



# Religions in the local community

## What will make our town/village a more respectful place?

**YEAR GROUP: 6**



**This unit of work for Religious Education provides non-statutory exemplification of some good teaching and learning for any school to use.**

**This plan helps pupils learn about these key areas of RE: Beliefs + Questions / Worship, Pilgrimage and Sacred Places / Religion and the Individual / Religion, Family and Community**

# What will make our town a more respectful place?

YEAR GROUP: 5/6

## About this unit:

This is a special and original unit of RE and can be used for all pupils at any point in the age range 7-11, though probably best meets learning needs in Year 5 or 6. It provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside the studies in depth of individual religions that schools will be providing at key stage two. If you live in a village or a city, then change the title!

There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered. The unit focuses on breadth of study, and provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK. The unit is well suited to some local RE, including visiting places of worship and receiving visiting members of faith communities.

What religions are represented in our region? Pupils will think about the West Midlands and the Borders. There is great difference between urban Telford and the many rural villages that surround it. The unit explores this diversity carefully. The unit can make useful links with the concept of a 'region' and a 'local area' which pupils will encounter and use in Geography. The plan gives examples of Hindu and Christian places of worship, but other examples – Mosque, Synagogue, Vihara or Gurdwara - can easily be used with similar learning activities.

The themed curriculum can enable geographical learning and RE learning alongside each other through this unit. There are other obvious links with terminology such as 'region', 'neighbourhood' or 'local area' and geographical skills will help pupils to get the most out of this unit of RE. There are connections to local history as well.

The aims of the unit are not exhaustive: RE does much else as well as exploring respect and attitudes to diversity. But here, the concentration is on ideas about respect and mutual esteem, the good of all in a society of difference. Community cohesion work needs the rigour and diversity of view that RE can provide through work like this.

Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.

## Where this unit fits in:

This unit will help teachers to implement the requirements for RE by providing them with well worked examples of teaching and learning about the theme of tolerance and respect for all that focus on the ways religions are both similar and different. By using the concepts of commitment, respect and tolerance and examples of co-operation between faiths the unit aims to make a key contribution to religious understanding for a plural community or region.

**Estimated teaching time for this unit: 12 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 12 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

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

- **Self awareness** by becoming increasingly alert to the religious environment of the city and their place in it;
- **Respect for all** by developing a willingness to learn from religious plurality and diversity;
- **Open mindedness** by engaging in positive discussion and debate about the benefits of living in a diverse community of many cultures

**The unit will provide these opportunities**

- Pupils have opportunities to consider the concept of diversity
- Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect
- From the study of many religions, pupils will be able to think about their own experiences and views in relation to questions of community cohesion

**Background information for the teacher:**

For some, the development of attitudes of respect to diversity is the key to good RE. This attitudinal development is to be founded on good learning about the local community. The UK and each of its regions has, of course, long and deep Christian traditions, as well as many decades of development for the communities of Hindus, Muslims and Sikhs in some areas. A couple of hundred thousand Jewish people and Buddhists are also found in the UK and other religions are also significantly represented in the country.

There is nothing simple about this unit of work, and teachers will need to do some preparation: be sure you have a good idea about your own local area and about the statistics of plurality for the region and nation. This is easily done from [www.statistics.gov.uk](http://www.statistics.gov.uk) It is often important to acknowledge difference: religions are not 'all the same'. It is always good to affirm the identity of the child, as well as to explore other identities. The census statistics from 2001 and 2011 enable excellent comparisons over time and between localities.

