DIOCESE of WINCHESTER

Diocese of Portsmouth

Camino

Diocesan Education Project 2026-27



Introduction



Our project title is the Spanish word **Camino**, which in English translates as **way, road, track or path**. Hugely relevant for Christians, who weren't known as 'Christians' initially, rather as people or followers of 'The Way'. It's a great word because as well as the **literal meaning** of physical paths, ways, roads, it also embraces a **figurative or metaphorical meaning** - representing a journey or process, or method**,** for example about life choices. Camino is deeply associated with **spiritual** journeys**,** often physical but also a spiritual and introspective experience. Such journeys can lead to personal transformation, reflection, and connection with God. Indeed, Camino can be a metaphor for life's journey itself.

Our project logo is a Scallop Shell. In Christianity, the scallop shell symbolises rebirth and baptism**,** often representing the journey of life and spiritual renewal. It serves as a reminder of the Christian pilgrim's spiritual journey and is often carried or worn on physical pilgrimages, and used on them as a scoop to drink water.

The ideas and resources in this booklet are varied and inspiring. It's a dip-in, pick-and-mix approach for schools and not intended to be a booklet that's read page by page! Many of the themes we are covering will be further developed during the year, including, for example, a partnership we have with some engineers – who will be offering free talks and workshops for schools, looking at the engineering aspects of Cocoa bean harvesting and transportation.

There is a wealth of anecdotal and empirical evidence to examine the interaction between place, body and mind, the dialogue we have with the earth and air – and its implications for our health and wellbeing. **Walking** therefore is key to the project: I'm hosting a bi-monthly walk, including reflections and using some of the ideas in this booklet that will be part of the children's project experience in and around school. Do keep an eye on our Bulletin and the Diocesan Newsletters, and social media for dates and venues. Staff, parishioners, parents – all are welcome! We'll also look at the amazing achievements of people who are without feet or legs, as we embrace wider work I've flagged on disability and inclusion.

The world beneath our feet – we're encouraging schools to think how we treat the created land we walk on, and how we can protect it and help it flourish. Ideally we'd have used **Cairns** as a great symbol to accompany this project, but I'm conscious of the

environmental questions they pose, so we're adapting an activity that can still use pebbles but in a temporary and unobtrusive way – watch this space!

The Journey of a Chocolate Bean – one of the metaphorical 'journeys' we're including is looking at the £80 billion global chocolate industry, 'from bean to bar / drink' including the ethics of chocolate production, fair trade and how we can have an impact as individuals. This strand will open up mini studies of areas in Africa.

There's a clear **Biblical focus** on the journeys of individuals and the Israelites' travelling to the Promised Land and journeys in the New Testament as well. This booklet contains a Scheme of Work for RE, as well as ready-made school worships – do have a look.

Each year our project culminates in **Installations at Winchester Cathedral and Portsmouth Cathedral.** I'll be sharing specific details with you after Christmas, but in essence, each school will be asked to bring one large, decorated scallop shell and one or many pairs of **Socks** that will feature in the installations. When the installations are taken down, we'll be 'sock gifting' to transform the welfare and health related to the daily journey of many people who only have one pair, that subsequently impacts on their health.

If you have any inspired ideas, book recommendations, website links, film ideas, or anything that you think we could develop and include in our Project, do please be in touch! We'll share your ideas throughout the year in our Fortnightly Bulletin.

Jeff

Jeff Williams
Director of Education



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Worship plans focusing on journeys

Worship Plan - Siyahamba

Teacher guidance

Background Information

This worship is based on the song 'Siyahamba' which translates as 'We are walking / marching in the light of God.' It was originally a South African (Zulu) folk song, and is widely sung in schools and churches in the UK. It has often been used as a freedom song or a protest song, and an important part of walking in the light involves standing up for justice.

If you have time – or in a subsequent worship – you could do more work with the song and add some call and response, or actions or percussion.

Depending on the age and maturity of your pupils, you will need to decide whether to include the information about apartheid or not.

Siyahamba Collective Worship.pptx

Gathering

Slide 1



Worship begins with music as the children enter:

Play this version of Siyahamba, with the Mwamba Children's Choir (or one of the many other versions available online, e.g. see slide 8)

Slide 2

Begin the worship by lighting a candle and following your school's usual gathering routine.

Ask them what the candle represents and talk about the idea of light shining in the darkness.

What does it mean to walk in the light? It may mean choosing to do what is right even when it's hard. Choosing to tell the truth, to be kind, to do the right thing.

Engaging

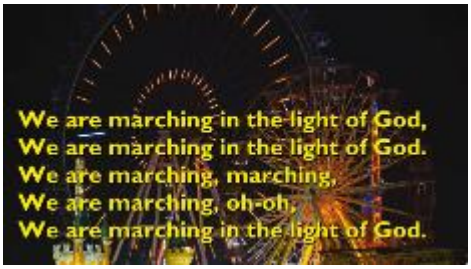
Slide 3

You may choose to omit this section if you think your pupils are too young to understand it properly.

Explain that fifty years ago in a country called South Africa, Black people and white people were treated very differently. This was called Apartheid, which means keeping people apart, or separate. Black children couldn't get a proper education or proper health care, and you lived in different places, went to different shops and had different jobs, according to the colour of your skin.

Lots of people protested about this, not only in South Africa, but here in England and all around the world, until eventually the laws changed and in 1994 Nelson Mandela became the first Black president of South Africa. Later he was given the Nobel Peace Prize for his work in making South Africa a fairer place to live.

Slide 4



During the marches, people often played music and danced and sang, and one of the songs they sang was Siyahamba, We are marching (or walking) in the light of God. This was the song you heard at the start of today's worship.

We're going to sing an English version of the song.

As you sing, think about the words and why this would make a good freedom song.

Play this version with the lyrics.

Why do you think this was a good song to sing for people who were marching for freedom? Ask pupils to discuss their ideas with a partner.

It reminded them that they were all equal in God's eyes and that they were marching for freedom together.

Maybe it was encouraging to think that God was helping them with their fight for freedom?

Maybe it reminded them to fight in a good way – with God's help, and love?

Why might these words be important for us today? We don't need to fight for freedom, but we're all on a journey through life and it's good to remember to walk – or march – in the light, choosing to do the right thing.

How does this song link to your school values? E.g. we might need courage to keep walking when life is difficult, or we need to respect other people so that we can walk or march together.

What other values might help us walk in the light of God? E.g. hope, perseverance, compassion, thankfulness…. Ask pupils to talk with a partner and to suggest a value and a reason why that might be important.

There are many versions of this song, this one has the lines 'Marching in the light of God,' 'Living in the love of God' and 'Moving in the power of God.'

What other lines can the children come up with? E.g. Singing / dancing in the joy of God? Praying / loving / walking / working / learning / growing ….



Responding

Slide 5

Many schools light a candle at the beginning of worship and remember that Christians believe Jesus is the light of the world. (John 8:12)

Ask the children what they think this means and what it means to walk in the light. How does it link to the idea of choosing to do and say the right thing?

Can they give examples of when they might have to stand up to unfairness, like the people in South Africa did?

Slide 6

Invite the children to sit quietly while you say this prayer, and if they'd like to, they can join by saying 'Amen' (I agree) at the end.

Dear God,

Thank you for the freedom we have in this country.

We pray for people around the world who don't have the opportunities that we have.

Help us to walk in the light,

And to choose to do the right thing, even when it is hard.

Help us to stand up to unfairness, just like the people did in South Africa.

Amen.

Sending

Slide 7

Play Siyahamba again as children leave, either repeat the version on slide 7, or there is a lovely version here from the International Choir of Kigali **(Slide 8)**

Ask pupils to reflect on how they might walk in the light this week. When they return to their classes, they could write their ideas on a candle or lamp template.

Worship Plan - Footprints in the Sand

This collective worship is based on the poem 'Footprints' and the Leona Lewis Song 'Footprints in the Sand.' It also includes 'The Road to Emmaus' story from Luke 24:13-35, when Jesus walks with his friends after His resurrection.

It is most suitable for Key Stages 2 and 3 but could also be used for Key Stage 4.

Here is a link to the presentation for this worship:



Teacher Guidance

Gather

Slide 1



Play the track as the students enter the worship space. You could encourage them to listen carefully to the words.

Slide 2



Begin worship with the lighting of the candle and your usual gathering routine.

Engage

Slide 3



Display these lyrics from the entry song. Tell the students it is a song by Leona Lewis called 'Footprints in the Sand.' Some may already know it. Ask the students to quietly read the lyrics to themselves, or you could ask a student to read it aloud. You could play the track quietly in the background if you wish. Ask them to consider the following question as they read or listen:

What themes, topics or values do you think this song is about? (This is a very open question, but the students will probably suggest things such as: friendship, companionship, faith, trust, journeys, life's ups and downs, love) Share ideas.

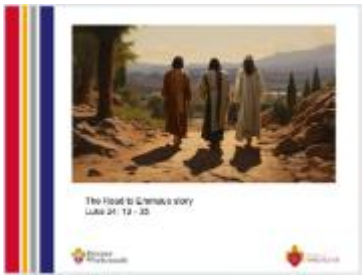
Slide 4



Show the words to the well-known poem, 'Footprints in the Sand.' Tell the students that the poet is looking back over their life, viewing it as a journey. Read the poem to the students, or a student could read it aloud. There is an online reading if you prefer (link on slide).

Ask the students what themes, messages or values the poem is communicating. Their answers may be very similar to the ones they gave for the song, although some answers may be more linked to Jesus walking with Christians on their journeys. The themes of friendship, journeying together, hope, love and compassion are common to the song and the poem.

Slide 5



This is a good opportunity to share the Road to Emmaus story from Luke 24: 13-35. On the day of Jesus' resurrection, before his friends know he is alive, Jesus joins two of them on the long road to Emmaus. They are returning home after the tragic events of Jesus' crucifixion in Jerusalem, feeling that all hope is lost, and grieving for their friend. Jesus walked alongside his friends in their time of sadness, even though they didn't recognise Him. This is a beautiful illustration of friendship, reminding the students again that being a good friend is about walking alongside each other in times of joy and sadness. You could read the Bible story in Luke 24:13-35, and / or use the Saddleback Kids online version (link on slide).

Respond



Slide 6 There are some **prompt** questions on the slide to use during time of reflection, or you could choose your own reflection questions to suit your students. You could play the song again quietly in the background.

Slide 7



Invite the students to join in with this prayer, based upon the themes in the poem.

Send

Challenge the students to look for opportunities in the coming week to walk alongside their friends in the day-to-day steps of life's journey. Encourage them to carry each other in challenging times, and to have the courage to ask for help when they need to be carried.

Worship Plan - The Pilgrim Way

Teacher guidance

Background Information

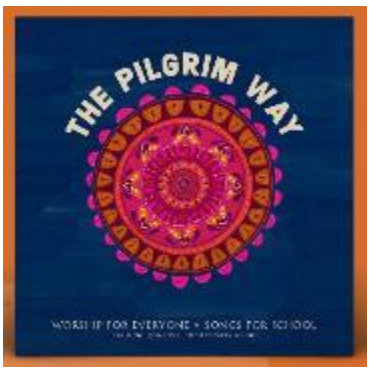
This worship is based on the song 'The Pilgrim Way' by Nick and Becky Drake. You can download a free resource pack from the Songs for School website, which includes versions in BSL and Makaton.

You will need a backpack and a torch, and maybe a pair of walking boots, map, compass and water bottle.

Link to presentation here.

Gathering

Slide 1



Worship begins with music as the children are entering:

Play this version of The Pilgrim Way, or there is a live version here.

Alternatively, play the instrumental backing track from the downloadable resource pack.

Slide 2

Begin the worship by lighting a candle and following your school's usual gathering routine.

Engaging

Who here has been on a long walk? Who has climbed a hill? Who has followed a map? Who has taken a backpack and walking boots with them?

Hold up the walking boots and backpack. Imagine you are setting off on a long walk, what would you need to take with you? Take suggestions, and pull the objects out of the bag if you have them: Waterproof coat, water bottle, map, compass, torch etc.

Slide 3

Who has heard the word 'Pilgrim' before? What do you think a pilgrim is?

A pilgrim is someone who goes on a journey, usually to a spiritual or sacred place.

Many people believe that life itself is a journey—a journey of learning, growing, making mistakes, showing kindness and (for some people) discovering more about God.

Slide 4

What would you need to take with you on the journey of life?



Friends? Family? Personal qualities?

Talk to the person next to you about any personal qualities or values that might help you.

Hope? Confidence? Resilience? Curiosity? Courage?

Which of your school values would be useful on the journey of life? In what way?

We can't put those things in a backpack, but they're some of the most important things to carry.

Slide 5

Today we're listening to a song called **The Pilgrim Way**.

As you listen, I wonder...

- What words make you think about a journey?
- What does the song say about surviving – or enjoying – the journey?

Play the song.

What did the song say about being on a journey?

(Step after step – a journey of faith – keep on going – walking onwards)

What keeps us going on the journey?

(Lift your eyes up – faith - Jesus us walking with us – keep singing (perseverance) – joy – other people to encourage us).

The song reminds us that life isn't always easy, it talks about sunshine and rain, sometimes we just have to keep going.

Sometimes our path is smooth.
Sometimes it's bumpy.
Sometimes we're excited.
Sometimes we're worried.
Sometimes we know exactly where we're going.
Sometimes we don't.

Hold up the torch.

When you're using a torch at night, it doesn't usually light the whole journey. It shows you just enough for the next step.

Slide 6



That is what today's Bible verse means:

"Your word is a lamp for my feet, a light on my path." (Psalm 119:105)

Christians believe that God doesn't always show us everything that will happen—but he promises to be with us as we keep walking.

Whether you're in Reception making new friends...

...or in Year 6 thinking about moving to secondary school...

...or anywhere in between...

Christians believe that God knows our journey and will help us keep going.

He doesn't promise us a floodlight to light the whole journey, but a lamp or a torch for the next few steps.

Responding

Invite pupils to sit quietly and close their eyes if they'd like to.

Imagine placing your own footprints on a path.

What is happening in your life right now?

Perhaps something is making you smile.

Perhaps something feels difficult.

Perhaps you're learning something new.

Perhaps you're worried about something.

Christians believe they can bring every part of their journey to God.

(Pause for around 30 seconds.)

Slide 7

Invite the children to listen quietly while you say this prayer, and if they'd like to, they can join by saying 'Amen' (I agree) at the end.

Dear God,

Thank you that life is a journey.

Thank you for the people who walk beside us—
our families,
our friends,
our teachers,
and everyone who cares for us.

When the path feels easy, help us to be thankful.

When the path feels difficult, help us to be brave.

Help us to notice people who may need someone to walk beside them.

Thank you that, wherever we go,
you promise to be with us.

Amen.

Sending

Give pupils a challenge for the week ahead, to think about **one step** they can take.

It might be:

- helping someone who is lonely;
- trying something new;
- saying sorry;
- showing kindness;
- being courageous;
- praying when you're worried.

Every long journey begins with one small step.

Tell them you'll be asking them about the steps they're taking, as you see them during the week. They may like to write their step on a footprint outline when they return to their class.

Slide 8

Ask pupils to reflect on how the words might relate to the themes you have been talking about.

Play the Pilgrim Song music again as children leave.

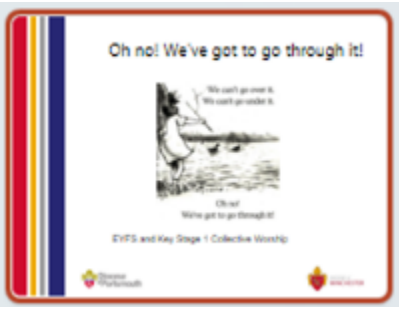
Worship Plan - 'Oh no! We've got to go through it'

Teacher Guidance

This collective worship is for EYFS and Key Stage 1. It is based on the poem 'We're Going on a Bear Hunt' by Michael Rosen and on the Old Testament Bible story of Moses leading the Israelites through the Red Sea. It links to the Christian value of hope.

Here is a link to the presentation for this worship:

Gather



Slide 1 Read the title phrase to the children. Does anyone recognise this? Recite the line together. What might it mean? Does the picture give us any clues?



Slide 2 Gather and light the candle for worship in your usual way. You could also say these words: "Today, we are talking about **journeys**. Some journeys are short, like walking to school. Some journeys are long, like going on holiday. Sometimes journeys are easy, and sometimes they can be quite tricky! Let's light our candle to remind us that God is with us on every journey we take."

Engage



Slide 3 Read 'We're Going on a Bear Hunt,' and / or watch Michael Rosen's performance (link on slides). The children will probably join in with much of it, but join in with particular focus on the words 'Oh no! We've got to go through it!'

Respond



Slide 4 Discuss the various parts of the journey where the family 'had to go through it:' e.g. mud, grass, the river, a forest, a cave, a snow storm. How did the family feel? Discuss feeling words such as 'scared, nervous, sad.'



Slide 5 Make the link for the children about going through tricky feelings in life. Sometimes we feel sad or worried and we need to go through the feeling by keeping on walking towards the other side. You could link this to your school's emotional health framework. Going through these feelings and walking towards a place of happiness is called 'hope.' There is always hope to get through to the other side.

Engage

Slide 6 Tell the children the Old Testament story of Moses leading God's people (The Israelites) away from slavery in Egypt to their new home in the land God had promised them. This slide

has a link to a short version to read to the children, a Saddleback Kids video, and a BBC Teach video. You could also read the story from a children's Bible in school.



Respond



Slide 7 Take a short moment to reflect on the word 'hope' with the children. When we have to go through sad or worrying times, there is always hope that we will get to the other side and be happy again. Link this briefly to the two stories.



Slide 8 Invite the children to join in a prayer by repeating the phrase 'Walk with us God' after you read each line.

Slide 9 Invite the children to join in with the song, which reminds them that God is with them on their journey, in happy times and sad times.



Send



Slide 10 Use your continuous provision, classroom environment or reflection space to enable the children to continue to engage with the themes and stories of this worship. The happy and sad footprints could be printed and used for the children to make their own footprints, or to reflect on times of sadness, and the hope of feeling happy again.

You could use sand, water and small-world play to enable children to retell the story of Moses and the Red Sea. Place 'We're Going on a Bear Hunt' in your continuous provision to encourage children to read to themselves or each other.

Worship Plan – The Right Shoes for the Journey

This collective worship is for whole school primary (EYFS, Key Stages 1 and 2). Children will think about choosing the right shoes for different journeys and relate this to making good choices about how to walk through life, linked to some of the Christian values such as peace, courage or love. St. Paul's words from the New Testament book of Ephesians about putting on the armour of God provide a helpful Bible reference.

Teacher Guidance

Here is a link to the presentation for this worship:

Gather



Slide 1 Display this slide as the children are gathering to your own chosen music. Prompt them to think about the questions. Take a few answers once everyone is gathered.



Slide 2 Light the candle and use your usual gathering words to start your worship time. You could also read these words: "Today, we are thinking again about journeys. Sometimes journeys are easy, and sometimes they can be quite tricky. Sometimes they are fun and sometimes they are difficult. Let's light our candle to remind us that God is with us on every journey we take."

Engage



Slide 3 Discuss the different types of footwear seen in this image. When might you wear some of these?

Slides 5 – 12: These slides show 8 different types of landscape or activity in life. Use all of them, or just some of them. For each one, ask the children to think about what type of footwear they might need and why:

Mountains: Walking boots help us on steep, uneven paths.

Muddy Puddles: Wellies keep our feet dry on wet, muddy journeys.

Race track: Running shoes give us good grip and keep us steady when we're in a race.

Snuggly story time: Slippers keep our feet warm and comfortable when we're relaxing.

Splashing in the sea: Wet shoes protect our feet from sharp stones and shells, so we can enjoy the waves safely.

Discos: Dancing shoes help us feel special and shiny when we're dancing to our favourite music.

Ice Skating: Ice Skates help us glide smoothly over the slippery ice. We need to learn to balance and to get back up again when we fall over!

At school: School shoes are part of our uniform and show that we belong to our school family and community. They mean we are ready to learn, be curious and have fun with our friends.



Slide 13 St. Paul was one of the most important people in growing the early Christian church, not long after Jesus left earth. He often got in trouble with the authorities for telling people about Jesus. Once, he was captured in Rome. It must have been a difficult part of his journey but he used his time well by writing letters to lots of new churches in different places he'd visited. One letter was

written to the Ephesians. Paul had an image of them putting on 'the armour of God' ready for their journey as Christians. What do you think Paul meant by this? What does it mean to wear shoes of peace in our everyday lives?

Respond



Slide 14 Give the children some thinking and discussion time to consider which values they might need to clothes themselves in for different types of journey. They could build their own sentences using this slide e.g. 'When life is steep, bumpy and exhausting, put on the shoes of courage.'



Slide 15 Invite the children to join with the prayer

Send



Slide 16 Before singing this song (which might be familiar from previous worships), reflect on the words on the slide. Remind the children that life is full of different types of journey, some full of joy and some more painful or sad. If we keep on moving, with the right values on our feet, we can get through any challenge. Encourage the children to think about what shoes to put on to meet the challenges of each day this week.

St Swithun – Winchester, Pilgrimage and Christian Faith

Who was St Swithun?

St Swithun was a Christian bishop who lived in the 9th century, around 800–863 AD. He became **Bishop of Winchester** in about 852 and served the people of the area during a period when England was facing significant challenges, including Viking attacks.



Very little is known with certainty about his life, but he became remembered as a humble and prayerful Christian leader. Tradition describes him as someone who cared particularly for ordinary people and the poor.

St Swithun died in **863 AD**. He was originally buried outside the cathedral, in accordance with his wish to be close to ordinary people rather than in a grand tomb.

St Swithun and Winchester

St Swithun has a particularly important connection with **Winchester**. His remains were later moved inside **Winchester Cathedral**. His shrine became an important place of Christian pilgrimage during the Middle Ages.

People travelled to Winchester to pray at the shrine, to give thanks to God, to ask for healing or help, and to seek forgiveness and spiritual renewal.

The shrine was destroyed during the English Reformation in the 16th century, but St Swithun's connection with Winchester remains an important part of the city's Christian heritage.

Why did people make pilgrimages to St Swithun?

During the Middle Ages, people travelled to Winchester from many different places to visit St Swithun's shrine. For medieval Christians, visiting a shrine could be an important act of faith. They might:

Walk → Pray → Reflect → Give thanks → Ask for help → Return home The journey could be difficult. Some pilgrims travelled on foot and stayed in simple accommodation along the way.

A useful question for pupils is:

"If you were walking to Winchester as a pilgrim, what would you want to think or pray about on the way?"

This helps children understand that pilgrimage has always involved both a **physical journey** and an **inner journey**.

St Swithun and humility

One of the most interesting aspects of St Swithun's story is his association with **humility**.

