

9110	ord &Wrekin SACRE A	greed syllabus RE	Model Unit plan -guidan	ice for teach	hers			
_		Term/ Time allocation	Year Group	Unit of Wo	ork/Key question			
		This unit can be planned aroun						
		the opportunities for visits to	3/4	What c	an we learn from	sacred places o	f worship?	
	111	sacred places in the communit	y.					
				1				
		Half term -6-8 hours	+					
		ckground information				Prior learning		
		ners and learners with an enquiry				Children may have v building in EVFS/KS1		
		ng outside the classroom, and ex				building in Erro/KS1		
		spaces to worship God. Children				Agreed Syllabus Uni	its	
		ities, features and artefacts found s and those of others. The unit wi				Unit 8 (KS1) 'Finding		
		s and those of others. The unit wi thers through a virtual visit or in		visit the sac	rea buildings of two	churches and Jewish synagogues'		
rei	igions, and explore o	thers through a virtual visit or in	some other way.			Unit 9(KS1) 'Respect		
						Unit 10 (KS1) 'Symbo		
Ke	y learning objectives		Key Questions from Telfo Why can buildings be spe			Key Values	British Values	
•		e what is meant by 'sacred'	What do religious building			Respect	Mutual respect	
•		e and compare a sacred place	what do religious building	igs look like it	in renord and wreking	tolerance	Tolerance of cultures and	
	significant to religio		How are religious buildings used?			awe and wonder curiosity	faiths	
•		the value of sacred places to	Why are religious building	as important	to ballouse?	empathy	Individual liberty	
	religious believers		why are religious building	gs important	to believers?	emputity	mainiadaniberty	
•		on the significance of sacred	Why are places of worshi	ip important	to a community and a			
	places in their own	lives	person's religious identit	ý?				
Со		(see Syllabus Concept stages)	Key skills					
4	Church -altar, lecterr		These skills relate to th	e KS2 skills	grids outlined in the Ag	eed syllabus.		
		naret, gubba, minbar, wadu						
3	Sacred worship	iib, langar, chaur, rumala	A Know about and und		Describe, explain and analy	- h-F-f d d	and the second	
5	Sucrea Worship		A Know about and und		Describe, explain and analy diversity which exists within			
2	community		B Express and commu		Appreciate and appraise var			
1	Special place		C Gain and deploy skill		Find out about and investig	ate key concepts and que	estions of belonging,	
					meaning, purpose and truth	, responding creatively		

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)

	_		1	1	1.44		
		Term/ Time allocation This unit can be planned aroun the opportunities for visits to sacred places in the community Half term -6-8 hours	3/4		ork/Key question	sacred places o	f worship?
Un	it context/intent/ba	kground information		-		Prior learning	
		ers and learners with an enquiry-	focused approach to le	arning from	visits to sacred places.	Children may have v	isited a religious
		g outside the classroom, and exp				building in EYFS/KS1	
ref pla	lect on the communit ces in their own lives	paces to worship God. Children a ies, features and artefacts found and those of others. The unit wil hers through a virtual visit or in s	l in sacred places and th Il work best if pupils car some other way.	ne important n visit the sa	e of special or sacred cred buildings of two	Agreed Syllabus Un Unit 8 (KS1) 'Finding churches and Jewish Unit 9(KS1) 'Respect Unit 10 (KS1) 'Symb	out about Christian synagogues' for everyone'
Ke	y learning objectives		Key Questions from Te			Key Values	British Values
٠	children can describe	e what is meant by 'sacred'	Why can buildings be sp			Respect	Mutual respect
٠	children can describe	e and compare a sacred place	What do religious build	ings look like	in Telford and Wrekin?	tolerance	Tolerance of
significant to religious believers			How are religious buildings used?			awe and wonder	cultures and
•	children can explain religious believers	the value of sacred places to	Why are religious build		t to believers?	curiosity empathy	faiths Individual liberty
•	children can reflect o places in their own li	on the significance of sacred ives	Why are places of wors person's religious ident		t to a community and a		
Co	ncepts/Vocabulary (see Syllabus Concept stages)	Key skills				
4	Gurdwara -manji sahi	font, pulpit) aret, gubba, minbar, wadu b, langar, chawr, rumala	These skills relate to t	he KS2 skills	grids outlined in the Ag	reed syllabus.	
3	Sacred worship		A Know about and ur	nderstand	Describe, explain and analys diversity which exists within		
2	community		B Express and comm	unicate	Appreciate and appraise var		
1	Special place		C Gain and deploy ski	ills	Find out about and investig meaning, purpose and truth		estions of belonging,

