish faith is Birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel) Baby naming traditions – customary named after past or living relatives depending on branch of Judaism – belief that name will be attributes of the child. Name is often kept secret until baby naming ceremony – 8 days after the birth. Welcoming a baby girl. Jewish blessings are said over the child.</p> <p>Children will know:</p> <ul style="list-style-type: none"> how people of Jewish faith welcome babies what happens at a brit milah symbols and objects significant to a baptism ceremony 	<p>WALT: know some of the rules surrounding food in different religions.</p> <p>Activities: Children will start by considering their favourite foods and foods they aren't allowed to eat for any reason. They will then go on to look at some of the rules and restrictions regarding food in the six main world religions. Following this, they will consider a variety of meals and make decisions about the people who would and wouldn't be able to eat them based on their religious beliefs.</p> <p>Children will know:</p> <ul style="list-style-type: none"> that food is significant aspect of many of the world's major religions some of the foods that are forbidden in different world religions reasons why these foods are forbidden 	<p>WALT: know what a pilgrimage is</p> <p>Activities: Pilgrimage in world faith</p> <p>-What is a pilgrimage? What does pilgrimage involve? Pilgrimage as a significant journey carried out for a special reason.</p> <p>Key features of the chosen pilgrimage and the ways in which these practices relate to beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage. Explore pilgrimage of Christians to Lincoln/Canterbury</p> <p>Children will know:</p> <ul style="list-style-type: none"> a pilgrimage is a significant journey carried out for a special reason. People of many religions carry out a pilgrimage to show they devotion to their God 	<p>WALT: know how religion can help shape a person's identity</p> <p>Activities: Children will consider how a number of external factors help shape our identity. They will then draw mind maps, create fact files, or write at length about how their identities are shaped by many things around them.</p> <p>Children will know:</p> <ul style="list-style-type: none"> what an identity is that many external factors can help shape a person's identity the things which have helped shape their sense of identity
Lesson 2	<p>WALT: know that pictures of Jesus tell us about people's personal beliefs about him.</p> <p>Activities: Children will study some different representations of Jesus in art and consider what each representation says about the artist's perception of Jesus. They will start to think about personal perceptions of Jesus for Christians and consider their own ideas about what they think Jesus was like.</p> <p>Children will know:</p> <ul style="list-style-type: none"> that pictures of Jesus tell us about people's personal beliefs about him the importance of a personal image of Jesus for many believers how to reflect on their own ideas of how Jesus may have looked 	<p>WALT: know what happens at a Baptism ceremony</p> <p>Activities: Children will identify the five main rites of passage of Christianity. They will then go on to look at baptism, reading the story of the baptism of Jesus before going on to look at how and why Christians get baptised today. They will also find out about some of the symbols and objects associated with baptism.</p> <p>Children will know:</p> <ul style="list-style-type: none"> what a baptism is what happens at a baptism ceremony symbols and objects significant to a baptism ceremony 	<p>WALT: know what happens at a Jewish Bar and Bat Mitzvah</p> <p>Activities: initiation (bar/bat mitzvah [lit. 'son' or 'daughter of the commandment' – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration, etc.)</p> <p>Children will know:</p> <ul style="list-style-type: none"> The ten commandments are rules people of Jewish faith follow When a Jewish boy or girl becomes an adult, they must keep the commandments Some rituals of a bar/bat mitzvah 	<p>WALT: know about fasting in different world religions</p> <p>Activities: Children will examine what fasting is and explore why people of different faiths decide to fast. They will look particularly at the 25-hour fast of the Jewish festival of Yom Kippur, as well as the Islamic month of Ramadan. Children will also have the chance to discuss their own opinions about fasting</p> <p>Children will know:</p> <ul style="list-style-type: none"> what fasting is some of the reasons why people following different religions choose to fast at particular times the effects, both positive and negative, of fasting 	<p>WALT: know why Christians travel on a pilgrimage</p> <p>Activities: What is a pilgrimage? What does pilgrimage involve?</p> <p>Christianity: explore a further Christian site of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers or Walsingham Anglican church. Pupils could research and use their research to create a guidebook to the place as a site of pilgrimage; this must include connections between the things people do when they visit Walsingham and the beliefs and diverse practices of Christians.</p> <p>Children will know:</p> <ul style="list-style-type: none"> place where Christians go on pilgrimage. 	<p>WALT: know the ways in which we express our identity</p> <p>Activities: Children will consider ways in which they, and others, express their identity through their actions. They may then either describe how they express their own identities, or how religious communities express themselves by helping others.</p> <p>Children will know:</p> <ul style="list-style-type: none"> words to describe significant aspects of their own identity some ways in which they express their identity some ways in which religious identity is expressed