Although he became a bishop, he is remembered in tradition as someone who cared about ordinary people. His original burial place outside the cathedral can be used to explore the Christian idea that greatness is not necessarily about status, wealth or power.

Jesus taught:

"The greatest among you will be your servant."
Matthew 23:11

This provides a useful connection between St Swithun's story and Christian teaching about **serving others**.

Ask pupils:

- What makes someone a good leader?
- Does being important mean having power?
- Why might someone choose to be buried somewhere ordinary?
- How could a Christian leader show humility **(**recognising that we are not more important than others and being willing to serve)?

St Swithun and the weather

Many children will have heard the saying:

"St Swithun's Day, if thou dost rain, for forty days it will remain."

St Swithun's Day is **15 July**. The traditional weather saying is not a reliable scientific prediction! It is, however, a fascinating example of how stories about saints became part of popular culture. This provides an opportunity to distinguish between:

- **history** – what we have evidence for;
- **tradition** – stories and beliefs passed down through generations;
- **science** – explanations based on observation and evidence.

This distinction is particularly useful when teaching about historical saints.

A Winchester pilgrimage today

The story of St Swithun can provide a starting point for thinking about **pilgrimage in the modern world**.

People continue to make Christian pilgrimages today. They might visit:

- Winchester Cathedral or Canterbury Cathedral;
- Walsingham or Iona or Lindisfarne;
- Santiago de Compostela or Jerusalem.

Modern pilgrims might walk, cycle or travel by public transport. Some go alone, while others travel with a church, school or group.

A school could create its own **mini pilgrimage** around the school grounds or local community.

For example:

STOP 1 - GRATITUDE
What are we thankful for?

STOP 2 - COMMUNITY
Who helps us and how can we help others?

STOP 3 - CREATION
What do we appreciate in God's world?

STOP 4 - HOPE
What are our hopes for ourselves, our community

STOP 5 - PRAYER
What would we like to bring to God?

STOP 6 - ARRIVAL
What have we learned?

St Thomas Becket – Portsmouth, Canterbury and Pilgrimage

Who was Thomas Becket?



Thomas Becket (c.1120–1170) was one of the most famous Christian leaders in medieval England. He became **Archbishop of Canterbury** in 1162 and was killed in Canterbury Cathedral on **29 December 1170**.

His story is particularly useful for teaching children about **pilgrimage, courage, conflict, forgiveness and the relationship between power and faith**.

Thomas Becket was born in London to a family of relatively modest means. He became a highly educated churchman and eventually served as a close adviser to **King Henry II**. Their friendship was strong, but it later broke down over an important question:

Should the Church be able to make its own decisions, or should the king have control over the Church?

Thomas Becket and Henry II

Henry II appointed Thomas Becket as Archbishop of Canterbury, expecting his friend and former adviser to support the king. However, once he became Archbishop, Becket increasingly believed that his responsibility was to **God and the Church**, rather than simply to the king. This created a serious conflict. Thomas Becket left England for several years because of the dispute. Eventually, he returned to Canterbury, but the disagreement with Henry II continued. In December 1170, four knights travelled to Canterbury. They believed that Henry wanted Becket to be dealt with. They confronted the Archbishop inside Canterbury Cathedral and killed him. Thomas Becket became a martyr because he was killed in connection with his Christian role and beliefs.

Why did Thomas Becket become a saint?

After his death, stories spread about Thomas Becket's life, death and miracles associated with his tomb. He was made a saint in **1173**, only a few years after his death.

His shrine in **Canterbury Cathedral** became one of the most important **pilgrimage** destinations in medieval Europe. People travelled enormous distances to Canterbury to pray at the place where Becket had been killed and to visit his shrine.

Portsmouth Cathedral is dedicated to Thomas Becket and is also known as: The Cathedral Church of St Thomas of Canterbury.

Why did people go on pilgrimage?

Medieval Christians went on pilgrimage for many different reasons.

They might travel to pray for healing; give thanks to God; ask for forgiveness; seek God's help; fulfil a religious promise; honor a saint or martyr; strengthen their faith; experience a holy place. For some people, pilgrimage was also a way of escaping the routines of everyday life and spending time thinking about God. The journey itself could be difficult. Medieval pilgrims might walk for days or weeks, often travelling with other people.

This makes pilgrimage an excellent way of helping pupils understand that faith can involve a journey, not simply a destination.

The journey to Canterbury

One of the best-known medieval pilgrimage journeys was the route to Canterbury to visit Thomas Becket's shrine.

The popularity of this pilgrimage is famously reflected in Geoffrey Chaucer's *The Canterbury Tales*, written in the late 14th century (NB the original tales include material not suitable for younger pupils but there are adaptations and retellings of the story aimed at a younger audience, such as the Usborne Illustrated Canterbury Tales). Chaucer's fictional pilgrims travel together towards Canterbury. They come from different backgrounds and have different personalities, occupations and reasons for travelling. This provides a good opportunity for pupils to explore the idea that pilgrims are ordinary people who bring their own stories, hopes and worries with them.

What can Thomas Becket teach children about pilgrimage?

Thomas Becket's story provides several important connections with Christian pilgrimage.

Pilgrimage is a journey of faith

A pilgrim travels towards a significant destination, but the journey can also represent a person's journey through life.

Children could explore:

Where am I going? **What guides me?** **Who travels with me?**
What difficulties might I encounter? **What might I learn along the way?**

People who travelled to Canterbury were not simply tourists. They might have carried prayers for themselves or people they loved.

Ask the children:

"If you were making a pilgrimage today, what would you want to pray about?"

They could write a prayer on a paper footprint and create a class pilgrimage path.

Thomas Becket and courage

Becket's story can be used to explore courage. Christians often understand courage not as being unafraid, but as doing what is right despite being afraid.

Pupils could discuss:

- What does courage mean?
- Is courage always about being physically brave?
- When might it be difficult to stand up for what we believe is right?
- Can standing up for someone else be an act of courage?
- What should we do when two people strongly disagree?

This needs to be handled sensitively. Thomas Becket's story involves violence and death, so younger children may benefit from learning about his death in simple, age-appropriate language.

Thomas Becket and conflict

The disagreement between Henry II and Thomas Becket offers an opportunity to explore conflict and reconciliation.

Pupils can consider:

- Why do people disagree?
- What happens when people refuse to listen to each other?
- How can disagreements be resolved peacefully?
- Why is forgiveness important to Christians?
- What does Jesus teach about loving our enemies?

"Blessed are the peacemakers, for they will be called children of God."
Matthew 5:9

Pilgrimage as a metaphor for life

For a Church of England school, perhaps the most valuable aspect of Thomas Becket's story is the opportunity to explore life as a journey.

Christian pilgrimage can help pupils think about:

Beginning → choices → challenges → companions → reflection → destination

The Christian life can similarly be understood as a journey in which people learn, make mistakes, seek forgiveness, grow in faith and try to follow Jesus.

A useful question is:

"Who or what guides you on your journey through life?"

Children might suggest parents, friends, teachers, their conscience or God.

A simple activity – "My Pilgrim's Footsteps"

Give each child a series of paper footprints.

On each footprint, they write or draw one of the following:

Something I am thankful for
Someone who helps me

Something I find difficult
Something I hope for
Something I would like to pray about
Something I have learned

Arrange the footprints around the classroom or school grounds to create a **pilgrimage path**.

The final footprint could say:

"Where is my journey taking me?"

This gives children a physical experience of pilgrimage while encouraging personal reflection. This can help children explore the Christian understanding of Jesus as the one who guides Christians on their journey through life.

Key message

Thomas Becket provides a rich historical and Christian story through which children can explore **journey, faith, courage, conflict, community and hope**.

"I am the way and the truth and the life."
John 14:6

St Thomas Aquinas

Who was St Thomas Aquinas?



Thomas Aquinas (c.1225–1274) was a Christian theologian, philosopher and Dominican friar. He is one of the most influential Christian thinkers in history.

Thomas lived in medieval Italy at a time when European universities were developing and scholars were rediscovering the writings of ancient Greek philosophers, particularly Aristotle. Thomas became interested in how **faith and reason** could work together.

He believed that human beings could learn about God's creation through observation, questioning and reasoning, while also recognising that some truths about God are revealed through Scripture and Christian faith.

Thomas Aquinas became the focus of pilgrimage after his death. He died at Fossanova Abbey in Italy in 1274, while travelling to the Council of Lyon. His body was eventually transferred to the Dominican convent at Toulouse, France, where his tomb became an important place of holiness.

For Christians, visiting the places associated with Aquinas can therefore be understood as a form of pilgrimage – travelling to remember a saint, pray, reflect on his life and learn from his faith.

Why is Thomas Aquinas important?

Thomas Aquinas is particularly significant because he argued that faith and reason are not enemies.

He believed that:

- God gave human beings the ability to think and reason
- The natural world can tell us something about its Creator
- Asking difficult questions can strengthen rather than weaken faith
- Human beings should seek truth and wisdom
- Knowledge should ultimately help people to live well and flourish
- Christians should use both faith and reason when thinking about important questions

His approach encourages us to be curious, thoughtful and willing to ask questions.

One way of expressing his approach for a primary classroom is:

Ask questions → investigate → think carefully → seek truth → apply what you have learned.

This connects particularly well with the Church of England's Vision for Education which places emphasis on **wisdom, knowledge and understanding**.

Encourage pupils to consider:

- *How do we know something is true?*
- *Why should we believe something?*
- *Can science and religious belief work together?*
- *What makes something good or right?*
- *What can we learn by looking carefully at the world?*

The Five Ways

One of Thomas Aquinas's best-known contributions is his **"Five Ways"**, through which he attempted to reason towards the existence of God.

These are sophisticated philosophical arguments and are not intended to be taught as proofs to primary-aged children. However, simplified versions can provide interesting starting points for philosophical enquiry:

Thomas's idea	Possible question
Change and movement	What causes things to happen?
Cause and effect	Can something happen without a cause?
Existence	Why is there something rather than nothing?
Goodness	What do we mean when we call something "good"?
Order and purpose	Why does the natural world appear ordered?

The important educational point is not that pupils should arrive at a particular answer, but that they learn to **reason carefully and respectfully about big questions**.

Thomas Aquinas and creation

Thomas had a strong belief that the created world was good because it came from God.
This provides opportunities for links with:

- **Science** – observing and understanding the natural world.
- **RE** – Christian beliefs about creation.
- **Geography** – humanity's relationship with the environment.
- **PSHE** – responsibility and stewardship.
- **Spirituality** – questions about purpose and existence.

If the world is a gift from God, how should we treat it?

This can lead into discussion about environmental responsibility and Christian stewardship.

- **Thomas Aquinas and Christian ethics**

Thomas also wrote extensively about how people should live. He developed the idea of **virtues** – qualities that help people to live good and flourishing lives.

Among the virtues he discussed were:

- Wisdom; justice; courage; self-control; faith; hope; love

These provide useful connections with character education and the development of pupils' moral understanding.

Wisdom: What is the difference between being clever and being wise?

Justice: What does it mean to treat people fairly?

Courage: Can doing the right thing require courage?

Self-control: Why might self-control sometimes be difficult?

Love: What does Christian love look like in practice?

How might Thomas Aquinas influence a classroom?

Thomas provides a strong model for a classroom culture in which pupils are encouraged to:

Be curious
Ask questions about the world and about their beliefs.

Think deeply
Don't simply accept the first answer; consider reasons and evidence.

Listen carefully
Take other people's ideas seriously, even when disagreeing.

Seek truth
Recognise that learning involves an ongoing search for understanding.

Use knowledge wisely
Consider how knowledge can be used for the good of others.

Connect faith and learning

Explore how Christian belief can engage with science, history, philosophy and everyday life.

A simple classroom activity

"What makes something good?"

1. What makes each person "good"?
2. Are there qualities that all good people have?
3. Is being good the same as being successful?
4. Can someone be very clever but not very wise?
5. What does Christianity teach about becoming a good person?

For older primary pupils, introduce Thomas Aquinas's idea of **virtue** and ask them to identify virtues they think are important in school life.

Faith encourages us not to stop thinking, but to think more deeply.

Incredible Pilgrims

Chris Moon MBE – double amputee and Camino pilgrim



Chris Moon is a former British Army officer and humanitarian worker who lost a lower leg and his right arm after stepping on a landmine while working to clear landmines in Mozambique.

He has subsequently undertaken extraordinary endurance challenges. In 2024 he completed a roughly 500-mile Camino de Santiago challenge, travelling across France and Spain in 14 days.

This challenges the assumption that *walking* is only possible when we have all our limbs; undertaking a pilgrimage is still possible despite disability. Chris has also run the London Marathon and an ultra-marathon in the Sahara Desert!

Justin Skeesuck – Camino de Santiago, Spain



US citizen, Justin Skeesuck became paralysed and uses a wheelchair. He decided to undertake the Camino de Santiago, the ancient Christian pilgrimage to the shrine of St James in Santiago de Compostela.

He could not complete the journey independently, so his lifelong friend Patrick Gray pushed him in a wheelchair for the entire journey. The two travelled approximately 500 miles (800 km) across Spain. Their story is particularly powerful because Justin's pilgrimage became a story about friendship, perseverance, trust and community.

Justin's story reminds us of the Christian belief that we do not make our journey through life alone. Not only do we have family and friends to help and support us, but Christians believe that, through the Holy Spirit, God is with us in all that we do.



Neha Bhatt - Amarnath route, India

After suffering extensive injuries in a road accident, Neha travelled a challenging pilgrim's route with a prosthetic limb, demonstrating her incredible courage and resilience. The Amarnath route is a Hindu pilgrimage in the Kashmir region of India to the Amarnath Cave, a sacred cave containing a naturally formed ice formation regarded by Hindus as a manifestation of Lord Shiva. It is considered to be a physically demanding and challenging pilgrimage due to extreme high altitudes, steep mountain paths, and unpredictable mountain weather.

Galatians 6:2: "Carry each other's burdens."

These inspirational stories offer an opportunity to discuss with pupils about overcoming challenges.

What barriers did these people face, and what helped them to complete their journeys?

For example: determination; friendship; family; faith; appropriate equipment; accessible routes; other people's support; careful preparation; courage; not giving up.

This can lead us to consider not only the importance of being prepared but that also sometimes we need other people to help us on our journey.

Reflection Questions:

Can everyone walk the same journey? How can we make journeys possible for everyone?

If you think of your life so far as a journey, what support have you had so far? What qualities do you have that help you, and others, on your journey of life?

What barriers have you faced and how have you overcome them?

St. James & Camino: Discussion and Reflection Activities

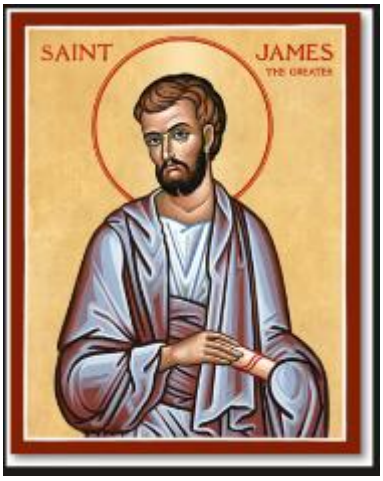
Teacher Notes

Use these notes alongside the related Power Point slides: Classroom Slides

St James the Greater: Patron Saint of Spain and Pilgrims

Start the sequence of lessons with the quiz (on the slides) to reactivate children's prior knowledge about the events of Jesus' life on earth.

Who Was St James? 'St James the Greater' was one of Jesus' twelve disciples. He was a fisherman before he followed Jesus and he became one of Jesus' closest friends, along with his brother John. They were sons of their fisherman father, Zebedee.



James is called "the Greater" mainly to distinguish him from another apostle named James, known as 'James the Less' (or 'James the Lesser'). The terms "Greater" and "Less" do not mean that one was holier or more important than the other. Early Christians likely used these titles because 'James the Greater' was likely older or taller than 'James the Lesser!'

Timeline: In the days of the early Christian Church, after Pentecost, St. James travelled and shared the Gospel with many people. The Bible clearly places James in Judea and records his martyrdom in Jerusalem around 44 CE under Herod Agrippa I. James was the first of the twelve Apostles to be martyred. Portraits and images of St. James often include him holding a scroll, a symbol of him being a messenger of the Gospel of Jesus Christ.

Activity: Children could create a timeline of James' life, to include events from his time spent with Jesus, through to his travels to Judea and beyond, and his death. This could be an individual or collaborative task.

James' Story in The New Testament



James and his brother, John, were fishermen on the Sea of Galilee. They worked in the family fishing business, with their father Zebedee. When Jesus called James and John to follow Him, they immediately left their fishing business and became His disciples.

"Jesus saw two other brothers, James son of Zebedee and his brother John. They were in a boat with their father Zebedee, preparing their nets. Jesus called them, and immediately they left the boat and their father and followed him." Matthew 4: 21-22

James became part of Jesus' closest group of friends, along with Peter and John. Jesus shared some of His most personal and difficult moments with them. They witnessed several key events that most of the other disciples did not, including:



The transfiguration, in which Jesus was revealed in divine glory on a mountain before Peter, James and John, with Moses and Elijah appearing beside Jesus and God declaring Jesus to be his beloved Son. *"Jesus took Peter, John and James with him and went up onto a mountain to pray. As he was praying, the appearance of his face changed, and his clothes became as bright as a flash of lightning. Two men, Moses and Elijah, appeared in glorious splendour, talking with Jesus." Luke 9:28-29*



Jesus' prayer and worry in the Garden of Gethsemane before His arrest and crucifixion. Jesus chose James as one of His closest friends to accompany Him and keep watch, but James and the others fell asleep. *"They went to a place called Gethsemane, and Jesus said to his disciples, "Sit here while I pray." [33] He took Peter, James and John along with him, and he began to be deeply distressed and troubled. [34] "My soul is overwhelmed with sorrow to the point of death," he said to them. "Stay here and keep watch." Mark 14: 32-34*

Jesus gave James and John the nickname "Boanerges", meaning "Sons of Thunder," suggesting they had passionate and fiery personalities. One example was when they wanted to punish a Samaritan village that rejected Jesus, a request Jesus refused and criticised the brothers for, as He was teaching them the way of love. (Luke 9:51-56)

James and John were ambitious. At one point they asked for places of honor in Jesus' kingdom. Jesus used this moment to teach them that true greatness comes through service and sacrifice, not status. (Mark 10:35-45)

James the Greater's New Testament story is one of transformation: a fisherman who left everything to follow Jesus, a passionate disciple who became one of Jesus' closest friends, and a faithful apostle who ultimately gave his life for his faith. His story highlights commitment, courage, and spiritual growth.

Activity: Children could read and compare all 4 gospel accounts of Jesus calling James and John to be His disciples: **Matthew 4, Mark 1, Luke 5 and John 1.**

Why is James the Patron Saint of Spain?

It is believed that James travelled to Hispania (modern Spain) to preach the Gospel. According to later traditions, he evangelised in parts of the Iberian Peninsula, including areas associated with present-day Galicia, Zaragoza, and other regions of Spain.

The association with Spain became very important in Christian tradition and James is regarded as the patron saint of Spain. Tradition says that St. James' remains were brought to Santiago de Compostela in northwestern Spain, which has become one of Christianity's most famous pilgrimage destinations. 'St. James' is the English translation of the Spanish word 'Santiago.' So 'Santiago de Compostela' is translated as 'St. James of Compostela.'

According to tradition, after James died, his followers took his remains to Santiago de Compostela. This is why James became known as the patron saint of Spain. Today, millions of people visit his shrine there.

Research Activity and Map Work: Children could research some facts about the city of Santiago de Compostella. They could also look at some modern and ancient maps of the region. They could study the distance and routes which St. James may have taken from Judea to Spain.

Why is James the Patron Saint of Pilgrims?



During the Middle Ages, millions of pilgrims journeyed to St. James' shrine, making Santiago one of the three great Christian pilgrimage destinations, alongside Jerusalem and Rome. Pilgrims traveling to Compostela frequently carried a scallop shell, and so the shell became the symbol of St. James and remains a recognisable emblem of pilgrimage today. The link between St. James and pilgrimage is therefore not primarily because James himself was known for extensive travels, but because countless pilgrims travelled to him. Over time, he became regarded as their heavenly protector and patron.

What Is the Camino de Santiago?



The Cathedral of Santiago de Compostela is famous because, according to Christian tradition, it is the burial place of St James the Greater. It is also the destination of the pilgrimage known as the **Camino de Santiago** ("Way of Saint James"). The **Camino de Santiago** is a network of walking routes, all leading to Santiago de Compostela. Pilgrims have travelled these routes for over 1,000 years. People walk the Camino for many reasons:

- To grow in their faith: a time for prayer and spiritual growth
- To enjoy nature and disconnect from life's distractions
- To learn about history
- To challenge themselves, build resilience and discover more about themselves
- To meet new people from many different cultures



Even for non-religious walkers, the Camino is often described as less a hike and more a journey that changes how people think about themselves and the world around them.

What is the link between the Camino and the scallop shell?





The symbol of the Camino is the scallop shell. There are several reasons for this:

1. Proof of Completing the Pilgrimage: In the Middle Ages, pilgrims who reached Santiago de Compostela often obtained a real scallop shell from the Galician coast and carried it home as evidence that they had completed the journey.

2. A Practical Pilgrim's Tool: The shell could be used as a simple cup for drinking water, or a spoon for eating, while travelling. For this reason, pilgrims often attached shells to their hats or cloaks, and so the shell became an easily recognised badge of a pilgrim.

3. A Symbolic Meaning: Christians came to see deeper spiritual symbolism in the shell:

- The many grooves of the shell converging at one point can represent the many routes of the **Camino de Santiago** leading to a single destination, the shrine of St James.
- The lines can also symbolise the different life journeys of Christians, with all paths leading to God.
- In Christian tradition, shells are sometimes associated with baptism, rebirth, and spiritual renewal.

4. Legends of St James: Medieval legends linked St. James directly with the scallop shell. One famous story tells of a knight who fell into the sea and emerged covered in scallop shells when St James miraculously saved him. Such stories helped cement the shell as the saint's emblem.

Art Research: Children could research different images of St. James and of the use of scallop shells as symbols in art.

The use of the scallop shell in sacred imagery of St. James:

When artists depict St. James the Greater, they often include:

- A scallop shell to show he is the patron saint of pilgrims
- A staff and pilgrim's hat to represent the Camino pilgrimage.
- A scroll to represent preaching the Gospel.
- A sword to represent his martyrdom.





As so many pilgrims carried a scallop shell, it eventually became the symbol of pilgrimage itself.

Art Activity: Children could design and create their own images of St. James, or a more abstract piece of artwork to reflect who he was, incorporating symbols to represent their knowledge of him, such as fishing nets, scallop shells or a pilgrim's staff.

