



**Lego Church, by Ashleigh and Jonny**

**TITLE:**  
**Christian Churches**  
**Jewish Synagogues**  
**What can we find out?**

**YEAR GROUP: 1**



**A Lego Menorah**

**Telford & Wrekin SACRE RE**  
**Syllabus:**  
**Non-statutory exemplification**

## Telford & Wrekin SACRE RE Syllabus: Non-statutory exemplification

### Churches and Synagogues: What can we find out?

#### YEAR GROUP: 1

##### About this unit:

Children discover the uses and designs of holy buildings and begin to find out how to enquire into them, building their knowledge of worship through visits, visual learning, models and creative work. This unit enables pupils to explore, question and respond to learning about sacred buildings: they are introduced to key vocabulary and ideas. The focus is on developing learners understanding of what makes a sacred building, using the examples of synagogue and church for Jewish and Christian communities.

##### Where this unit fits in:

The emphasis is on understanding worship through studying Christianity and Judaism. Children may need to keep reviewing the meanings of terms like 'Jew' and 'Christian' to build up their understanding of what a religious identity means. This unit will help teachers to implement the Telford & Wrekin Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about sacred buildings and special places. The focus on 'finding out' emphasises the syllabus's intentions to make investigative learning, driven by curiosity, a motivating aspect of RE for every child.

**Estimated teaching time for this unit: 6-7 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 6-7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

#### KEY STRANDS ADDRESSED BY THIS UNIT

##### AT 1: Learning about Religion

- Religious practices and ways of life

##### AT 2: Learning from Religion

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

##### ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to the place of beliefs in our lives;
- **Respect for all** by developing a willingness to learn from people whose religion they do not share;
- **Open mindedness** by engaging in 'finding out' activities with regard to diverse worship practice in two religions;
- **Appreciation and wonder** by developing their capacity to respond to the sense of worship, wonder, mystery and devotion for themselves.

##### The unit will provide these experiences and opportunities

- Pupils have opportunities to begin to learn to use the concepts of 'sacred' and 'holy' as a 'religious kind of special.'
- Pupils have opportunities to make and create, using their imagination and team skills;
- Pupils will be able to think about their own experiences and views in relation to questions of worship, special places and sacred-ness.

**Background information for the teacher:**

In **Christian** thinking a Church is body of people first and foremost, a building second. Church buildings are very numerous in Telford & Wrekin, expressing the long history and present place of Christianity in our national life. In the UK as a whole there are over 30 000 Churches chapels and other Christian places of worship. The buildings vary as much as the communities that use them – some are beautiful, ancient, historic or huge. Others are functional, contemporary and small. In common, though, is the idea of making space and time for the presence of God in the life of the community, and for the worship of God. So a church may be called a ‘house of God’. The work in this unit goes well if this variety is the automatic backdrop of the planning. A church visit is an easy way to make great RE happen: do plan one in this unit.

In **Jewish** practice the Synagogue, a place for community meeting, is ancient – over 2100 years. In our region there are synagogues in the west Midlands (see [www.kosherdelight.com](http://www.kosherdelight.com) for some basic details – the site is about Jewish communities all over the world). A synagogue provides for Shabbat services, and acts a community focus. The Torah scrolls are kept in an elevated ark (box) and dressed with beautifully symbolic practice. Read from a Bimah (desk), the reader uses a Yad (silver finger pointer) to avoid touching the precious Torah scroll and text with dirty fingers. The Ner Tamid (eternal light) burns as a symbol of divine presence (a lovely range of examples at: [www.clauderiedelart.com](http://www.clauderiedelart.com))

