

<p>The Telford & Wrekin SACRE RE Agreed Syllabus Support for Teachers through Planned Investigations</p>		
<p>Unit title: What can we learn from visiting sacred places? Age Group: RE Unit for Years 3/4/5/6, age 7-11</p>		
		
		

What can we learn from visiting sacred places?

Vihara, Church, Synagogue, Gurdwara, Mandir, Mosque Year 3, 4, 5, or 6

ABOUT THIS UNIT:

Enquiry skills: This unit provides teachers and learners with an enquiry focused approach to learning from visits to sacred places. The emphasis on learning outside the classroom, and exploring questions through a visit provides for learning about sacred places as spaces to worship God. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. The unit will work best if pupils can visit the sacred buildings of two religions, and explore others through a virtual visit or in some other way.

The work also poses questions about whether a place of worship is the best kind of spiritual space, considering the idea that a natural environment is a spiritual space, and many people are more inspired to spiritual life by rivers and mountains than by churches or temples.

The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Telford & Wrekin teachers work with mixed age classes, and differentiation is important for all teaching of RE.

Exploring religious phenomena: The unit models a particular way of learning in RE: enquiring into the phenomena of religion. By making careful observations of what happens in religion, and by describing these thoughtfully, the artefacts, buildings, shrines and worship of the tradition are revealed in increasing depth. Through this process, the learners gain knowledge and understanding of the ways of life of others, their beliefs, ideas and community life together.

Six religions? The unit is unusual in providing pupils with materials from up to six different religions in a single unit. Teachers can be selective, and use the material from just two or three religions if they wish. This plural learning demands that teachers take care to avoid confusing children. The aim is to make space for good learning about religious diversity. Any teacher might plan this in ways that include a visit to perhaps two of the places of worship (and this could be a Cathedral and a chapel), and a virtual tour of two others. The aim is clarity and with careful, clear teaching this is not difficult.

Ages 7-11: It is also unusual that this unit is offered for adaptation into different year groups: teachers might plan their visits with 8 year olds or 11 year olds. The unit seeks to enable well planned and challenging work across the age range.

Estimated time for this unit: At least 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything.

Where this unit fits in:

This unit will help teachers to implement the Telford & Wrekin Agreed Syllabus for RE by building on all prior learning. It enables children to visualise the concept of a sacred place, what it means to them and to others. This unit explores virtual tours of sacred places, however where possible it is suggested that children are given the opportunity to visiting these sacred places for themselves allowing them to engage all their senses through a first-hand experience. The unit provides an important way of enabling children to see religious diversity clearly: if it is well taught, teaching will refer back to it in many future units of RE.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Ways of expressing meaning
- Questions of identity and diversity
- Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Developing a realistic and positive sense of their own religious and spiritual ideas: clarifying their ideas through exploring other people's ways of worship.
- Being sensitive to the feelings and ideas of others: developing tolerance through deepening understanding of others.
- Being willing to learn and gain new understanding about people different to themselves.
- Developing their imagination and curiosity: enquiring into aspects of worship they don't yet understand.
- Being willing to ask intelligent questions and notice diverse viewpoints and answers: developing critical attitudes

Contributions to spiritual, moral, social and cultural development of pupils:

This unit enables pupils to develop:

- **Spiritually** through an exploration of ways in which people express what matters most to them through images, words, action, and sacred spaces;
- **Morally**, by thinking about goodness and spiritual life;
- **Socially** through developing their awareness of the similarities and differences between places of worship, and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities;
- **Culturally** through a growing understanding of the stories, symbols and actions that are integral to the lives of a range of religious communities in your locality.

Basic background information for the teacher:

- For **Buddhists**, any place can be the place in which enlightenment is pursued. Buddhist temples are increasingly common in Britain. Temples are often centres of community life as well as meditation practice and the teaching of the dharma for different groups. Inside, there is much to be learned from images of the Buddha and practice of the dharma.
- In **Muslim** religion, a mosque or masjid is a place to prostrate, to bow and submit to Allah, to God – a place of prayer. A Muslim may choose to pray at the mosque, and Friday prayers are usually the biggest occasion for communal prayer. The 5 daily prayers can be made anywhere, and a prayer mat, facing in the direction of Makkah, is a clean place from which to pray. Islamic belief says that Allah is present everywhere, but the mosque is a house of prayer in which the human, heart, body and mind, can be focused on submission to the divine. Allah is always present across the whole earth and near to every human being, so you don't need a mosque to pray.
- **Christian** holy places include many kinds of church and chapel, where believers worship together. Any place can be suitable for prayer, but there are different beliefs and understandings about 'holy ground' in different Christian communities. The idea of the presence of God in Christ, or as the Holy Spirit, in the community, or in bread and wine at Eucharist, or in the whole of creation, is variously expressed. Of course, there are tens of thousands of Christian places of worship all over Britain, and in some ways this is the easiest spiritual space to arrange to visit from any school.
- In **Sikh** traditions, the Guru taught that God, the True Name, is known in the community, through worship. The langar (common kitchen) makes a holy place in which all humanity can eat equally, proclaiming the Sikh belief in the value of every person, under God. A gurdwara, the 'house of the guru' is a building where the Guru Granth Sahib, treated as a living guru in the community, is in residence. Visiting a Gurdwara is often a big experience of hospitality for children: they will see Sikh life, and they will eat as well. Belief in God, whose name is truth, has an impact in Sikh life, because God requires truthful living, care for all humanity.

