

Cumbria SACRE RE  
Agreed Syllabus  
Support for Teachers  
through Planned  
Enquiry



Unit title:  
What can we learn  
from visiting sacred  
places?  
Age Group: 7-11



Revised 2020

Title of the Enquiry:  
 What can we learn from visiting sacred places?  
 YEAR GROUPS: 3 /4 /5 /6

**ABOUT THIS UNIT:**

This unit provides an enquiry focused approach to learning from visits to sacred places. The emphasis on learning outside the classroom, and exploring questions through visits, provides for learning about sacred places as spaces to worship or to pursue spiritual life. Children are given opportunities 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 works best if pupils can visit the sacred buildings of 2-3 religions and a virtual tour of two other places of worship.

The unit poses questions about places of worship and considers the fact that a natural environment is a spiritual space for some people. Many people are more inspired to spiritual life by rivers and mountains than by churches or temples.

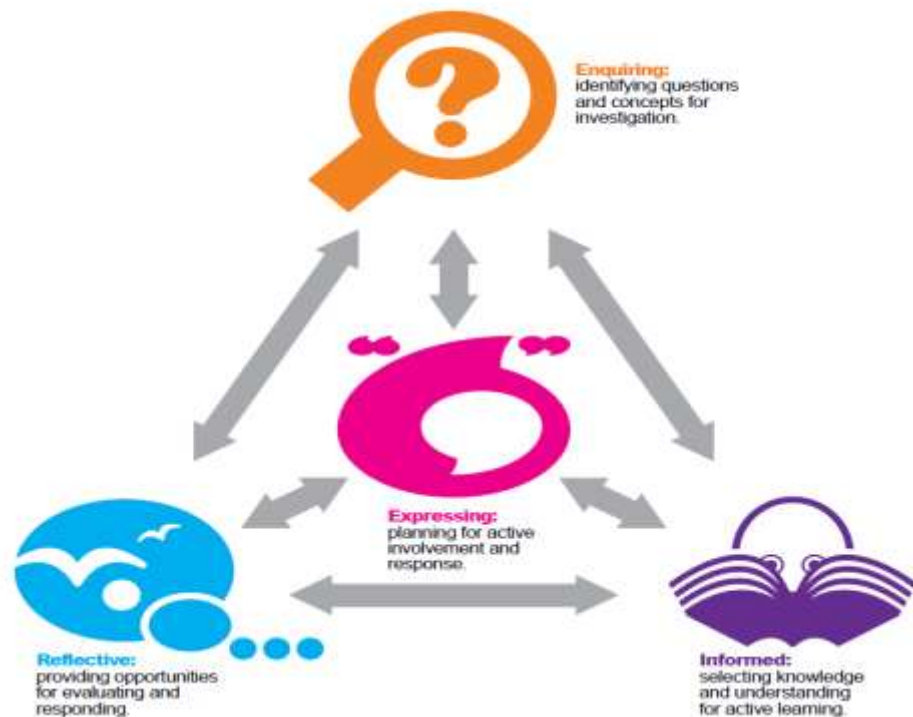
The fact that the unit includes six religions does not mean that teachers should teach 6 religions one after another. The Cumbria Agreed Syllabus requires teachers at KS2 to focus on Christianity and two religions--plus some knowledge of aspects of others. Teachers should take care to avoid confusing children and aim for effective learning about religious diversity.

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

The Enquiry Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

**Good RE:**

- Informative**
- Knowledge**
- Building**
- Understanding**
- Enquiring**
- Questioning**
- Investigating**
- Expressing**
- Active**
- Responsive**
- Reflective**
- Evaluative**
- Responsive**



## What is an enquiry process in RE?

We need to embed enquiry in RE so it isn't just an 'add-on'. Each enquiry should enable pupils to know more about 'what it means to be a ...?' and about beliefs, values and purpose.

1. Set up the enquiry: Reflect on a stimulus. Pupils ask questions about it and analyse their questions. What is our best question focused on an RE concept/big idea? The enquiry question is key to successful RE. What do we already know about the question? What do we need to find out? What ideas do we have? What are the issues? What other questions do we need to ask? How can we find out?
2. Carry out the enquiry: get informed. Investigate the relevant beliefs, practices and ways of life. Select relevant materials, find out; analyse, interpret what we find; sort ideas, explain connections, decide whether there are further questions to ask; explore how the concept might be placed in the context of one or more religions.
3. Come to conclusions: What have we found out? When we draw information together, what answers are there to our questions? How will we evaluate the concept, looking at it from different viewpoints? What are we still not sure about? How can we communicate or show our reasoned conclusions and responses to the concept?
4. Reflect on our findings: How has what we have found out helped us make more sense of religions and beliefs? Have we learnt anything about what we think/feel/believe as a result of our work? How might we apply the concept to our experience? What do we need to do next to understand further? The aim is for pupils to show an understanding of the big idea/concept. This will be their answer to the enquiry question shown through writing, drama, art, music, dance, or presentation. This reflection can be the focus for assessment.