What is 'The Camino Way' like today?

Today the **Camino de Santiago** is a mix of Christian pilgrimage, wider spiritual pilgrimage, long-distance walking holiday, cultural journey and personal challenge. While many people still walk for religious reasons, a large number undertake it for reflection, adventure, fitness, or simply to experience the historic routes leading to Santiago de Compostela.



Camino pathways are marked by yellow arrows and scallop shell symbols, which guide pilgrims across Spain and Portugal. Camino routes are also spread across other parts of Europe, with all paths eventually leading to Santiago de Compostela via a complex web of different routes and pathways. Pilgrim hostels ('albergues') provide simple, inexpensive accommodation, specifically for Camino pilgrims.

There is a strong tradition of meeting people from all over the world as part of the pilgrimage, often sharing meals, stories, and sections of the journey together. Depending on the route, pilgrims cross mountains, forests, vineyards, ancient villages, farmland, and historic cities.

The Camino Francés (French Way) is the best-known and most popular route. It begins in Saint-Jean-Pied-de-Port in France and covers about 780 km (485 miles) to Santiago de Compostela. Many pilgrims walk the entire route over four to six weeks.







Modern pilgrims often carry a Credencial del Peregrino (pilgrim passport), collecting stamps along the way from churches, hostels, cafés, and other locations. Upon reaching Santiago, those who have completed the required distance can receive a Compostela, a certificate of pilgrimage.



For many pilgrims, the emotional high point is entering the city and arriving at the Cathedral of Santiago de Compostela, where the tomb traditionally associated with St James is located. Pilgrims often attend the Pilgrim's Mass in the cathedral.

Most Camino routes are designed to end at Santiago de Compostela because the pilgrimage's traditional goal is the shrine of St James in the cathedral there. However, they do not all physically merge into one single path. Instead, they form a network of routes across Europe that gradually converge as they approach Galicia.



Mapwork Activity: Explore a variety of maps showing the Camino pilgrimage routes. There are some examples on the powerpoint slides. Children could calculate mileage, create travel plans with sites to stop at along the way, or consider which route they would like to take and why.

The St. James Way (Reading to Southampton)



This Camino path was specifically created as the English beginning of a pilgrimage to Santiago de Compostela. The route is considered to be the 'authentic beginning' of the Camino de Santiago in England. The route is 66 miles and it is recommended that pilgrims take 6 – 7 days to complete it in full and enjoy the many geographical, historical and scared highlights along the way:

- Reading Abbey
- Open views from Silchester Roman Fort
- Bramley medieval wall paintings
- Southampton Holy Water Conduit and Cenotaph
- Holy Places listed in Britain's Pilgrim Places book: Caversham Shrine & Well; Headbourne Worthy; Winchester Cathedral.



The St. James Way (Reading to Southampton) is now a very popular pilgrimage and walking route in its own right. The route itself ends in Southampton, not Santiago. However, it is intended to connect with the wider Camino network. Pilgrims can then travel to northwestern Spain and walk the Camino Inglés (English Way) from Ferrol or A Coruña to Santiago de Compostela. As there is no direct ferry link between Southampton and Spain, pilgrims wishing to continue their journey onto Santiago often do so using the St. Swithun's pilgrim trail: Winchester Cathedral to Portsmouth.

A traditional Camino blessing captures the spirit of Camino de Santiago well:

"May the road rise to meet you, and may St James guide your way."

Activity: Children could create a 'Pilgrim's Walking Guide' to all or part of the St. James' Way (Reading to Southampton). Children could research and include maps, landmarks, places to eat and areas of natural beauty along the route. If you live near the route, you could choose a small section close to your school community. Why not share the walking guides with your local community and invite them to try them out on a local walk! Depending on your location, you might be able to organise a walk for the children and staff.

Become a Camino Chef!

You may like to try the following recipes, asking the kitchen staff to consider becoming involved.

Classic Camino-inspired recipes include Torta de Santiago (a flourless Galician almond cake dusted with powdered sugar using a St. James cross stencil), Sopa de Ajo (Spanish garlic soup with paprika and stale bread), and Patatas a la Riojana (potatoes simmered with spicy chorizo). These dishes reflect the regional flavours encountered along the pilgrimage route across Spain.

Torta de Santiago

Ingredients
4 eggs
200g caster sugar
200g ground almonds
Finely grated zest of 1 lemon
Finely grated zest of 1 orange
1/2 teaspoon ground cinnamon
1/4 teaspoon almond extract
Generous pinch of salt
Icing sugar, to dust



Directions

1. Preheat the oven to 180°C; Butter and line the base of a 9-inch round spring-form tin with baking parchment.
2. Using an electric whisk, combine the eggs & sugar in a large bowl, beat until voluminous and very pale in colour, about 2-3 minutes.
3. Using a spatula, gently fold in the ground almonds, lemon zest, orange zest, cinnamon, almond extract and salt. Mix everything together until just combined, being careful not to deflate the eggs too much. Scrape the batter into the prepared tin, smooth the top, and bake in the preheated oven for 30 minutes, or until lightly golden, risen, and springy to the touch.
4. When the cake comes out of the oven, run a knife around the edges to ensure nothing sticks, and leave the cake to cool in the tin 20 minutes before turning onto a wire rack to cool completely.
5. Before serving, use a sieve to cover the cake entirely with a generous dousing of icing sugar. Serve in generous slices with a dollop of whipped cream.

You can make your Torta de Santiago authentic by topping it with the Cross of St James. Use a picture of the special cross, trace it onto some baking parchment, and carefully cut it out using a blade. Top the cake with the stencil before starting your icing sugar shower and carefully remove it when you're done!

Sopa de Ajo (Garlic Soup)



Ingredients

6 tablespoons of olive oil

4 large garlic cloves (or more) – minced

1 1/4 litres of water – boiling

300g rams of thinly cubed stale bread (6 slices)

1 tsp paprika

Salt to taste

4 eggs – optional

Chopped parsley

1. In a large saucepan, heat the oil and fry the chopped garlic and bread cubes until lightly golden.
2. Stir in the paprika and immediately pour boiling water and salt in the pot. Cover and simmer for 20 minutes. At this stage the bread should almost dissolve in the broth.

Optional: Beat eggs together and *gently* pour and stir them into the hot soup. Let the eggs cook until they have set; the soup will thicken.

3. Sprinkle some parsley on each dish when serving.

Patatas a la Riojana

Ingredients



1.5Kg red potatoes, peeled

300g spicy cooking chorizo, cut into one-inch pieces

4 tbsp of olive oil

2 large red onions, finely chopped

2 garlic cloves, finely chopped

1 green pepper, finely sliced

1.5 litres of water

1 bay leaf

1. Start by cutting the potatoes into irregular chunks. The best way is to cut into the potato and then break it off with the knife as this helps release the starch which in turn will help thicken the stew.
2. Heat the olive oil in a large casserole dish and add the chopped red onion, garlic and green pepper and cook on a gentle heat for 10 minutes or until soft.
3. Add the chorizo pieces and fry gently for a further 5 minutes until light brown.
4. Add the potatoes, stir with a wooden spoon, and cook for a further 5 minutes to allow the potatoes to release their starch.
5. Pour in the water to cover the potatoes, add the bay leaf and bring the patatas to the boil.

6. Once they start boiling, lower the heat, season with salt and cook on a moderate heat moving the pot now and again for the potatoes to thicken the stew.
7. The potatoes should take about 20 minutes to cook but check to ensure they are still not hard.

Turn off the heat and put a lid on the pot and leave for 5 minutes to rest. Serve immediately with some crusty bread.

Spiritual walking



Walking from a place of relaxed intention is a 'freeing' practice. Schools planning on bringing regular walking into the timetable may like to talk to the children first about the act of walking as an ancient spiritual practice. Following a track with the children (or as a staff team) can develop into a prayerful activity - the hypnotizing rhythm of the action of walking helps instill feelings of calm:

Jesus walked from town to town healing the sick; Mahatma Gandhi walked 150 miles on the infamous Salt March that forever changed the future of India; Dr. Martin Luther King, Jr. walked the roads of Alabama and Georgia, and the Quaker Susan B Anthony spent her life walking for the right of women to vote in America.

Ask children to imagine something they want to learn or focus on before you leave on your walk, and tell them that when they return, they will have gone on their own journey and have been part of a Christian tradition. On your walk notice the birds, the sky, the clouds, the trees, the sounds, the smells and colour. Your walk is packed with a kaleidoscope of possibilities. Allow walkers to spend some time alone for some introspection, reflection, or prayer time.

Walk with reflections

Walking with reflections is a simple activity and can be calming for both children and staff. The idea is to walk as a group and stop a few times to listen to a site-specific Bible reading, a prayer, poem or meditation. To prepare for this activity, you will need a route in mind that has a few useful features such as a bridge, a crossroads, an old tree etc. This will help you put together a theme that connects the features with the material that you want to read. Hopefully, in this way, walkers will end up making an external and internal journey.

A good way to start is to ask the group to walk in silence for three periods (perhaps five minutes each) where they focus only on what they can see, then to focus on what they can hear and, lastly, on what they can feel (their feet on the pavement, the clothes against their skin, their balance or perhaps the air on their face).

A similar suggestion, maybe for a later walk, is to have the group walk in silence and solitude with several metres between each person. If someone stops to make a note or to look at something, then everyone else must stop too.

To teach younger children to take part in mindful or prayerful walking, the image of the snail could be used:

Slow down

Notice things

Appreciate what is around you

Investigate and Imagine

Live thoughtfully and thankfully

Digging deeper

The analogy of walking and the Christian life is used throughout Scripture. Schools may like further on this with older children by exploring what it means to 'walk with God.' It is not merely living by rules and regulations or making daily resolutions that we quickly break. It is much more than that.

The prophet Amos revealed what it means to walk with God when he asked, "Can two walk together, unless they are agreed?" (Amos 3:3). The word he used for "together" gives the idea of two people moving in rhythm together, as in riding a tandem bicycle. But it is not about getting God into rhythm with us; it is getting ourselves into rhythm with Him. That is what it means to walk with God.

Here is a discussion starter that schools may like to use:

If I walked with a friend of mine and I started speeding up and tried to leave him behind, then he'd wonder what I may be annoyed about. If I walked behind him and slowed down, he might wonder if I was hurt or injured. If we were walking together, we might not agree on everything, but we wouldn't have to fall out. How can people walk together and show grace when they disagree?

Walking activities to build into busy timetables

• Fast or slow walks of awareness - synchronize breathing with your steps – this could be a helpful mindfulness activity to prepare the mind and body for productive learning.

• 'Sauntering' – derived from the French phrase 'a la Sainte Terre' which means 'to the Holy Ground'. It reminds children and adults of a different way of moving – not always rushing breathlessly from A to B.

Footprints (also see earlier collective worship)



Also known as "Footprints in the Sand," this is a popular allegorical religious poem that schools may like to use whilst walking with children.

The popular text is based on Christian beliefs and describes an experience in which someone is walking on a beach with God. They leave two sets of footprints in the sand. The tracks represent stages of the speaker's life. At various points the two trails of prints merge into one, especially at the lowest and most hopeless moments of the person's life. When questioning God, believing that the Lord must have abandoned him during those times, God gives the explanation, "During your times of trial and suffering, when you see only one set of footprints, it was then that I carried you."

Sit Spots

Having a familiar place within the school grounds to be alone to think or reflect can be powerful for some children. A 'sit spot' is simply a favorite place in nature that children can visit regularly to reflect or to study patterns of local plants, birds, trees, animals, etc.

By choosing one place outside that they visit repeatedly, children can develop the self-awareness and gradually acquire enhanced sensitivity to God's world. With practice, this activity is said to facilitate a transformation of some children's ability to observe patterns through all aspects of the outdoors and help them develop a greater understanding of their involvement in the world around them. It is also a place where children can connect with their faith. For a child, their sit spot can become a place for contemplation or meditation, sometimes in what is happening around them, and other times on issues that they have brought with them to their spot.

The instructions below may be helpful for teachers wanting to develop this practice in schools.

• Choose one spot in the school grounds where you feel comfortable and safe and move to it slowly and peacefully

• Look around at where you are…

• Notice what's happening with the plants, trees & birds of this place

• Are there birds? Insects?

• Listen to the sounds, smell the air, open your eyes to all that you can see

• You are sitting in the middle of God's wonderful world

• Try to breathe slowly and gently

• Think about the peace of this place

• Pay attention to whatever is present in this environment, and tuck it away in your memory so you can think about it if you ever feel anxious

Dew Ponds

'Drop thy still dews of quietness, till all our strivings cease; take from our souls the strain and stress and let our ordered lives confess the beauty of thy peace, the beauty of thy peace.'

To begin this activity, it is worth teaching children the hymn 'Dear Lord and Father of Mankind', notably the verse above. It is a hymn with words taken from a longer poem, "The Brewing of Soma" by American Quaker poet John Greenleaf Whittier. The language may appear very old-fashioned for children but unpicking the meaning behind this verse and interesting discussions on the power of God in nature.

The follow up activity for this is a study of dew ponds. Dew ponds are artificial ponds often found on high ground for livestock to drink and rest in areas where surface water is not easily accessible; the practice dates to at least Saxon times. This activity is simple and does not take a great deal of time. Simply create a 'dew pond moment' in everyone's schedule (children and adults); everyone should pause to breathe more deeply, to give thanks and to refresh yourself, ready for the next challenge of the day.

Walks for school leaders, governors, parishioners and parents

The Diocesan Education Team has arranged a range of walks throughout the year, including countryside, urban, coastal and a section of the St James Camino, ending at St Swithun's Shrine at Winchester Cathedral.



The walks offer inspiration to schools to then organising their own visit with a class/es if inspired. Bishop Geoff from Winchester and Portsmouth Dioceses joined the inaugural walk from Hengistbury Head to Boscombe.



Discovering Pathways - Labyrinths



Labyrinths are a symbol of the spiritual journey to our centre, an outward sign of an inner pilgrimage. Believed to be at least five thousand years old and found throughout the world in diverse cultures, labyrinths are unconnected to any particular creed, so people of all faiths and none can feel comfortable using them.

Children respond immediately to the pattern of a labyrinth. Of course, they first want to race to the middle and out again as fast as they can but with some training labyrinths can be used to support a wide range of learning, including dealing with grief, problem solving, conflict resolution, building community and celebrating joyful events. Teachers have found ways to use the labyrinth to enrich learning experiences. According to the renowned Real School Gardens Project in America, teachers report that walking the labyrinth can help children calm down, focus, and concentrate. It can help them relax if they are angry. If you hand a Finger Labyrinth (more later) to a child of almost any age, they will almost immediately begin tracing the pattern with their finger. Moving through the left and right turns of the Labyrinth helps a person shift out of the linear left brain into the right brain, which is more spatially oriented and creative. Our right brain gives us our “Ah ha” moments when we suddenly figure out problems.

Consider having a ‘Labyrinth Building Day’ (posters, announcements, invitations, and press releases) The creation of a school labyrinth can lend itself to an intergenerational project, collaborating with your local community and church congregation. Heavy lifting and practical design will encourage dads, grandads or even the local sports team/keep fit club to get involved. The construction of a labyrinth can be amazingly simple. The most basic, and easiest, way to build a labyrinth is to place stones on the earth to form the pattern. The school may want to have a base of gravel, coarse sand, or bark on which to place the stones.

If the whole school bring in rocks, each class could have a way of identifying ‘their’ rocks. The stones should be about the size of a grapefruit Different or changing layouts can reflect interest, ability and need. Other possibilities are paint on pavement, playing field liner on grass or earth, bricks or tiles buried in grass, bottles buried in the ground, short stubs of branches set

on end in the ground or temporary labyrinths of almost any materials. Schools may like to consider creating labyrinths based on a festival such as Easter or a Bible story. Encourage the participants to paint stones to put in the labyrinth. Stones can represent family members, local groups, classes, subjects, Christian values.

Consider starting a labyrinth book which might include journal experiences from the children (e.g. What did you like about building the labyrinth? What was it like to walk the labyrinth for the first time? Other experiences?); Photos taken before, during and after construction; Drawings of labyrinths by the children; Samples of curriculum projects that relate to building and using the labyrinth; Results of student research (www.labyrinthsociety.org and www.veriditas.net.).



There is a labyrinth (known as the mizmaze) on the top of St. Catherine's Hill in Winchester, which features a scenic climb up over 300 wooden steps to an Iron Age hill fort and panoramic views of the city.

Walk Details:

- Distance: About 1 to 2 miles for a direct route up and back, or 3 to 5 miles for longer circular routes.
- Time: 30 minutes to 1.5 hours depending on your starting point.
- Terrain: Riverside paths followed by a steep climb up wooden stairs and uneven, sometimes slippery grass or gravel paths on the descent.

You can check out a detailed St Catherine's Hill Circular Route provided by the South Downs National Park or view a shorter family-friendly loop on The Ambling Path.

Walking gently on God's Earth

Key Stage 1 reflection

Explain:

Some Christians believe that God created the Earth and everything in it, that the world is a gift from God and that people should take care of it.

Explore the following Bible verse: "God saw all that he had made, and it was very good." (Genesis 1:31)

Create a trail of paper footprints around the classroom or playground with stopping points.

At each station place a picture or object from nature.

Children walk the trail and answer:

- What do you notice?
- Why is it important?
- How can we look after it?

Children stand in a circle holding a footprint and complete the sentence:

"As I walk on God's Earth, I will..."

Examples:

- "...care for wildlife."
- "...keep my environment clean."
- "...respect nature."

Key Stage 2 reflection

Quiet Reflection

Ask pupils to sit quietly and think about the words:

"God saw all that he had made, and it was very good." (Genesis 1:31)

Take a moment to imagine the world around you: forests, oceans, animals, plants, mountains, and even the people in your community.

Some Christians believe that the Earth is God's creation and that humans have a special responsibility to care for it.

Think about:

- Which part of the natural world do you value most?
- How do your everyday choices affect the Earth?
- Are there times when people fail to care for the world?
- What would it mean to "walk gently" on God's Earth?

Reflection Questions

Write your thoughts on the following.

1. What do you think Christians mean when they say the Earth is God's creation?

---

2. Why might Christians believe it is important to care for the environment?

3. What environmental challenges does our world face today?

---

4. What responsibility do you think young people have towards the future of the planet?

Complete the sentence:

As I walk on God's Earth, I will...

Final Thought

"We do not inherit the Earth from our ancestors; we borrow it from our children."

Do you agree with this statement? Explain why.

Walking on 'hallowed ground'

Moses and the Burning Bush

Read the story from Exodus 3:

The Burning Bush



One day Moses was taking care of Jethro's sheep. Jethro was Moses' father-in-law. Moses led the sheep to the west side of the desert. He came to Sinai, also known as the mountain of God. There the angel of the Lord appeared to Moses in flames of fire coming out of a bush. Moses saw that the bush was on fire, but it was not getting burnt. Moses said, "I will go closer to this strange thing. How can a bush continue burning without burning up?"

God saw Moses was coming to look at the bush and called to him, "Moses, Moses! Do not come any closer. Take off your sandals. You are standing on holy ground. I am the God of your ancestors. I am the God of Abraham, the God of Isaac, and the God of Jacob."

Moses covered his face because he was afraid to look at God. The Lord said, "I have seen the troubles my people have suffered in Egypt and I have heard their cries when the Egyptian slave masters hurt them. I have come down to save them from the Egyptians. I will bring them out of that land. I will lead them to a good land with lots of room. This is a land where much food grows. I have heard the cries of the people of Israel. I have seen the way the Egyptians have made life hard for them. So now I am sending you to the king of Egypt. Go! Bring my people, the Israelites, out of Egypt!"

Focus on the verse:

"Take off your sandals, for the place where you are standing is holy ground."

Discuss:

- Why did God call it holy ground?
- Why do you think God asked Moses to take off his sandals and feel the ground on his feet?
- Was the ground itself special?

- Or was it holy because God was present?

(Christians understand this to mean that the ground itself was not magical or special on its own. It became **holy** because God was revealing Himself to Moses there.) Explain that Christians believe some places are sacred because they help people feel close to God.

Give the children some examples churches, cathedrals, the Holy Land, places of prayer.

What Makes a Place Sacred?

Group Investigation. Give each group information and images of a sacred place, eg. A local church, Bethlehem, the site of a war memorial, a natural place where people feel close to God.

Discuss in groups and answer these questions

- Why do people visit this place?
- What happened there?
- How do people behave there?
- Why might some people consider it sacred?

Provide the statement:

"A place is only holy if God is there." Pupils discuss and write a response.

They should consider:

- Can God be everywhere?
- Can ordinary places become holy?
- Can different people see the same place differently?
- If God made the Earth, is all ground holy?
-

Encourage evidence and reasoning.

Debate

Display four viewpoints:

1. Places are holy because God is present.
2. Places are holy because important events happen there or happened there in the past.

3. Places are holy because people believe they are.
4. No place is naturally holy.

Pupils choose the viewpoint closest to their thinking and explain why.

Written Reflection

Ask pupils to complete:

"I think a place becomes hallowed when..."

"The most important thing about a sacred place is..."

Display pupils' responses around a large footprint pathway with key questions such as:

- *Can any place become holy?*
- *Does belief make a place sacred?*
- *What places do you treat with respect and why?*

Challenge Question



People walk into a church building that is used every week for worship. Another building looks exactly the same, but no one ever walks in and it is never used.

Which building is more likely to be considered hallowed ground? Why?

Leaving a footprint

What kind of footprint do we leave on the Earth?



This lesson moves beyond simple environmental awareness and encourages children to think critically about the impact of human choices, linking Christian beliefs about stewardship with real-world ethical issues.

Display the image of a muddy footprint.

Ask:

Think - Pair - Share

- What can a footprint tell us about a person?
- Do our actions leave footprints even when they cannot be seen?
- What kinds of footprints do humans leave behind?

Record responses under two headings:

Visible Footprints

Visible Footprints	Invisible Footprints
Buildings	Carbon emissions
Roads	Waste
Farms	Kindness
Litter	Influence on others

Remind the children of the Bible verses:

"God saw all that he had made, and it was very good." (Genesis 1:31) and "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." (Genesis 2:15)

Discuss:

- What responsibility is given to humans?
- What does "take care of it" mean today?
- Are humans owners of the Earth or caretakers?

Introduce the concept of **Stewardship -** Christians believe that the Earth belongs to God and that humans are entrusted with caring for it wisely.

Group Investigation

Provide groups with two sentences.

Group A: **Plastic Pollution**	**Group B:** **Deforestation**	**Group C:** **Fast Fashion**	**Group D:** **Renewable Energy**
Plastic is useful and inexpensive. Millions of tonnes of plastic enter oceans each year.	Forests provide materials and jobs. Wildlife habitats are destroyed.	Cheap clothes are widely available. Large quantities of clothing are thrown away.	Reduces pollution. Some people dislike the impact on landscapes.