Vocabulary + concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><b>Specific religions:</b>  <b>Christianity</b>  <b>Church</b></p> <p><b>Judaism</b>  <b>Synagogue</b></p> <p><b>Religious studies</b>  <b>Sacred</b>  <b>Holy</b></p>	<p><b>Teachers might use:</b>  <b>Web:</b>  <a href="http://www.request.org.uk">www.request.org.uk</a> – a useful website for learning about churches.            There’s a useful synagogue animation and information idea at:  <a href="http://www.refuel.org.uk/projects/ks2_judaism/synagogue_scheinerman_net.php">www.refuel.org.uk/projects/ks2_judaism/synagogue_scheinerman_net.php</a>            Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.            Watch- BBC. 2 excellent programmes for KS1 on the Church and Synagogue.            Developing Primary RE: Special Places and Symbols of Faith edited by Joyce Mackley, RE Today            Exploring a Theme in RE: Religion around Us / Journey of life and death / Worship, edited by Joyce Mackley, RE Today            Opening Up RE: Belonging ed. Mackley, RE Today, 2010            Christianity Poster Pack-Folens ISBN 1852766913            Christian Church by Alan Brown ISBN 0713643358            Places of worship-Protestant Churches pub. Heinemann ISBN 0431051801            Video clips – short, searchable and free, from <a href="http://www.bbc.co.uk/learningzone/clips">www.bbc.co.uk/learningzone/clips</a>            Dottie and Buzz: Channel 4 video for 4-7s (Christianity). Details from Culham Institute (<a href="http://www.culham.ac.uk">www.culham.ac.uk</a>)            Video-pathways of Belief-BBC Judaism            Jewish Synagogue by Laurie Rosenberg pub. A&amp;C Black ISBN0713643382            Judaism Pictorial Guide pub. RE Today.            Places of worship: Synagogues pub. Heinemann ISBN0431051798            Poster packs on Christianity and Judaism from Nelson Thornes include aspects on buildings and worship. Watch-BBC Excellent programmes for KS1 on the Church and Synagogue.            Be a Church Detective, Clive Ferwins, ISBN 0715147900 Church House Publishing</p>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from thinking about how people express their beliefs and responses to God</li> <li>• Opportunities for <b>social development</b> come from working collaboratively and in teams</li> <li>• Opportunities for <b>cultural development</b> come from exploring how two religions make and use their holy buildings.</li> </ul>	

<b>EXPECTATIONS: At the end of this unit</b>		
<p><b>Pupils working at level 1 will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Name a Jewish and a Christian place of worship.</li> <li>▪ Talk about the worship in two religious buildings, naming some of the things found in a church or synagogue.</li> </ul> <p><b>Consider and answer questions such as:</b></p> <ul style="list-style-type: none"> <li>▪ What I have learnt about a synagogue? A church?</li> <li>▪ What did I enjoy the most on my visit(s)?</li> <li>▪ What I would like to find out more about?</li> </ul>	<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Respond sensitively to the idea of worship for myself.</li> <li>▪ Retell stories about the symbols of worship that they have studied for Jews and Christians.</li> </ul> <p><b>Consider and answer questions such as:</b></p> <ul style="list-style-type: none"> <li>▪ Does everybody worship something?</li> <li>▪ What or how do I worship?</li> <li>▪ What matters most to me?</li> </ul>	<p><b>A small number of pupils may be working at level 3 and will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the worship that place in a church and in a synagogue</li> <li>▪ Use religious or spiritual vocabulary such as sacred, holy, worship, community;</li> <li>▪ Make links between the worship of two different communities.</li> </ul> <p><b>Consider and answer questions such as:</b></p> <ul style="list-style-type: none"> <li>▪ What happens on Sunday at a Church?</li> <li>▪ What happens on Shabbat at a Synagogue?</li> <li>▪ Why do religious people need a special building?</li> </ul>
<p><b>Assessment suggestions</b></p> <p>A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. These two are suitable for teachers to observe the levels at which children are working.</p> <p><b>A. Sorting out</b></p> <ul style="list-style-type: none"> <li>• Prepare an envelope for children in groups containing two simple pictures, one of Jewish worship, one of Christian worship. Both pictures should be cut up into 6 or 8 pieces, and mixed up. Ask children in 4s to sort out the cut up pieces of pictures and stick them back together as a church picture and a synagogue picture (it's not a race).</li> <li>• When groups have finished, ask them to label their picture with as many words as they can that they have learned in this RE work about holy buildings (after a couple of minutes, you might show the groups a word list to help them with key vocabulary. Include words like 'Holy' and 'Peaceful place' as well as 'window' or 'cross' or 'Torah scroll'). This has a strong literacy link.</li> <li>• Ask the children what they think about the idea that each of these buildings is sacred, to different people. Tell them how important it is to keep the two separate, even though they are similar.</li> </ul> <p><b>B. Considering questions about worship with the children:</b></p> <p>Arrange small group conversation for 6 children with an adult about these questions</p> <ul style="list-style-type: none"> <li>▪ Where is your special place? What do you do there? Why is it special to you?</li> <li>▪ What special places have you visited? What made them special?</li> <li>▪ What special places do Christians go to? What does the place look like? What do they do there, and why? Why do you think they go there?</li> <li>▪ What special places do Jewish people go to? What does the place look like? What do they do there, and why? Why do you think they go there?</li> <li>▪ What are the similarities and differences between different peoples' special places?</li> </ul>		

