

**Title: Spiritual Places: What makes a place spiritual?**

Titles	Buddhist Retreat at Criccieth.	Forest Church (Powys)	Is place important if God is everywhere?
<b>Logic</b>	<p><b>DISCLAIMER:</b> The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p><b>The four purposes of 'Curriculum for Wales - A curriculum for life'</b>  <b>By learning about Spiritual Places and What makes a place spiritual in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</b></p> <ul style="list-style-type: none"> <li>• Ambitious, capable learners who can explain the ideas and concepts they are learning about;</li> <li>• Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs;</li> <li>• Enterprising, creative contributors who give of their energy and skills so that other people will benefit;</li> <li>• Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.</li> </ul> <p><b>RVE in The Curriculum for Wales</b>  <b>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</b></p> <ul style="list-style-type: none"> <li>• Engage with and explore ultimate and philosophical questions</li> <li>• Undertake enquiries and engage with sources of wisdom and philosophies</li> <li>• Develop and express their own informed viewpoints</li> <li>• Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values</li> <li>• Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history</li> <li>• Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues</li> <li>• Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them</li> <li>• Develop secure values and establish their own ethical beliefs and spirituality</li> <li>• Discuss and reflect on their own perspectives and those of others</li> </ul> <p><b>The RVE lens</b>  <b>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</b></p>		

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	<ul style="list-style-type: none"> <li>• Search for meaning and purpose;</li> <li>• The natural world and living things;</li> <li>• Identity and belonging;</li> <li>• Authority and influence;</li> <li>• Relationships and responsibility;</li> <li>• Values and ethics;</li> <li>• The journey of life;</li> </ul> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p><b>Useful Links:</b>  <b>The RVE Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</a>  <b>Hwb Humanities Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities">https://hwb.gov.wales/curriculum-for-wales/humanities</a>  <b>Statements of What Matters</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/">https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</a>  <b>Cross-cutting Themes</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</a></p>		
<b>Key Vocabulary</b>	<p>Refuge - where to go for peace / time to think and so on.</p> <p>Lama - the title of a teacher within the Tibetan Buddhist tradition.</p> <p>Stupa - a slender column that usually contains the remains of a Buddhist teacher or monk.</p> <p>Sangha - a term for a Buddhist community that often includes monks and nuns.</p> <p>Reflection - an exercise for the mind for the positive to conquer the negative.</p> <p>Insight - gaining an understanding of the true nature of things.</p> <p>Retreat - time away from daily life for thinking, often in a special place</p>	<p>Order of worship</p> <p>Development</p> <p>Psalmist: a poet who wrote the Psalms, songs of prayer and praise contained in the Book of Psalms in the Bible. There are 150 Psalms, many written by king David (who fought Goliath!)</p> <p>Invisible: something we can't see,</p> <p>Endless: never ending</p> <p>Meditation: thinking deeply about something</p> <p>Sunset: when the sun goes down</p> <p>Spiritual experiences</p> <p>Movement</p> <p>Remedies: a medicine / ointment that makes a person recover from illness</p> <p>Preservation: Look after and protect the world.</p> <p>Ritual</p>	<p>Rhyd-ddu - a village in Snowdonia in Gwynedd where the poet T.H. Parry Williams grew up</p> <p>Habitat - an area with which one is familiar</p> <p>Varanasi - a city in Northern India that is very special to Hindus, since the river Ganges flows through the city.</p> <p>Ganges - the sacred river of Hinduism.</p> <p>Shiva - one of the Hindu Trimurti who represents the destructive aspect of Brahman</p> <p>Atman - the soul in all living things according to Hindu belief.</p> <p>Brahman - the great God or soul in Hinduism.</p> <p>Moksha - the goal of the Hindu life, namely get the soul to re-join Brahman.</p>