## What are some challenges to enquiry?

1. There is often an assumption by ITT students that the role of a teacher is to continually ask questions. This is due to their experience as pupils - constant questioning has been culturally transmitted as a model of teaching giving the illusion of educational dialogue without real demands on the teacher's or pupil's skills. Pupil engagement is higher when teachers talk less, this is especially true for at-risk pupils. Teacher effectiveness and teacher talk are inversely linked.
2. Teachers often ask token questions and few 'real' questions when the teacher genuinely wants to know what children think. Some teachers play *'guess what's in my mind'* - instead of facilitating enquiry they hint at 'correct answers' whilst pupils hunt for an ideal answer. Some teachers use 'tag' questions (*'That was a nice story, wasn't it?' or 'We wouldn't do that, would we?'*) which assume that only the stupid would disagree.
2. Some so called 'discussions' can lead to indoctrination i.e. if teachers hold the monopoly on what is acceptable to be said; if they treat as 'non-contestable' ideas which are 'contestable'; if they state beliefs as facts - *'Jesus, the Son of God'* instead of *'Christians believe that Jesus is the Son of God.'* Teachers need to use 'owning' statements e.g. *'As a Christian I believe that Jesus rose from the dead, but many other people don't'* or *'As an atheist I don't believe in miracles, but most Christians and many others do believe in them.'*
3. Pupils (and teachers) can be hasty and impulsive in their statements, not taking time to think through the consequences of their view. They can be narrow-minded, not respect other people's views, and say things like *'that's rubbish'*. Pupils need help to understand that whatever their own views, these beliefs are important to those who hold them.

- Pupils (and teachers) often want categorical 'answers'. Part of RE is realising that not all questions can be answered. *'We don't know'* or *'We can't find words to explain'* or *'Let's find out together'* or *'What do you think?'* are important responses. We can explain, as Dewey suggested, that we only start to really think when we are perplexed<sup>1</sup> or when confronted with a problem.
- Children often go in unpredictable directions so the enquiry facilitator needs to help maintain focus. Matthew Lipman likened enquiry to a boat tacking in the wind with a sense of a forward movement, with pupils arriving at reflective value judgements.<sup>2</sup> Despite all the side tacks, dialogue should go somewhere and make connections to the central concept or focus.

### How can we improve discussion in RE to promote enquiry?

- Let pupils ask the questions, compliment them when they do and encourage even deeper questions. Create an atmosphere where fallibility and changing your mind is acceptable.
- Ask questions to which you don't know the answer. Do the questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
- Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
- Give children time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many interesting outcomes: the length of explanations increased, particularly for disadvantaged pupils; failures to respond and *"I don't know"* answers decreased; the number of spontaneous but relevant responses increased; the number of questions asked by children increased; and scores on academic achievement tests increased.<sup>3</sup>
- Support, prompt and question the process of learning rather than just giving answers. When you do ask a question make it a process-orientated question e.g. *"What made you think of that?"* or *"What other possibilities might there be?"* as opposed to content-driven questions.

### Do you use these intervention questions in RE?

Encouraging the giving of good reasons:

What are your reasons for saying that?	Why do you think that?
I wonder what evidence you have for that?	What reasons are there for that point of view?

Encouraging the giving of examples and explanations:

Can you explain that...?	I wonder what you mean by...?
Can you give an example of...?	Can you give a counter-example?
How does that help us?	What examples are there for that reason?

Looking for alternatives:

Can you put it in another way?	I wonder if there is another point of view?
What if someone else suggested that...?	What would someone who disagrees say?

Looking for logical consistency in the line of enquiry:

What follows from what your say?	I wonder if that agrees with what we said earlier?
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Looking for distinctions and similarities:

What is the difference between those ideas?	Is there a distinction to be made here?
In what ways is what you have said similar to...?	Are there any similarities between these ideas?

<sup>1</sup> Dewey, John (1910) *How We Think* D. C. Heath and Co, Boston, Ch 1: What Is Thought?, p11

<sup>2</sup> Lipman, Matthew (1980) *Philosophy in the Classroom* Temple University Press, Philadelphia p11, 45, 47

<sup>3</sup> Kenneth Tobin,(1987) *The Role of Wait Time in Higher Cognitive Level Learning*, Review of Educational Research, Vol 57, No 1, pp 69-95



### Estimated time for this cycle of enquiries:

At least 12 hours. This unit provides more teaching ideas than a class can cover in 12 hours so be selective. Better to work in depth, rather than skating over the surface of too much content. Less is more in RE, when pupils reflect deeply. Begin with similarities and acknowledge differences across religions and within faiths. *'Don't just answer the question, question the answer'* is a relevant aim.