Ask the groups to discuss the following investigation questions in turn and then present their thoughts to the class.

1. What human need is being met?
2. What positive footprint is left?
3. What negative footprint is left?
4. What might Christians say about this issue?
5. What would good stewardship look like?

Place signs around the room:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Read the statements:

"One person's actions make no difference."

"People have a duty to protect the Earth."

"Technology will solve environmental problems."

"Humans should use natural resources however they want."

Pupils move and justify their position. Encourage them to:

- Use evidence.
- Refer to Christian beliefs.
- Respond to others respectfully.

Extension questions

Is humanity currently walking gently or heavily on Earth?

Explain your answer using:

- Christian beliefs
- Examples from the lesson
- Your own viewpoint

If God gave humans dominion over creation, does that mean humans have power over nature or responsibility for nature?

Ask pupils to:

- Give reasons.
- Challenge ideas respectfully.
- Build on others' opinions.
- Reach a justified conclusion.

Follow up Reflection



Provide a footprint template. Inside the footprint pupils write:

My current footprint:

How do my daily choices affect the Earth?

My future footprint:

What kind of impact do I want to leave?

My commitment:

One action I will take this term.

Walking with Kindness

Show a picture of a pebble being dropped into water.

Ask the children:

- What happens when a pebble lands in a pond?
- How far do the ripples travel?
- Can our actions spread in a similar way?

Explain:

Just like ripples in water, acts of kindness can spread from one person to another and affect many people.

Think-Pair-Share

Think of a time when someone was kind to you.

Discuss:

- What happened?
- How did it make you feel?
- Did it change your day?

Collect responses and highlight common themes:

- Happiness
- Confidence
- Feeling included
- Feeling valued

What Is Kindness?

Ask pupils to write a quick definition. Share ideas before introducing: the concept that kindness is choosing to help, support or care for others through our words, actions and attitudes.

Discuss: Is kindness always easy? Examples: Sharing with a friend, including someone new in a game, helping someone who has upset you, standing up for someone being treated unfairly. Which example is hardest? Why?

Display the quote:

"Treat others as you would like them to treat you."

Ask: Why do many people think this is a good rule for life? What would school be like if everyone followed it?

Create a class definition: **Walking with Kindness Means...**

Group Discussion

Give each group a different scenario.

Scenario A	**Scenario B**	**Scenario C**	**Scenario D**
A new pupil joins the class and knows nobody.	A child drops their lunch tray in front of everyone.	Someone is regularly left out during football at break.	A classmate is struggling with difficult work.
How might they feel? What would help them settle? What kind actions could you take?	How might they feel? What unkind responses might occur? What would kindness look like?	Why might this happen? How could it affect them? What could others do?	How might they feel? How could you support them without doing the work for them?

Children feedback their group's views.

Challenge Questions

- Why do people sometimes choose not to be kind?
- What might stop someone from helping?
- Is doing nothing ever unkind?

Follow up Reflection

Dim the lights if appropriate and encourage quiet thinking.

Read slowly: Imagine that your actions leave footprints wherever you go. Some footprints make people feel included, some make people feel valued, some leave people feeling hurt or ignored. Think about the footprints you leave each day.

Reflection Questions

What kind of friend am I? Do I notice when others need help? Do my words build people up or knock them down? What one thing could I change this week?

The Kindness Line

Ask pupils to stand in a circle. Give each pupil a paper strip and discuss What kind of footprint do you want to leave on the lives of others?

Complete the sentence:

"Walking with kindness means..."

Examples:

- "...showing respect."
- "...helping someone without being asked."
- "...thinking about other people's feelings."
- "...including everyone."

Join the strips together to make a paper chain called: "Our Chain of Kindness"

Explain: Just as each link is important, each act of kindness strengthens the whole class community.

Below are further links to resources that schools and churches may like to incorporate into worship and class reflections:

- **Sun Hats & Wellie Boots** have a range of nature-inspired & eco-friendly activities, including nature trails, crafts, and resource packs.
- A Rocha have a range of resources for **children** (ages 4-7 and 7-11) and **youth** (ages 11-14 and 15-18)
- **Messy Church Volume 4** was recently released, focusing on the 5 Marks of Mission. The theme for September is the 5th Mark- to 'Treasure' God's world.
- **Muddy Church** have a selection of resources across seasons, including for Harvest.
- **Creationtide resources** | The Church of England
- **Treasuring the Earth** Inspiring Heads, Hearts and Hands in School Communities for People and Planet – a practical and well based Grove booklet.

From Bean to Bar: A Chocolate Journey



One of the journeys our Camino project explores is the journey that a cocoa bean takes to become a bar of chocolate, or a hot chocolate drink. It would be great to link this to work on Fair Trade; maybe you could invite someone from your local church or Fairtrade network to talk about this?

Start with a chocolate tasting session. Try a range of dark, milk and white chocolate, including Fair Trade varieties (100% cocoa, anyone?!) and ask the class to rank them, or score them for flavour, texture, meltability and appearance. It may be simpler (and cheaper!) to have three blindfold guinea pigs at the front, but more fun if the whole class takes part. Obviously, you need to be aware of Benedict's Law; take note of any food allergies, avoid products with nuts and check your school's policies.

Try this True or False quiz with your class.

1. The Aztecs used cocoa beans instead of money. 10 beans would buy a rabbit in an Aztec market. (True. Though some sources say a rabbit cost 30 beans.)
2. Chocolate is the only edible substance that melts at human body temperature. (True. That is why chocolate melts in your mouth – or hand – so easily.)
3. White chocolate isn't actually chocolate, because it doesn't contain cocoa. (True.)
4. The world's largest chocolate bar weighed 5 700 kg, the size of an adult male African elephant. (True, it was made for Nestlé's hundredth birthday.)
5. The proper name for chocolate is 'Food of the Gods.' (True, cocoa beans come from a tree called *Theobroma Cacao,* or 'food of the Gods,' which is what the Aztecs called it.)
6. The Aztec emperor Montezuma drank 50 cups of chocolate a day from a golden cup (True – at least historians think so…)
7. Americans eat the most chocolate in the World. (False – per person, Switzerland eats more chocolate. Swiss firms include Lindt, Nestlé and Toblerone.)
8. Chocolate is poisonous to dogs. (True – and cats.)
9. In Europe, Cadbury's Milk Chocolate doesn't count as real chocolate. (True, it only contains 20% cocoa solids, rather than the legally required 25%.)
10. A million tons of chocolate is eaten round the world every year. A polar bear weighs one ton. (False, the true figure is 7.5 million tons.)

Ask pupils if they know where chocolate comes from and show them photos of cocoa beans and a map of the main producing countries (See below). If your class has studied the Aztecs, there is a great link here, as the Aztecs and Mayans used cocoa beans as currency and believed that chocolate was the food of the gods (BBC Bitesize, A Brief History of Chocolate.)



How do we get from cocoa beans in West Africa and Central America to bars of chocolate in the UK shops? There is a video exploring the different processes here.

These images are all taken from the World Cocoa Foundation From Bean to Bar resources. First of all, see if your class can match the photos to the captions, then ask them to sequence the different stages in chocolate production.


Step 1 Growing cocoa trees


Step 2 Harvesting


Step 3 Fermentation & Drying



Step 4 Sourcing, Marketing



Step 5 Packing & Shipment



Step 6 Processing, roasting, grinding



Step 7 Manufacture and distribution



Step 8 Retail

Links to other Resources

The Christian Aid Chocolate Trade Game is a really good simulation to help pupils explore some of the justice issues involved with large companies exploiting cocoa farmers. You can find more background information, a case study and discussion resources on the Christian Aid website here.

The Fairtrade Foundation has a useful 10-minute film here about cocoa farmers in the Dominican Republic.

And Comic relief teamed up with Papapaa to create a wide range of Fairtrade chocolate resources, including videos presented by Ade Adepitan, and interactive materials, which you can download here.

The Rainforest Alliance has a range of resources for schools, including information about coffee and bananas if you are interested in other food journeys.

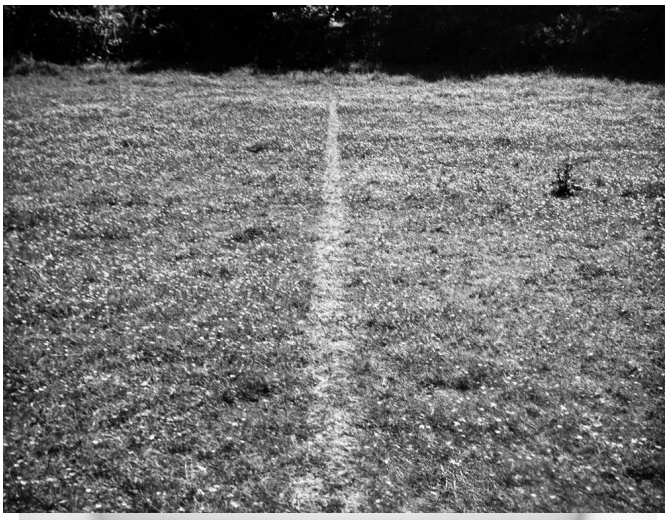
Art activities on a Camino theme

Schools may like to explore journeys, walking, pilgrimage, migration, or movement through landscape as themes. Below are some artists who have used walking as a central part of their practice. These lessons create an Art and RE link by helping pupils understand that journeys can be physical, emotional, creative, or spiritual.

Richard Long

Perhaps the most famous walking artist, Long creates art by walking through landscapes. His work often records journeys using photographs, maps, text and sculptures made from natural materials. One of his most famous pieces is 'A Line Made by Walking' (shown right) where Long repeatedly walked across a field, leaving a visible path.





The piece was made when Long walked a continuous line into a field of grass in Wiltshire and then photographed the result. The work is an important early work in the history of both land art and conceptual art.

Long's work is not overtly religious, but many people see a spiritual or pilgrimage-like quality in his art. His walks through remote landscapes can be compared to religious journeys, where the act of travelling becomes a form of reflection and connection with something larger than oneself.



Long still goes on long walks across mountains, deserts and wildernesses. These journeys resemble religious pilgrimages because the actual experience of walking is more important than reaching a destination. His work focuses on contemplation, endurance and personal experience. Many people also see his art as

expressing reverence for nature. Rather than dominating the landscape, Long leaves minimal traces and works with natural materials such as stones, mud and wood. Below are some lesson ideas focused on the work of Long.

Art activity inspired by Richard Long

1. **Ask the children:**

What journeys do you make every day? How do you get to school?

Have you ever been on a special walk? Why do you think people sometimes choose to go on long walks?

Explain that some people walk for exercise, some walk to travel, and some people walk for religious reasons called a pilgrimage.

2. **Show images of Richard Long's work**, especially *A Line Made by Walking*, but also his stone circles and path artworks (use the QR code on the right to find links).

Explanation for pupils:

Richard Long is a British artist who creates art through walking. He walks across landscapes and sometimes arranges stones, sticks, or natural materials into simple patterns. The walk itself is an important part of the artwork. His work explores nature, time, distance and our connection to the world around us.

3. **Questions:**

Why might someone enjoy making art outdoors? Is walking a form of art? How might a long walk make you feel?

Explain that Richard Long's work is not about religion, but many people think his walks are like pilgrimages because they involve travelling, thinking, noticing nature and reflecting on life.

Ask:

Have you ever felt peaceful outside?

Why do some people enjoy spending time in nature?

4. **Create a Journey Artwork**

Take children around the playground or school grounds. Challenge them to:

Walk slowly and carefully; notice colours, shapes and textures; collect a few natural materials (where appropriate).

Use the QR code (right) to see a great National Gallery film about how artwork can be created. In groups, create: a line, a circle and a spiral using natural materials.

Photograph each artwork.

Children complete the sentence:

"During my journey I noticed..."

"The walk made me feel..."

"My artwork shows..."

Show photographs of the artworks.

Discuss: Did everyone notice the same things? How did our journey influence our artwork? Can art be made without paint or pencils?

Hamish Fulton



Fulton always describes himself as a 'walking artist.' Unlike Long, he believes the walk itself is the artwork. He documents journeys through photographs, simple text pieces and wall installations. Use the QR code to access a short film where the artost explains this.

Fulton has completed walks along routes associated with religious pilgrimage and has created works that reference pilgrims and sacred places. One of his early works is titled 'The Pilgrim's Way,' directly referring to the ancient pilgrimage route to Canterbury.

Buddhist Influences

Many of Fulton's walks have taken place in Tibet, Nepal, and the Himalayas. He has created artworks based on Buddhist pilgrimage routes, including the walk around Mount Kailash in China, one of the world's most sacred mountains in Buddhism and the Hindu faith. Fulton believes that walking is more than physical exercise; it is an experience that encourages awareness, reflection, and connection with nature. His works often include simple texts

recording distances, days, weather, and thoughts, creating a contemplative, meditative quality. Fulton's "leave no trace" approach reflects a philosophy of respect for the natural world. Rather than altering the landscape, he documents his experience of moving through it. This attitude is often linked to spiritual ideas about humility, mindfulness, and interconnectedness.

Explain to the children that Hamish Fulton is not a religious artist, but some of his walks are like pilgrimages. He has visited sacred places and believes walking helps people slow down, notice nature, think quietly, and feel connected to the world around them. His artwork shows that a journey can be meaningful and reflective, not just a way of getting somewhere.



Whereas Richard Long often makes physical artworks from stones, mud, and natural materials, Hamish Fulton believes the walk itself is the artwork and usually leaves no trace behind.

Art activity inspired by Hamish Fulton

1. Show the children images of people walking.

Ask:

What journeys do you make every day?

Can you remember a journey that was important to you?

Why do some people travel long distances?

Remind the children that a pilgrimage is a special journey that people make because of their beliefs or faith. It is often a time for thinking, praying, learning or feeling closer to something important.

Muslim people travelling to Makkah.

Christians visiting churches or the Holy Land.

Hindus visiting the River Ganges.

2. Show examples of Hamish Fulton's work.

Explanation for pupils:

Hamish Fulton is known as a "walking artist". Since the 1970s, he has created artworks based on walks he has taken around the world. He believes that the walk itself is the artwork. You may like to play the earlier video to the children.

Focus pupils on the facts that Fulton walks through mountains, forests and countryside and records his experiences using photographs and simple texts. He follows a "leave no trace" approach and does not change the landscape.

Explain that some of Fulton's walks take place on pilgrimage routes and around sacred places. He has created work linked to locations such as Mount Kailash and pilgrimage walks in Tibet.

Ask children: Why might walking help people think? How do you feel when you are outdoors? Why do some people enjoy quiet time in nature?

Discuss how walking can help people:

- Feel calm
- Notice the world around them
- Think about important things
- Feel connected to nature

3. Option 1: Walking Reflection

Take pupils on a short walk around the playground or school grounds.

Ask them to notice sounds, colours, shapes and feelings

After returning, children create a page showing:

- A map of their route
- Words describing what they noticed
- Drawings of important moments
- A title in the style of Hamish Fulton, for example: ‘Five minute walk’, ‘Around the school field’, ‘Sunny sky’, ‘Birds singing’ or ‘Feeling peaceful’.

Option 2: Personal Journey Artwork

Children draw a journey that is important to them:

- Walking to school
- Visiting grandparents
- Going to a place of worship
- A family holiday

Around the picture they write:

- What they saw
- What they heard
- How they felt

Sitting in a circle, ask children to reflect and complete one sentence:

- "During my walk I noticed..."
- "This journey was important because..."
- "Walking can help people..."

Return to the question:

Can walking be art?

Discuss:

- Why does Hamish Fulton think walking is art?
- How is his work like a pilgrimage?
- Can experiences become artwork even if nothing is built or painted?

Extension Challenge

Comparing Richard Long and Hamish Fulton, which artist do you think presents the idea of a pilgrimage more clearly, and why?

Wassily Kandinsky



Many schools study the work of Kandinsky. This artist is not usually associated with physical walking or pilgrimage in the way that Richard Long or Hamish Fulton are, but his work can be linked to inner journeys, spiritual journeys and personal transformation.

A Spiritual Journey Rather Than a Physical One

Kandinsky believed that art could help people move towards a higher level of spiritual understanding.

In his book *Concerning the Spiritual in Art* (1911), he described art as a way of helping people progress spiritually. Rather than travelling to a sacred place, Kandinsky was interested in the journey of the mind and soul. Kandinsky believed viewing and creating art could lead to inner change and deeper understanding.

Kandinsky often used the image of a mountain when discussing spiritual development. He described life as a climb towards the peak, where only a few people are prepared to seek deeper truth and understanding. Many religious pilgrimages involve travelling uphill or towards a sacred destination. The mountain becomes a symbol of striving, effort and spiritual growth.



Kandinsky moved away from painting realistic objects and developed abstract art. He wanted viewers to look beyond what they could physically see and think about emotions, ideas and spirituality. Kandinsky believed colours and shapes could affect people in the same way as music. Just as pilgrims travel through landscapes, he wanted people to look at his pictures and travel through colours, shapes and emotions.

Kandinsky did not create art about walking journeys. Instead, he believed that art could take people on a journey inside their minds and hearts. Looking at his paintings encourages people to think, imagine and reflect, similar to the way pilgrims go on a special journey to learn more about themselves and their beliefs.

Art activity inspired by the work of Kandinsky

Ask the children:

- What is a journey?
- Do journeys always involve travelling somewhere?
- Can people go on a journey in their thoughts, feelings or beliefs?

Explain that some journeys happen with our feet. Other journeys happen in our minds and hearts.

Create two columns on the board to illustrate:

Physical Journeys	**Inner Journeys**
• Walking to school • Travelling on holiday • Going on pilgrimage	• Learning something new • Becoming more confident • Reflecting on beliefs • Growing as a person

Show examples of Kandinsky's abstract paintings such as:

- *Composition VIII*
- *Several Circles*
- *Yellow, Red and Blue*



Explain:

Kandinsky was one of the first artists to create abstract art. He believed that colours, lines and shapes could express feelings and ideas, just like music can. He wanted his art to help people think deeply and experience a spiritual journey.

Ask:

- What colours stand out for you?
- How do the paintings make you feel?

- What journey might the colours be showing?

Extension Challenge

Compare Three Artists

Artist	Type of Journey
Richard Long	Physical journey through nature
Hamish Fulton	Reflective walking journey
Kandinsky	Inner spiritual journey

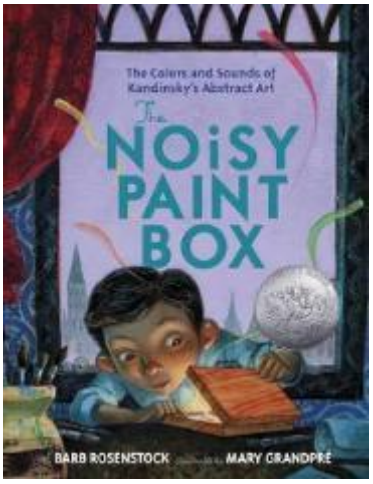
Ask children:

Which artist do you think best represents the idea of pilgrimage and why?

Kandinsky's Circles and Christian values lesson

Many schools will be familiar with Kandinsky's Circles painting (right). Kandinsky believed that adding colours to his work was like adding music. When he heard music, he pictured colours in his head. You may like to play some different instrumental music to children and ask what colour it made them think of and why.





You may like to read the book The Noisy Paint Box by Barb Rosenstock which tells the story of Kandinsky as a boy who painted the sound of colours.

For this lesson you will need the associated PowerPoint (below), white card cut into 20cm squares and oil pastels.

Kandinsky colours.pptx

Slide 1

Explain to the children that adding colour to a painting makes all the difference. Project the copy of Kandinsky's The Waterfall on the whiteboard.

Ask the children: What makes it look like a waterfall? If it was not blue and painted another colour, would we know that this was a waterfall?

Slides 2-6

Ask the children to stand up and follow the clues on the screen. As you reveal each clue, when they think they know the answer, they sit down.

Slides 7 and 8

After the flood waters went down, God made a promise to Noah. He put a rainbow in the sky and said to Noah, "I have set my rainbow in the clouds, and it will be a sign of the promise between me and all life on the earth."

Some Christians believe that a rainbow is a symbol of hope for the future and that rainbows remind us of the promise that God made to send a saviour.

Slide 9

This may be Kandinsky's most famous painting. It is called Circles and seems very simple but look carefully. Each circle goes on a journey around its square. Look at all the colours, are there any that make you feel sad, happy, frightened, hopeful.

People feel different things when they see colour – some people think red is the colour of danger, others think it means hot or warmth; Many people feel yellow is a happy colour or that green is a colour that makes them feel calm. Sometimes hospitals waiting rooms and airport departure lounges are painted green to calm people who may be nervous.

Over the year colours have become associated with different feelings, behaviour and values. I wonder what if there are any colours that are kinked to our Christian values – can we guess what they might be?

Slide 10

Here are the colours traditionally associated with Christian values. Why do you think peace might be associated with white or blue? What do you think red is the colour for love? Did any of them surprise you?

You may like to explain some further thoughts. Purple is the colour for justice and is traditionally worn by judges, yellow is a colour linked with forgiveness. Daffodils are also the traditional flower for forgiveness.

Show slide 9 again. Explain to the children that they are going to choose three colours associated with three Christian values (they may choose the school ones or three that appeal to them). Choose three yourself. Start by using your first colour pastel to colour a dot around the size of a 10p in the centre of your card. Use your second colour to create a 1cm thick ring around your dot, use your third colour to draw the next ring and so on in a repeating pattern.



Explain to the children that as your circles get bigger, they will eventually be unable to draw full circles and will need to think about where their circle will be as they fill only the corners. Keep going until the square is filled in. As the children work, ask them to think about each colour in turn and the meaning of the value it represents. Share some of their thoughts.

Tip – Make sure that children apply plenty of pastel to each circle. This will make the final step easier.

Finally, when your square is complete, place your index finger on the central dot and slide it to the edge of the card to smudge the colours. Repeat this process, always pushing from the centre so that the pastel smudges outwards (like the rays of the sun).

Slide 11 There is a question on the final slide that you may like to finish with.



Paul Klee



Paul Klee's famous quote:

"A line is a dot that went for a walk."

is a wonderful link to the theme of journeys and pilgrimage, especially at Key Stage 1.

Klee believed that drawing did not have to start by copying real objects. Instead, a simple line could move across the page, creating shapes, patterns and stories. The line's movement becomes a journey. Just as a person travels from one place to another, the line travels across the paper, discovering new directions and possibilities.