- **Hindu** worship is often in the home, among the family, so this unit suggest children learn about home shrines as special places. There are also numerous Mandirs in the UN today, often in urban settings. The gods and goddesses of Hindu dharma are many: often, a shrine in the home will have a murti (image) of one of the gods or goddesses. Home worship may include singing and prayer by one or more family members. Mandirs in the UK often install murtis of a number of different deities, and the darshan (sight, encounter) of the gods and goddesses is celebrated at daily arti ceremonies, bringing peace, harmony, strength by which to live.
- A **Jewish** place of worship, a synagogue, is in essence a meeting house. The reading of the Torah is central, and the 'Ark' is the cupboard where Torah scrolls are kept. An eternal lamp, symbolising the presence of the Almighty, called Ner Tamhid, burns in front of the ark. Manchester is the second largest Jewish community in the UK, over 25 000 people (Census, 2011). The Manchester Jewish Museum is a good focus for study for this unit, and has an excellent website.

RE in the whole curriculum

This unit provides lots of opportunities for a creative curriculum plan. These include:

- **Learning outside the classroom:** creative and well planned learning from visits makes RE's contribution to Learning Outside The Classroom (LOTC)
- **Geography:** the change and development of local communities and the sites of religious buildings makes a space for community cohesion issues to be addressed in both subjects.
- **History:** the changes in the UK's population in recent decades are a suitable focus for study in both subjects. Use census information to learn about simple demographic change.
- **Literacy:** Ask pupils to undertake a variety of non-fiction writing tasks throughout the unit, including lists, labelled diagrams, persuasive writing, recounts and others.
- **Music:** the music that is made and used in places of worship is often rich and diverse, a source for creative learning. Get pupils to listen, play and sing in the light of the experiences of the visit. Sometimes religious communities don't use music: if this is part of your experience, consider: why not?
- **Art:** through architecture, art, stained glass, sculpture and in other ways, faith communities express their beliefs and values creatively. From studying such examples, pupils can energise their own creative expression.
- **SEAL:** Worship and devotion are emotional activities: pupils can use the examples they encounter to clarify their own emotional responses to place and environment. They are social activities too, and places of worship are social spaces as well as worship spaces.

EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to... (L2)	<ul style="list-style-type: none"> ▪ Identify some of the main features of the sacred places we have visited and / or studied ▪ Recognise how these buildings are used by the faith community. ▪ Identify symbols and recognise their meaning ▪ <i>Respond sensitively to the idea of a special place of my own and its importance</i>
Many pupils will be able to...(L3)	<ul style="list-style-type: none"> ▪ Describe two sacred places and some of the artefacts inside them ▪ Describe some ways in which two sacred places are used ▪ Understand the importance of special places in our lives and the lives of others ▪ <i>Make links between my special place and a sacred religious place, e.g. by discussing what makes(e.g.) mosques or churches special to thousands of people in the UK</i>
Some pupils will be able to ... (L4)	<ul style="list-style-type: none"> ▪ Show an understanding of different examples of holy places and sacred spaces ▪ Describe similarities and differences between two religious buildings ▪ <i>Ask questions and make suggestions to answer about the beliefs and values that are expressed in a synagogue, vihara, church, mosque, gurdwara or mandir for myself</i> ▪ <i>Describe what kind of sacred space would inspire me or influence my sense of values</i>
Some pupils will be able to... (L5)	<ul style="list-style-type: none"> ▪ Explain how worship in a community can make a difference to a believer's life ▪ Explain how similarities and differences in worship at a holy place show different beliefs about God and life ▪ <i>Design a shared space for worship and faith that shows they can explain some of the opportunities and the complexities of religions living together in plural societies</i> ▪ <i>Enquire into the reason why the UK has many newer viharas, mosques, gurdwaras and mandirs, and many thousands of churches (some of which are much older) as well</i> ▪ <i>Express my own views on the challenges of worship for a mixed society like ours</i>

Demonstrating progress through learning: assessment suggestions

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 progression in this work by setting a learning task towards the end of the unit. The tasks here aim to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. These tasks are a menu: select and adapt the most appropriate ones for your learners. The tasks can work at different levels.

- ◆ Choose one or perhaps two of the religions as a focus. Give the children a large (A3) keyhole template and ask the children to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. The might include artefacts, people, activities of worship, and also some emotions, feelings and beliefs. Talk about the completed keyholes in circle time asking children to identify and describe what they have illustrated and labelled and why.
- ◆ Ask pupils to complete a 'senses sheet' about their visits to two places of worship: what did they see, touch, taste, smell, hear, feel, think? Then create a list of similarities and differences between the two places.
- ◆ Use digital photography taken from the visits to produce recounts / reports of the visits, and explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence.
- ◆ Give pupils a choice of questions to think about and write extended answers to: they might tackle three out of these seven:
 - a. What did you like best about your two visits? What five words describe the places you went to?
 - b. What are the main similarities between two holy buildings you visited? What are the biggest differences?
 - c. In what ways is your own 'special place' like a Synagogue / Vihara / Church / Mosque / Gurdwara / Mandir (choose one)
 - d. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, then what would you choose? Who would you give the presents to and why?
 - e. From your favourite visit to a holy place, choose four things that sum up why the building is special. Write a description about each one, and say what it shows you about worship.
 - f. Why are holy places important? Give at least four different reasons.
 - g. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self?
- ◆ Set pupils a design task; if the local hospital, airport, prison (or school?) wanted to build a new chapel that would be a good place for Buddhists, Jews, Sikhs, Muslims, Hindus or Christians to pray or meditate in, what should it be like? Why? Write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society in depth.



