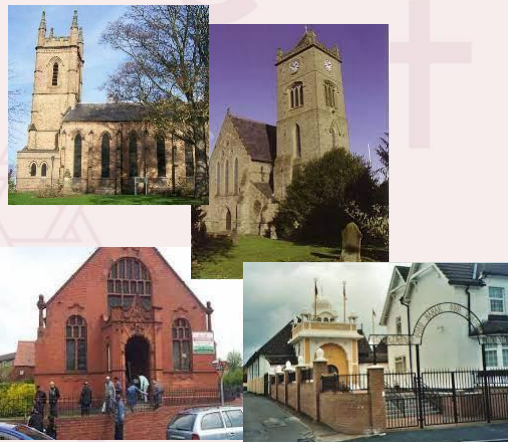



<p>The Telford &amp; Wrekin SACRE RE Agreed Syllabus Support for Teachers through Planned Investigations</p>		
<p>Unit title: <b>What can we learn from visiting sacred places?</b> Age Group: RE Unit for Years 3/4/5/6, age 7-11</p>		
		

## Telford & Wrekin SACRE RE Agreed Syllabus

### Key Stage 2 Planning support for teachers



Telford & Wrekin SACRE Agreed Syllabus	RE Model Unit plan - guidance for teachers
 <p>Term/ Time allocation <i>This unit can be planned around the opportunities for visits to sacred places in the community.</i> Half term - 6-8 hours</p>	<p>Year Group 3/4</p> <p>Unit of Work/Key question What can we learn from sacred places of worship?</p>
<p><b>Unit context/intent/background information</b> 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 <u>discover</u>, 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.</p>	<p><b>Prior learning</b> Children may have visited a religious building in EVPS/KS1</p> <p><b>Agreed Syllabus Units</b> Unit 8 (KS1) 'Finding out about Christian churches and Jewish synagogues' Unit 9 (KS1) 'Respect for everyone' Unit 10 (KS1) 'Symbols of belonging'</p>
<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>children can describe what is meant by 'sacred'</li> <li>children can describe and compare a sacred place significant to religious believers</li> <li>children can explain the value of sacred places to religious believers</li> <li>children can reflect on the significance of sacred places in their own lives</li> </ul>	<p><b>Key Questions from Telford and Wrekin Syllabus</b></p> <p>Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin? <u>How are religious buildings used?</u> Why are religious buildings important to believers? Why are places of worship important to a community and a person's religious identity?</p> <p><b>Key Values</b> Respect tolerance awe and wonder curiosity empathy</p> <p><b>British Values</b> Mutual respect Tolerance of cultures and faiths Individual liberty</p>
<p><b>Concepts/Vocabulary (see Syllabus Concept stages)</b></p> <p>4 Church - altar, lectern, font, pulpit Mosque - mihrab, minaret, qibla, mihrab, wadi Dargah - many sahib, langar, chaur, ramesh</p> <p>3 Sacred - worship</p> <p>2 community</p> <p>1 Special place</p>	<p><b>Key skills</b> These skills relate to the KS2 skills grids outlined in the Agreed syllabus.</p> <p><b>A Know about and understand</b> Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.</p> <p><b>B Express and communicate</b> Appreciate and appraise varied dimensions of religion.</p> <p><b>C Gain and deploy skills</b> Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</p>


**The Unit title is set as a key question:**  
What can we learn from sacred places of worship?

This unit should be planned around the opportunities for enquiry and visits to sacred places in the local community

6-8 hours of lessons.

**Target Year group**

Year 4 (can be done in Year 3)