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>What makes a place special? Is 'holy' a religious kind of 'special'? What happens in holy buildings?</b>			
<p>Pupils begin to learn why Christians and Jews go to places of worship, and what happens there.</p> <p>Talk about the importance of items in a church, or synagogue and why they are important to believers,</p>	<p><b>Teaching might include:</b></p> <ul style="list-style-type: none"> <li>▪ <b>What makes a place special?</b> Discuss with children their favourite part of the classroom, school or playground. Why is it special to them? (e.g. it has interesting features / it makes them feel happy / it is a calm place / it is a fun place). Do they have a special place at home? Encourage children to describe how they feel when they go there (e.g. bedroom, quiet, calm, cosy: kitchen, warm, loved). Pets have favourite places too. Where does your pet like to go? Why do you think they like to go there? Get children to draw and collect around the class some 'favorite places' pictures. You could do this by putting 6 sheets of newsprint on desks with 'Calm place' / Exciting place / Comfy place / Deep thinking place / Happy Place / Friendly place' written in the middle. Children choose 3 or 4 of them and draw their place onto that sheet. A nice activity for shared thinking and purposeful drawing.</li> <li>▪ <b>Where are the special places in our school?</b> Ask children to choose the places that make them feel calm, feel happy, feel like singing, feel excited, in the school. Go as a class to these places, and be calm, or happy, musical, or excited there together. Talk about this activity in relation to Synagogue and church later on.</li> <li>▪ <b>What makes a place special?</b> Introduce the concept of buildings with a special purpose and function e.g.: swimming pool, supermarket, surgery, library and fire station. Provide photographs of buildings with a special purpose in your area. Create a class frieze of special buildings in your area. Include churches in the display.</li> <li>▪ <b>Sacred buildings:</b> what are they for? People of faith have special places where they go to worship God, to meet other believers and to share life together. Christians go to a building called a church, Jews to a Synagogue. Look at photos and film clips (there are good pictures and virtual tours on line – try <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> )</li> <li>▪ <b>What do you value?</b> Teacher to bring in items of special value e.g. books, shells or stones, childhood toys, sentimental gifts. Explain why they are special, with an emphasis on symbolism. Children then talk about what things are special to them and why. Arrange a 'special items' table. Compare this to special items in a church. Create a similar display e.g: Bible, candles, hymn book, bread, wine, crosses, Christmas and Easter artefacts.</li> </ul>	<p>Pupils will:</p> <p>Recognise that some places have special significance, and that for people of faith, the place of worship is special (L1)</p> <p>Know that a church is the special place for Christians (L1).</p> <p>Know that a Synagogue is a special place for Jewish people (L1).</p> <p>Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' (L2).</p> <p>Respond sensitively to things that happen in holy places (L2)</p>	<p>Good RE for young children uses play, talk and action much more than it uses the written word.</p> <p>In a child's vocabulary, the word 'special' is a good starting point for RE, but it is also good to teach them that 'holy' or 'sacred' means a 'religious kind of special.' Give lots of examples and expect them to start using the word themselves.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>What can we find out about churches?</b>			
<p>Learn about places of worship in Christian communities</p> <p>Find out about the church as a place of worship for Christians</p> <p>Experience at first hand a place of worship, recognizing its key features.</p> <p>Understand how these features are used in worship.</p> <p>Understand that a place of worship is of special significance to believers, and is to be respected.</p>	<p><b>CHRISTIANITY</b></p> <ul style="list-style-type: none"> <li>▪ <b>What are churches like?</b> Look at posters or photographs of the local church and identify its main features. In what ways do the pupils think it is used? What can the pupils deduce from its shape, from the windows, from the surroundings? In a Church of England, focus internally on the font, the altar, the pulpit and the lectern. In a Roman Catholic Church, focus in addition on statues of Mary and the saints. In a non-conformist church, such as a Baptist church or a Pentecostal church, focus on the simplicity of the building, the place given to the Bible and of the Baptistry. Ask pupils where in the building feels friendly, calm, thoughtful and so on.</li> <li>▪ <b>How can you show respect for a holy place?</b> Prepare pupils for a visit to the church. Discuss appropriate behaviour and respect for a place of worship. Pupils could work out a list of questions, prior to the visit, about the uses of the building. Arrange for members of the church, clergy or lay, to answer the questions. During the visit, emphasis should be placed on allowing the pupils to focus on the atmosphere in the church, and to reflect on their feelings, as well as learning about the purposes and activities of the congregation – they might sit quietly and listen to music, or a short Bible story.</li> <li>▪ <b>What do Christians say about their holy places?</b> Arrange in advance with the community to provide a hands' on experience for the pupils. E.g. in a church, the pupils could smell incense, taste bread, eat hot cross buns (at Easter time), hear music, feel carvings, ring bells, light candles, dress in a wedding dress, or choir robes, listen to a short passage being read from the Bible. Multi sensory RE is powerful learning.</li> <li>▪ <b>What atmosphere do churches have?</b> Pupils could make a booklet explaining what they have learnt following their visit and what they would like to find out more about. They should be encouraged to describe the atmosphere in church, and to remember how they felt. Why do they think that Christians go to church? In what ways is a church like a library, or a community centre, or a home? And how is it different? Why do Christians sometimes speak of Churches as 'the house of God'? Does God live there, or everywhere, or in heaven? (Interesting and thoughtful answers, not right answers are the aim here!)</li> </ul>	<p>Pupils who can work at level one will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognise some Jewish and Christian symbols</li> <li>▪ Talk about some features of worship.</li> <li>▪ Talk about what they find interesting or puzzling in worship.</li> <li>▪ Explain what things are 'most precious' to them.</li> </ul>	<p><i>Local churches are often keen to welcome children as visitors.</i></p> <p><i>Plan ahead, and tell a Bible story at church, or do something crafty and creative: it makes the sacred space feel relaxed, and improves learning. Treat it as your classroom for the day!</i></p>