All these tasks need to balance the presentation of information and understanding (AT1) with the skills of engagement, reflection and response (AT2). The best RE learning weaves the two attainment targets together in children's experiences.

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have some basic background knowledge of at least two of the religions in this unit.</p> <p>Other field trips and learning outside the classroom experiences are useful preparation too.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Buddhist, Vihara, Dharma, Jewish Synagogue, Torah, Muslim, Mosque, Christian, Church, Eucharist, Hindu, Mandir, Darshan, Sikh, Gurdwara, Langar,</p> <p>Religious and Human Experiences: Shrine, God, Worship, , artefact, holy, spiritual, sacred, devotion.</p>	<p>Web:</p> <ul style="list-style-type: none"> The Telford & Wrekin Local Authority supports this unit with some high quality resources at www.cleo.net.uk The National Association of Teachers of RE (NATRE) supports the creative elements of this unit: www.natre.org.uk/spiritedarts Try www.reonline.org.uk for a good general gateway to RE materials and virtual tours of holy buildings. Select 'Juniors' and click on 'tours' <p>Virtual Tours:</p> <ul style="list-style-type: none"> www.topicbox.co.uk/re (Information about Hinduism) www.mandir.org/photogallery is a good start for pictures of Hindu worship. http://www.hindunet.org/god/Gods/rama/ http://www.hindunet.org/puja/ light a lamp and say your prayers – sound file. Two Website entry points for Sikhism www.sikhnet.com www.sikhs.org www.request.org.uk provides lots of work on Christian sacred places from a range of sources Christianity: www.educhurch.co.uk www.dottieandbuzz.co.uk/prog3/index.html (video clips on many Christian topics) Islam: www.hitchams.suffolk.sch.uk/mosque If access to internet is unavailable the DVD 'Worship' produced by REonline is a useful tool to explore places of worship. The films include visits to places of worship in the UK to hear what believers say about their faith and the importance of worship. (www.reonline.org.uk)
<p>Other resources</p> <ul style="list-style-type: none"> Say Hello To... (RE Today). This set of 6 interactive whiteboard flashbooks and accompanying resources can be networked to the schools computers. One on each of the four religions featured here makes it a useful pack, for younger pupils and those with special needs Places of Worship Photo packs (Folens) Developing Primary RE: Special Places, Worship, Faith Stories ed. Joyce Mackley, from RE today My Hindu Faith Big Book My Hindu Life (Everyday Religion) Dilip Kadodwala & Sharon Chhapi Hindu Mandir (Where We Worship) Angela Wood My Muslim Faith big book, My Christian Faith big book, Evans publishing Religion in Evidence supply a range of books and artefacts from each faith. (www.tts-shopping.com) Birchfield software series: Interactive Places of Worship. Cracking RE – Church Life. Folens – whiteboard plus RE Sherston: BBC Faiths and Celebrations Channel 4 Water, Moon, Candle, Tree & Sword (for Christian and Hinduism) RE for 5-7 year olds (the Teachers' Guide is particular useful for background information) DVD plus packs (BBC shop) including places of worship and world faiths. Soundhealth supply a range of music designed to enhance specific activities (relaxation, thinking, calmness) visit www.abtmusic.com 	<ul style="list-style-type: none"> BBC Broadcast (also available on DVD / Video) Pathways of Belief, Islam 2 programmes, one on Allah as creator and provider, one on living as a Muslim. The Islamic Foundation publish a range of relevant resources and posters: publications@islamic-foundation.com Muslim Educational Trust's 'Children's Book of Salah' explores the relationship between prayer and belief. They publish two useful sets of posters for this unit as well. http://www.muslim-ed-trust.org.uk/index www.jannah.co/learn/flashprayer1.html gives a guide to Salah that can be downloaded www.devon.gov.uk/dcs/re/places/index.html is a useful multi religious site for RE For features of the Gurdwara and other information about Sikhism, see, e.g. Kanwalit Kaur Singh, Keystones: Sikh Gurdwara, A&C Black, ISBN 0-7136-4834-1 Exploring a Theme in RE: Founders and Leaders My life as a Hindu Guy Mizon Morgan Pub Dref Wen Growing up in Hinduism Jacqueline Hirst and Geeta Pandey Longman For information on Hindu prayer and family life, see, eg, Dilip Kadodwala, 1996, <i>Living Religions: Hinduism</i>, Nelson Thornes, ISBN 0-17-428054-8. Developing Primary RE: Home and Family (Worship in Hindu Home), RE Today, ed. Mackley Developing Primary RE: Faith Stories (Divali story activities) RE Today, ed. Mackley Developing Primary RE: Celebrations, Special Times, Faith Stories (Divali story activities) RE Today, ed. Mackley http://www.hindukids.org/pray.shtml - audio + text http://atschool.eduweb.co.uk/manorlh/hinduism/hindui.html Puja described for primary pupils www.kumbhmela.net is a good site for the 2010 Kumbh Mela, with interesting images and full of information. 	