Link to Pilgrimage

A pilgrimage is a special journey that helps a person grow, learn or reflect. Although Klee was not creating religious art about pilgrimage, his idea can be used as a metaphor:

Pilgrimage	Klee's Line
Starts at one point	Starts as a dot
Follows a path	Travels across the page
Encounters challenges	Changes direction and shape

Leads to growth and discovery	Creates new ideas and images
Has meaning beyond the destination	The process of drawing is important

For children, you might explain:

Just as pilgrims learn from their journey, artist Paul Klee believed a line can discover new things as it travels across the page. The most important part is not where it ends, but what happens along the way.

Simple Art Activity

Taking a Line for a Walk

1. Place a pencil on a piece of paper.
2. Without lifting it, slowly move around the page.
3. Let the line twist, curve, loop and wander.
4. Turn the line into a journey by adding colour, shapes and landmarks along your line.
5. Give the artwork a title.

Examples: The Line's Adventure Through the Forest, A Pilgrim's Path, Journey to the Mountain or The Long Way Home

Explain to the children that journeys can be represented through marks, lines and shapes, and that Paul Klee's idea of "taking a line for a walk" can symbolise both physical and personal journeys, including the reflective journeys made during pilgrimages.

Creating a Pilgrimage Map Inspired by Paul Klee

Big Question

To start the lesson, ask children: How can artists show a journey without drawing a realistic picture?

Give groups of children cards with different journeys on:

- Going to school
- Visiting family
- Moving house

- Going on holiday
- Walking to raise money for charity
- Hajj
- Camino de Santiago
- Visiting a special place

Ask pupils to sort into:

- Everyday journeys
- Special journeys
- Pilgrimages



Challenge:

Is a pilgrimage only about reaching a destination?

Show Klee works such as: Highways and Byways, Castle and Sun, Ancient Harmony

Ask:

- What can you see?
- What might the shapes represent?
- Which colours suggest different feelings?
- Does your eye travel through the picture?

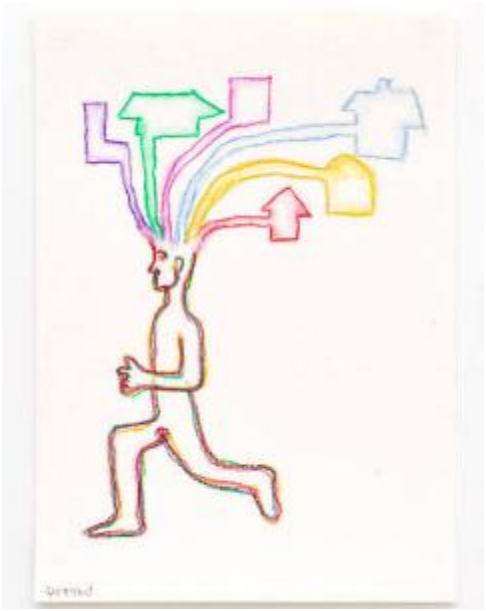
Introduce the idea that Klee often wanted viewers to move around his artwork just as travellers move through a landscape.

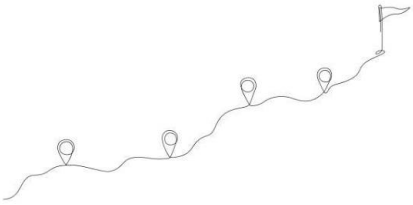
Creating an abstract Pilgrimage Map

Imagine you are making a pilgrimage. The journey could be religious, environmental, personal or emotional, for example, a journey towards kindness, a journey to become more confident, a journey to care for the Earth, a journey towards peace

Model the task using the whiteboard. Create an abstract map using simple lines to represent paths, roads, rivers and boundaries. Use only black for this and the following step.

Create shapes to show obstacles, important moments, sacred places.





There is no one expectation for what this looks like. Free the children to complete their artwork in whatever style they choose.

Remind children about the Kandinsky lesson on colour. Add in colours to represent emotions, progress and challenges

Encourage pupils to help you by asking What shape could represent courage? What colour shows reflection? How might I represent a challenge?

Greater Depth Challenge

Children create a map key explaining their symbols.

For example:

Blue spiral = reflection

Red zigzag = challenge

Gold circle = place of learning

Green pathway = hope

They then write a short artist statement, for example:

My artwork shows a pilgrimage towards courage. The red zigzag represents difficult moments. The golden circles represent people who helped me. The blue spiral shows times of reflection.

Reflection Questions

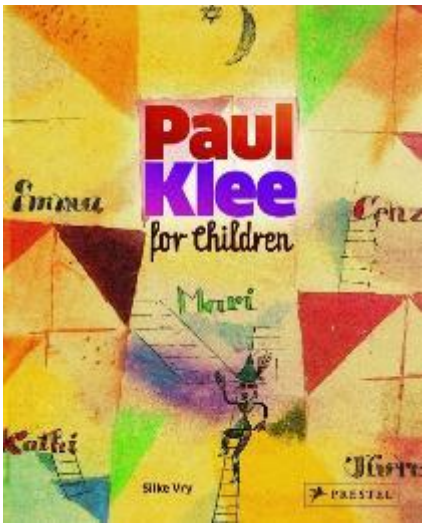
Observation

- Where does your eye travel first?
- How does the line guide the viewer?

- What might different viewers think your symbols mean?
- Which part of your artwork feels most important?

Evaluation

- Did your artwork communicate the idea of a journey?
- What would you change if you made it again?
- Can a journey be important even if you never reach the destination?
- Is a pilgrimage more about the place or the person?
- Can art take us on a journey?
- What does it mean to grow as a person?



There is a wealth of information and further lesson ideas in Silke Vry's book Paul Klee for Children. Klee was fascinated by children's drawings and incorporated their energy and simplicity into his own work. Children will love the stories about Klee's life and struggles as an artist while learning about art. Eye-catching reproductions of Klee's masterpieces show children how the artist used lines, pigments and texture in imaginative new ways. The book invites readers to try different art activities and projects.



Journey Mapping

The Sensory Trust has some lovely outdoor activities for children, including mapping a sensory journey. Children explore a local outdoor space and collect sensory objects to create a map that will help them remember the experience. They are encouraged to collect ten different items, such as things with an interesting texture or smell, or something that makes an interesting sound. They could include something that touches them emotionally (a 'heart pleaser'), something intriguing, or something that makes them go 'ooh!' There is a short introductory video here.

Grayson Perry

Schools may like to explore the work of Perry who became interested in why people travel to sacred places and collect special objects along the way. He visited sites across Europe, including religious shrines, museums and places of cultural importance, exploring why people undertake journeys that have personal or spiritual significance.

He described pilgrimage as something that is not only religious but also about searching for meaning, identity and connection.



Perry is seen by some as a controversial artist with strong views on gender and sexuality. Teachers are advised to be cautious of what aspects of his work and character to teach.

The Tomb of the Unknown Craftsman

This major exhibition was inspired by Perry's own journey across different cultures and sacred sites. The centrepiece was an elaborate ship carrying objects inspired by ancient pilgrims, religious travellers, folk traditions and personal memories. The boat symbolised a journey through life, beliefs and human creativity.



Modern Pilgrimage

Perry suggests that people still make pilgrimages today, even if they are not religious. Examples might include visiting a football stadium, going to a music festival, travelling to a famous landmark or visiting a place connected to a personal hero. His work encourages us to think about what places are special to us and why. Many traditional pilgrims collect souvenirs or objects from their journey.

Simple Explanation for Primary Children

Grayson Perry explored the idea of pilgrimage by asking why people make special journeys. He collected stories and objects from different places and used them to create artworks about identity, belief and what people value. He believed that a pilgrimage is often about learning something about yourself as well as reaching a destination.

Questions for Children

Why do people go on pilgrimages? Does a special journey have to be religious? What place is special to you? If you went on a pilgrimage, what object might you bring back? What can objects tell us about a journey?

Create a "Pilgrim's Treasure Box"

Ask the children to think about a place that is important to them. It could be: A grandparent's house, the park, a beach, a place of worship, a holiday destination

Think-Pair-Share

Discuss: Why is this place special? How do you feel when you visit? Would you travel a long way to get there?

Show images from **The Tomb of the Unknown Craftsman**.



Explain: The artist Grayson Perry became interested in why people make special journeys and collect meaningful objects. He explored pilgrimage by visiting important places and thinking about why people travel in search of meaning and connection. Perry collected stories and ideas from different cultures. He was interested in objects people treasure. He explored the idea that pilgrimages can be religious or personal.

Discussion Questions

- Why do people travel to special places?
- Can a journey change a person?

Briefly introduce examples of pilgrimages: Hajj (Islam) Lourdes (Christianity) River Ganges (Hindu traditions).

Ask:

What do these journeys have in common?

Possible answers: Planning, commitment, reflection, learning, community, special places.

Discuss how people often bring home souvenirs or objects to remember their experience. Ask for examples of when the children have done this, share some of your own.

Ask the children to imagine that they have completed a special pilgrimage along a coastline, through a forest, across a city. What objects would you select to remind you of your journey?

Art activity

Display a range of images of decorative treasure boxes on screen.

Ask pupils: What do you notice about these boxes? How have colour and decoration been used? What clues tell us who the box belongs to? Why might people keep valuable objects in special containers?

Discuss how artists and designers make objects both functional and attractive.

Design Brief

Tell the children that you want them to create a treasure box that protects and displays a valuable item. The box should be strong, decorative and reflect a chosen theme.

Offer the children some possible themes: explorer's treasure, ancient Egypt, nature collector, ocean adventure, space discovery

Pupils create annotated sketches including:

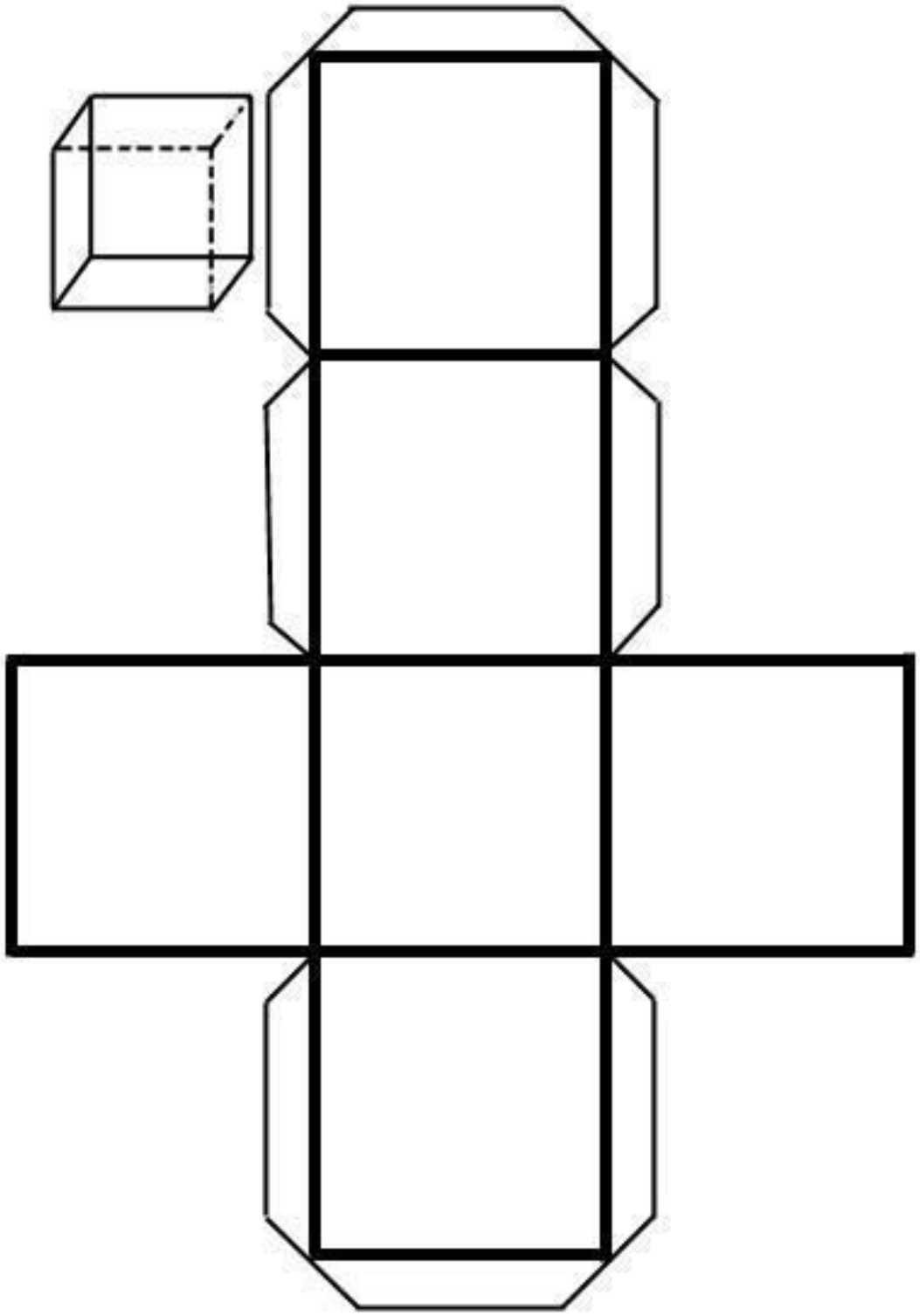
- Decorative features
- Colour scheme
- Materials
- Measurements

Children cut out and construct their boxes (there is a net below which can be photocopied onto card.) Pupils decorate their boxes according to their chosen theme using paint, collage, metallic finishes, printed patterns or textured materials.

Encourage thoughtful design decisions: Why have you chosen these colours? How does the decoration connect to your theme? Does your decoration make the box appear valuable?

Once completed, ask the children to walk around and observe each other's work.

Ask pupils to discuss: What is successful about your design? What challenges did you overcome? Which decorative techniques were most effective? How could you improve the box further?



Follow up activity. To accompany their box, children write what 4 meaningful objects they would place inside (remembering their theme.

For each object, they write what it is, why it is important and what part of the journey it represents

Example

Object	Meaning
Stone	A challenge I overcame
Feather	Hope
A picture	A special memory
Shell	A peaceful place

Extension Challenge

Design a fifth object that represents: courage, kindness, faith, respect, friendship. Explain why you chose it.

Ask the children the big question: Is a pilgrimage about the destination, or the person making the journey?

Follow-Up Questions for Deeper Reflection

- Why do some places become special?
- Can a journey be important even if it is difficult?
- What makes an object meaningful?
- Can ordinary objects tell extraordinary stories?
- Do we have to travel far to go on a pilgrimage?
- Can people make a pilgrimage to a place that is not religious?
- How might the same journey mean different things to different people?

Pilgrimage, Identity and Storytelling

Display images (or real objects) of the following: a shell, a walking stick, a worn shoe, a key, a photograph of a family and a pebble.

Holding each in turn, ask the children, what story might this object tell?

Children discuss:

- Who owned it?
- Where did it come from?
- Why might it be important?
- What journey could it represent?

Explain:

Remind the children that Grayson Perry became interested in the way objects can hold memories and tell stories about people's lives and journeys. On the whiteboard, show the statement:

"Objects can become symbols of who we are."

Discuss: Do we agree or disagree?

Why might:

- A football shirt be important?
- A family photograph be valuable?
- A religious object be treasured?

Ask:

Are objects important because of what they are, or because of the stories attached to them?

Main Activity: Create a Pilgrimage Artefact

Scenario

Imagine that 500 years in the future, archaeologists discover an object connected to a pilgrimage that you completed.

The object could represent:

- A challenge
- A belief
- A lesson learned
- A personal transformation

Tell the children that they are going to create an artefact that could appear in a museum that will show something about their pilgrimage. This can be completed using a range of materials:

- A drawing
- A clay model
- A collage
- A decorated cardboard sculpture

Model the planning process below for the children:

What journey have you taken?

What changed because of this journey?

What symbol could represent that change?

Museum Label Challenge

Children create their artwork and then write an exhibition label for the museum gallery.

Example Structure

Title: The Stone of Courage

Date: 2026

Materials: Clay, paint and wire

Description:



This object represents a journey towards confidence. The spiral shows personal growth, while the gold line represents hope and determination.

Becoming Curators

Display all the artefacts. Children move around silently with a response sheet. For each artwork:

Observe

What do you notice?

Interpret

What might it represent?

Question

What would you like to ask the artist?

Reflect

How does it compare with your own ideas?

Choose from the discussion questions below:

Is an object valuable because it is expensive or because it has meaning?

Can a journey change who you are?

Can ordinary objects become sacred?

How do memories make objects important?

Is the story more important than the object itself?

Greater Depth Challenge

Ask pupils:

Grayson Perry suggests that people often collect objects during important journeys. If someone found your artefact hundreds of years from now, would they understand its meaning?

Children write a paragraph explaining:

- What information might be lost.

- How symbols can mean different things to different people.
- Why artists sometimes leave room for interpretation.

Scallop shell sketching

Introduction

The scallop shell is one of the most important symbols of Christian pilgrimage, especially the Camino de Santiago (Way of St James) in Spain. The lines on the shell all meet at one point. Christians often see this as representing the many different paths people take in life, all leading towards God. It also reflects the many Camino routes that converge at Santiago de Compostela.

In medieval times, pilgrims wore a scallop shell to show they had travelled to the shrine of St James. It became a badge of faith, commitment, and spiritual journeying. Today the shell is used as a way marker along the Camino. Seeing the shell reassures pilgrims that they are travelling in the right direction. The scallop shell reminds Christians that, although people come from different places and have different life journeys, they can all travel towards God. The shell is a sign of faith, guidance, and the spiritual journey of life.



You will need

Scallop shells (available on Amazon and cheap to buy)

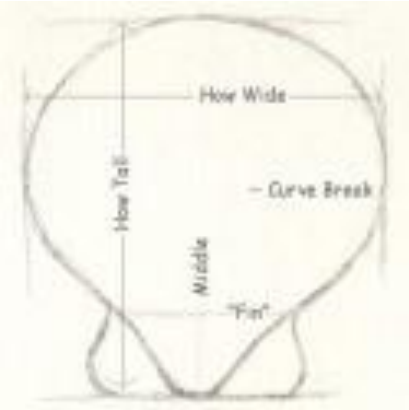
Drawing Pencils – 2H, B, 2B. (2H - Harder graphite, produces a lighter mark , B - Softer graphite, produces a darker mark , 2B = Even softer graphite, produces an even darker mark

Sketching paper

Rubbers

Step 1

Place the shell on the piece of paper so that you can draw next to it. Take four measurements from the shell (see right) then write those measurements on the drawing paper.



Using the measurement marks as guides, create an outline drawing of the shell using a B pencil.

Step 2

Once you have your outline, rub out the guidelines and lighten the outline by tapping it lightly with a rubber. Add a small guideline (see right) at the top middle of the shell for reference. Using a 2H pencil, shade the entire shell using hatching (the technique for this is shown at the end of this lesson in case children have not been taught this before).



To help create a more realistic looking texture, I radiated the hatching out from the bottom centre of the shell in the same direction as its ridges.

Step 3

Measure the distance between the top centre downward ridge and the two lowest upward ridges and marked those measurements on my drawing (see right).



Now for careful erasing! Using the corner of a rubber, lift out the main highlights of the shell's ridges. Make the ridges wider near the upper edge of the shell and taper them thinner as they merged at the centre bottom.

Most of the ridges curved slightly to the left or right. Use the sharp point of the pencil to draw the lines of the shadows beside the ridges and along the bottom edge of the shell.

Step 4



At this point, children need to look closely at their shells. Are they lighter at the top and darker at the bottom? Is there an arc line (or several) running across the shell?

These can be added using short careful strokes with a 2B pencil to darken the bottom part of the middle of the shell in an arc shape (see right).



You may need to use a rubber to lighten the edges of the ridges so that they looked softer and less distinct.

Near the bottom of the shell, you may like to use the tip of a 2B pencil to draw dark shadows cast by the ridges.

Hatching technique

Pencil hatching is a shading technique that uses parallel lines to create tone and form. The closer the lines, the darker the area appears.

Basic Hatching | | | | |

Medium tone | | | | | | | | |

Dark tone ||||||||||||||||

Cross-Hatching

A second layer of lines is drawn at an angle to create darker values.

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Building tone on a sphere

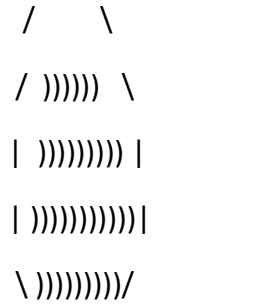


- Light area: fewer lines.
- Mid-tone: more closely spaced lines.
- Shadow: dense hatching and cross-hatching.
- Leave a small area white for the highlight.

Practice activity

1. Draw a rectangle and divide it into 5 sections.
2. Create a tonal scale from light to dark using only hatching.
3. Repeat using cross-hatching.
4. Apply the technique to a simple object such as a scallop shell, stone, or walking boot linked to your pilgrimage topic.

Example of curved hatching on a shell:



The curved lines follow the shell's surface, helping it appear rounded and textured.

Key Stage 1 shell sculpture lesson

In the previous lesson (designed for older children) you will find introductory information about the significance of scallop shells for Christians. You may like to discuss some of this with the children before this lesson using clay.

You will need



Air-dry clay (or salt dough/playdough) – roughly a tennis-ball-sized portion per child.

Sculpting tools (plastic forks, lolly sticks, or blunt plastic knives).

Real scallop shells (for visual reference and tactile exploration).

Rolling pins (or smooth plastic glue sticks to roll out clay).

Water (to smooth out cracks).

1. Hand out the shells. Ask children to run their fingers across the surface. What does it feel like? Is it smooth or bumpy? What shape is it?

Introduce key vocabulary: **Fan shape**, **ridges** (the bumpy lines), **hinge** (the narrow bottom), and **texture**.

Look at the fan-like shape together, noticing how the ridges start small at the bottom and spread out wide at the top.

2. Model how to manipulate the clay step-by-step:

1. Roll the clay into a smooth ball.
2. Flatten it slightly with a palm or rolling pin into a thick pancake (about 1cm thick).
3. Pinch the bottom to create a triangular point (the hinge), allowing the top to stay wide and rounded like a fan.

3 Let the children work on their sculptures following these structural stages:

- **Shape the fan**
  Children roll their clay into a ball, flatten it, and use their fingers to pinch one end so it resembles a wedge or fan.

- **Smooth the edges**
  Dip a finger lightly in water to smooth away any rough cracks around the perimeter.
- **Create the scalloped rim**
  Use fingers to gently push small dips into the wide, curved top edge to give it that classic wavy, "scalloped" look.
- **Press the ridges**
  Using a plastic fork or a lolly stick, start at the pinched bottom point and draw lines radiating outwards to the wide edge. Press firmly enough to leave an impression, but not hard enough to cut all the way through the clay.

Pilgrimage as a Transformational Journey

This greater depth lesson investigates how artists use symbols, colour, composition and mixed media to communicate ideas about pilgrimage and transformation.