<b>Vocabulary + concepts</b>	<b>Resources</b>	
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Specific religions:</b>          Christianity          Hinduism          Islam          Sikhism</p> <p><b>The language of shared human experience:</b>          Tolerance          Sensitivity          Respect          Acceptance</p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>▪ BBC Broadcasts and videos: Watch (faith stories on Judaism and Islam), Pathways of Belief (2 programs on Judaism with programs on Islam and Hinduism from Summer 2001)</li> <li>▪ There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation: <a href="http://www.islamic-foundation.com">www.islamic-foundation.com</a> . Story books, audio and video tapes and posters are all useful.</li> <li>▪ Both Folens and Nelson publish some useful picture packs on particular religions.</li> <li>▪ Developing Primary RE: 'Faith stories' edited by Joyce Mackley from RE Today</li> <li>▪ Exploring a Theme in RE: 'Religion Around Us' edited by Joyce Mackley, RE Today</li> <li>▪ Resources which enable children to gain a better understanding of their own local religious communities e.g. Parish profiles, church newsletters, magazines, notice boards, websites for the Mosque, Gurdwara or Mandir</li> <li>▪ A visitor from the faith community prepared to answer questions devised by the pupils.</li> </ul> <p><b>Web:</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ Websites for 'virtual places of worship':</li> <li>▪ <a href="http://www.mandirnet.org">www.mandirnet.org</a> – Hindu temples</li> <li>▪ <a href="http://www.ummah.org.uk">www.ummah.org.uk</a> – A Muslim gateway site</li> <li>▪ <a href="http://www.sikhkids.com">www.sikhkids.com</a> – A good Sikh site for pupils.</li> <li>▪ <a href="http://www.jewish.co.uk">www.jewish.co.uk</a> – A gateway site for Judaism.</li> </ul>	
<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 developing attitudes of open minded and courageous engagement with different views</li> <li>▪ Opportunities for <b>moral development</b> come from recognising the rights of all and the need for acceptance in human communities</li> <li>▪ Opportunities for <b>social development</b> come from developing an appreciation of the ways in which diversity enriches human life</li> <li>▪ Opportunities for <b>cultural development</b> come from appreciating the wide and global range of cultures in our county and region.</li> </ul>		
<p><b>EXPECTATIONS: At the end of this unit:</b></p>		
<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify four different major religions (AT1)</li> <li>• <i>Realise the difficulty of some questions about community harmony (AT2)</i></li> <li>• <i>Respond sensitively to people with a faith (AT2).</i></li> </ul>	<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Describe some of the religious diversity of our region, referring to people, places and events (AT1)</li> <li>▪ Identify similarities and differences in aspects of their lives with those of other people of different religions (AT2)</li> <li>▪ <i>Make links between values like respect and tolerance and their own behaviour (AT2).</i></li> </ul>	<p><b>Pupils working at level 4 will be able to</b></p> <ul style="list-style-type: none"> <li>▪ Show understanding of the richness of religious diversity in the UK today (AT1)</li> <li>▪ <i>Ask good questions of their own about religious diversity(AT2)</i></li> <li>• <i>Suggest, with reference to particular religions, how these can be answered sensitively (AT2)</i></li> <li>• <i>Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together (AT2).</i></li> </ul>

## **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 this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

### **Teachers might assess this work by:**

Setting the task of designing a new community centre for a local community in which people from two or more different religious groups could worship at different times, as well as using the building for other community activity. This requires careful understanding of worship and community, and can show how much pupils have understood. Can one building work for both Hindus and Christians? Note that airports, hospitals, prisons and other public facilities have multi-faith prayer rooms. For example you could ask pupils to design a new multi faith prayer room for the expanding Leeds Bradford Airport.

Include in the task the making of a poster / web page / leaflet page on the theme: 'Respect for Each Other' to display in the building / room / hall. This gives pupils the chance to articulate attitudes of respect carefully.

**G&T:** To extend this work, ask pupils to think about whether and in what ways the population of the UK today makes the country a better place to live in than if it were just one race, just one religion that lived here. What could we learn from the harmonious multi religious life of the UK today?