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What makes a place special? What is a sacred place? Are all places sacred? (Select two places of worship for study)			
Pupils will learn: <ul style="list-style-type: none"> • To express their own thoughts and feelings about some special places • That there are places of importance to us, and some of these are special in religious life • There are different reasons why these places are special 	Special places. What do we think? <ul style="list-style-type: none"> • Read an extract from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia (or you could use the movie clip). • Talk about the excitement of discovering new places. What could be behind the door? • Ask the children to think of a special place for them which they enjoy. Children can brainstorm their feelings when thinking about their special place. Link the emotional language used through SEAL: excited, full of wonder, curious, inspired, amazed, anxious. • With 'Talking Partners' explain the brainstorms to each other. • As a class, discuss places that are of special importance to different children. If they could go to one place on earth in their lifetime, where and why? Ask where the special places that they have been to are and what is special about them. Are they places to be alone in or to share with others? Is there a difference? Are our special places outdoors, or inside buildings? • Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship. • Children to complete the sentences: <ul style="list-style-type: none"> ○ A special place I'd love to visit is... because... ○ A place where I feel very good is... because... ○ A place that is sacred for others, but not for me is... ○ Some people think the whole earth is sacred because... I think... ○ I believe that religious buildings are all sacred / are not all sacred because... <p>NB: later in the unit, pupils can be asked to justify or amend the statements they make here in the light of their learning and thinking.</p>	I can... <ul style="list-style-type: none"> • Recognise that some places are specially important to themselves and others (L2) • <i>Respond sensitively to questions about places that are holy or special (L2)</i> • Describe some emotions connected to special places (L3) • <i>Make a link between my special places and some sacred religious places (L3)</i> • Use the word 'sacred' to show my understanding of religious special places (L4) • Explain some similarities and differences between places sacred to millions in a religion, and a place that is special to just one person (L5) 	<p>Teachers may plan to look at two places of worship from the same tradition, or from different religions.</p> <p>Literacy links could include work on simile; 'my special place is like.... because...'</p> <p>Children could express feelings through poetry or through mime.</p> <p>Labelling and lists are important literacy skills: some activities can be structured to use and develop these skills</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p>What can we learn from visiting a place of worship? Process, enquiry, outcomes</p> <p><i>This part of the planned unit can be undertaken at any point in the learning – perhaps lesson 3 or 4 is optimal. If two visits can be arranged, within a few weeks of each other, then similar processes are useful for both, as this embeds the enquiry method in pupils' learning.</i></p>			
<p>Pupils will learn:</p> <ul style="list-style-type: none"> • How to enquire into the meaning of places of worship • A process for using the senses to build up understanding • About the ways in which the place of worship they visit helps the religious community, for example to be strong, stick together, find peace, seek God. • To consider questions about worship and sacred space, developing the abilities to make connections, build deeper understanding and explain points of view. 	<p>Friendliness, peace, thoughtfulness: purposes of sacred space?</p> <ul style="list-style-type: none"> • Before the visit, ask pupils to think about the school building and grounds. Where in school is the friendliest place, the most thoughtful place, the most peaceful place? When the class have agreed about this, take them to these three places, and do something friendly at the friendly place (Affirmation exercise? Group hug?), something thoughtful at the thoughtful place (Read out some poems? Ask big questions?) and something peaceful at the peaceful place (listen to music? Gaze into the clouds?). Record this activity with a digital camera – get the children to do this. <p>Enquiry method: what, how, who, where, why?</p> <ul style="list-style-type: none"> • Questions: Plan the visit, to Mosque, Gurdwara, Church or Mandir, carefully with the pupils. Consider how the five enquiry questions can be used to get the most out of it that they can. Build in to the visit as many opportunities to answer the enquiry questions as possible. It is very valuable to have a member of the community present for the visit, to answer children's questions even better than having them give a talk). • Senses: it works well to ask pupils to record what they see, hear, touch, taste, smell, feel and think at the visit. A recording sheet can be provided for this. Make space for them to notice the atmosphere of the building, for example by having them sit quietly, or lie on the floor, while a piece of sacred text is read, or a short piece of sacred music is played. Notice as well there are some things 'not to touch' and that believers might taste, but visitors might not. • Purposes: make sure that the enquiry is not just into the outward features of religion. Remind the children of the friendly, peaceful and thoughtful places in school (above). Ask them to agree