Telford & Wrekin SACRE Agreed Syllabus		RE Model Unit plan -guidance for teachers	
	<b>Term/ Time allocation</b> <i>This unit can be allocated around the opportunities for visits to sacred places in the community.</i> Half term -6-8 hours	<b>Year Group</b> 3/4	<b>Unit of Work/Key question</b> What can we learn from sacred places of worship?
<b>Unit context/intent/background information</b> 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 <i>discover</i> , 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.		<b>Prior learning</b> Children may have visited a religious building in EYFS/KS1 <b>Agreed Syllabus Units</b> Unit 8 (KS1) 'Finding out about Christian churches and Jewish synagogues' Unit 9(KS1) 'Respect for everyone' Unit 10 (KS1) 'Symbols of belonging'	
<b>Key learning objectives</b> <ul style="list-style-type: none"> <li>children can describe what is meant by 'sacred'</li> <li>children can describe and compare a sacred place significant to religious believers</li> <li>children can explain the value of sacred places to religious believers</li> <li>children can reflect on the significance of sacred places in their own lives</li> </ul>		<b>Key Questions from Telford and Wrekin Syllabus</b> Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin? How are religious buildings used? Why are religious buildings important to believers? Why are places of worship important to a community and a person's religious identity?	<b>Key Values</b> Respect tolerance awe and wonder curiosity empathy <b>British Values</b> Mutual respect Tolerance of cultures and faiths Individual liberty
<b>Concepts/Vocabulary (see Syllabus Concept stages)</b> 4 Church - altar, lectern, font, pulpit Mosque - mihrab, minaret, gubba, mihrab, wudu 3 Sacred worship 2 community 1 Special place		<b>Key skills</b> These skills relate to the KS2 skills grids outlined in the Agreed syllabus. <b>A Know about and understand</b> Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities. <b>B Express and communicate</b> Appreciate and appraise varied dimensions of religion. <b>C Gain and deploy skills</b> Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	

### Unit context

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.

Telford & Wrekin SACRE Agreed Syllabus		RE Model Unit plan -guidance for teachers	
	<b>Term/ Time allocation</b> <i>This unit can be allocated around the opportunities for visits to sacred places in the community.</i> Half term -6-8 hours	<b>Year Group</b> 3/4	<b>Unit of Work/Key question</b> What can we learn from sacred places of worship?
<b>Unit context/intent/background information</b> 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 <i>discover</i> , 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.		<b>Prior learning</b> Children may have visited a religious building in EYFS/KS1 <b>Agreed Syllabus Units</b> Unit 8 (KS1) 'Finding out about Christian churches and Jewish synagogues' Unit 9(KS1) 'Respect for everyone' Unit 10 (KS1) 'Symbols of belonging'	
<b>Key learning objectives</b> <ul style="list-style-type: none"> <li>children can describe what is meant by 'sacred'</li> <li>children can describe and compare a sacred place significant to religious believers</li> <li>children can explain the value of sacred places to religious believers</li> <li>children can reflect on the significance of sacred places in their own lives</li> </ul>		<b>Key Questions from Telford and Wrekin Syllabus</b> Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin? How are religious buildings used? Why are religious buildings important to believers? Why are places of worship important to a community and a person's religious identity?	<b>Key Values</b> Respect tolerance awe and wonder curiosity empathy <b>British Values</b> Mutual respect Tolerance of cultures and faiths Individual liberty
<b>Concepts/Vocabulary (see Syllabus Concept stages)</b> 4 Church - altar, lectern, font, pulpit Mosque - mihrab, minaret, gubba, mihrab, wudu 3 Sacred worship 2 community 1 Special place		<b>Key skills</b> These skills relate to the KS2 skills grids outlined in the Agreed syllabus. <b>A Know about and understand</b> Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities. <b>B Express and communicate</b> Appreciate and appraise varied dimensions of religion. <b>C Gain and deploy skills</b> Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	

### Prior learning and KS1 links


Children may have visited a religious building in EYFS/KS1

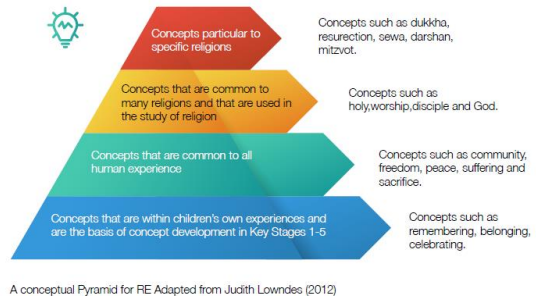
Unit 8 (KS1) 'Finding out about Christian churches and Jewish synagogues'  
 Unit 9(KS1) 'Respect for everyone'  
 Unit 10 (KS1) 'Symbols of belonging'

- Key learning objectives
- Key questions
- Key values
- British values


## Key concepts

If pupils are able to make links with their own experiences they will be able to engage in deeper learning and see the relevance of what they are learning. RE is not about cultures and practices that are alien; rather it is about beliefs and practices of people who are, or will be, encountered in pupils' everyday experiences. If it is possible to make links with pupils' own experiences then RE can begin with a shared concern or life experience and then explore differences.