					<ul style="list-style-type: none"> Different denominations of Christianity go to different places for pilgrimage 	
Lesson 3	<p>WALT: know what Jesus was like as a person from the Gospels Activities: Children will identify what the Gospels are. They will read some extracts from the Gospels to help them find out what Jesus was like as a person according to these accounts. Children will know:</p> <ul style="list-style-type: none"> what the Gospels are what Jesus was like from a given Bible passage how to summarise what Jesus was like 	<p>WALT: know what Holy Communion is Activities: Children will find out about the rite of communion and why it is so important to Christians. They will read the story of the Last Supper and find out how Christians commemorate this today. They will also look at why a Catholic child's first Holy Communion is such a special occasion. Children will know:</p> <ul style="list-style-type: none"> what Holy Communion is what happens at a Holy Communion ceremony what the bread and wine symbolises and why they are important 	<p>WALT: Know what happens in a Jewish couple's wedding ceremony Activities: Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant) Children will know:</p> <ul style="list-style-type: none"> Jews say seven blessings at a marriage ceremony The couple drink from the same cup during the marriage ceremony The couple break a glass to signify the destruction of the temple 	<p>WALT: know food can be used in different religious festivals. Activities: Leading on from the previous lesson, children will find out how periods of fasting are often ended with special foods or festivals, such as Eid al-Fitr at the end of Ramadan. Explore how different religions use special foods in a variety of religious festivals and celebrations. Children will know:</p> <ul style="list-style-type: none"> that different religions have particular foods to commemorate special events and festivals reasons why food during festivals is important for different religions 	<p>WALT: know why Muslims travel on a Pilgrimage Activities: Islam: Mecca. The hajj is a pillar of Islam, required of all Muslims once in a lifetime. It is a physically demanding journey that Muslims believe offers a chance to wipe clean past sins and start anew before God. Children will know:</p> <ul style="list-style-type: none"> Muslims go on a Pilgrimage to Makkah The rituals that Muslims perform at Makkah Muslims perform pilgrimage, known as Hajj, once in their lifetime 	<p>WALT: know differences between the beliefs of different groups and communities, and how we can show tolerance and understanding Activities: Children will think about what 'diversity' means (in terms of the UK population). They will also consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding Children will know:</p> <ul style="list-style-type: none"> what 'diversity' means when talking about a population know what a 'minority' faith group is some ways in which we can show tolerance and understanding of those of different faiths
Lesson 4	<p>WALT: know other people's view of Jesus from the Bible. Activities: Children will find out why not everyone liked or trusted him during his lifetime. They will understand that Jesus lived during Roman times and that his teachings went against many Roman laws. They will start to understand why different groups of people saw Jesus in different ways. Children will know:</p> <ul style="list-style-type: none"> that not everyone in Jesus' time saw him in the same way people's views on Jesus from the Bible why different groups of people saw Jesus in different ways 	<p>WALT: what happens in a Christian marriage ceremony Activities: Children will think about what a marriage is before looking at what happens at a traditional Christian marriage ceremony. They will think about who is involved, what is done and what objects are used. They will also find out about wedding receptions and how this important rite of passage is celebrated. Children will know:</p> <ul style="list-style-type: none"> what a wedding ceremony is and why it is a rite of passage what happens at a Christian wedding who is involved in a Christian wedding and why they are important 	<p>WALT: know what happens in a Jewish funeral Activities: Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] – the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief; Jews are buried, not cremated) Children will know:</p> <ul style="list-style-type: none"> Jewish belief is that burial should take place as soon as possible after the death of the person Jewish people are buried not cremated Jewish mourners tear a little piece of the clothes to show their sadness 	<p>WALT: know the symbolism of foods associated