which places in the holy building are the most friendly, peaceful and thoughtful – this is about the reasons why worshippers come to the place. Ask them also to think: where would be the best place in the building for believers to feel close to God? How can you tell? Why? Again, digital photos of these four places are a great way to record what the children learned and thought about. <p>Outcomes from the work done on a visit</p> <ul style="list-style-type: none"> • Time to follow up. Teachers might plan to use literacy, art and RE lessons creatively following the visit. Don't let the experience go cold before following up the thinking. • Creative, thoughtful, written: ask pupils to make a record / recount of the trip, but also encourage them in every way to do creative writing and artwork that draws on the experience of the visit. E.g: suppose the place of worship was destroyed: what the community do? If you could choose four things from the place of worship to explain its importance, what would you choose and how would you explain? Imagine the building is personified (Y6 literacy) What story could it tell of 'A week in my life'? 	<p>I can...</p> <ul style="list-style-type: none"> • Identify (L2), describe (L3) and understand (L4) places that are suitable for thoughtfulness, friendliness or calm • Respond sensitively to some enquiry questions that help me to find out about a place of worship (L2) • Make links of my own between the senses and the moods of places of worship visited (L3) • <i>Apply concepts like 'inspiration' or 'atmosphere' to reflect with understanding on sacred spaces (L4).</i> • <i>Express personal views, with reasons, about the ways in which a place can express friendliness, peace or thoughtfulness, and about worship's purposes in the places visited.</i> 	<p>The government's site for learning outside the classroom has lots of excellent advice and resources: www.lotc.org.uk Look under 'sacred space'.</p> <p>This unit is very flexible: see the last page as well for ideas that collect evidence of children's achievements throughout the unit.</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Investigate: What makes a church sacred for Christian believers? What can we learn from Christian sacred spaces?			
<p>Pupils will learn:</p> <ul style="list-style-type: none"> • That a Church is a sacred place for Christians. • About the meaning and use of some of the important features of the Church. • About what a church feels like and looks like. • Why Christians come to a Church, what they do there and how they care for it. • To reflect on what they have learnt in relation to their own lives and ideas. 	<p>Special religious places: Christianity</p> <ul style="list-style-type: none"> • Is the Church a bit like music? Listen to some well-known hymns or songs that may be sung in a Church. A range of short excerpts might include the Hallelujah Chorus, a Christmas carol, a wedding march, a contemporary Christian song for children. Listen carefully to hear the words, instruments (e.g. the organ - most churches will have one). Ask how the music makes us feel? Is it joyful? Peaceful? Is it about praising and thanking? Does it make people feel united to join in with one song? • Visit – or use a virtual tour of - a Church. www.request.org.uk is a good place to start. Look outside the Church: how, when, by whom and why has it been built? How when, by whom and why is it used? Go inside, and ask pupils to list / describe in a sentence all the things that are found in a church, but not usual in any other building. Pupils might discover crosses, candles, images, furniture, Biblical scenes, music making kit, and many more. If they don't know what it is or why it is there, they must write their questions instead of their statements. These can be put to a congregation member if possible. Ask pupils to remember the enquiry questions and the five (seven) senses as they work. <p>How do Christians use the church? How do they make it a special place?</p> <ul style="list-style-type: none"> • Discuss with the children how the Church congregation will attend a church service (not necessarily daily) and listen to a reading from the Lectern (taken from the Bible) and if the church has a pulpit that this is used by a Priest / Vicar / Minister to preach a sermon, to explain the reading. Members of the congregation may take part in the Sacrament of the Eucharist 'Communion' (bread and wine) remembering that this symbolises the body and blood of Jesus. Christians believe that Jesus' presence is with them. Discuss Sunday as a special day for Christians: services may include groups for children – such as cubs, scouts, brownies and guides. Younger members of the Church may have a group to find out more about God and to pray. • The Church can be seen as a kind of family; everyone helps each other and looks after the church. Some may decorate the church with flowers, some clean the church each week, or make time to pray for the church and its people, usually volunteers. • Back at school creativity: Children can make a stained glass window using card, poster paints, tissue paper. Give them a choice of themes: Light and Dark / Jesus: a key moment in his story / Peace / Spiritual growth, or other choices might be suitable. Can they make links between their creative work and the visit, the bible, the community life of Christians? • The Church of St Mary Abbotts has a useful website: http://smanews.weebly.com/ 	<p>I can...</p> <ul style="list-style-type: none"> • Use correct vocabulary to recall the meanings of some artefacts from inside a church (L2) • <i>Suggest simply why people might like to go to the Church (L2).