### Where this unit fits in:

The unit enquires into the phenomena of religion. By making observations of what happens in religion, and by describing these thoughtfully, the artefacts, buildings, shrines and worship of the traditions are revealed in increasing depth. Through this process, pupils gain knowledge and understanding of the ways of life of others, their beliefs, ideas and community life.

This unit helps to implement the Cumbria Agreed Syllabus by building on all prior learning. It enables pupils to visualise the concept of a sacred place, what it means to them and to others. With younger children questions focus on *'Who uses this place of worship? Why? What do they do here?'* With older children questions focus on *'What does this tell us about their beliefs? What would you like to find out? Is there anything in here you don't understand? Who could you ask?'*

This unit also explores virtual tours of sacred places. Where possible children should have the opportunity to visit sacred places to use all of their senses and to have first-hand experience. The unit provides a way of enabling children to see religious diversity clearly.

### Key strands of learning from the Cumbria RE syllabus addressed by this unit:

- Knowledge and understanding of religious beliefs, practices and ways of life
- Knowledge and understanding of ways of expressing meaning
- Skills of asking and responding to questions of identity, diversity, values and commitments

### Attitude focus in this unit:

- Self-awareness: by thinking about the influence of places of worship in their life and for others
- Respect: by taking account of and learning from different ways of life found in diverse religions
- Open-mindedness: by considering how their lives might be affected by worship.

### This unit provides these opportunities for pupils to:

- develop a realistic sense of their own religious and spiritual ideas by clarifying their understanding through exploring different ways of worship.
- be sensitive to the feelings and ideas of others, gaining new understanding about people different to themselves.
- enquire with curiosity and imagination into aspects of faith they don't yet understand.
- ask questions and notice diverse viewpoints and answers by developing inquisitive attitudes

### Contributions of this unit to spiritual, moral, social and cultural development:

- Spiritual: by exploring ways in which people express what matters most to them through images, words, action, and sacred spaces.
- Moral: by thinking about goodness and spiritual life.
- Social: by developing awareness of the similarities and differences between places of worship, and understanding the role that communities play in supporting the lives of religious believers and those outside faith communities.
- Cultural: by understanding some stories, symbols or actions that are integral to the lives of a range of religious communities in the locality.

### Cross-Curricular Links:

This unit provides many opportunities for creative cross-curricular planning. These include:

- Geography: the change and development of local communities and the sites of religious buildings makes a space for community cohesion issues to be addressed in both subjects.
- History: the changes in the UK's population in recent decades are a suitable focus for study in both subjects. Use census information to learn about simple demographic change.
- Literacy: Pupils undertake a variety of non-fiction writing tasks throughout the unit, including lists, labelled diagrams, persuasive writing, recounts and others.
- Music: music made and used in sacred places is rich and diverse, a source for creative learning. Ask pupils to listen, play and sing in the light of the experiences of the visit. Sometimes religious communities don't use music: if this is part of your experience, consider: why not?
- Art: through architecture, art, stained glass, sculpture and in other ways, faith communities express their beliefs and values creatively. From studying such examples, pupils can energise their own creative expression.

Worship and devotion are emotional activities: pupils can use the examples they encounter to clarify their own emotional responses to place and environment. They are social activities too, and places of worship are social spaces as well as worship spaces.

### Background information:

- Buddhist worship may be at home, at a centre, monastery or temple. Worshippers often sit on the floor to meditate, chant, pray or receive teachings. There is a large Buddhist temple in South Cumbria and a smaller one in Carlisle. There is a large Tibetan style temple near Dumfries not far from the north of the county. Temples are centres of community life as well as for meditation practice and the teaching of the dharma. There are also several groups of Theravada Buddhist practitioners in Cumbria.
- Christian holy places include many kinds of church and chapel, where believers worship together. Any place can be suitable for prayer, but there are different beliefs and understandings about 'holy ground' in Christian communities. The idea of the presence of God in Christ, or as the Holy Spirit, in the community, or in bread and wine at Eucharist, or in the whole of creation, is variously expressed.
- Hindu worship is often in the home, so this unit suggests children learn about home shrines as special places. Home worship may include singing and prayer. There are numerous mandirs in the UK, none in Cumbria. Mandirs often have murtis of a number of deities, and the darshan (sight, encounter) of God is celebrated at daily arti ceremonies, bringing peace, harmony, strength by which to live.
- Islam says the 5 daily prayers can be made anywhere - Allah is always present. A prayer mat facing in the direction of Makkah, is a clean place to pray. The mosque (masjids) is a house of prayer in which the heart, body and mind, can be focused on submission to the divine. There are 3 mosques in Cumbria (Carlisle, Whitehaven, Penrith) and plans for South Cumbria. Friday prayers are a big occasion for communal prayer.
- A Jewish place of worship, a synagogue, is in essence a meeting house. The reading of the Torah is central, and the 'Ark' is the cupboard where Torah scrolls are kept. An eternal lamp, symbolising the presence of the Almighty, called Ner Tamhid, burns in front of the ark. Cumbria doesn't have a synagogue. Manchester is the 2<sup>nd</sup> largest Jewish community in the UK, with 25,000+ people.
- In Sikhism the Guru taught that God is known in the community, through worship. A gurdwara, the 'house of the guru' is a building where the Guru Granth Sahib is treated as a living guru in the community. The langar (common kitchen) makes a holy place in which all can eat, proclaiming the Sikh belief in the value of every person, under God. Cumbria doesn't have a gurdwara. Visiting one is often a big experience of hospitality for children: they will see Sikh life and eat as well. Belief in God, whose name is truth, has an impact in Sikh life, because God requires truthful living, care for all humanity.
- Humanism is a secular worldview so is not connected with religious or spiritual matters. There are no sacred places for humanists in the way there are for religious people. Some humanists find inspiration in places of natural beauty or in museums or art galleries or where inspirational figures lived; or concert halls, or locations which remind them of humankind's place in nature or human creativity and culture.