Telford & Wrekin SACRE Agreed Syllabus		RE Model Unit plan -guidance for teachers	
	<b>Term/Time allocation</b> This unit can be planned around the opportunities for visits to sacred places in the community. <i>Half term -6-8 hours</i>	<b>Year Group</b> 3/4	<b>Unit of Work/Key question</b> What can we learn from sacred places of worship?
	<b>Unit context/intent/background information</b> 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 <u>discover</u> , 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.		
<b>Key learning objectives</b> <ul style="list-style-type: none"><li>children can describe what is meant by 'sacred'</li><li>children can describe and compare a sacred place significant to religious believers</li><li>children can explain the value of sacred places to religious believers</li><li>children can reflect on the significance of sacred places in their own lives</li></ul>	<b>Key Questions from Telford and Wrekin Syllabus</b> Why can buildings be special to people? What do religious buildings look like in Telford and Wrekin? How are religious buildings used? Why are religious buildings important to believers? Why are places of worship important to a community and a person's religious identity?	<b>Prior learning</b> Children may have visited a religious building in EYF5/KS1	<b>Agreed Syllabus</b> Unit 1 (KS1) 'Finding out about Christian churches and Jewish synagogues' Unit 9(KS1) 'Respect for everyone' Unit 10 (KS1) 'Symbols of belonging'
		<b>Key Values</b> Respect tolerance awe and wonder curiosity empathy	<b>British Values</b> Mutual respect Tolerance of cultures and faiths Individual liberty
<b>Concepts/Vocabulary (see Syllabus Concept stages)</b> 4 Church - altar, lectern, font, pulpit Mosque - mihrab, minaret, qubba, minbar, wadu Gurdwara - manji sahib, langar, chaur, rumala 3 Sacred worship 2 community 1 Special place		<b>Key skills</b> These skills relate to the KS2 skills grids outlined in the Agreed syllabus.  A Know about and understand B Express and communicate C Gain and deploy skills	 Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities Appreciate and appraise varied dimensions of religion. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively



Concepts/Vocabulary (see Syllabus Concept stages)	
4	Church - altar, lectern, font, pulpit Mosque - mihrab, minaret, qubba, minbar, wadu Gurdwara - manji sahib, langar, chaur, rumala
3	Sacred worship
2	community
1	Special place

Telford & Wrekin SACRE Agreed Syllabus		RE Model Unit plan - guidance for teachers	
	<b>Term/Time allocation</b> This unit can be planned around the opportunities for visits to sacred places in the community. <i>Half term - 6-8 hours</i>	<b>Year Group</b> 3/4	<b>Unit of Work/Key question</b> What can we learn from sacred places of worship?
<b>Unit context/intent/background information</b> 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.			<b>Prior learning</b> Children may have visited a religious building in EYFSP/Key 1
<b>Key learning objectives</b> <ul style="list-style-type: none"><li>children can describe what is meant by 'sacred'</li><li>children can describe and compare a sacred place significant to religious believers</li><li>children can explain the value of sacred places to religious believers</li><li>children can reflect on the significance of sacred places in their own lives</li></ul>			<b>Agreed Syllabus Units</b> Unit 8 (KS2) 'Finding out about Christian churches and Jewish synagogues' Unit 9 (KS2) 'Respect for everyone' Unit 10 (KS1) 'Symbols of belonging'
<b>Key Questions from Telford and Wrekin Syllabus</b> <ul style="list-style-type: none"><li>Why can buildings be special to people?</li><li>What do religious buildings look like in Telford and Wrekin?</li><li>How are religious buildings used?</li><li>Why are religious buildings important to believers?</li><li>Why are places of worship important to a community and a person's religious identity?</li></ul>			<b>Key Values</b> Respect tolerance awe and wonder curiosity empathy  <b>British Values</b> Mutual respect Tolerance of cultures and faiths Individual liberty
<b>Concepts/Vocabulary (see Syllabus Concept stages)</b> <ul style="list-style-type: none"><li>4 Church - altar, lectern, font, pulpit Mosque - mihrab, minaret, qubba, minbar, wudu Gurdwara - manji sahib, langar, chaur, rumala</li><li>3 Sacred worship</li><li>2 community</li><li>1 Special place</li></ul>			<b>Key skills</b> These skills relate to the KS2 skills grids outlined in the Agreed syllabus.  <b>A Know about and understand</b> Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.  <b>B Express and communicate</b> Appreciate and appraise varied dimensions of religion.  <b>C Gain and deploy skills</b> Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