</i> • <i>Consider and describe why people might volunteer to look after the Church (L3)</i> • <i>Suggest various answers to questions about the meaning and significance of what happens in church, referring to learning about Christianity (L4)</i> • Explain how similarities and differences in the practice of worship show similarities and differences in beliefs (L5) 	<p>If you are able to visit a Church use prepared photographs of objects within the Church to get ready.</p> <p>Each pair of children can explore the church searching for objects to match their photographs.</p> <p>Using 'post-it' notes they can give each object a name, or choose one word to describe it, and place the 'post-it' next to the object. Do ask in advance, but most Churches will be happy for them to do this.</p> <p>Children can draw, sketch or photograph the object, this is a way of them bringing the special object back to school with them. The Art Curriculum (QCDA 2010) requires KS2 pupils to "use their senses and the world around them to stimulate and develop imaginative ideas that inform their creative work" It's exactly matched to this learning.</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Investigate: why is a mosque a special or sacred place for Muslims? What can we learn from it?			
<p>Pupils will learn:</p> <ul style="list-style-type: none"> • That Muslims are one of Britain's religious communities, the second largest after Christians • About the use of a prayer mat, to create a clean place from which to pray to Allah. • That a Mosque is a sacred place for Muslims. • About some of the important features of a Mosque. • About what a Mosque feels like and looks like. • Why Muslims come to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect. 	<p>Special religious places: What is a special place for Muslims?</p> <ul style="list-style-type: none"> ◆ Listen to an extract of an Imam reading from the Qur'an, or making the Call to Prayer. Talk about the feelings that come from the voice, even if the words aren't understood. Ask pupils to think about the ways words can get in the way of feelings, and the ways words can help with expressing our feelings. ◆ Photos: Show some photographs of a Mosque, and talk about how a Mosque is usually thought of as a building where Muslims can come together to pray. Point out that anywhere a Muslim chooses for prayer is believed to become a Mosque for that particular time. The local Westbourne Park Mosque has a good website: http://www.almanaar.org.uk/ ◆ Ask pupils what they know about body language. Tell them that Muslim prayer uses body language to express belief. Show pupils a prayer mat. The best thing is to use the artefact itself, but a photo makes a reasonable substitute. Teach pupils about how Muslims pray 5 times each day, facing Makkah, and bowing to God, then wishing peace and blessings to those with whom they pray. The prayer mat is a clean place from which to pray – it is like a mosque. Standing on the mat makes a special or holy place for Muslims. Ask pupils: what is the body language saying, as the Muslim person prays? ◆ Visit – or take a virtual tour of - a Mosque, explaining that this is a special place for Muslims. See guidance on visits above. ◆ Enquiry ~ Speak and listen: Focus in turn on: the outside of the Mosque, notice the Minaret and the Dome. Look at the most important part of a Mosque – the hall where people pray. Looking carefully at the lack of furniture. Why is this? Where do worshippers sit? Notice the prayer mats and the way a worshipper must face. The Minbar shows the direction for prayer. Look at the clock, what times are daily prayers and how many prayer times in one day? How might Muslims pray if they cannot get to the Mosque at that time? Note the separate prayer hall for women, why is this? Who is the Imam? What does an Imam do? Talk about how Mosques look rather empty because there are no pictures or statues, suggest reasons for this. Does the mosque have special windows? Notice any Islamic art, geometric patterns and so on. ◆ What signs of respect are used and what do they mean? Ask pupils to identify ten different ways that respect is shown to Allah, the Prophet Muhammad (PBUH) and the holy Qur'an at the mosque. These might include visible signs: removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly. But some signs of respect are in the heart or mind: sincere intentions, dutiful obedience, submission. Ask pupils to discuss whether some of these are more important than others – can they rank them? This activity can be adapted with reference to other holy buildings and comparisons are very good ground for learning. 	<p>I can...</p> <ul style="list-style-type: none"> • Recognise aspects of a Mosque that make it a Muslim sacred place (L2) • Recall what we have found out about special places for Muslims (L2) • <i>Respond sensitively to the idea that a Mosque can be described as the 'hub' of Muslim life (L2)</i> • Describe the meaning and uses of a prayer mat (L3) • <i>Describe their own connections between Muslim worship and belief, or their own beliefs and ways of expressing them (L3)</i> • Use the concept of respect to show understanding of what happens in a mosque (L4) • Apply the idea of respect for themselves (L4) 	<p>Ask children where in the mosque people might feel peaceful, together, caring, close to God / Allah or ready for anything. Why?</p> <p>Children could make a model mosque and design for themselves the items found within a Mosque.</p> <p>Literacy activities following the visit might include examples such as</p> <ul style="list-style-type: none"> ◆ Stories with historical settings – a story of the Prophet (Year 4) ◆ Writing persuasive texts: why should a new mosque be built in our town? (Year 4) ◆ Journalistic writing: "Year 6 pupils discover spiritual life at local mosque" (Year 6)