<b>What are the religions of our region, villages, towns and country?</b>			
<p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> <li>▪ learn about the plural religious communities found in the locality and region, the nation and world.</li> <li>▪ Learn that there are four religions in the world numbered in hundreds of millions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What religions are big and strong in our area?</b> Using maps, internet, a questionnaire for parents and phone directories to discover what religious buildings are found in the village, town, city and county. When were they built? Who uses them? Which religious groups are represented? What happens there each week? Census data is really helpful here: <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></li> <li>• <b>Make a long list: What is good about a society where many religions exist side by side?</b> Pupils make a list of some ways the community is enriched by religious diversity. Start by asking pairs of pupils to make lists responding to this prompt: ‘If we were all the same, then there would be no...’</li> <li>• Compare the lists in fours, then ‘snowball’ to collect all the class’s ideas on the whiteboard. Can a list get 20 or more items on it? Which are the most significant?</li> <li>• Draw attention to some ways that migration to and from the UK is enriching: what food, culture, movies, music, sport, medical work and religion would we miss if everyone was still an ‘Anglo Saxon’? These areas are all hugely enriched by diversity. Point out to pupils the many benefits of a mixed community, because these are not always highlighted in the media.</li> <li>• Draw out deeper understanding of how and why religions need to live side by side and whether they can sometimes collaborate. Agreement in ethics is notable – the global poverty issue and the drop the debt campaign, or fair trade are good examples of agreement and action across religious divides.</li> </ul>	<p>I can describe some ways religion makes a difference locally (L3)</p> <p>I can link my understanding of religion to my neighbourhood and to the wider community (L3).</p>	<p><i>There is potential for a rich connection with the skills if the geography curriculum in this unit.</i></p>

<b>Which religions are found in our local area, town, city and region?</b>			
<p>To identify which religions are represented in the local area or community.</p> <p>To work together with others</p> <p>To think carefully and in an informed way about worship and religion</p>	<p><b>Lesson theme - investigate which religions are represented in the school's local area</b></p> <ul style="list-style-type: none"> <li>Ask the children with a partner to think of which religions there are in their area. Make a mind map together of what they know about the religions that are represented in the community.</li> <li><b>Suggestion 1</b> If there are 2 or more places of worship within walking distance then visit these, even if it is not to go inside. Get children to take photos of the places of worship to be placed on a map when they return to school (see below). These photos could be of the whole building, a part which puzzles children or detail such as a notice board. Alternatively, if a walk is not possible, then a teacher could take the photos out of school time.</li> <li><b>Suggestion 2</b> Use Google Maps to pinpoint where these places of worship are. Google now links to websites which may have relevant photos. These maps and any photos can be added to a PowerPoint presentation, as described in the points to note. Children could add their own captions or photos as part of ICT curriculum time. Link the immediate locality to a place in Northants where religious diversity is clearly seen.</li> </ul> <p><b>Things to think about using the photos taken include:</b></p> <ul style="list-style-type: none"> <li>How is the building used? How long has it been here? Who built it and why?</li> <li>What services are there and at what times?</li> <li>How do people in the community know what's happening?</li> <li>What artefacts/symbols are used and why?</li> </ul> <p>If there are not two different places of worship within the local area then one religion can be chosen from the wider community, giving the opportunity for a study of contrasting localities. Explain to the children we will visit a place of worship they may not be familiar with (such as a mandir or a synagogue) in order to produce information on the computer about one of the religions in our community. This could help anyone who is new to the community. We will also look at another place of worship more familiar (such as a church) to us and then compare the two.</p>	<p>I can make a descriptive record of which religions are represented in the local area or a local town (L3)</p> <p>I can say which places of worship are found in my community and describe how they are used (L3).</p> <p>I can use the right words to show that I understand two reasons why religious diversity can be a good thing in a community like ours (L4).</p>	<p><b>Cross curricular link to ICT:</b>  <i>The Smart Board Capture Tool can be used to copy parts of a Google map of the local area. This can be used to drop into a PowerPoint as a teaching resource. Each place of worship can be given a symbol or marker and a hyperlink created to a new slide. This would give some basic information about that place of worship, questions the children have raised and a photo from the walk.</i></p> <p><b>Cross curricular link to Geography:</b>  <i>Using maps, and possibly contrasting localities if local area does not have a range of places of worship from different religions</i></p>