## Key Skills

### Enquiry

- ask pertinent and challenging questions
- to gather, interpret and analyse information
- to draw conclusions and evaluate issues using good reasoning
- argument
- expressing their own opinions (Ofsted, 2013, pp.9 and 31).
- investigating religions and worldviews through varied experiences, approaches and disciplines
- reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity
- becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way
- critical and personal evaluation
- find out about investigate
- respond creatively
- enquiry
- articulate beliefs, values and commitments clearly (RE Council 2013, pgs 13, 15 and 60)

<b>Resources</b> Local church contact Please access the <b>MDT Resource library</b> for local places of worship and contacts in Telford and Wrekin Pictures of religious buildings and artefacts <a href="#">Twinkl</a> Unit Resource packs	<b>Cross-curricular links</b> English- recount writing, descriptive writing of settings, persuasive writing Art- drawing or painting a sacred place, studying architecture, stained glass windows, sculpture DT- design a sacred place model Geography- <a href="#">map skills</a> of features of the local area, changes to local area, community and local population changes Music- listening and performing to create and express feelings to create sacred places/worship SMSC- sacred images and environments, community relationships and diversity, inclusion			
<b>Assessment tasks</b> This is not always necessary for every unit but if you need a task you could use one of the following  Play 'Through the keyhole/Behind the door What would we expect to see in a ... Who worships in a place like this?  Design a sacred room for school/home/community centre to be used by all believers. Use senses to include what would be seen, heard, felt/touched  Design a brochure for a local place of worship.	<b>Expected outcomes for children</b>  <table><tr><td><b>Pupils working towards the expected standard (WT)</b><ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how <a href="#">these buildings are used by the faith community</a></li></ul></td><td><b>Pupils working at the expected standard (ARE)</b><ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul></td><td><b>Pupils working at greater depth (GD)</b><ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul></td></tr></table>	<b>Pupils working towards the expected standard (WT)</b> <ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how <a href="#">these buildings are used by the faith community</a></li></ul>	<b>Pupils working at the expected standard (ARE)</b> <ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul>	<b>Pupils working at greater depth (GD)</b> <ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul>
<b>Pupils working towards the expected standard (WT)</b> <ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how <a href="#">these buildings are used by the faith community</a></li></ul>	<b>Pupils working at the expected standard (ARE)</b> <ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul>	<b>Pupils working at greater depth (GD)</b> <ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul>		
<b>Learning Intentions</b> To describe what is meant by 'sacred' To reflect on what makes a place special or sacred. To compare the meaning of 'sacred' and 'special'	<b>Lesson planning ideas</b>  <b>What is a sacred place?</b> <b>Starter</b> Explore the concept of 'sacred'. Compare to 'special'. In what ways might people show or create a place as sacred? How might it make us act/feel? How can we make our classroom/hall a sacred place?  Look at pictures of sacred buildings and sites and describe what they see and what might happen there.  <b>Activity</b>			

## Resources

This will provide links to the SACRE website which will have further link to the Multicultural Development team resource library.

This will be an ongoing development as more resources are continually added and updated.



## Cross curricular links

Protect

Care and invest

to create a better borough

Telford & Wrekin

COUNCIL

My Telford

A to Z

Contact

Latest news

Q

Standing Advisory Committee on Religious Education (SACRE)

Places of worship

Resources

SACRE Annual conference

SACRE committee

Training

What is SACRE?