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Investigate: What makes a gurdwara holy for Sikhs? What can we learn from it?			
<ul style="list-style-type: none"> About Sikhs as one of the UK's large religious communities – over half a million. That a Gurdwara is a sacred place for Sikh people. About some of the important features of the Gurdwara. About what a Gurdwara feels like and looks like. Why Sikhs welcome everyone to eat at the langar kitchen. How the holy building and the holy writings of Sikhs are connected to pupils own lives and ideas. 	<p>Special Places: what makes the Sikh Gurdwara sacred? It's good to start this work with some shared food. Perhaps the class can cook some food together and share it, or go on a walking tour of the school kitchen, and think about all the people who work hard to prepare and provide school dinners:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> Remind pupils what places are special for Muslims and Christians. Talk about what you find in both buildings. Introduce pupils to learning about the Sikh holy building, the Gurdwara. Listen to some music from Sikh singers if you can – live or on CD. Ask children to listen carefully: what feelings and emotions go with this music? Ask how the music makes us feel? Is it joyful? Peaceful? Calming? Different? Visit a Gurdwara. (a virtual tour of a Gurdwara is a substitute - there are several online, one good one is at www.thegrid.org.uk/learning/re/virtual/sikh) Look outside the Gurdwara: are there domes? Symbols? A flag? Go inside; focus on the place give to the Guru Granth Sahib. What kind of book might be given such special treatment? It is treated as living Guru, not merely a book! Discuss with the children how the Sikh people will attend services (not necessarily daily) and listen to a reading from the Guru Granth Sahib. Teach pupils about the langar, and the principle for sharing food there: everyone eats together. No one is excluded unless they refuse to be 'on the level' with everyone else who is present. Could it be seen as a kind of family, everyone helps each other and looks after the Gurdwara? Children can make a labelled diagram of the inside and outside of a gurdwara – photos on the whiteboard are good for this. <p>The Guru Granth Sahib and the Gurdwara</p> <ul style="list-style-type: none"> The Gurdwara is the 'Guru's house'. This is an important idea – any building in which the Guru Granth Sahib lives becomes a Gurdwara – so the book is not kept in libraries, for example. There is a useful example on www.cleo.net.uk it's part of the KS3 resources, called 'Sukh Aasan' Learn about the Guru Granth Sahib (the scriptures of Sikhism, the 'living Guru') and how it is looked after and treated in the Gurdwara, when it is read. Find out about how worship is carried out in the Gurdwara, involving hymns and prayers and reading from the Guru Granth Sahib. Learning from sacred writings at the Gurdwara: Discuss what books and words are special to pupils, why, and what specifically they have learnt from them. Are these words sacred, or holy? Perhaps they are better described as inspiring or moving? 	<p>I can...</p> <ul style="list-style-type: none"> Suggest what makes Gurdwara a special place for Sikhs (L2) <i>Talk about why people would volunteer to serve free food in the langar, responding sensitively to ideas about generosity and the holiness of a place (L2)</i> Use correct vocabulary to describe the meanings of some Sikh artefacts in the Gurdwara (L3) <i>Make links between Sikh belief and behaviour – e.g. "All are equal to God, so all can eat together" (L3)</i> Describe, using the right words, why Sikhs may be inspired by the Gurdwara and the community (L4,) <i>Apply ideas like generosity, holiness, community to their own lives and the lives of Sikhs (L4)</i> 	<p>This unit is made much more memorable and powerful if a visit can be arranged, whether to the Gurdwara and Langar, or to the places of one of the other faiths studied here. This is always demanding for teachers, but worth the effort if great RE is the result.</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn from this?			
<p>Pupils will learn: To know about some of the things Hindus do within their families.</p> <p>To find out about some Hindu artefacts that might be found in a home shrine.</p> <p>To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness.</p> <p>To reflect for themselves on the search for and value of thankfulness.</p>	<p>What is it like to have a shrine at home for family worship?</p> <ul style="list-style-type: none"> ▪ Find out from the children what they already know about Hindus through discussion. ▪ Talk about the fact that Hindus believe there is one God, but that God has many forms. A Hindu chooses one or more of these forms to worship. ▪ Look at pictures of some of the gods and goddesses. If appropriate, collage some examples of these murtis (images) ▪ Watch BBC Faith Stories to develop children's knowledge of Hinduism. <p>Saying thank you in Hindu worship: How and why?</p> <ul style="list-style-type: none"> ▪ Explore the importance of saying thank you with the children. Can they think of five times in the day when it is good to say thank you? Talk about who we thank – and that some people thank gods and goddesses for life, food, love and friendship and many other things ▪ Teach pupils about the idea that worship is a kind of 'thank you'. Show them – using artefacts for a demonstration if you can – how Hindu families might worship at home. ▪ Talk about the different ways people think of God: Muslims have 99 names for Allah, Christians see God in Jesus. Hindus have many murtis or statues for the different forms of the divine. <p>Hindu worship at home and mandir: similar and different</p> <ul style="list-style-type: none"> • Teach pupils that many religious people worship in a special place, but it is also possible to make an 'ordinary space' special or holy – a part of the home for example. • A good way to do this is with two whiteboard photos, one of worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like 'double bubble' will help children to sort out ideas about this. <p>Then use artefacts, or pictures to introduce some things which might be seen if you looked 'through the keyhole' into a Hindu family home. These could be:</p> <ul style="list-style-type: none"> ◆ A picture of the child Krishna, a murti or statue of Lakshmi, goddess of wealth and luxury, a puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets. <p>What is precious? How do we say thank you?</p> <p>Ask the children to talk about the objects, and tell you all they can about the person who has these things in their house. This task can be developed with some simple writing to explain and describe the pictures, relating them to children's own lives.</p> <p>You could use a simple writing frame: My most precious person is... because... My most precious thing is... because... My most precious book is... My most precious memory...</p>	<p>I can...</p> <ul style="list-style-type: none"> • Label a diagram of a Hindu shrine with some words from a list (L2) • <i>Respond sensitively to examples of Hindu religious practice in the home (L2)</i> • Describe the importance of a shrine in a home or mandir to Hindu people (L3) • <i>Make links between my home life and Hindu home life (L3)</i> • Describe similarities and differences between Hindu worship at home and in the mandir (L4) • <i>Apply ideas about community to worship: is it easier to worship alone, in a family or in a big group? Why? (L4)</i> • Enquire into the reasons why worship is very varied in Hindu communities (L5) • <i>Express and support views of my own about what makes a space sacred (L5)</i> 	<p>This example is different from the three preceding ones, because it focuses on worship in the home.</p> <p>Note that some children from non-Hindu families may have misunderstandings about Hindu traditions, particularly the worship of the Divine One in Hindu dharma. The gods and goddesses are all different forms of the Divine One. RE's aim here is to clarify the area, so each child understands each religion accurately.</p> <p>Hindu Mandirs locally:</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Can any place be spiritual? What is a spiritual space for me?			