## Is our village, town, city, county typical of the UK's religions?

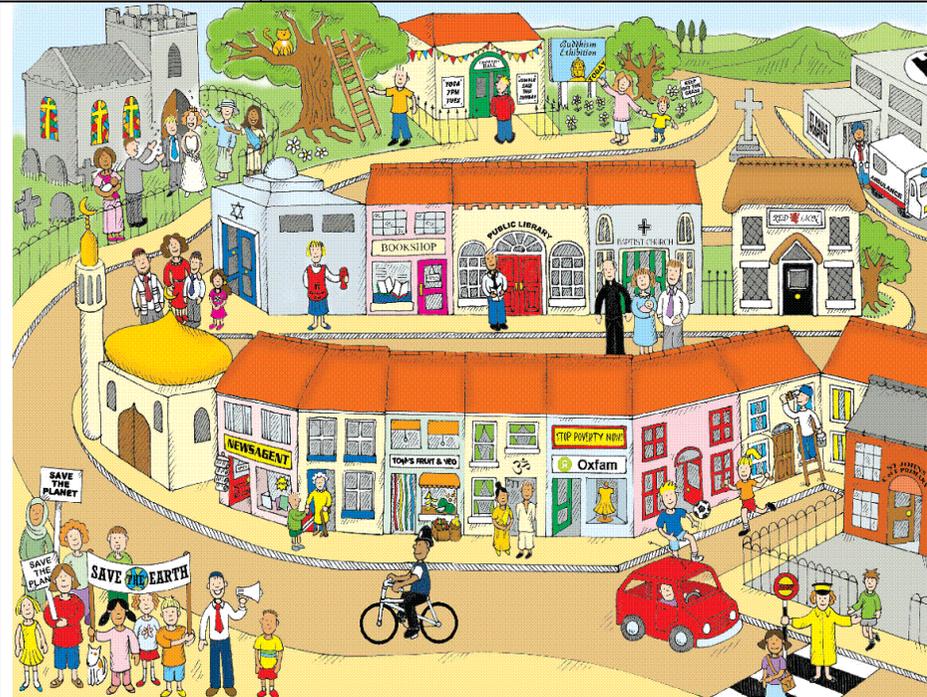
To develop their understanding of the local significance of places of worship and symbols.

**What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where many other religions are very common?**

- For example, pupils could compare life in a local village and compare it to a nearby major town or city, in religious terms. Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different.
- There are relevant, useful activities based on visual learning here, one example is in 'Religion Around Us' (Mackley, RE Today). Selecting and identifying pictures and raising questions from them is an activity that builds understanding of different religions effectively.
- Use photopacks of each of the religions: ask pupils to choose 4 pictures from ten that sum up each religion, and one from each religion that shows how it contributes to the whole community.

I can identify / describe similarities and differences between living in a plural community and living in a community where almost everyone is similar (L2 / 3).

*Geographical skills enhance this work considerably: see it as a way of developing understanding of the big ideas of place, space and scale.*



This picture comes from the RE Today book 'Religion Around Us' – see the resources section. It is called 'The Impossible Village'

Given a large copy, pupils might:

- Identify 15 things in the picture that connect to religion
- Imagine you are a tour guide showing people round on foot: where would you stop? What would you say? Who would you talk to? What would you ask?
- Draw a map from the picture (geography, not RE!)
- List ten similarities between this village and where you live. List ten differences.
- Suggest why these differences matter.
- If you lived here, would you like the multi-religious feel of the village? Say three reasons why or why not.
- Give three reasons why it is important for people who are different to respect one another.
- Create a map of your local area, in masking tap, on the floor. Make models of the buildings that would be there if your local area was perfect

There are many more good learning suggestions in the book.

**What are the key features and artefacts in a Hindu mandir?  
What do these features and objects mean, and how are they used?**

To explore a virtual Hindu mandir in preparation for or as a substitute for a visit.