Display artworks such as:

- Paul Klee's *Castle and Sun*
- Peter Clarke's pilgrimage-inspired landscapes
- Medieval pilgrimage maps
- Indigenous journey paintings from Australia

Tell the children that each work displays a journey. Ask the children:

- What symbols can you identify?

- What story do you think is being told?
- How has the artist shown movement or change?
- Where does your eye travel around the artwork?
- How might the traveller feel at different stages?

Introduce the idea that pilgrimage is often about becoming a different person, not simply reaching a destination. Discuss how paths, colours, landmarks and symbols can suggest a traveller's experience.

Challenge Question

Can a pilgrimage be represented without drawing a person?

Look at the following pilgrimages/journeys and discuss art ideas that could be used to depict the walk.

1. The Camino de Santiago (Pilgrimage to Santiago, Spain)

- A real pilgrimage taken by thousands of people each year.
- Walkers travel hundreds of miles across Europe.
- Many describe it as a journey that changes how they think about life.

Art ideas:

- Shell symbols (the symbol of the Camino).
- Footpaths winding across landscapes.
- Mountains, churches and bridges.
- Colours changing as the traveller grows in confidence.

2. Hajj (pilgrimage to Makkah)

- One of the Five Pillars of Islam.
- Muslims from all over the world travel to Makkah.
- Emphasises unity, equality and devotion.

Art ideas:

- Journey lines converging on a central destination.
- Repeating patterns inspired by Islamic art.
- Symbols of community and belonging.

3. Exodus: Moses leading the Israelites

- A dramatic journey from slavery to freedom.
- Includes challenges, uncertainty and faith.
- Links well with RE topics.

Art ideas:

- Desert landscapes.
- Paths through difficult terrain.
- Pillars of cloud and fire.
- Contrasting colours showing fear and hope.

4. Ernest Shackleton's Antarctic expedition

- Not a pilgrimage, but an extraordinary journey of endurance and leadership.
- Provides a strong comparison between a physical journey and personal transformation.

Art ideas:

- Ice, storms and broken ships.
- Symbols of determination.
- Contrasting dark and light colours.

5. Malala Yousafzai's journey for education

- A modern example of a journey towards a goal rather than a place.
- Demonstrates courage, resilience and hope.

Art ideas:

- Books as stepping stones.
- Paths leading towards light.
- Symbols representing barriers and opportunities.

Model to the children how they may design an artwork inspired by The Camino, Moses' Exodus, or Malala's journey, showing both the physical journey and the personal transformation that takes place along the way. This encourages deeper, more conceptual artwork suitable for high-attaining Year 6 pupils.

Ask the children that if they had to describe a journey that changed them in some way, what would it be. This can be a holiday, a visit to grandparents, a trip to the shop with dad or a time that they went to the park for the first time with their friends.

Tell the children that you want them to create an artwork entitled:

"The Journey That Changed Me"

Pupils design an artwork depicting one of the above examples, or a real or an imagined pilgrimage of their own showing:

Layer 1: The physical journey

Include:

- Starting point
- Route
- Obstacles
- Sacred or special sites
- A destination

Layer 2: The inner journey

Represent:

- Growth
- Questions

- Challenges
- Wisdom gained
- Changing beliefs or attitudes

Children must communicate both layers simultaneously.

Planning stage

Provide a planning grid

Stage of Journey	Physical Experience	Inner Experience	Symbol
Beginning	Leaving home	Uncertainty	Closed door
Challenge	Mountain	Fear	Dark clouds
Reflection	Quiet space	Thinking deeply	Water
Arrival	Holy place	Understanding	Light

Challenge pupils to develop their own symbols rather than using obvious ones.

For example:

- Cracked stone = resilience
- Spiral path = self-discovery
- Changing tree = growth over time
- River crossing = difficult decision

Pupils must combine at least three techniques:

- Painting
- Collage
- Drawing
- Printing
- Textured materials

Composition Challenge

The artwork must guide the viewer's eye through the pilgrimage.

Ask:

- Where does the journey begin?
- How does the viewer know where to travel?
- Where is the focal point?

Show how the pilgrim changes over time through:

- Colour shifts
- Changing symbols
- Increasing light
- Altering textures

Ask the children to write an artist statement about their work:

My artwork represents a pilgrimage because...

The most important symbol is...

I chose these colours because...

The traveller changes by...

The message I want viewers to understand is...

Prayer Space Activities

There are lots of opportunities for setting up a prayer space in your school linked to our **Camino** project. Some schools use a spare classroom, or take over the library for a few days, or you could create an outdoor prayer space in the summer term. Prayer Spaces work best with a team of adults who can help set up the different stations and supervise the activities. Maybe your local church could help with this?

The Prayer Spaces in Schools website is full of ideas and advice for running a successful prayer space. The diocese has some prayer space resources which we are happy to lend out, such as a bubble tube, pop-up post box and world map floor mat. We can also put you in touch with schools in your area who have experience of running prayer spaces well.

These are some possible activities from the many suggestions on the prayer spaces website, which will add another dimension to your **Camino** work. You would probably want to mix some of these ideas with some more generic prayer space activities, such as Fizzy Forgiveness, Bubble Prayers or Pipe Cleaner People. It's often a good idea to offer a selection of 'teaspoon prayers' (Thank you, Sorry, Please).

The education team would love to see photos and hear about any prayer spaces you set up in your school or church.



Mountain: Starting Out
These mountain activities relate our life journey to climbing a mountain. The path ahead may look challenging, but there are dreams and opportunities to pursue. Write your hopes and fears on a pebble and place it at the foot of the mountain.



Mountain: The Climb
What challenges are you facing? Exams, friendships, family, health? It may feel hard to overcome. It may feel like an uphill battle, where the mountain top is a long way off. Write your challenge on a boot and stick it on the mountain.



Mountain: The Top
What have you achieved recently? Take a moment to celebrate. Whether it is trivial or important, write down your achievement on a hot air balloon and stick it at the top of the mountain.



Journey

Life is like a journey, with different seasons and stages. Some are more enjoyable than others. Sometimes we like the place we're in and sometimes we'd rather be somewhere else. As we travel the journey of life, our circumstances can change – and our feelings can change too. The images will provoke different emotions for pupils to relate to.



Transition Flags

Moving class, or moving school, can be a daunting prospect. Some pupils feel anxious or worried, others may feel excited or hopeful. This activity gives pupils the opportunity to look back at the past year and look forward to the next one.



Transforming Butterflies

Change isn't easy, it can be scary and stressful. But it can also be a gift that brings new opportunities and relationships. This activity uses the image of a butterfly to help pupils think about change in a positive way. Thinking about what they are thankful for and what they are looking forward to.



Opportunity Keys

We are faced with opportunities and challenges every day. They can stir up feelings of anticipation and excitement, or of anxiety and fear. This activity helps pupils think about making the most of the opportunities in their lives.



Be Still

Life is busy, full of noise and distractions. Sometimes we need to stop, switch off and just be. This activity encourages pupils to pause and be still for a moment, to be silent and listen.



Carbon Footprints

We all need to use energy, but our choices can make a difference. What changes could we make to reduce our carbon footprint? Write or draw your promise on one of the cut-out footprint shapes.



Tardis Prayers
What does the future mean to you? Opportunity and adventure, or stress and uncertainty? Whatever may have happened in the past, the future can still be full of promise. Imagine what your future could be like, and express your hopes, wishes and prayers.



Letting Go
What are you holding on to, that is slowing you down in your journey through life? Do you have worries that stop you enjoying the good things in life? Draw or write something that is making you feel stressed. What would it feel like to let go of this worry? When you're ready, let go of it by putting it in the shredder and turning the handle.



Refugee Rucksacks
Think about the many refugees who have left home with little more than the rucksacks on their backs.
What would it feel like to lose almost everything?
Write or draw a thought or prayer for a refugee and put it in one of the rucksacks.



Lifeline
When a mountaineer slips or falls, a friend throws them a lifeline, a rope to help rescue them. Who would you turn to if you needed help? Take a ribbon and you think of that person. Tie it to the rope and give thanks for those who help and support you.



Wonder Wall
The natural world is full of things that give us a sense of awe and wonder. Draw (or cut out) a picture of something that makes you go 'wow!'
Notice what other people choose too.



Big Questions
Asking questions is OK. In fact, honest questions are an essential part of authentic faith. All questions are fine, and some are very difficult to answer. Whether you believe in God or not, if you could ask one question right now, what would you ask?

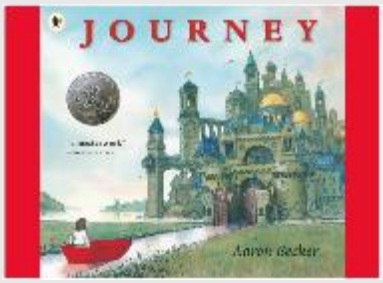
2026-27 RE Unit of Work: Key Stage 1

Special Journeys

This is an optional scheme of work for Year 2 that links to this year's Diocesan **Camino** project and the 2027 leavers' services. The resources explore the concept of Special Journeys, with a focus on pilgrimages. The lessons follow the cycle of enquiry in *Living Difference IV,* but you can adapt this is you follow a different agreed syllabus.

There are more ideas here than you will be able to use, but we hope you will use your professional judgement to create a learning journey for your class. You may also be able to adapt some of the KS2 activities in this booklet. We would love to hear how you get on!

You may like to combine this work with some work on journeys in English. There is a lovely unit of work based on the wordless picture book Journey by Aaron Becker which you can find here, where a girl draws a red door with a magic pencil and steps through it into a world of adventure. The resources also include a link to the wordless short film Little Boat which you can find in the Literacy Shed. Both these resources would complement this RE unit on Special Journeys really well.





Communicate

Show a picture of a flying carpet – or better still, bring in a fancy rug, and ask the class to imagine they could travel anywhere and visit any place they wanted to – where would they choose to go? Which places would be inspiring?



Imagine a Magic Carpet: Use a guided reflection or a class drama activity based on a magic carpet ride.

You could use this example of a guided reflection by Lat Blaylock, or 'The Magic Bubble' from the Michael Beesley 'Stilling' book, to help pupils imagine a special place they could visit. If you like, you could change the bubble to a flying carpet. Talk together about what makes their place special.

Apply



Show a collection of objects: passport, map, walking boots, backpack, compass etc.

"What story could these tell?"

If you've been on an epic journey, you could talk to the class about this or ask a parent or member of staff to come in and talk about an interesting journey they've been on.

Talk about different journeys the children have been on. Establish that people go on journeys for lots of different reasons and that we like different things when we're travelling.

What makes a journey special? E.g. visiting family, visiting a place you've always wanted to see, the people you go with.

Often it's our feelings that make a journey special. Gather a list of the emotions you might feel on a special journey: Excitement, nervousness, curiosity, hope, peace, happiness….

Inquire (Part 1)

Jesus and his family go on a special journey

Jesus and his family went on a special journey to the Temple in Jerusalem to celebrate the Passover, when he was a boy. Don't focus on Jesus getting lost, so much as the fact that he and his family went on a special journey as part of their Jewish beliefs. Make sure the class understand that Jesus was Jewish, and that visiting Jerusalem was a special event for Jewish families, especially at Passover time. If you have studied Judaism as your second religion, then link this to their learning about Passover. Thousands of people travelled to Jerusalem; from Nazareth. It would have taken several days, walking through dry, dusty countryside and steep, rocky hills. In those days, people were used to walking long distances and would have walked 15 – 20 miles a day (7 – 8 hours walking). They would probably have travelled in a big group and

gone slowly enough for elderly people and young children to keep up. They would probably have camped at night, being careful to avoid wild animals or robbers.

What would it have felt like to be part of this special journey? Maybe use freeze frames or hot seating to capture some of the emotions the travellers would have experienced.



Jesus in the Temple, Jesus Mafa

Without telling pupils the name of this picture, ask pupils what they think is happening.

Then read the story of Jesus visiting Jerusalem with his family using one of the children's versions below. What links can pupils make between the picture and the story they have just heard?

Show them these two pictures as well, and ask which is better at telling the story of Jesus visiting the Temple – why do they prefer that painting? Why do they think the artist has shown the scene in that way?



(L) He Qi, *The Boy Jesus in the Temple. (R)* Essen von Mantern, *Boy Jesus in the Temple*



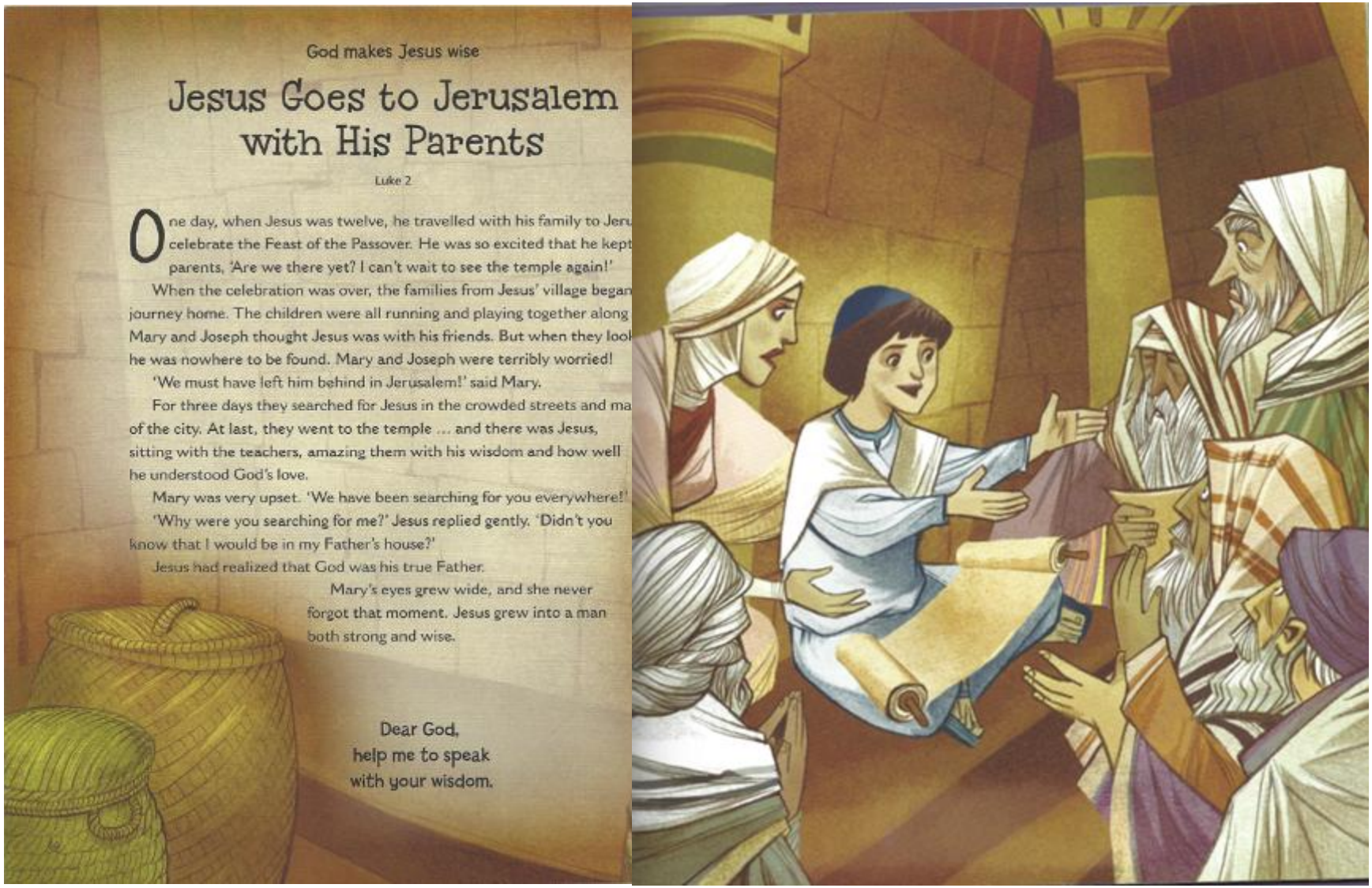
Talk about the fact that these paintings show Jesus as African, Chinese and European. Why do pupils think the artists have done this, when Jesus was really Middle Eastern? Make sure they know that he didn't have pink skin and yellow hair!

There is a version of the story from the Desmond Tutu *Children of God Storybook Bible* on the next page, or you can find it in *The Lion Storyteller Bible,* 'The Boy in the Temple.'

There are images to help you retell the story here (Free Bible Images photoset, make sure you download the story planner too).



There is also a Godly Play version of the story here. This is a great interactive way to explore a story with children. Sometimes a local church has GP resources, or there is a Diocesan Godly Play library at St John's Church, Hedge End. If you're going to use Godly Play, it's important to learn the story and retell it without reading the script – and don't show the video, that's not what it's designed for!



God makes Jesus wise

Jesus Goes to Jerusalem with His Parents

Luke 2

One day, when Jesus was twelve, he travelled with his family to Jeru celebrate the Feast of the Passover. He was so excited that he kept parents, 'Are we there yet? I can't wait to see the temple again!'

When the celebration was over, the families from Jesus' village began journey home. The children were all running and playing together along Mary and Joseph thought Jesus was with his friends. But when they look he was nowhere to be found. Mary and Joseph were terribly worried!

'We must have left him behind in Jerusalem!' said Mary.

For three days they searched for Jesus in the crowded streets and ma of the city. At last, they went to the temple ... and there was Jesus, sitting with the teachers, amazing them with his wisdom and how well he understood God's love.

Mary was very upset. 'We have been searching for you everywhere!'

'Why were you searching for me?' Jesus replied gently. 'Didn't you know that I would be in my Father's house?'

Jesus had realized that God was his true Father.

Mary's eyes grew wide, and she never forgot that moment. Jesus grew into a man both strong and wise.

Dear God,
help me to speak
with your wisdom.

Jesus goes to the Temple with his parents. Desmond Tutu, *Children of God Storybook Bibe*.

Inquire (Part 2):

When he was an adult, Jesus made another special journey to Jerusalem to celebrate the Passover. This time he travelled to the city with his friends (disciples) and rode in on a donkey. Christians remember this story on Palm Sunday. The class is probably familiar with this story, so do not spend too much time on the details, but reinforce the point that Jesus and his disciples were making a special journey to a place that was important in the Jewish religion.

Saddleback Kids version of the story.



God's Story, Crossroad Kids version.



Note that these videos were designed for children in churches, not school RE lessons, so are told from an overtly Christian point of view.

What emotions do you think Jesus and his followers, and the crowds would have experienced during this special journey to Jerusalem? Ask the class to re-enact the scene and tap different characters on the shoulder to find out what they are thinking or feeling.

Or use Conscience Alley to explore whether Jesus should travel to Jerusalem or not. (The crowds will love it, it's a special time to visit to celebrate the Passover – **But** – It could be dangerous, the political leaders will try to silence you, perhaps you should go somewhere quieter.)

How was this journey the same as when he visited Jerusalem as a child? In what ways was it different? Do you think Jesus was a different person? He is older and had had a lot of life experience; in what ways do pupils think he will have changed? If appropriate, introduce the idea of life being a journey, where our different experiences change us and help us grow.

Contextualise:



Introduce the idea of a pilgrimage, a special journey for a religious or spiritual reason. Christians may go on a pilgrimage, e.g. to Canterbury or Jerusalem; Muslims hope to visit Mecca; Hindus may try to go to the River Ganges.

Use these resources: Finn and Pip go on a pilgrimage, to explore the idea of Christians going on a special journey or pilgrimage.

Or ask someone from your church or the local community who has been on a pilgrimage to come in and share their experience with the class.

Evaluate:

Take your class on a special, reflective journey, either round the school grounds, or perhaps through some local woods or a park, or to visit the local church.

It would be great to stop for some reflective moments along the way (What can you see? Hear? Smell? Touch?) – maybe using some of the ideas in this booklet. Or arrange a reflective moment when you arrive, there are lots of examples of prayer space activities in this booklet and on the Prayer Spaces in Schools website.

If you visit the local church, they might be able to set up some activities for the class. There are more detailed ideas for a class pilgrimage in the KS2 resources in this booklet; you may be able to organise a simpler version of this with your class.

If you give each child a collecting bag, they could find some treasures along the journey (a feather, a pine cone, an interesting shaped twig) and then create a journey map or a journey stick when they get back to class to help them retell the story of their special journey.There are lots of examples of journey sticks online, for example here, here and here. Journey sticks were used by Aboriginal people in Australia and by Native Americans to retell the story of a special journey.

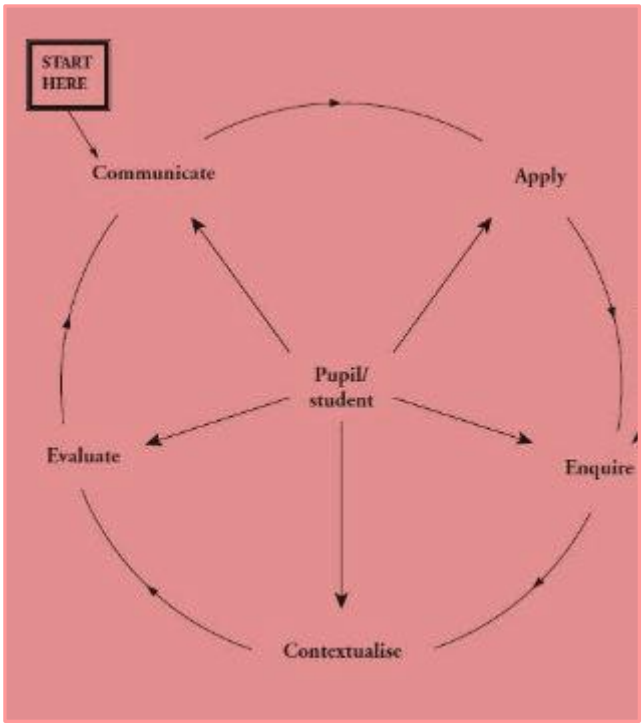


Communicate: Where would you go to on a special journey? Use the idea of a magic carpet, or a guided reflection to imagine a visit to an important place.

Apply: Discuss different journeys that pupils have been on. What makes a journey special? What emotions might we experience on a special journey?

Evaluate:

Go on a special journey as a class, either round the school grounds or locally. Try to visit the local church if possible. Stop for some reflective moments along the journey and collect special items to make a journey map or a journey stick.



Inquire:

Jesus and his family went on a special journey to Jerusalem to celebrate the Passover when he was a boy. Discuss the thoughts and feelings of the travellers.

As an adult he made another journey to Jerusalem on Palm Sunday. What was the same? What was different?

Contextualise: A pilgrimage is a special journey with a spiritual of religious purpose. Use the case study of Finn's pilgrimage in the Peak District or invite in a visitor who has been on a pilgrimage to lean more.