<p>That many people feel more sense of spiritual life, or of worship, in natural environments than in churches mosques or other holy buildings</p> <p>That anyone can be spiritual whether they are religious or not.</p>	<p>Purple headed mountain, river running by, sunset and the morning that brightens up the sky.</p> <ul style="list-style-type: none"> In this lesson, pupils will consider the idea that the natural world is a better environment in which to worship, or to express your spiritual side, than nay holy building made by humans. Begin by showing some images of some of the most stunning and inspiring natural beauty. Ask pupils: What is your favourite: view, mountain, lake, place in the world? Fish, wild animal, insect, bird? Domestic animal (pet), part of the body, weather, flower, country? You could use the song 'Wonderful World. Use this song to explore and raise questions about the wonders of the world and the idea of creation. Ask children what they think the singer believes. How can they tell? Play the music, and give the children the lyrics to see. Ask them if they can, while listening, write down the questions that come into their minds - give them a template to do this like the one below. Ask pupils to make their own 'list poem' of some of the things that amaze them about the world. Ask pupils to remember or to read and think about some religious creation stories. These often carry a message about worshipping or thanking god for the beauty of the Earth. Consider why people who believe in God give thanks for the world. What do other people do in response to the wonders of the world? Who can we say 'thank you' to and how can we show we are thankful? <p>When the house of God burned down... [IAB / IDB]</p> <ul style="list-style-type: none"> Ask the class to imagine that a local place of worship has been destroyed by a fire, an accident. There is an insurance payment, and the community meets to consider what to do. They are going to role play the meeting and the community's ideas. At first, get pupils in pairs to write in the centre of poster papers what they think should be done. Put them on tables for the class to walk round, and add comments to, starting with 'I agree because (IAB)' or I disagree because (IDB). Pupils might move in groups from table to table. They construct reasoned pages of ideas about the question. Then present an argument: it would be better to always have worship in the open air, so don't build a new holy building. Use the money for something good instead. Construct arguments and give reasons for both sides of the debate, and have votes to see what the class thinks best. 	<p>I can...</p> <ul style="list-style-type: none"> Suggest what makes a natural place spiritual for some people (L2) Talk about why people might experience God in the open air, responding sensitively to ideas about the spirituality of the natural world, or God as creator (L2) Use correct vocabulary to describe the spiritual meanings of worship (L3) Make links between worship in a holy building and worship in the open air (L3) Use the right words to describe why the natural world, for theists, is a sign of God's goodness (L4) Apply ideas like spirituality, holiness, being overwhelmed, being refreshed to their own lives and the lives of others (L4) Explain, giving reasons, their view about whether holy buildings could or should be replaced with 'natural world' worship (L5) 	<p>The Fischy Music song 'Wonderful World' is an excellent and interesting learning tool for this work, and connects well with the music curriculum for year 4 or 5.</p> <p>IAB / IDB is a variant on the learning strategy called 'silent discussion' A very powerful thinking skills based approach, enriching RE.</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Investigate What have we learned about places that are special or holy to different people?			
<p>To collect and note the main ideas about worship that they have learnt.</p> <p>To present information to suggest why certain places are sacred – and to whom.</p>	<p>Special places are different. Many people have special place. What places are sacred in different religions?</p> <ul style="list-style-type: none"> You might bring the work of the unit together in a group task: Prepare a presentation or an assembly to share with younger children in school. Children could work in small groups each looking at different aspects of the sacred places studied. They could work in the character of a believer and make important resources / objects similar to the ones they have learned about, choose readings and music that sum up what they have learned, create a drama of a 'week in the life of a... (sacred place). <p>Possible assessment tasks: (use the ones that challenge your pupils most effectively – not all of them!)</p> <ul style="list-style-type: none"> ◆ What would you see through the keyhole in a sacred place? Choose one or perhaps two of the religions as a focus. Give the children a large (A3) keyhole template and ask the children to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. The might include artefacts, people, activities of worship, and also some emotions, feelings and beliefs. Talk about the work in circle time asking children to identify and describe what they have illustrated and labelled and why. ◆ Five senses plus feelings and thoughts: Ask pupils to complete a 'senses sheet' about their visits to two places of worship: what did they see, touch, taste, smell, hear, feel, think? Two examples for each sense. Then create a list of similarities and differences between two places. ◆ Camera, action. Use digital photography taken from the visits to produce recounts of the visits, and enable children to explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence. <p style="text-align: right;">CONTINUED</p>	<p>I can...</p> <ul style="list-style-type: none"> Suggest why certain places are sacred and to whom (L2) <i>Respond sensitively, with different senses, to the learning about worship (L2)</i> Describe items associated with worship and their meanings (L3) <i>Connect experiences of my own with experiences of worship in simple ways (L3)</i> Describe similarities and differences between different practices of worship and sacred spaces (L4) <i>Apply ideas such as emotions in worship, seeking peace, being thoughtful to themselves and to the practice of worship (L4)</i> Enquire into, explain thoughtfully and express ideas of my own in relation to the worship of different religions (L5) 	<p>If a visit has been undertaken an activity could be to write letters of thanks to whoever met and guided the pupils round.</p> <p>Teachers will get the best work if an audience is identified – the people they have encountered during the unit are such an audience.</p> <p>Also see the pages for learning activities on each of the four places of worship: evidence for achievement comes from the learning throughout the unit.</p>

	<ul style="list-style-type: none"> ◆ Three out of six: Give pupils a choice of questions to think about and write extended answers to: they might tackle three out of these six: <ol style="list-style-type: none"> 1. What are the main similarities between two holy buildings you visited? The biggest differences? 2. In what ways is your own 'special place' like a Church / Mosque / Gurdwara / Mandir (choose one) 3. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, then what would you choose? Who would you give the presents to and why? 4. From your favourite visit to a holy place, choose four things that sum up why the building is special. Write a description about each one, and say what it shows you about worship. 5. Why are holy places important? Give at least four different reasons. 6. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self? ◆ Set pupils a design task; if the local hospital, airport, prison (or school?) wanted to build a new chapel that would be a good place for Sikhs, Muslims, Buddhists, Jews, Hindus or Christians to pray, reflect or meditate in, what should it be like? Why? Do some design drawings and write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society in depth. 		
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