Do Jewish people have a special place?			
LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<p>That a Synagogue is a sacred place for Jews</p> <p>About some of the important features of the Synagogue</p> <p>About what a Synagogue feels like and looks like</p> <p>Why Jewish believers come to a Synagogue, what they do there and how they care for it</p> <p>To reflect on what they have learnt</p>	<p><b>Special religious places: Judaism</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to find out.</b> Read and discuss a resource like 'My Jewish Faith' big book (Evans Publishing). Explain that the Synagogue is the sacred place for Jewish people.</li> <li>• <b>Visit a virtual tour of a Synagogue.</b> Look outside a Synagogue, does it look like you imagined? (Synagogues can look similar to some Churches). Focus on: How a Synagogue is very decorative inside, it may have many candles, coloured tiles, Hebrew writing on the walls and stained glass images of Jewish symbols or stories.</li> <li>• <b>The Bimah.</b> Talk about how the Bimah is the raised platform (usually in the middle of the Synagogue) which the Rabbi stands on and reads from the Torah Scrolls. Is there a Yad (a pointer) to read the scrolls with? Look carefully at the Ark, how it is covered? What do you think is inside? (Torah Scrolls) Explain that the Ark always faces the direction of Jerusalem. Look above the Ark, What can you see? (the everlasting light called the Ner Tamid). Do you think it is a symbol of something? (God's everlasting love) Other Jewish symbols can be seen, the Menorah an eight branched candlestick, the Star of David. Discuss how in a traditional Synagogue men and women sit in separate areas.</li> <li>• <b>Focus on: Prayer and Worship.</b> Explain to the children that Jewish people meet at the Synagogue to pray on Shabbat, the Jewish day of rest. Shabbat lasts from Friday to sunset on Saturday. Jewish people also meet at the Synagogue for festivals and special days such as weddings. During the week there may be youth groups using the Synagogue. Talk about how the services are led by the Rabbi (meaning teacher) and how the Rabbi often gives a sermon. What special clothes may be worn at the Synagogue? Talk together about after the service, everyone says blessings together (Kiddush) before drinking a little wine and sharing bread.</li> <li>• <b>Make a scroll.</b> Get pupils to take one section of paper, and copy write onto it two sentences, one from a Jewish story or prayer, and one sentence that think is important ('It matters to be kind' 'I love dinner time'). Ask a small group to stick all the pages together, and make them into a scroll: it's not precious like the Torah is to Jews, but a bit precious maybe. Can they use some fabric to decorate it, and use a table instead of a Bimah to read from it? Could they use a Yad to point to the words?</li> <li>• <b>Guide to the synagogue.</b> Children could each make a page for an illustrated guide for a Synagogue – this could become another scroll.</li> </ul>	<p>Identify a Synagogue as a sacred place for Jewish believer (L1).</p> <p>Recognise important features of a Synagogue (L2)</p> <p>Recognise some similarities between the Synagogue and the other sacred places studied.</p> <p>Talk sensitively about why Jewish believers attend a Synagogue and when they might do this (L2).</p> <p>Describe the best things about their own work (simple evaluation) (L3).</p>	<p>If you are able to visit a Synagogue allow the children to use all their senses to explore the sacred space. Allow them to make notes of what they can see, feel, smell, hear, taste and on return to school the children can write their own senses poem:</p> <p>I can see...</p> <p>I can hear...</p> <p>I can feel... and so on.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>What can we find out about synagogues?</b>			