with the Jewish festival of Passover Activities: Children will recap briefly what Judaism is and what Jews believe. They will then read the story of the exodus from slavery in Egypt and be introduced to the festival of Passover. They will look at the foods on the Seder plate, what they symbolise and how they relate to the Passover story. Children will know:</p> <ul style="list-style-type: none"> the story of Passover the foods on a Seder plate in relationship to the Passover story how certain foods can have symbolic importance in religions 	<p>WALT: know why Hindus travel on a Pilgrim Activities: Hinduism: the Kumbh Mela – a festival celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this on the rivers and the local environment. Children will know:</p> <ul style="list-style-type: none"> Hindus make pilgrimage to Kumbh Hindus believe they are following the footsteps of the Lord Vishnu 	<p>WALT: know ways in which a sense of belonging is shaped by our relationships and environment Activities: Children will consider how the place where they live shapes who they are, then ask and answer questions about the experiences of refugees forced to leave their homes and communities. They may then either study what religions say about welcoming newcomers, or produce posters about their own senses of belonging. Children will know:</p> <ul style="list-style-type: none"> some things which help shape a sense of belonging the difficulties for people forced to leave their homes some ways in which newcomers can be helped and made to feel welcome
Lesson 5	<p>WALT: know the symbolic language used to describe Jesus in the Bible. Activities: Children will consider metaphors Jesus used to help his followers understand him, such as 'the Good Shepherd' and 'the Light of the World'. They will understand the meaning behind each of these metaphors and consider what Jesus was saying about himself. Children will know:</p>	<p>WALT: know the death and funeral ceremony of a Christian person. Activities: Children will find out about Christian beliefs in life after death. They will explore what happens at a Christian funeral and have the chance to discuss their own ideas about what happens when a person passes away. Children will know:</p> <ul style="list-style-type: none"> why death is a rite of passage 	<p>WALT: know where Jerusalem is and its significance for Jews, Christians and Muslims Activities: Jerusalem: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (Judaism: the site of the Jewish temple, destroyed in 70CE by the Romans; Christianity: the site of some of Jesus' teaching and of his death and resurrection; Islam: the third most holy site</p>	<p>WALT: know the symbolism and significance of bread and wine in the Christian communion Activities: Children will read the story of the Last Supper and use this to start to explain why bread and wine have special significance for Christians. They will explore the Eucharist (or communion) and how Christians remember the sacrifice</p>	<p>WALT: know why some people go on non-religious pilgrims. Activities: Pilgrimage as a significant journey carried out for a special reason -Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war</p>	<p>WALT: know some of the responsibilities of belonging to a global community Activities: Children will learn what is meant by 'global community', then consider the rights and responsibilities of its citizens. They will then undertake a range of activities where they will show what</p>

	<ul style="list-style-type: none"> some of the ways Jesus described himself in his teachings Christian understandings of the metaphors describing Jesus How to evaluate what they understand about how Jesus described himself 	<ul style="list-style-type: none"> what happens at a Christian funeral what they think happens when you die 	<p>for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven); key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings. Ask pupils to identify Israel and Jerusalem on a map of the world. Explain that the city of Jerusalem is a place of pilgrimage for Jews, Christians and Muslims</p> <p>-Judaism: the site of the Jewish temple -Christianity: the site of some of Jesus' teaching and of his death and resurrection – look at a map of Jerusalem and work out where the Church of the Holy Sepulchre and the Garden of Gethsemane are – these are key pilgrimage sites for Christians visiting Jerusalem -Islam: the third most holy site for Muslims Summarise alongside the map why Jerusalem is significant for the three faiths (focus on one faith one week and second faith in the second)</p> <p>Children will know:</p> <ul style="list-style-type: none"> where Jerusalem is and locate it on a world map Jerusalem is a significant place for Jews, Christians and Muslims 	<p>Jesus made on the cross by eating bread and drinking wine. They will also consider how different denominations view the symbolism of bread and wine differently.</p> <p>Children will know:</p> <ul style="list-style-type: none"> the story of the Last Supper why Christians remember this story with bread and wine during communion the symbolic significance of bread and wine to Christians 	<p>graves, to the place of birth of an important person, etc.)</p> <p>Children will know:</p> <ul style="list-style-type: none"> Pilgrimage can be taken by people who do not belong to a religion Some of the reasons people may go on a non-religious pilgrimage 	<p>they think the responsibilities of global citizens are.</p> <p>Children will know:</p> <ul style="list-style-type: none"> what the 'global community' is what it means to be a 'global citizen' some responsibilities we have as members of a global community