**Lesson theme-explore the key features and artefacts of a less familiar place of worship: generate questions and suggest answers**

- Prior to the visit to the mandir visit children should be given the opportunity to recap on work covered previously.
- Talk to the pupils about the Through the Keyhole programme on TV. Explain what it was about: you found out about a person through the objects that there were on show in their house.
- Discuss with the pupils what they would be able to see through their own keyhole at home and what it would tell other people about them. Ask them to think of four objects and then tell a partner what that says about them.
- Then using the keyhole made from cardboard show the pupils some Hindu artefacts. Alternatively use a website such as Strathclyde University’s site which has a range of images available. (The Smart Board spotlight could be used for these.) What do they think these artefacts are? What do they tell us about Hindu people?
- Using the interactive whiteboard show the children websites which will give the children an idea of what to expect in their visit. One such site giving virtual tours is: <http://www.ngfl.ac.uk/re/shreeprajapatimandir.htm>
- Use the spotlight on Smart Board set at no transparency to focus in on aspect. What do you think these pictures show? Or use magnifying glass to zoom in. What puzzles you? What do you want to ask? Record questions. Suggest answers possibly using prior learning. These questions could be asked at the mandir.
- Why do you think a Hindu would want to worship at a mandir? How would the things studied in this activity help them to worship? Discuss in pairs, report back and teacher record most thoughtful answers. Use these as predictions.
- Explain purpose of trip is to investigate how worship makes a difference to Hindus lives. The answers from above can be compared to what children find out.

I can raise questions of my own about the objects and features of a place of worship, and suggest answers to some of them from my enquiries (L3 AT1)

*I can think about what is special to me and why, and then look carefully at what is special to other people, making links between my ideas and those of others (AT2, L3).*

*Guidance on how to use artefacts taken from ‘101 Recipes for Creative RE Lessons’*

*See also ‘What, How, Why: Religious Artefacts in the Classroom by Pamela Draycott (RE Today)*

[http://www.bbc.co.uk/bradford/360/version2\\_hindu\\_temple.shtml](http://www.bbc.co.uk/bradford/360/version2_hindu_temple.shtml) A Bradford Hindu Mandir tour, which has good photos on it.

**How does a Mandir help people to worship? What difference does worship and belief make to Hindu's everyday lives? What else happens at the Mandir?**

To use the visit to develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people.

The Shri Radha Krishna temple in Telford is an excellent place for learning. See their website for details.



**Assessment Task / Lesson theme-to reflect on the visit experience and answer the key questions**

Stilling activity. Get the children to imagine a journey. Take them back to the trip and get them to recollect the experiences. If video or sound recordings of thoughts and feelings were taken use these as a reminder.

Show briefly a PowerPoint slide show of photos from the trip on the Interactive Whiteboard. Explain how we are going to add labels and captions to write information for a Hindu new to the area. Remind children that we can use this to our predictions about how worship makes a difference. Headings for each section could be:

1. Building
  2. Services
  3. Links to the community
  4. Artefacts/symbols used
- Explore in a group as much as they can recall in 5 minutes. This could use a 'Snowballing' strategy. Then sort information into categories which are the headings for the information leaflet. (See previous activity)
  - Hand copies of each part of presentation, 1 section per small group, with photos included. Write information on these by hand. Alternatively each group have a laptop to record information.
  - Groups send an envoy to another different group and add any extra information from them.
  - Return to own page, check new information and add to their part of the presentation. Extension- select own photos from those taken and write a second page for that section.
  - Sketches from trip, video clips or sound recordings could be reviewed and included at this point
  - Use computer to add information to the presentations or the children could write up their work by hand
  - Review and evaluate presentations. Answer key questions.
  - Assess children's responses, written and verbal, throughout these activities.

I can show that I understand some key features of a mandir and of Hindu worship through writing an information leaflet (AT1 L4)

I can work with others as a team to make a leaflet.