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 Agree	d Syllabus RE Mo	del Unit plan -guidan	ce for tead	thers		
r T T T T T T	Term/ Time allocation This unit can be planned around he opportunities for visits to acred places in the community. talf term -6-8 hours	Year Group 3/4		rork/Key question can we learn from	sacred places o	of worship?
The emphasis on learning of about sacred places as space reflect on the communities places in their own lives an	round information and learners with an enquiry-foc- butside the classroom, and explori est to worship God. Children are g to features and artefacts found in s d those of others. The unit will wo rs through a virtual visit or in som	ing questions through given an opportunity t sacred places and the ork best if pupils can v	a visit pro to discover important	ovides for learning r, experience and ce of special or sacred	Prior learning Children may have to building in EVFS/KS3 Agreed Syllabus Un Unit 8 (KS1) 'Finding churches and Jewish Unit 9 (KS1) 'Respect Unit 10 (KS1) 'Symbol	its g out about Christian n synagogues' t for everyone'
 children can describe au significant to religious b children can explain the religious believers 	what is meant by 'sacred' Wi nd compare a sacred place believers in a value of sacred places to with the significance of sacred with the same sacred with the	ey Questions from Telfo hy can buildings be spe- hat do religious building ow <u>are religious building</u> hy are religious building hy are places of worshi erson's religious identity	cial to peop gs look like gs used? gs importan p importan	ole? in Telford and Wrekin?	Key Values Respect tolerance awe and wonder curiosity empathy	British Values Mutual respect Tolerance of cultures and faiths Individual liberty
Concepts/Vocabulary (see 4 Church -altar, lectern, for Mosque -mihrab, minare Gurdwara -manii sahib, l	nt, pulpit) Th t, gubba, minbar, wadu	e y skills nese skills relate to the	e KS2 skills	s grids outlined in the Ag	reed syllabus.	
3 Sacred worship 2 community 1 Special place	A	Know about and und Express and commun Gain and deploy skills	nicate	Describe, explain and analy- diversity which exists within Appreciate and appraise val Find out about and investig	and between communi ried dimensions of religi	ities on.
1 Species piece		Gain and deploy skills	2	meaning, purpose and truth		country or ocidinging,

Prior learning and KS1 links

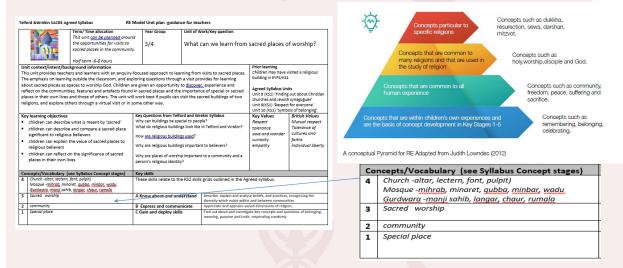
Children may have visited a religious building in EYFS/KS1

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.



- 17							
	rd &Wrekin SACRE Agr	Term/ Time allocation This unit can be planned arou the opportunities for visits to sacred places in the commun Half term -6-8 hours	3/4	ce for teachers Unit of Work/Key ques What can we lea			f worship?
Thi The abc refi pla	s unit provides teache emphasis on learnin put sacred places as sp lect on the communiti ces in their own lives	kground information srs and learners with an enquir goutside the classroom, and ei paces to worship God. Children ies, features and artefacts four and those of others. The unit w hers through a virtual visit or in	vploring questions throug are given an opportunity d in sacred places and the vill work best if pupils can a some other way.	a visit provides for lea to <u>discover</u> , experience importance of special <i>v</i> isit the sacred building	arning and or sacred	Prior learning Children may have v building in EYFS/K53 Agreed Syllabus Un Unit 8 (K51) 'Finding churches and Jewist Unit 9(K51) 'Respect Junit 10 (K51) 'Symbol	its ; out about Christiar ; synagogues' ; for everyone'
•	children can describe significant to religiou children can explain t religious believers	the value of sacred places to in the significance of sacred	Key Questions from Teff Why can buildings be spe What do religious buildin How are religious buildin Why are religious buildin Why are places of worshi person's religious identit	cial to people? gs look like in Telford and gs used? gs important to believers p important to a commu	?	Key Values Respect tolerance awe and wonder curiosity empathy	British Values Mutual respect Tolerance of cultures and faiths Individual liberty
Cor 4	Church -altar, lectern,	ee Syllabus Concept stages) font, pulpit) aret, aubba, minbac, wadu	Key skills These skills relate to th	KS2 skills grids outlin	ed in the Agr	eed syllabus.	
3	<u>Gurdwara -manji</u> sahil Sacred worship	b, langar, chaur, rumala.	A Know about and unc	diversity whit	h exists within	e beliefs, and practices, and between communi	ties
2	community Special place		B Express and commu C Gain and deploy skill	s Find out about	and investigation	ied dimensions of religi ate key concepts and qu , 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)