More information

Print this page

Places of worship

The places of worship in Telford and Wrekin.

Church of England	✓
Roman Catholic	✓
Methodist	✓
Independent	✓
Baptist	✓
Salvation Army	✓
Elim	✓
Hindu Temple	✓
Sikh temple	✓
Islam mosque	✓

Last updated: 21/05/2021 15:25

## SACRE website

On the website is a directory of local places of worship. These are listed with contact details.

4

<b>Resources</b> Local church contact Please access the <b>MDT Resource library</b> for local places of worship and contacts in Telford and Wrekin Pictures of religious buildings and artefacts <a href="#">Twinkl</a> Unit Resource packs	<b>Cross-curricular links</b> English- recount writing, descriptive writing of settings, persuasive writing Art- drawing or painting a sacred place, studying architecture, stained glass windows, sculpture DT- design a sacred place model Geography - <del>mapskills</del> of features of the local area, <del>changes to</del> local area, community and local population changes Music - listening and <del>performing</del> to create and express feelings to create sacred places/worship SMSC - <del>sacred</del> images and environments, community relationships and diversity, inclusion			
<b>Assessment tasks</b> This is not always necessary for every unit but if you need a task you could use one of the following  Play 'Through the keyhole'/Behind the door What would we expect to see in a ... Who worships in a place like this?  Design a sacred room for school/home/community centre to be <del>used</del> by all believers. Use senses to include what would be seen, heard, felt/touched  Design a brochure for a local place of worship.	<b>Expected outcomes for children</b> <table><tr><td><b>Pupils working towards the expected standard (WT)</b><ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how <u>these buildings are used by the faith community</u></li></ul></td><td><b>Pupils working at the expected standard (ARE)</b><ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul></td><td><b>Pupils working at greater depth (GD)</b><ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul></td></tr></table>	<b>Pupils working towards the expected standard (WT)</b> <ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how <u>these buildings are used by the faith community</u></li></ul>	<b>Pupils working at the expected standard (ARE)</b> <ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul>	<b>Pupils working at greater depth (GD)</b> <ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul>
<b>Pupils working towards the expected standard (WT)</b> <ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how <u>these buildings are used by the faith community</u></li></ul>	<b>Pupils working at the expected standard (ARE)</b> <ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul>	<b>Pupils working at greater depth (GD)</b> <ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul>		

### Suggested assessment tasks

These are suggested tasks that could be used to assess learning outcomes. These activities are opportunities to apply concepts on sacredness and consider questions about holy spaces. They recall key features of visited spaces and evaluate what are important for worship and spiritual reflection.

Learning Intentions	Lesson planning ideas
To describe what is meant by 'sacred' To reflect on what makes a place special or sacred. To compare the meaning of 'sacred' and 'special'	<b>What is a sacred place?</b> <b>Starter</b> Explore the concept of 'sacred'. Compare to 'special'. In what ways might people show or create a place as sacred? How might it make us act/feel? How can we make our classroom/hall a sacred place?  Look at pictures of sacred buildings and sites and describe what they see and what might happen there.  <b>Activity</b>