<p>Learn about places of worship in Jewish communities</p> <p>Find out about the synagogue as a place of worship and community for Jewish people</p> <p>Experience at first hand a place of worship, recognizing its key features.</p> <p>Understand how these features are used in worship.</p> <p>Understand that a place of worship is of special significance to believers, and is to be respected.</p>	<p><b>Jewish religion: A lesson to recap and build on the previous one</b></p> <ul style="list-style-type: none"> <li>▪ <b>What are synagogues like?</b> Recap: Look at posters or photographs of a synagogue and identify its main features. In what ways do the pupils think it is used? What can the pupils deduce from its shape, from the windows, from the surroundings? Focus internally on the Ark, where the Torah scrolls are kept, the Bimah, a reading desk, the symbols and the Ner Tamhid, an eternal light.</li> <li>▪ <b>How can you show respect for a holy place?</b> Prepare pupils for a visit to the synagogue (if this visit is not possible, then still consider these issues, and use a virtual tour – see the lesson above). Discuss appropriate behaviour and respect for a place of worship. Pupils could work out a list of questions, prior to the visit, about the uses of the building. During the visit, emphasis should be placed on allowing the pupils to focus on the atmosphere of the building, and to reflect on their feelings, as well as learning about the purposes and activities of the community.</li> <li>▪ <b>What do Jewish people say about their holy places?</b> Arrange in advance with the community to provide a ‘hands on’ experience for the pupils. You could use artefacts and Jewish food in the classroom if a visit is not possible. What do people smell, taste, eat, drink, touch, hear, see, think and feel in this place? Multi sensory RE is powerful learning. Ask pupils to look at a synagogue picture or short film – can they make the classroom as much as possible like the synagogue by arranging furniture, curtains, and some artefacts (the scrolls from last lesson, for example)?</li> <li>▪ <b>What atmosphere do holy buildings have?</b> Pupils could make a booklet explaining what they have learnt following their visit and what they would like to find out more about. They should be encouraged to describe the atmosphere, to remember how they felt. Why do they think that Jewish people go to synagogue? Is it to be together? To remember their old stories? To try to be good people? To feel close to God? To pray? To chat? To celebrate? Which reasons matter most? In what ways is a synagogue like a library, or a community centre, or a home? And how is it different?</li> </ul>	<p>Pupils who can work at level one will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognise some Jewish symbols</li> <li>▪ Talk about some features of worship.</li> <li>▪ Talk about what they find interesting or puzzling in worship.</li> <li>▪ Explain what things are ‘most precious’ to them.</li> </ul>	<p>It is recognised that it may be hard to arrange a visit here – Telford is a long way from synagogues. Virtual tours online and high quality visual learning strategies will be helpful alternatives.</p>
		<div data-bbox="1424 711 2080 1038" data-label="Image"> </div> <p>This is a drawing of an idea for a planned new Synagogue for the Jewish community in Birmingham. What might it be like inside?</p>	



LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>Can pupils work in teams to make accurate and interesting models of holy buildings?</b>			
<p><b>Pupils will learn about holy buildings so that they can:</b></p> <ul style="list-style-type: none"> <li>identify some beliefs about worship</li> <li>suggest some meanings of symbols in church or synagogue,</li> <li>begin to be sensitive to others' beliefs, values and experiences.</li> </ul> <p>Put the children in 6 small groups and tell them we are going to make some models of holy buildings</p>	<p><b>Team Church: model making in teams. Split the class into 6 groups and ask each group to do one of these:</b></p> <p><b>Team A: Here's the church... Build a cardboard box church.</b> Provide the children with a huge box, and tell them it is going to be turned into a church. Talk a lot before this starts! They will need help from an adult with a big pair of scissors or a cutting knife. How will the box be best used? Can it be done so people can see inside? What are the 5 other teams doing to fill up the church? Involve all the children in the decisions and then in the action to make the church-box work. Discuss with the children why a church needs to be a big building and what happens inside.</p> <p><b>Team C: Lego furniture</b> Talk to this team about the things they find inside church. There might need to be an altar for the sacrament, and a font to welcome new babies, some images and statues of saints or of the Blessed Virgin Mary, an organ to play the music for hymns, a crucifix and some other crosses. Let the children know about what the other teams are doing and let them see what scale will work best. Can they make lego furniture</p> <p><b>Team E: Open the door and here's all the people</b> Tell this team that their challenge is to create the congregation for the church. You could do this in different ways – easiest is to collect 'small world' people already in the class to bring to the church (lego? Playmobile?). But it may be better to give them a lot of dolly pegs, and dress them all in different coloured tissue. Faces can be drawn on carefully with a sharpie pen. Or could you use a cardboard template? Can they make 20? 40?!! All ages and all kinds of people. It's probably good to get this group to plan some pews or seating as well – the task of making seats is one everyone can join in, so share it with which ever other group finish first.</p> <p><b>Team B: Here's the steeple... A Tower and a bell</b> This team are also going to do some big scale box modelling. Get them to look at some pictures of a church tower or spire, and tell them their challenge is to make one to go on the side or the end of the model team A are making. Provide a narrow, long cardboard box or similar for them to use and discuss what a tower does: does it point to God? Does the clock tell people when to come to pray and worship? Does it show that the church is an important building? How can they make and paint their tower to show what matters most? Can they put a bell in it? Why?</p> <p><b>Team D: Making Windows from stories of Jesus</b> Give the team members an outline on paper of a blank church window, and tell them that we are making some windows for our class's team built church. Ask what pictures they think could go into the church windows, and show them some examples of stained glass windows. Pictures could be selected to copy (keep it simple) or children may remember key stories about Jesus and choose to do a stable, or a lost sheep.</p> <p><b>Team F: All around the church</b> Ask this team to decide how the whole model church can be put into a churchyard or garden. Will this be in the classroom or will it be assembled on the floor or on a table in a display space somewhere in school? They should create the green grass floor (cloth? Tissue? Paint?), and think about how to make it like a churchyard (don't go overboard on 'graveyard!'). A school grounds walk might help to gather twigs to use as trees and other natural materials to make the outside of the church beautiful. This may be a long task too, and pupils from other teams can join in and help – co-operation, not competition.</p>	<p>I can use simple knowledge to make a simple model</p> <p>I can identify features of a church or synagogue</p> <p>I can work in a team</p>	<p><i>If you know this is impractical for your pupils, then think of another way of setting a model making challenge – could you provide a basic model shape in a cut down cardboard box? Could children make items to go inside from simple materials? Do what works for your classroom.</i></p> <p>If this lesson goes well, do another one for synagogues.</p> <p>Give children time to make their models, and suggest they could have labels lists and diagrams to show what is what.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>Holy buildings on the playground? Why not?</b>			