2026-27 RE Unit of Work: Upper Key Stage 2

Journey

This is an optional scheme of work for Year 6, that links to this year's Diocesan **Camino** project and the 2027 leavers' services. The resources explore the concept of Journeys, with a focus on the idea of life as a journey. The lessons follow the cycle of enquiry in *Living Difference IV,* but you can adapt this format if you follow a different agreed syllabus.

There are more ideas here than you will be able to use, but we hope you will use your professional judgement to create an engaging learning journey for your class. You may also be able to adapt some of the KS1 activities in this booklet. We would love to hear how you get on!

You may be able to combine this work with a unit on quest myths or voyage and return stories in English. If your class has studied other pilgrimages such as the Hajj or visiting the River Ganges, it would be good to make links and connections with this learning too.

Communicate

Play one or more of these film clips about journeys (Depending on the interests of your class).

From The Lord of the Rings: Frodo and Sam leave The Shire.



Moana leaves the Island (How Far I'll Go) The opening scenes from Up.





Ask: What kind of journey is this?

Is it just about travelling?

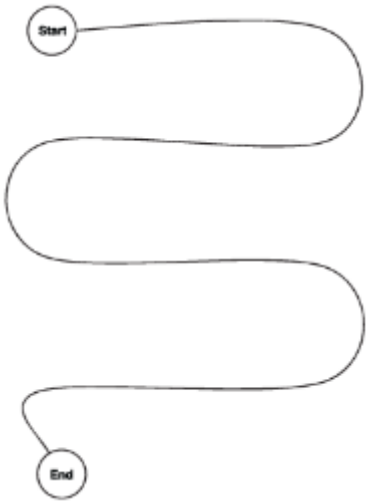
Does something happen on the inside too?

How does the person change?

If you ask your class, they will probably be able to suggest other films based on the idea of a journey, e.g. Finding Nemo, Polar Express, The Wizard of Oz.

Odyssey is the perfect example, although it is certificate 15; some pupils will probably know about it.

You may like to use a technique such as 'mapping the journey' to get the class thinking about key moments in a film – or part of a film. Ask pupils to think about the setting (location and time) in pairs, then identify the key moments in the film and track the character's journey on an A3 sheet. This is not a literal map of the area, but drawing or labelling significant moments in their quest or voyage.



Ask them to decide on one pivotal moment in the journey, using examples from the film to justify their answers. What changed at that point?

Apply

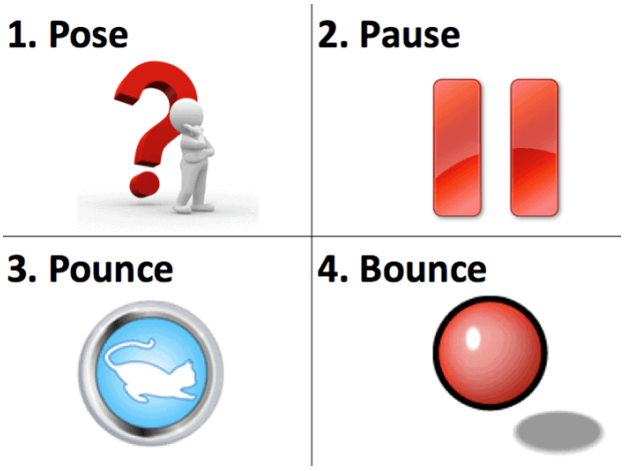
Show a collection of objects: passport, map, walking boots, backpack, compass, journal etc

"What story could these tell?"

Introduce the idea that journeys can be physical, emotional, spiritual, even life-changing.

Discuss: Can people travel without moving very far physically? What might an inner journey look like?





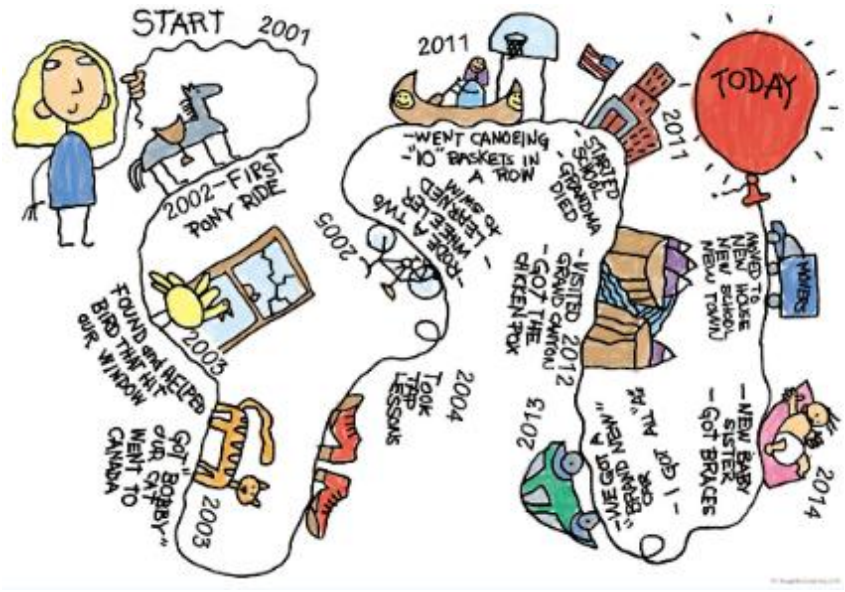
Sometimes people describe life as being like a journey. Do you think this is a good way to describe it? Why? Why not?

Use a strategy such as 'Pose, Pause, Pounce, Bounce' to discuss this question.

It can be helpful for children to use a phrase such as 'I agree with Sam because….' / 'I disagree with Florence because….' to encourage them to listen to each other's ideas. Or ABC, (Agree, Build, Challenge).

Are there other metaphors they would use for life instead? Life is an adventure…. Life is a river…. Life is a book… Life is a classroom…. Life is a dance….?

Ask pupils to create a "Journey Map" of their own lives showing important milestones, e.g. starting school, moving house, new sibling, learning something difficult, friendship, overcoming a challenge. There are lots of examples of this online.



Inquire (1)

Journeys in the Bible: Abraham

Show some pictures of notable journeys, such as climbing Everest, refugees, the moon landing. You could link this to explorers or voyages of discovery they may have studied in school, journeys in the news, or maybe you have made an epic trip you could talk about.

Recap some of the different reasons people leave home or set out on great journeys.





Abraham lived in the city of Ur (in modern day Iraq) about four thousand years ago. The people of Ur probably worshipped many gods, including the sun, moon and stars, like many people in those days, but Abraham believed there was just one God, who had created everything else. Both Jews and Muslims have stories about Abraham's father being an idol seller, and Abraham smashing the idols, because of his belief in *monotheism* (one God).

In the story in the book of Genesis, Abraham believed that God had called him to leave his home and travel over a thousand miles to Haran (in modern day Syria) and then to Canaan (Modern day Israel and Palestine). He also believed that although he and his wife Sarah were old, God would give them a son and that through him, he would have many descendants.

Abraham's name means 'Father of Many.' He is important to Jews, Christians and Muslims (the 'Abrahamic' faiths), because he was the first to teach that there is only one God. Jews believe that Abraham founded their religion through his son Isaac. Muslims believe that the Muslim community (Ummah) is descended from Abraham (Ibrahim) through his son Ishmael. Christians believe that Jesus was a descendant of Abraham. All three religions call Abraham a 'friend of God' and see him as an example, because he trusted God even when it seemed impossible that he would have a new home and a new family.

Many Jews feel a special connection with Israel and believe that God promised the land to Abraham. Many hope to visit Jerusalem on pilgrimage. When Muslims go on pilgrimage to Mecca, they visit a building called the Kaaba, which most Muslims believe is the site of a shrine built by Abraham and Ishmael. When Muslims pray, they turn to face the Kaaba, and they mention Abraham in their prayers.

There is more information on BBC Bitesize about the importance of Abraham in all three religions.

There is a child-friendly version of Abraham's journey in the Desmond Tutu *Children of God Storybook Bible,* which you can find on the next page. You can also find it in the *Lion Storyteller Bible,* p16 – 17, 'God's Friend,' and the *Barnabas Schools' Bible,* p20 – 22, chapter 11, The Promised Land' and chapter 13, God's Promise.'

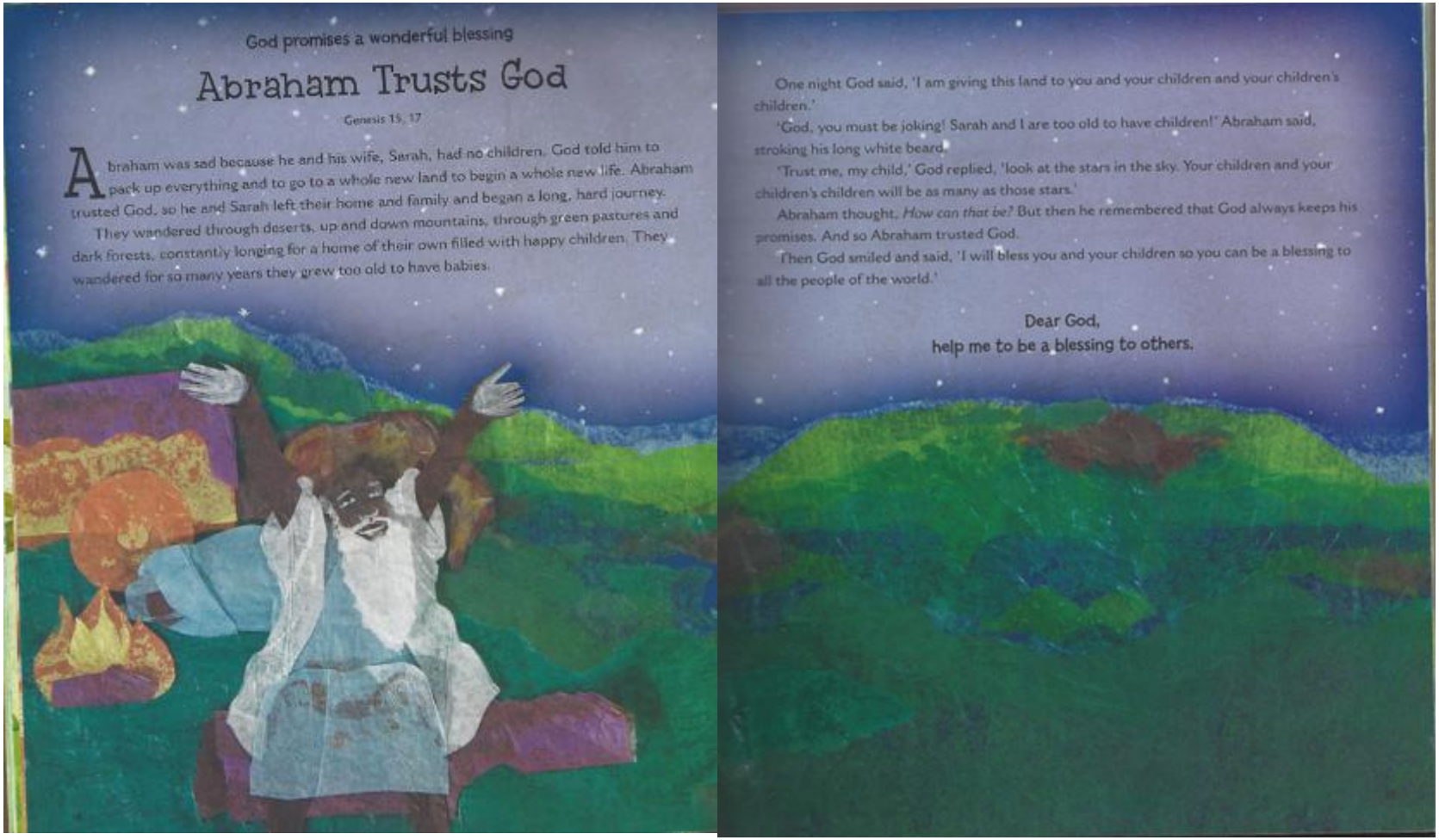
There is a video of the story here. (Crossroad Kids' Club: Abraham). (There are a number of cartoon versions of Abraham's story online, but they cover other events in his life, rather than his journey.)

There is a great idea for walking through the story of Abraham here (Abraham: Walk the Story), with props to bring it to life.

Use a technique such as freeze frames, hot seating or conscience alley to explore what it must have felt like for Abraham and Sarah to leave everything behind them and set off into the unknown.



You can find more about Abraham trusting God and setting off on his journey in Understanding Christianity 2A.2, LKS2 People of God (Digging Deeper). The resource focuses on Abraham's faith, trusting God and leaving everything behind to travel to Canaan.



God promises a wonderful blessing

Abraham Trusts God

Genesis 15, 17

Abraham was sad because he and his wife, Sarah, had no children. God told him to pack up everything and to go to a whole new land to begin a whole new life. Abraham trusted God, so he and Sarah left their home and family and began a long, hard journey.

They wandered through deserts, up and down mountains, through green pastures and dark forests, constantly longing for a home of their own filled with happy children. They wandered for so many years they grew too old to have babies.

One night God said, 'I am giving this land to you and your children and your children's children.'

'God, you must be joking! Sarah and I are too old to have children!' Abraham said, stroking his long white beard.

'Trust me, my child,' God replied, 'look at the stars in the sky. Your children and your children's children will be as many as those stars.'

Abraham thought, *How can that be?* But then he remembered that God always keeps his promises. And so Abraham trusted God.

Then God smiled and said, 'I will bless you and your children so you can be a blessing to all the people of the world.'

Dear God,
help me to be a blessing to others.

Abraham and Sarah travel from Ur to Canaan, from the Desmond Tutu Children of God Storybook Bible. (Harper Collins 2010)

These three pieces of art are from an exhibition called Abraham: Out of One, Many, from an organisation called Caravan, which uses art to bring Muslims, Jews and Christians together. Jewish, Muslim and Christian artists from the Middle East were asked to create five pieces of art, based on different moments in Abraham's story. These three are called *Living as a Pilgrim* and show the time when Abraham and Sarah followed God and left their home to travel to Canaan. Remind the class that Abraham is a key figure in all three religions.

Ask pupils if they can match the artist's words to the right painting.

If they had to decide which artist was a Jew, a Muslim and a Christian, who would they choose? Why?

If you could ask the artists any question at all, what would you ask them?

What do you think the title *Living as a Pilgrim* means? How does it link to the story of Abraham?

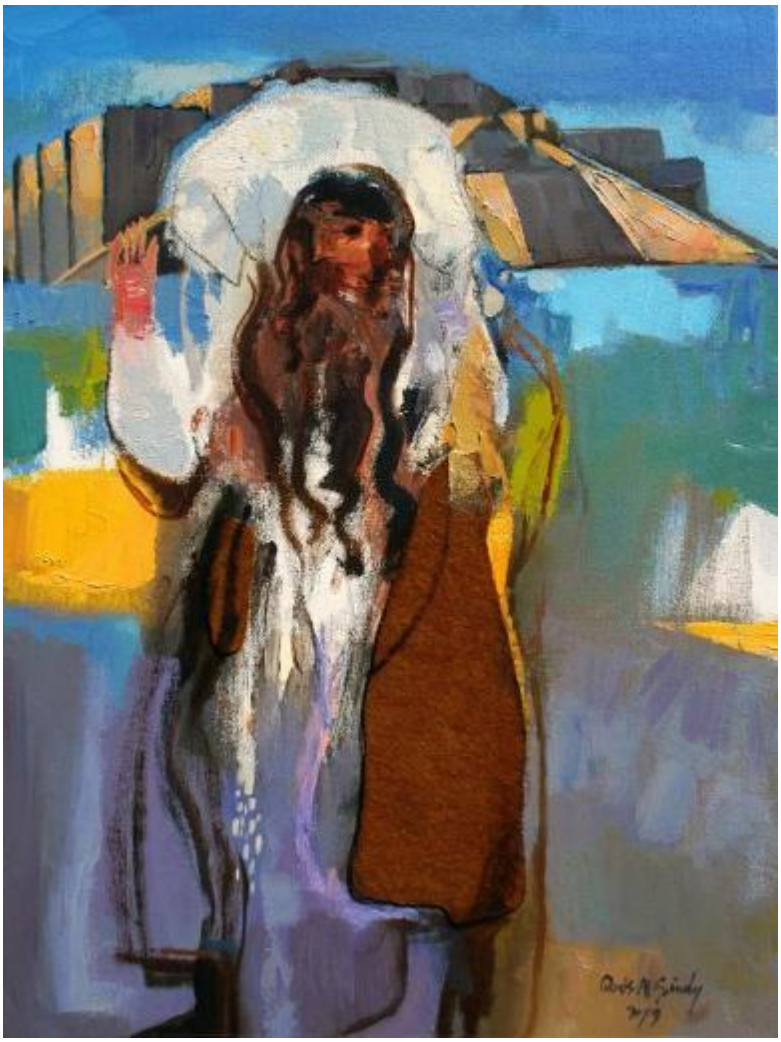
Which picture do you think is best at expressing the title *Living as a Pilgrim?* Why?

These questions are more about rich conversations than getting the 'right' answer.



Shai Azoulay, *Living as a Pilgrim*, 2019. (Jewish)

“Abraham, standing high on a hill, is looking out at the land through which he will be journeying. So much seems to be like a mirage, where there is promise but the vision is foggy; not everything is clear. The only way forward is to simply believe, a concept that cannot exist only in the mind, but beyond it. As a pilgrim, Abraham has to journey out in faith, forging ahead, knowing that he will need others along the way.”



Qais Al Sindy, *Living as a Pilgrim*, 2019. (Christian)

“Abraham begins his pilgrimage from Ur… This is where the Great Ziggurat [tower] of Ur was built. As he travelled throughout foreign lands, he lived harmoniously among their peoples.

I painted Abraham carrying a sheep on his shoulders because I see him as a shepherd leading his people to the land God promised him and his offspring. In Iraq, I bought an old shepherd’s cloak made of sheep’s wool, cut it into pieces and pasted some of them on these canvases to give shape to Abraham’s clothes. I wanted to bring the spirit and soul of this great prophet through the material of his native land.

I also depict the Ziggurat as a burden on his shoulders because he carries his land with him in his heart as he journeys. The white pyramid on his left is a foreshadowing of his journey into Egypt and of what will happen to his offspring."



Sinan Hussein 'Living as a Pilgrim (Muslim)

"This painting all takes place in the imagination. In this painting I show Abraham and Sarah thinking about their life of continual journeying, which leads them as far away as Egypt, highlighted by the pyramids in the upper left. Abraham is known as the first monotheist and in the background, idols are being destroyed. The words coming out of his mouth are in Arabic, jumbled, but invoking a prayer about God and the first prophet, Abraham. I have painted the symbol of pilgrimage in Islam, the black box shaped Kaaba in Mecca, upon Abraham's head, and Abraham is thinking about the concept of pilgrimage…. Together Abraham and Sarah are thinking about so many things, both the joys and hardships of life's journey."

Inquire (2)

Journeys in the Bible: Jesus

So far, we've thought about our own lives as a journey and Abraham's life. What about Jesus? Ask pupils what they think the key events in Jesus' life journey would be.

Print these pictures of Jesus' life journey onto A4 sheets and hand them out. You can find them as a PowerPoint on the Diocesan website here. Ask pupils to organise themselves to stand in a line holding the cards in chronological order. Try using the images without titles to start with, to see how much pupils can work out.

Alternatively, you could place the cards around the room for pupils to order or print them onto smaller cards for them to sequence in pairs.

You can also find paintings of Jesus at different stages in His life and from different styles and cultures in the following packs: Picturing Jesus (RE Today); Jesus through Art by Margaret Cooling; Face to Face with Jesus (Coventry Cathedral) and The Christ We Share (Now out of print, but a slideshow is available here and some of the images can be found here.)

Talk about the fact that artists from different cultures have portrayed Jesus as African, Asian, South American etc. Why do pupils think they have done this? Do they think this is a good idea or not? Why? Make sure they know that Jesus was Middle Eastern and did not have yellow hair and pink skin!

Do they agree with this selection of events from Jesus' life, or would they include others? E.g. other healing stories? Walking on the water? Parables such as the Lost Son or Good Samaritan? Jesus' arrest and trial?

Pupils could annotate the pictures with post-its describing aspects of his experience/ feelings e.g. friendships, betrayal, being alone, preparation.

Discuss the idea of Jesus' life as a journey – what kind of journey do pupils think he was on? Was it just a physical journey from Bethlehem to Nazareth to Jerusalem – or something more? E.g. he went from being unknown to having crowds following him. He went from being really popular, to being put to death. He went from being an ordinary carpenter's son, to people believing he was the Messiah.

There's also a short, animated film of Jesus' life Journey here. (The Journey of Jesus in 3 ½ Minutes.) *Make clear to pupils that this was designed for churches rather than RE classrooms, so they may not share its perspective.*



The Annunciation
Henry Ossawa Tanner



Nativity
Joseph Mulamba-Mandangi



Christ in the House of his Parents
John Everett Millais



Baptism of the Christ
Daniel Bonnell



The Temptation of Christ
Eril Armusik



Christ Calling his First Disciples
Adam Brenner



Sermon on the Mount
Jorge Cocco



In the Eye of the Storm
Abraham Hunter



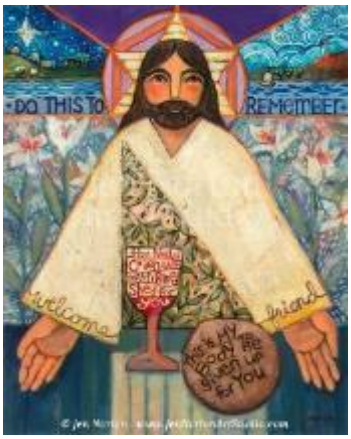
Jesus Heals a Blind Man
Karen Showell



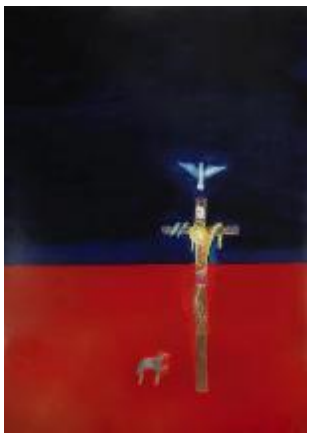
Palm Sunday
Jesus Mafa



Washing Feet
He Qi



The Sacrifice (Last Supper)
Jen Norton



Crucifixion
Craigie Achieson



Thirteenth Station of the Cross
Miriam-Rose Ungunmerr



The Resurrection and the Life
Wayne Pascall

Contextualise:

We have been exploring the concept of **journeys,** and how they can be physical or geographical, but also emotional or spiritual. We have thought about our own life journeys, and also considered the life journeys of Abraham and Jesus.