Locid church contact Please access the MDT Resource library d worship and contacts in Telford and V Pictures of religious buildings and artefo <u>Twinki</u> , Unit Resource packs Assessment tasks This is not always necessary for every unit	Vrekin Icts	Art -drawing or painting a sa DT -design a sacred place m Geography - mapskills of fea population changes Music - listening and perform	tures of the local area, changes to ming to create and express feelings nvironments, community relationsi	stained glass windows, sculpture local area, community and local s to create sacred places/worship		
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 served room for school/home/con <u>Beases</u> at a served room for school/home/con <u>Bease</u> heart, fet/Nocuhed Design a brochure for a local place of worsh	nmunity centre to de what would	Pupils working towards the expected standard (W7) I dentify some of the main features of the sacred places we have viated and / or studied Recognise how these. buildings are used but the, faith.community.	Pupils working at the expected standard (ARE) 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	Pupils working at greater depth (GQ) different samples of holy places and agreegation of the places and agreegation of the places of the same between two religious buildings		
Learning Intentions		L	esson 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'	might it make us	a sacred place? the concept of 'sacred'. Compare to 'special'. In what ways might people show or create a place as sacred? How make us act/feel? How can we make our classroom/hall a sacred place? : pictures of sacred buildings and sites and describe what they see and what might happen there.				

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

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

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SACRE website

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

Places of worship Resources SACRE Annual conference SACRE committee

Standing Advisory

Religious Education

Committee on

Training

(SACRE)

What is SACRE?

More information

Print this page

Resources	Cross-curricular links English- recount writing dee	scriptive writing of settings, persua	sive writing	S
Please access the MDT Resource library for local places	Art -drawing or painting a sa	acred place, studying architecture,		Т
of worship and contacts in Telford and Wrekin Pictures of religious buildings and artefacts Twinkl Unit Resource packs	DT -design a sacred place m Geography - mapskills of fea population changes	odel atures of the local area, changes to	local area, community and local	C
Count of the resource packs	Music - listening and perform	ming to create and express feelings nvironments, community relations		0
Assessment tasks	Expected outcomes for		,,,,	0
This is not always necessary for every unit but if you need a	expected outcomes for	children		Si
task you could use one of the following				50
Play 'Through the keyhole'/Behind the door	Pupils working towards the expected standard (WT)	Pupils working at the expected standard (ARE) • Describe two sacred places and	Pupils working at greater depth (GD) Show an understanding of	a
What would we expect to see in a Who worships in a place like this?	 Identify some of the main features of the sacred 	 some of the artefacts inside them Describe some ways in which two 	different examples of holy places and sacred spaces	fe
Design a sacred room for school/home/community centre to	places we have visited and / or studied	 sacred places are used Understand the importance of 	 Describe similarities and differences between two religious 	e
be used by all believers. Use senses to include what would	 Recognise how these buildings are used by the 	special places in our lives and the lives of others	buildings	W
be seen, heard, felt/touched	faith community.			

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'	What is a sacred place? Starter 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. Activity

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.

Expected outcomes

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

Nesources Local church contact Please access the MDT Resource library of worship and contacts in Telford and V Pictures of religious buildings ond artefo Twinki, Unit Resource packs	Vrekin DT -design a sacred place model
Assessment tasks	Expected outcomes for children
This is not always necessary for every unit	but if you need a
task you could use one of the following	Pupils working towards Pupils working at the expected Pupils working at greater depth
Play Through the keyhole/Behind the doo What would we expect to see in a Who worships in a place like this? Design a sarced room for school/home/con beyisgd by all believers. Use senses to inclu be seen, heard, felt/touched Design a brochure for a local place of worst	the expected standard (WT) standard (ARE) (GD) UWT) Describe two scared places and sortifie of the artefacts inside them features of the sared places we have visitigstard/ or studied Describe scared places and scared places we have visitigstard/ or studied Show an understanding of different examples of holy places and scared places we have visitigstard/ Understand the importance of special places in our lives and the lives of others Show an understanding of different examples of holy places and scared places we becample scared places we scared places we have visitigstard/ Understand the importance of buildings Show an understanding of differences between two religious buildings
Learning Intentions	Lesson planning ideas
To describe what is meant by 'sacred'	What is a sacred place?
To reflect on what makes a place special	Starter
or sacred.	Explore the concept of 'sacred'. Compare to 'special'. In what ways might people show or create a place as sacred? How
To compare the meaning of 'sacred'	might it make us act/feel? How can we make our classroom/hall a sacred place?
and 'special'	Look at pictures of sacred buildings and sites and describe what they see and what might happen there.

Cross curricular links

Recources

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

o reflect on the significance of sacred	Is it important to have sacred places?	
places in their own lives	Can any place be sacred? How should we treat sacred places?	
	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, place in the world?	
	Discuss the feelings they invoke. You could explore your school grounds to find a peaceful, quiet place and hold a mindfulness session there.	
	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 sea. 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.	
	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.	

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

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