<p>To recognise, explore and describe a Christian place of worship</p> <p>To use team working skills to explore what they have been learning about churches</p>	<p><b>Chalky Church: What matters in a church? Learning outside the classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Remember:</b> Begin outside in the playground, with photos from your church visit for children to look at, pass round and talk about. Discuss what we can see. What do we know about the bell and the cross? When do we hear the bell? Why is it rung? What does the cross tell people who are walking by? What can we remember about the inside, and all the things that happen?</li> <li>• <b>Create a tape church or a chalk church</b> Explain that not all the classes in our school have had the opportunity to visit a Church and so we are going to create our own 'church' outside so that we can take other children on a 'tour' or a 'guided walk' explaining to them what everything means, what happens and why. Where could we create our own church? Can we actually build one? What could we do instead? <i>May need prompting a bit here!</i> Which shape shall we make our church? A cross?</li> <li>• Ask the children to stand in the shape of a cross, with their arms out, fingers just touching – how big a cross shape can they make? Discuss who goes where – maybe boys make the nave line and the girls then make the crossing. Have a couple of children as the 'church planners' or 'architects' who oversee the shape and move other children if necessary. Open out the shape so that there is a gap inside. How can we 'draw' the shape on the ground? (<i>this will depend on where you are: chalk, rope, masking tape</i>)</li> <li>• Once drawn out, children step away and stand around the edge. Using the photos, children decide where these features would be. How could they mark where these are in the church? Put an 'X'? Draw a chalk picture? Place a photo with a caption?</li> <li>• Invite some children to be the 'guides' and take someone else around our 'church'. What will they tell them? Give all the children a role – you could even have a little choir! Invite the Reception pupils – and the Head Teacher - to come out of their class in 3s or 4s and have a guided tour of the chalky church on the playground, given by Year 1 pupils.</li> <li>• Back in the classroom: Children create their own maps of a church on A3 paper. Deciding what they wish to include and where.</li> <li>• <b>Make this a lesson full of fun!</b></li> </ul>	<p>I can recognise some religious symbols and use some religious words in sentences (L1)</p> <p>I can talk about some of the things Christians do in a church and what these things mean (L1)</p> <p>I can say what is important to me and recognise what is important to others (L2)</p>	<p>This activity is adaptable to explore the synagogue further as well.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>What is worship? What does the word mean? How do different people worship God?</b>			
<p>To enable pupils to find out about worship in Jewish and Christian communities</p>	<p><b>What does worship mean to me?</b></p> <ul style="list-style-type: none"> <li>▪ Towards the end of this unit of work, remind pupils about their own special places and special objects, noting similarities and differences with the sacred objects of worship they have studied.</li> <li>▪ Children could make a model of a church or synagogue in small groups, talking about such features as the spire and the cross, or the Bimah and the Ark</li> <li>▪ Children could use 'playmobile' or other figures to play out some stories about worship at Church or Synagogue.</li> </ul> <p><b>What do people value in church and in a synagogue?</b></p> <ul style="list-style-type: none"> <li>▪ Either use large photographs of items from your local church or a synagogue, or use photo-packs or line drawings of: a font, pews or seats, a cross. Ark, Bimah, Torah Scrolls, Menorah. Find out if your local church has any special symbols e.g. a carved mouse, which are unique. Tell the story of the Saint and any stories, which are shown in stained glass, such as Bible stories.</li> <li>▪ Some similar activities using artefacts and photos from Jewish worship should draw attention to the Torah, the use of light, the importance of respecting the Torah (e.g. by using a Yad to point to the words when you read, storing it so carefully, praying over the scroll).</li> <li>▪ Create a display of a 'Guide to our local church' and 'guide to a synagogue'</li> <li>▪ Arrange a visit from the Vicar and a member of the congregation. Ask them to describe what happens in church and why people go there. What do children do in church? Play different kinds of church music. If possible, take a walk with the children to the church nearest school, or see if a visit can be arranged.