Lesson 6	<p>WALT: use my knowledge of Jesus and reflect on my own response to what I have found out about him</p> <p>Activities: Children will consolidate what they have learnt about Jesus. They are encouraged to express their own views on what Jesus was like and evaluate the evidence they have looked at.</p> <p>Children will Know:</p> <ul style="list-style-type: none"> main points to answer the question 'What do we know about Jesus?' how to evaluate the evidence they have studied my own view of what they think Jesus was like 	<p>WALT: know that Christianity has different denominations</p> <p>Activities: Different denominations of Christianity, e.g. Anglican (Church of England), Roman Catholic, Greek/Russian Orthodox, Evangelical, Pentecostal, Methodist, Baptist, Quaker... Choose a couple of denominations to compare and contrast to Christian Church of England beliefs and services i.e. Christenings, communion Key similarities and differences, e.g. core beliefs, worship style, etc.; child/adult baptism, confirmation necessary before taking Holy Communion or not, worship style (e.g. silence, gospel music, focus on Bible study, etc.)</p> <p>Children will know:</p> <ul style="list-style-type: none"> there are different denominations of Christianity These denominations have key core beliefs and events Communal events and rituals are important to all denominations of Christianity 	<p>-Judaism: the site of the Jewish temple -Christianity: the site of some of Jesus' teaching and of his death and resurrection – look at a map of Jerusalem and work out where the Church of the Holy Sepulchre and the Garden of Gethsemane are – these are key pilgrimage sites for Christians visiting Jerusalem -Islam: the third most holy site for Muslims Summarise alongside the map why Jerusalem is significant for the three faiths (focus on one faith one week and second faith in the second)</p> <p>Children will know:</p> <ul style="list-style-type: none"> where Jerusalem is and locate it on a world map Jerusalem is a significant place for Jews, Christians and Muslims 	<p>WALT: Activities: Children will know:</p>	<p>WALT: compare and contrast the key features of pilgrimage</p> <p>Activities: What is a pilgrimage? What does pilgrimage involve?</p> <p>Ask pupils to look back at the pilgrimages they have learned about this term – are there any shared features? Is it about the journey or the destination?</p> <p>Children will know:</p> <ul style="list-style-type: none"> 	<p>WALT: know the importance of sharing in our global community</p> <p>Activities: Continuing from the last lesson, children will consider what we share with members of the global community, including shared responsibilities. They may then either find out what different religions say about sharing, or identify ways in which they help others through charitable activities.</p> <p>Children will know:</p> <ul style="list-style-type: none"> some things which are shared by all citizens of our global community some ways in which sharing can help those less well-off what religions say about the sharing of resources
Key knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> Christians believe humans are made in the image of God The Bible is the Christian Holy book – it is split into two parts. Some of the ways the Bible describes Jesus The gospels in the New Testament tell describe what Jesus was like to Christians 	<p>Children will know:</p> <ul style="list-style-type: none"> Christians believe in the importance of communal events to build a sense of community and belonging The key features of a Christian Christening/baptism The key features of a Christian wedding ceremony The key features of a Christian funeral 	<p>Children will know:</p> <ul style="list-style-type: none"> When Jewish people become an adult – they must follow the ten commandments When Jewish people die, they are released from the rules of religion Jewish people have a birth ceremony and a Bar/Bat Mitzvah when they are older to welcome them to the religion. 	<p>Children will know:</p> <ul style="list-style-type: none"> Some rules surrounding food in religions Some foods are forbidden in some religions why Christians remember this story with bread and wine during communion the symbolic significance of bread and wine to Christians 	<p>Children will know:</p> <ul style="list-style-type: none"> a pilgrimage is a significant journey carried out for a special reason. People of many religions carry out a pilgrimage to show they devotion to their God Muslims pilgrimage to Makkah is one of the five pillars of Islam - Hajj 	<p>Children will know:</p> <ul style="list-style-type: none"> People follow a religion to gain a sense of community and belonging What it means to be a global citizen words to describe significant aspects of their own identity and ways in which they express their identity some ways in which religious identity is expressed