I can describe three things in a mandir and how they help a Hindu to worship. (AT1 level 3)

*Advice on stilling activities: there are lots of introductory books: Try 'Reflections' by Rosemary Rivett, RE Today.*

*'Snowballing' is a Speaking and Listening strategy from 'Speaking, Listening and Learning; working with children in Key stages 1 and 2' Primary National strategy 2003*

*A useful photo story is available to buy (£2.50) on the RE Today Website: 'Shivam's Secret' is about a boy whose life is changed by what he does at the Mandir.*

What are the key features and artefacts in a Christian church?			
<p>To explore a virtual Christian church in preparation for a visitor.</p> <p>To learn to question and raise questions about religion</p>	<p><b>Lesson theme--explore the key features and artefacts of a more familiar place of worship: generate questions and suggest answers</b></p> <ul style="list-style-type: none"> <li>The children should view the following website to remind them of the features of the church for example nave, lectern, altar, pew, candles, font and their use in worship. One website giving a local flavour to the work is: <a href="http://www.churchestogetherinshifnal.co.uk">http://www.churchestogetherinshifnal.co.uk</a></li> <li>Use spotlight on Smart Board to focus on key images of one part of the inside of the building. Generate questions and suggest answers together. Model how use using 'Image focus activity' to help answer key question.</li> <li>Ask children to suggest answers in pairs for each image using the activity sheet. Some children will need further help by additional open ended, thought provoking questions in order to guide them. The questions on the Activity Sheet could be simplified or the number of them reduced.</li> <li>Look together at the images for each of these areas together using the spotlight. Record children's deepest thoughts about how the features and artefacts make a difference to worship. Add any questions that are still puzzling and record possible answers to refer back to. Look at 'the Events part of the website. How do 'Events' help people to worship?</li> </ul>	<p>Can children raise questions and suggest answers?</p> <p>I can ask good questions and suggest answers. (AT2 level 3)</p> <p>I can describe what happens at a church (L3 AT1)</p> <p>I can make links between what I've learned about Mandirs and Churches and other sacred places (AT2 L3)</p>	<p><i>Image Focus activity:</i> This activity uses a series of questions for children to answer: each question getting progressively more searching, in order to enable children to think more deeply.</p> <p><i>Any image from a story, an artefact or a feature can be placed in the centre of this activity sheet. In this case photos from the suggested website can be used.</i> A template is shown below.</p>
<p>Local churches and chapels are just as suitable for this work as the large or ancient cathedrals.</p> <p>The River Church in Telford has a website full of news and events: <a href="http://www.bytheriver.org.uk">http://www.bytheriver.org.uk</a> It is a new community church.</p>	<p>Sort all thoughts or unanswered questions into key areas [as with the Mandir].</p> <ul style="list-style-type: none"> <li>Building</li> <li>Services</li> <li>People</li> <li>Questions of meaning</li> <li>Links to the community</li> <li>Artefacts/symbols used</li> </ul> <p>The teacher records the best questions for each heading ready for the next lesson, and invites pupils to find out any answers they can in advance. Making RE a 'find out' subject is important in building interest and enthusiasm.</p>	<p>Compare two things using the double bubble thinking framework</p>	