</li> <li>▪ Play some Jewish music (Stephen Melzack's 'Two Candles Burn' is excellent). Talk about the importance of prayer for Jewish worship, and share some simple examples with children. Show them a prayer shawl – a symbol of being surrounded by, covered by the Almighty.</li> </ul> <p><b>Why is the Bible important in church? Why is the Torah important in a synagogue?</b></p> <ul style="list-style-type: none"> <li>• Show the children a Bible, and ask who has a Bible at home. Explain that the Bible is a special book for Christians and that it tells believers about God. Tell a Bible story.</li> <li>• Show a picture of a Torah scroll, and teach the class that Christians and Jews share some of their holy writings – the 5 books of the Torah are also part of the Christian bible. The Torah is also called the 'Books of Moses.' Tell a story of Moses – make it exciting!</li> </ul>	<p>Pupils will:</p> <p>Recognise that Jews and Christians worship God (L1)</p> <p>Know that in synagogue and in a church there are symbols, and it is a place for prayer and for learning.(L1).</p> <p>Retell a story of Moses and / or a story of Jesus (L2).</p> <p>Suggest meanings for symbols used in worship (L2)</p> <p>Respond sensitively to things that happen in holy places (L2)</p>	<p>RE Online is an excellent starting point for visual learning here. If two visits are not possible then this is the next best thing.</p> <p><a href="http://www.reonline.org.uk/learning">www.reonline.org.uk/learning</a></p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>Can we sort out what we have learned about two holy buildings??</b>			
<p>Pupils will be able to :</p> <p>See clearly the learning they have done about two religious buildings</p> <p>Talk about, and respond sensitively to questions about places of worship</p> <p>Learn from a school visit to one or more places of worship.</p>	<p><b>Sorting out</b></p> <ul style="list-style-type: none"> <li>• Prepare an envelope for children in groups containing two simple pictures, one of Jewish worship, one of Christian worship. Both pictures should be cut up into 6 or 8 pieces, and mixed up. Ask children in 4s to sort out the cut up pieces of pictures and stick them back together as a church picture and a synagogue picture (it's not a race).</li> <li>• When groups have finished, ask them to label their picture with as many words as they can that they have learned in this RE work about holy buildings (after a couple of minutes, you might show the groups a word list to help them with key vocabulary).</li> <li>• Word list: holy / sacred / cross/ altar / place for singing / something to smell / something to drink / something to eat / Torah / Ark / Bimah / Light / calm place / thoughtful place / place of togetherness. (This includes some hard concepts to talk about: emphasises that RE loves 'why' questions).</li> <li>• Teach the children that each of these buildings is sacred, to different people. Tell them how important it is to keep the two separate, even though they are similar.</li> </ul> <p><b>Conclusions: Consider these questions about worship with the children:</b></p> <ul style="list-style-type: none"> <li>▪ Where is your special place? What do you do there? Why is it special to you?</li> <li>▪ What special places have you visited? What made them special?</li> <li>▪ What special or holy places do Christians go to? What does the place look like? What do they do there, and why? Why do you think they go there? What makes it calm, exciting, friendly or thoughtful?</li> <li>▪ What special or holy places do Jewish people go to? What does the place look like? What do they do there, and why? Why do you think they go there? What makes it calm, exciting, friendly or thoughtful?</li> <li>▪ What are the similarities and differences between different peoples' special places?</li> <li>▪ What did you like doing best in this set of RE lessons?</li> <li>▪ What did you learn from 'Chalky Church'?</li> <li>▪ How can we find out more? What extra questions would we like to ask about holy buildings?</li> </ul>	<p>Pupils will:</p> <p>Recognise that religions are many (L1)</p> <p>Know that Christians worship in a church and Jewish people in a synagogue (L1).</p> <p>Know that worship is a way of showing what matters most to us (L1).</p> <p>Retell simple stories of Jewish and / or Christian worship (L2).</p> <p>Suggest meanings for some symbols they have found out about (L2)</p> <p>Respond sensitively to things that happen in holy places (L2)</p>	<p>You could use a simpler matching exercise to see if pupils can identify Jewish and Christian objects: which three photos from inside go with one from outside each sacred building?</p> <p>Children could use an outline of a cross or a Star of David and decorate it with pictures of the things special to people who worship there.</p> <p>RE Today publish '<b>Talking Pictures</b>', a visual learning resource for KS1, which is perfect for this work.</p>