### Expected outcomes

Planning for differentiation and setting of expectations at the end of the unit

<b>Resources</b> Local church contact Please access the <b>MDT Resource library</b> for local places of worship and contacts in Telford and Wrekin Pictures of religious buildings and artefacts <a href="#">Twinkl</a> Unit Resource packs	<b>Cross-curricular links</b> English- recount writing, descriptive writing of settings, persuasive writing Art- drawing or painting a sacred place, studying architecture, stained glass windows, sculpture DT- design a sacred place model Geography - mapskills of features of the local area, changes to local area, community and local population changes Music - listening and performing to create and express feelings to create sacred places/worship SMSC - sacred images and environments, community relationships and diversity, inclusion						
<b>Assessment tasks</b> This is not always necessary for every unit but if you need a task you could use one of the following  Play 'Through the keyhole'/Behind the door What would we expect to see in a ... Who worships in a place like this?  Design a sacred room for school/home/community centre to be used by all believers. Use senses to include what would be seen, heard, felt/touched  Design a brochure for a local place of worship.	<b>Expected outcomes for children</b> <table><tr><th>Pupils working towards the expected standard (WT)</th><th>Pupils working at the expected standard (ARE)</th><th>Pupils working at greater depth (GD)</th></tr><tr><td><ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how these buildings are used by the faith community</li></ul></td><td><ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul></td><td><ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul></td></tr></table>	Pupils working towards the expected standard (WT)	Pupils working at the expected standard (ARE)	Pupils working at greater depth (GD)	<ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how these buildings are used by the faith community</li></ul>	<ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul>	<ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul>
Pupils working towards the expected standard (WT)	Pupils working at the expected standard (ARE)	Pupils working at greater depth (GD)					
<ul style="list-style-type: none"><li>Identify some of the main features of the sacred places we have visited and / or studied</li><li>Recognise how these buildings are used by the faith community</li></ul>	<ul style="list-style-type: none"><li>Describe two sacred places and some of the artefacts inside them</li><li>Describe some ways in which two sacred places are used</li><li>Understand the importance of special places in our lives and the lives of others</li></ul>	<ul style="list-style-type: none"><li>Show an understanding of different examples of holy places and sacred spaces</li><li>Describe similarities and differences between two religious buildings</li></ul>					
<b>Learning Intentions</b> To describe what is meant by 'sacred' To reflect on what makes a place special or sacred. To compare the meaning of 'sacred' and 'special'	<b>Lesson planning ideas</b>  <b>What is a sacred place?</b> <b>Starter</b> Explore the concept of 'sacred'. Compare to 'special'. In what ways might people show or create a place as sacred? How might it make us act/feel? How can we make our classroom/hall a sacred place?  Look at pictures of sacred buildings and sites and describe what they see and what might happen there.  <b>Activity</b>						

### Learning outcomes

### Lesson planning ideas

Teachers can be flexible in time allocation to learning intentions and these are not set out as distinct lessons.

The ideas show a sequence for planning over the 6-7 hours for delivery of this RE unit.

This sequence may be adapted depending on when visits can be planned for.



## Deepening learning on sacred places and places of worship

### What is a sacred place?

- describe what is meant by 'sacred'
- reflect on what makes a place special or sacred.
- compare the meaning of 'sacred' and 'special'

### What are sacred places like? (Visits to religious buildings)

- Investigate (describe and explain) the features of a sacred building (church, mosque, gurdwara)
- describe and compare a sacred place significant to religious believers

### What makes a place sacred?

- explore and reflect on the use of a sacred building by religious believers. (Christianity, Islam, Sikhism)
- Understand that not all sacred buildings are the same within a particular religion.

### What special sacred sites are there that have significance for religious people?

- explore the idea of pilgrimage to sacred sites (nationally and internationally)
- explain the value of sacred places to religious believers

### Is it important to have sacred places?

- reflect on the significance of sacred places in their own lives
- apply learning to design a sacred space

<p>To reflect on the significance of sacred places in their own lives</p>	<p><b>Is it important to have sacred places?</b> Can any place be sacred? How should we treat sacred places?</p> <p>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 a 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, <u>place</u> in the world?</p> <p>Discuss the feelings they invoke. You could explore your school grounds to find a peaceful, quiet place and hold a mindfulness session there.</p> <p>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. Ask pupils to make their own 'list poem' of some of the things that amaze them about the world.</p> <p>Design a sacred space for a new building/garden. Create a sacred place in the school grounds to hold a mindfulness or prayer time. Create a list of rules for people to follow using the space.</p>
<p><b>Next Steps/Impact</b></p> <p>SACRE Agreed syllabus Units to deepen learning Year 4 Unit 20 Keeping the 5 pillars of Islam - this deepens learning about pilgrimage to sacred places and Hajj to Mecca Year 5 Unit 22 on Prayer - this will further understanding of the sacred and deepen learning to what happens in sacred places Year 6 Unit 27 Expressing the spiritual through the Arts also explores the deeper meaning of sacred and spiritual expressions</p>	

**Next Steps in learning** –where can this go next? Link to next units to build on the concepts and skills of this unit.