How does a church help people to worship? What difference does believing makes to worshippers every day lives? What else happens at the church?			
<p>To use a visitor to develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people</p>	<p><b>Lesson theme- investigate how a church helps Christians to worship</b></p> <ul style="list-style-type: none"> <li>• Before: Remind children of key question we need to answer. Distribute a selection of questions devised last week to children.</li> <li>• Visitor to give brief talk and answer questions (see Points to note) Take photos of any artefacts. Video and sound recording may also be useful.</li> <li>• After: Reflect on key questions back in classroom. Use photos or other recordings to help remind children if necessary. Give guidance on how to sort information into key headings.</li> <li>• <u>Suggestion 1</u> Give each group two of the main headings from the previous week. Sort which information should go under which heading. In pairs make notes and then compare with other pairs in group.</li> <li>• <u>Suggestion 2</u> Work together as a class with teacher taking notes for each heading. Children to discuss in pairs each one and report back to class. Have the class answered all the key questions? Review answers briefly.</li> <li>• Introduce 'Double Bubble' thinking skills activity on Interactive Whiteboard ready for the following activity. Explain how it will help to compare a Hindu and a Christian place or worship.</li> </ul>	<p>Can children use information provided by a visitor to answer key questions?</p> <p>I can recall what a visitor has told us and sort the information simple (L2)</p> <p>I can raise questions about religion for myself and make links between different aspects of the faith (L3)</p> <p>I can understand how and why Christians find the community of the church so important, and how shared belief makes a difference to life (L4)</p>	<p><i>Brief a visitor before they come in. Depending on their level of experience of talking to children of this age discuss with them their possible answers to these questions. They might also have visual aids available. The visit will need to be short in order to maintain the children's attention.</i></p>

How are two religions so different but still have some important similarities?			
<p>To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions.</p> <p>To describe, understand and begin to explain similarities and differences in worship.</p>	<p><b>Lesson Theme- Reflect on how a place of worship makes a difference to believers. Recognise some similarities and differences between religions.</b></p> <ul style="list-style-type: none"> <li>• Introduce Double Bubble again. Re-read the information leaflet written after the trip to the Mandir. Discuss why Hindus use a mandir to help them worship and what difference it makes to their lives. Record this on one side of the Double Bubble either as a whole class on the Interactive Whiteboard or in pairs on paper.</li> <li>• Do the same for the Christian visitor by re-reading the notes made. What would go in the middle? Finish the middle section and think carefully about these similarities. What does it say about how two religions worship?</li> <li>• Brainstorm ‘what is worship?’ Use the Double Bubble diagram to help. Compare the children’s ideas with the key aspects of worship listed below:                             <ul style="list-style-type: none"> <li>○ prayer (talking to God).</li> <li>○ experiencing God (getting to know him),</li> <li>○ celebrating (saying thank you)</li> <li>○ fellowship (friendship with other believers)</li> <li>○ service (doing something to help the community)</li> <li>○ generosity (giving time or money to help others)</li> </ul> </li> <li>• Which of these is found on the Double Bubble diagram? Compare to children’s own experiences- How do I find stillness or peace? What do I celebrate and how? How do I have fun with my friends and family? If children have religious beliefs then they can also reflect on how they personally experience God.</li> </ul> <p><b>Religions: similar and different</b></p> <ul style="list-style-type: none"> <li>• Finally reflect on how two religions can be very different but have strong similarities. List how children might be different- hair colour, favourite food etc. Now do same for similarities- same class, same favourite football team etc. Discuss how people need to think carefully and thoughtfully (respectfully) about how are all different but that we have many things in common. What is good about having a school with children who are so different? What is good about a community with many different religions and beliefs?</li> </ul>	<p>Can children use their knowledge and understanding to compare two places of worship using a Double Bubble diagram?</p> <p>I can show how two places of worship are different and explain the ways they are the same (L3)</p> <p>I can show I understand the contributions faith communities make to local life (L4)</p> <p>I can explain the meanings of ideas like ‘worship’, ‘celebration’ and ‘inner peace’ for myself (L5)</p>	<p><i>Double Bubble is a method for comparing two different items, here places of worship. It enables children to think deeply in order to compare key concepts and identify similarities and differences.</i></p> <p><i>A Venn diagram is the basis of this idea.</i></p>