Now we will look at a particular kind of journey that members of different religions may take, either to a special place, or for a particular reason – **a pilgrimage.**

If your class has studied the Hajj, or a pilgrimage in another religion, this would be a good place to recall what they know already about pilgrimages. Otherwise, use this to introduce the idea.

Where would you go for the journey of a lifetime? Why?

…somewhere beautiful and peaceful, e.g. a desert island

…somewhere outdoors, e.g. a safari

…somewhere loud, with crowds of people, e.g. Twickenham

…doing something fun and exciting, e.g. Disneyworld

…doing something to help others, e.g. after a natural disaster

…following in the footsteps of a hero/heroine? e.g. Wembley Stadium

…somewhere linked to my religion, e.g. Jerusalem

A pilgrimage is a special journey, but it has a spiritual purpose. It may be to a sacred place such as Mecca, Jerusalem or the River Ganges, or have a special purpose, such as seeking the answers to a problem, or hoping to get closer to God.

Case Study

Use the example on the Diocesan website here of the Peak Wesley Way, as a modern example of pilgrimage.



OR You could divide the class into groups and ask each of them to research a Christian site of pilgrimage in the UK and report back to the rest of the class.

Oak National Academy Iona

Westminster Abbey,

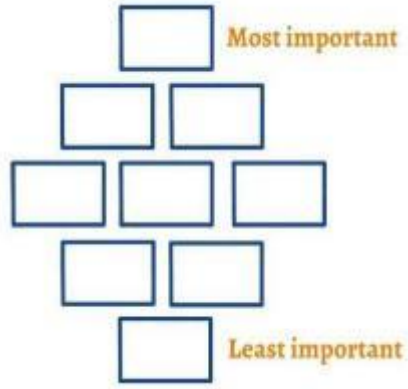
Walsingham

If there is someone in your local church or community who has taken part in a pilgrimage, this would be a good opportunity to invite them in to talk about their experience. It is good practice to brief them carefully beforehand, so they know about the class and the unit you are studying, how long you expect them to speak for and the focus of this particular lesson. Make sure your visitor understands that they should not try to impose their own beliefs on pupils in any way. Parents should be informed beforehand if a visitor is coming in, and they have the right to withdraw their child from RE without having to explain why.

What is the difference between a pilgrim and a tourist?. How could we tell the difference? E.g. Does a pilgrim spend less? Does a holidaymaker visit holy sites? Can a holiday change you? Does a pilgrimage involve prayer? What makes the difference?

How is a pilgrimage like a holiday? How is it different? Consider making a Venn diagram with the hoops from the PE cupboard. You could include ideas like travel, rest, food, scenery, new places, change of routine, relaxation, prayer.

OR: work in pairs and rank these reasons for taking part in a pilgrimage, using a diamond 9. Which might a Christian think was most important? There are blank tiles for pupils to add their own ideas if they wish.



Evaluate:

What have we learned about journeys? Have our ideas changed at all? Are all journeys the same?

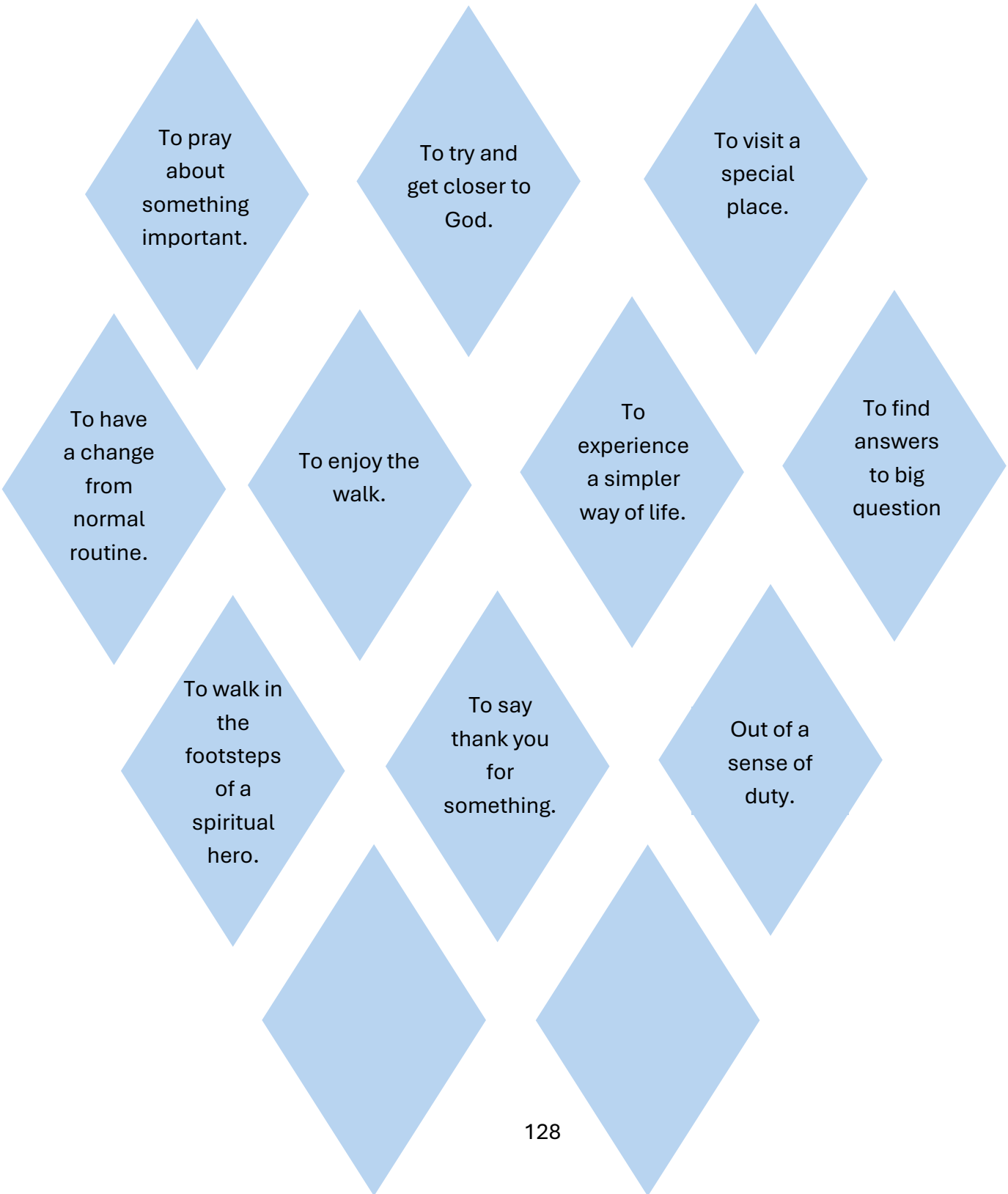
Why is the concept of journeys / pilgrimage important to Christians and other people of faith? In what ways is it important to me?

It would be great to hold a **class pilgrimage** or special journey, perhaps to your local church or another significant location, or even around the school grounds. See if you can work together with your church community and plan some activities for the class to take part in once they arrive, perhaps some of the prayer spaces in this booklet, or an art activity. Could the church provide cold drinks and biscuits, following the ancient tradition of welcoming pilgrims?



Maybe pupils could each have a card to be stamped, or receive a token of their pilgrimage such as a scallop shell, a bookmark or a small wooden cross?

Pilgrimage Diamond 9 Activity Which of these is most important reason for a Christian (or someone else) to go on a pilgrimage? Arrange the cards in a diamond shape with the most important at the top, then compare your ideas with others in the class. You can add your own ideas on the blank cards.



Most of the planning will need to be done beforehand (How far will your pupils be able to walk? How will they get back to school afterwards?) but it would be good to involve pupils as far as possible with planning the details of the day. Perhaps they could write prayers and reflections to incorporate into the pilgrimage, or plan how to share their experience with others afterwards? The British Pilgrimage Trust offers practical advice on planning a pilgrimage.

Debrief afterwards and discuss pupils' feelings and experiences. How was it different from a sightseeing trip? Did anyone feel they had been on an inner journey as well as a physical one?

Click here to see how Milford on Sea CofE primary school organised a Y5/6 pilgrimage to churches in their local community. In this example, each pupil was given a small pebble to carry with them which they used to build a cairn in their final destination. There is another example of a whole school pilgrimage to Durham Cathedral here, where pupils wrote prayers and reflections for different pause points along the way. There are further examples of schools and churches working together to organise a pilgrimage here and here.

Make sure parents know exactly what will be involved in the pilgrimage, including any prayer or reflection activities. You will need explicit permission for each child to take part; this is in addition to the usual permission for pupils to take part in a visit, because parents have the right to withdraw their children from any aspect of the RE curriculum they are uncomfortable with. Pupils cannot be asked to take part in any kind of religious practice without **informed parental consent**. Please consult the Diocesan guidance on this and ask if you have any queries.

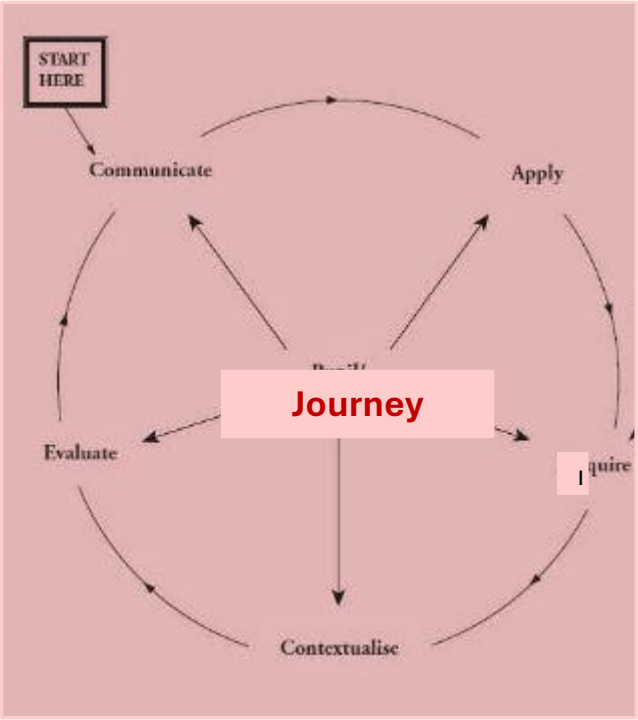
Communicate: Use film clips to explore the concept of journeys. Is a journey always physical, or can it have an inner / spiritual meaning too?

Apply: Think about life as a journey and create a journey map of their own lives.

Evaluate:

What have we learned about journeys? Have our ideas changed at all? Why is the concept of journeys / pilgrimage important to Christians and other people of faith? In what ways is it important to me?

Plan a class journey or 'pilgrimage,' maybe to your local church or other significant location.



Inquire:

What made **Abraham** to leave his home and travel hundreds of miles to Canaan (Modern day Israel)? Use freeze framing / hot seating / conscience alley to explore his motivation.

Jesus

Sequence artwork to show Jesus' life as a journey. Discuss what sort of journey it was – just physical, or emotional / spiritual too?

Contextualise:

Explore pilgrimage as a special kind of journey with a spiritual purpose. Either use the case study of the Peak Wesley Way, invite in a speaker who has taken part in a pilgrimage, or research pilgrimage sites such as Iona and Walsingham.

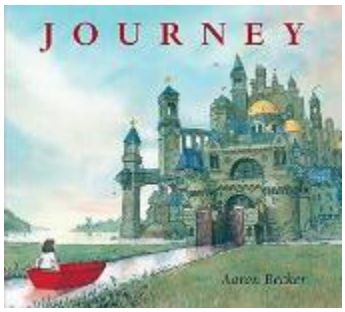
What is the difference between being a pilgrim and being a tourist?

Book Recommendations

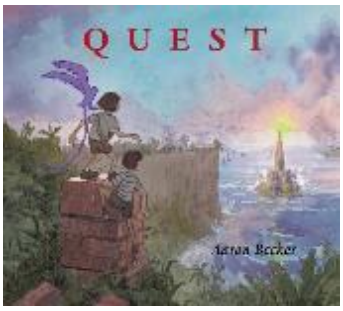
This selection includes picture books (which can be used for all ages), books for older pupils and some suggestions that adults will find useful too.

Obviously check that any books you share in class are age-appropriate, depending on the maturity of your pupils, and be prepared to talk through any sensitive issues that may arise. Some of these books will echo last year's 'Bags of Hope' project and may help you build on work you've already done in school.

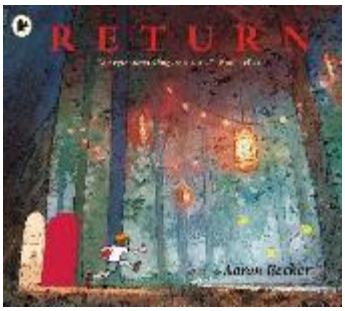
Journey
Aaron Becker



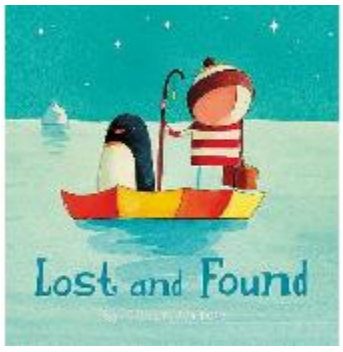
Quest
Aaron Becker



The Return
Aaron Becker



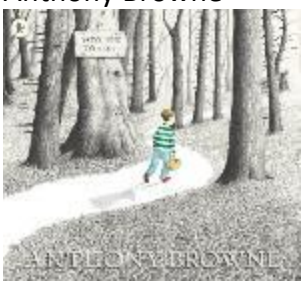
Lost and Found,
Oliver Jeffers



The Way Back Home
Oliver Jeffers



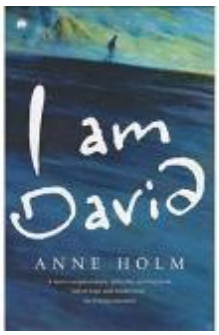
Into the Forest
Anthony Browne



The Tunnel
Anthony Browne



I am David,
Anne Holm



The Journey
Francesca Sanna



The Suitcase
Chris Naylor Ballesteros



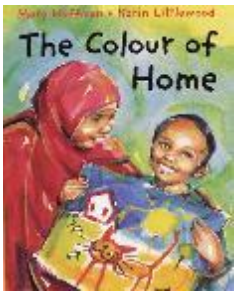
The Island
Armin Greder



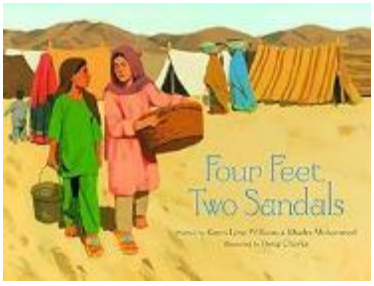
Azzi In Between
Sarah Garland



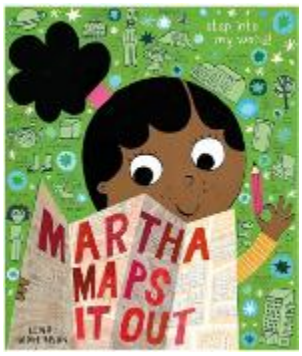
The Colour of Home
Mary Hoffman



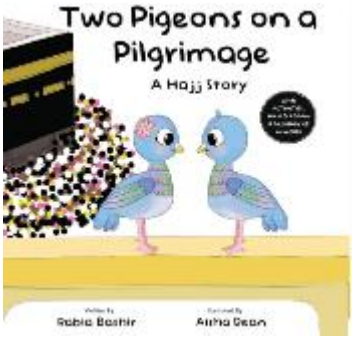
Four Feet, Two Sandals
Karen Lynn Williams



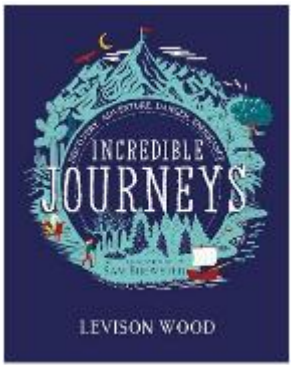
Martha Maps it Out
Leigh Hodgkinson
EYFS / KS1



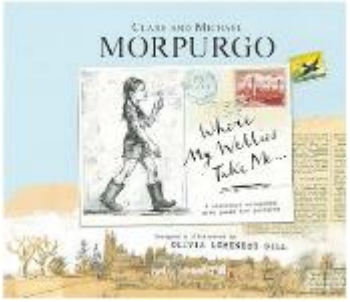
Two Pigeons on a Pilgrimage
Rabia Bashir
EYFS / KS1



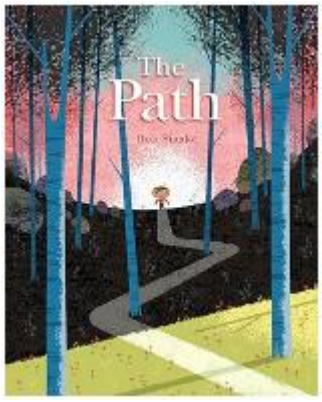
Incredible Journeys
Levison Wood
Upper KS2 / Lower KS3



Where My Wellies Take Me
Clare & Michael Morpurgo
KS1 & Lower KS2



The Path
Bob Staake
KS1 & 2



The Friends and the Traveller
Sam Brewster
EYFS & KS1



A rhyming retelling of the journey on the Road to Emmaus
(Easter)

The Secret Path
Nick Butterworth
(EYFS)



A funny story about Percy the Park Keeper and his animal friends on a maze adventure

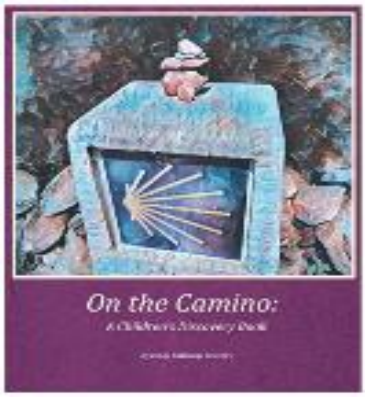
The Path
Reif Larsen



The Path
Jana Curll
EYFS / KS1



On the Camino: A Children's Discovery Book
Emily Calloway Geerdes



Sometimes funny, sometimes poignant, this storybook uncovers a simple lesson on each page. From the birds who remind us to listen, to the villagers who take care of strangers.

Once Upon the Camino De Santiago: 21 Life Lessons I Learnt from a Hike Across Spain
Julia Doherty
KS3?



The Cat Who Walked the Camino
Kate Spencer
(KS1 & 2)



Don Pedro Pepito, a small striped kitten, and his friend Lucía make a pilgrimage across Northern Spain on the Camino de Santiago. Walking five hundred miles, they explore famous Camino landmarks and encounter pilgrims from all over the world.

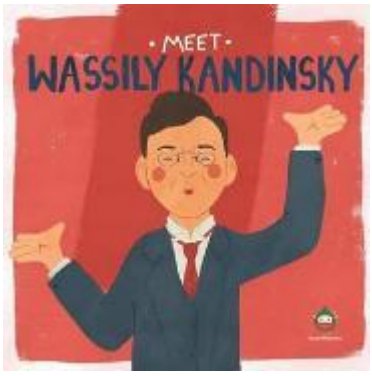
On the Way to Santiago de Compostella; Seek and Find



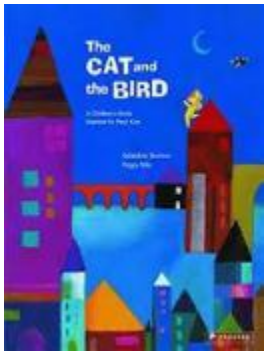
The Dreaming Giant: Veronique Massenot. A story inspired by the work of Wassily Kandinsky



Meet Wassily Kandinsky

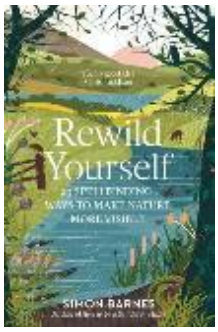


The Cat and the Bird; Geraldine Elschner. A children's book inspired by the work of Paul Klee.

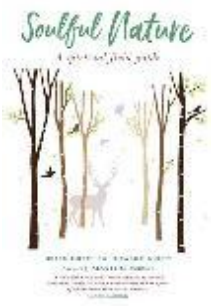


Books for adults

Rewild Yourself
Simon Barnes



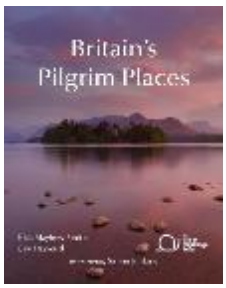
Soulful Nature
Brian Draper



The Mindful Pilgrimage
Jeanette Banashak



Britain's Pilgrim Places
Nick Mayhew-Smith

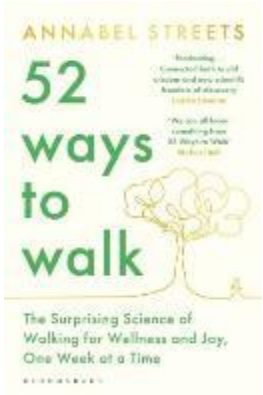


The Way, My Way
Bill Bennett



(Also a film)

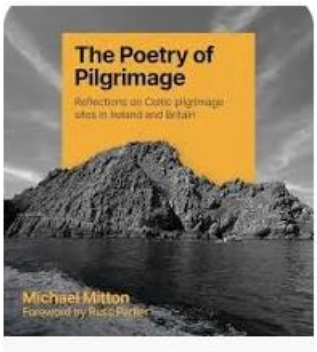
52 Ways to Walk
Annabel Streets



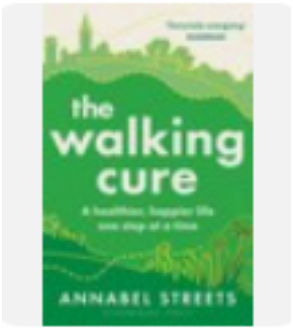
Concerning the Spiritual in Art
Wassily Kandinsky



The Poetry of Pilgrimage : Reflections on Celtic pilgrimage sites in Ireland & Britain by Michael Mitton



The Walking Cure : a healthier, happier life one step at a time by Annabel Streets



Camino Online Resources and Website Links



BBC Bitesize KS2 Assemblies and Collective Worship Radio Programme. **Together: To be a pilgrim part 1** **KS2:** Gemma Hunt presents a 15 minute radio programme on the theme of pilgrimage. Includes a story about a medieval cobbler who joins pilgrims on their journey to Walsingham, and an interview with Guy Hayward from *The British Pilgrimage Trust.*



BBC Bitesize KS2 Assemblies and Collective Worship Radio Programme. **Together: To be a pilgrim part 2** **KS2:** Gemma Hunt continues the radio programme, completing the story of the medieval pilgrims as the arrive at Walsingham. Includes an interview with Mohammed Parekh, who talks about completing the Hajj and what it meant to him.