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	Image - an object with special meaning, <i>e.g. in Buddhism it is common to have a statue of the Buddha.</i>	Pagan: something that is non-God, or unrelated to the Christian faith Scriptural teaching: lessons from the Bible Monks: men who took an oath to live a certain way and serve God	Via Dolorosa - the journey of Jesus after being condemned by Pilate to the hill of Calvary to be crucified. Makkah - the holy city of the religion of Islam in Saudi Arabia Hajj - one of the pillars of Islam - a pilgrimage to makkah The Virgin Mary - The mother of Jesus
<b>Search words</b>	Refuge Buddha Buddhism Image Meditation Community Stupa Sangha	Special places Forest Church Worship Outdoors Spiritual Forest Church Ritual Prayer garden Reflection Quiet area	Local Area Hindu Ganges Bethlehem Jerusalem Varanasi Makkah Catholic France Ireland Portugal Mosque Synagogue Chapel Church Israel Buildings
<b>Classroom Tasks</b>	<p>Extended tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to fundamental / religious questions.</p> <ul style="list-style-type: none"> <li>• Does place matter if God is everywhere?</li> <li>• How does a place of worship / holy place help some people to worship? Why doesn't everyone choose to worship in a place of worship?</li> <li>• How does the place of worship / holy place reflect the foundations of the faith? The values of the faith? The teachings of the faith?</li> <li>• Where do you feel spiritual? What kind of places make you feel spiritual?</li> </ul>		

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<b>Extended tasks</b>	<ol style="list-style-type: none"> <li>1. At the beginning of the reading there is reference to several possible refuges. Where would you see as a refuge? Why choose this place? What would you do there while in retreat? (You can't choose your bedroom!)</li> <li>2. Lama Shenpen Hookham (not her original name!) has been interested in Buddhism for 50 years. Look into her history and find out more about her background, travels and books she has written. You can see several of her videos on YouTube.</li> <li>3. How was Lama Shenpen Hookham led to choose a location in North West Wales? Why do you think such a location is suitable for a retreat? Be sure to look at the comments from attendees.</li> <li>4. Make a poster or advertisement for the Awakened Heart Retreat. The web site has lots of information and photos: <a href="https://buddhisthermitage.wales">https://buddhisthermitage.wales</a></li> <li>5. Try to explain what the Awakened Heart Refuge is trying to achieve. What does the centre have to offer people amidst the hustle and bustle of twenty-first century life?</li> <li>6. Produce an information sheet on</li> </ol>	<ol style="list-style-type: none"> <li>1. Does nature make you think of spiritual things and of God?</li> <li>2. Is there a need for a special room or garden in a school so that pupils have the opportunity to be quiet and think about the spiritual side of life. Why not design a quiet room / meditation garden for your school?</li> <li>3. Why do you think some would prefer to worship in a particular building and follow an order of worship, while others would prefer to think of God and spiritual things in the outdoors?</li> <li>4. Write a list of things in the natural world that make you feel like saying 'Wow!' Jesus used pictures of nature to teach people. Do some research, and list the parables (learning stories) that refer to things from the natural world. Investigate how Jesus used nature to explain his message.</li> <li>5. It is estimated that there are as many as 750 verses in the Qur'an that relate to nature. Look for examples. <a href="http://www.greenmuslims.org/greenscripture/">http://www.greenmuslims.org/greenscripture/</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Choose a special place for you and try to write a piece of poetry or prose that conveys why it is special.</li> <li>2. Listen to Geraint Lovgreen singing 'Yma Wyf Innau i Fod' and try to explain the relationship between Meirion Macintyre Huws and the town of Caernarfon.</li> <li>3. Further investigate the importance of Varanasi to Hindus or Makkah to Muslims.</li> <li>4. Imagine you've been on a pilgrimage to Varanasi or Makkah and write a blog about your experiences and how valuable the visits were.</li> <li>5. Is there any value to religious buildings or pilgrimages if God is everywhere? Discuss</li> </ol>

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	Buddhism including some of the main images of the religion, <i>e.g.</i> , the Stupa and statues of the Buddha.		
<b>Further resources</b>	<a href="https://buddhisthermitage.wales">https://buddhisthermitage.wales</a>	<a href="http://www.mysticchrist.co.uk/forest_church">www.mysticchrist.co.uk/forest_church</a>  <a href="http://www.greenmuslims.org/greenscripture/">http://www.greenmuslims.org/greenscripture/</a>	<p>Meirion Macintyre Huws and Geraint Lovgreen's song, 'Yma wyf innau i fod'</p> <p>Cardiff University's multi-faith prayer room  <a href="https://www.cardiffstudents.com/shops-services/prayer-room/">https://www.cardiffstudents.com/shops-services/prayer-room/</a></p> <p>Cardiff Airport's multi-faith room  <a href="https://www.maesawyr-caerdydd.com/cyfleusterau-aml-ffydd/">https://www.maesawyr-caerdydd.com/cyfleusterau-aml-ffydd/</a></p>