What makes people more respectful? How can we live in harmony?			
<p>Deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference</p>	<p><b>How can respectful attitudes be built up?</b></p> <ul style="list-style-type: none"> <li>• <b>Ask pupils to imagine Hindus visiting the church and Christians visiting the Mandir.</b> How would they feel? Might they be anxious, or feel at home? Curious? Comfortable? Out of their depth? Why?</li> <li>• <b>Being a polite visitor.</b> Ask pupils to make a list of ways to be polite when visiting someone else's home. Compare these with some of the symbols of respect believers may use in a place of worship. Some fun can be had by developing simple dramas about people who do the opposite of the respectful thing when they visit. Think about how to show respect when you visit a building dedicated to a religion you don't follow.</li> <li>• <b>A charter for peace between religions.</b> Ask pupils in pairs to come up with four ideas for harmony in the community, written as positive rules (not 'Don't do this, don't do that') Get each pair to compare their ideas with another pair, and agree five rules together. What do pupils think is needed for more respectful villages and towns in our area?</li> </ul>	<p>Pupils can make links between how we treat each other and the idea of a respectful village or town (L3)</p> <p>Pupils can develop their own understanding about making a more respectful village or town, in the light of what they have learned (L4)</p>	<p><i>This lesson uses the general concept of 'politeness' applied to religious diversity. It is worth spending time on the links to SEAL here.</i></p>
<p>Develop understanding of the idea of community harmony through examples of how people get along together.</p>	<p><b>Can we live in harmony, even though we are different?</b> <b>What makes for a community in harmony?</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to create, in small groups a charter for religious respect. They might write ten points that will build up harmony between people from different religions. To simplify the activity, while maintaining good thinking, give them 15 ideas and ask them to select the best ten.</li> <li>• <b>Speculate:</b> if all the religious life of your community was banned (eg festivals, worship, charitable activity), then how would people feel? What would happen? This activity draws attention to the importance of freedom of belief and worship. It could be linked to citizenship work on human rights.</li> </ul>	<p>Pupils can respond sensitively to an example of harmony or conflict (L2)</p> <p>Pupils can make links between their own attitudes to others and the need for harmony (L3)</p> <p>Pupils can apply ideas like community harmony thoughtfully for themselves (L4)</p>	<p><i>Citizenship and PSCH work are connected to this activity.</i></p>

What can we learn from religion about harmony in the city?			
<p>Explore and deepen learning about the idea of community harmony expressing their own ideas.</p>	<p><b>Can our community be more harmonious?</b></p> <ul style="list-style-type: none"> <li>▪ <b>Who is 'us' and who is 'them'?</b> Give pairs of pupils a long and diverse list of membership groups: soccer fans, Catholics, British, Africans, Europeans, asylum seekers, children, pensioners, workers, mothers, males, females, comic book fans, married people, single people, divorced people, English, Irish, Welsh, Scottish, travellers, Europeans, Christians, Muslims, Atheists, Disney fans, gangs, Scouts + Guides, gay people and straight people, country people, townies, children, young people, older people and so on. Ask them to sort out who is 'us' and who is 'them'.</li> </ul> <p><b>Flagging up the human unity</b></p> <ul style="list-style-type: none"> <li>▪ Consider together whether 'us and them' is a good way to look at the world. Apply this to the religious groups in the region. What does it mean to say 'we're all human'? Make a symbol or design a flag that is not just for one group, but for all humanity.</li> <li>▪ <b>Are we all the same underneath?</b> What does that mean? Through reflective discussion, aim to enable pupils to discern what unites humans, and what divides them, and to consider why unity is important.</li> <li>▪ <b>If you were elected Mayor...</b> Ask pupils to think about what they would do for their community if they were in charge, to promote good relations between different communities, they might plan a speech and you could even run a mock election. If you do, get pupils to work in a small team of 4-6 and prepare a speech for one of them to give.</li> </ul>	<p>Pupils can identify some things that make it easy for people to live together (L2)</p> <p>Pupils can describe what a harmonious community is like (L3)</p> <p>Pupils can show understanding of the impact of ideas about harmony on our city for themselves (L4)</p> <p>Pupils explain why harmony is difficult to achieve and express ideas about why it matters for themselves (L5)</p>	<p><i>PSHE and Citizenship work is easily connected to this activity.</i></p>