Vocabulary	Resources
<p>Pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions:</p> <p>Buddhist: temple, centre, monastery, Dharma</p> <p>Jewish: synagogue, bimah, ark, Torah</p> <p>Muslim: mosque, masjid, Qur'an</p> <p>Christian: church, cathedral, chapel Eucharist, bible</p> <p>Hindu: mandir, arti, darshan</p> <p>Sikh: gurdwara, langar</p> <p>Religious and Human Experiences: shrine, God, worship, artefact, holy, spiritual, sacred, devotion.</p> <p>worldview: secular, Humanism, atheist, agnostic, freethinker, ethical, hall, library</p>	<p>Cumbria SACRE has produced a directory of Visits and Visitors for Religious Education (2020) with links to virtual tours of places of worship. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p>Cumbria SACRE has produced a list of additional websites to supplement the Units of Work. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p><a href="#">Cumbria Development Education Centre</a> (CDEC) has a section on their website with links to virtual tours of places of worship and sacred places, and loan of religious artefacts, images and books.</p>

**Expectations for the end of this unit of work:**

Most pupils in Year 3 will be able to:	<ul style="list-style-type: none"> <li>▪ Describe some of the key features of the sacred places visited and/or studied</li> <li>▪ Describe how these buildings are used by the faith community.</li> <li>▪ Make connections between symbols in each building studied and then describe their meaning</li> <li>▪ Discuss questions with a religious leader about their place of worship</li> </ul>
Most pupils in Year 4 will be able to:	<ul style="list-style-type: none"> <li>▪ Describe two places of worship and some of the activities, symbols and artefacts inside them using the relevant vocabulary</li> <li>▪ Describe and explain ways in which two sacred places are used by their communities – including religious and community or social activity</li> <li>▪ Make connections between sacred religious places, e.g. by discussing what makes mosques or churches special to thousands of people</li> <li>▪ Describe and explain a picture of the interior of two sacred buildings</li> </ul>
Most pupils in Year 5 will be able to:	<ul style="list-style-type: none"> <li>▪ Make connections with similarities and differences between two religious buildings</li> <li>▪ Discuss and present their own views on questions about the beliefs and values that are expressed in a synagogue, temple, church, mosque, gurdwara or mandir</li> <li>▪ Explain with reasons what kind of sacred space might inspire or influence values</li> <li>▪ Describe the key features of a sacred building, making clear the religious importance of what is to be seen inside.</li> </ul>
Most pupils in Year 6 will be able to:	<ul style="list-style-type: none"> <li>▪ Describe how worship within a community can make a difference to a believer's life</li> <li>▪ Make connections with how similarities and differences in worship at a holy place show different beliefs</li> <li>▪ Explain with reasons some of the opportunities and the complexities of religions living side by side in plural societies</li> <li>▪ Explain with reasons why the UK has many newer temples, mosques, gurdwaras and mandirs, and thousands of churches many of which are much older</li> <li>▪ Discuss and present their own views on challenging questions about worship in a mixed society like the UK</li> </ul>

**Activities after a visit to a sacred space:**

- Discuss: What surprised you?; What did you find interesting? What questions do you want to ask?
- Recap the words used to describe the atmosphere inside the place of worship. Produce some art, music or a poem to convey thoughts and feelings about the place.
- Discuss if and when they might like to go and sit quietly in that sacred space or use it in some way.
- Produce a guide book for the place of worship; design and make models in a shoe box; or using a computer-drawing programme.

**Assessment suggestions:** RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper. Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies.

This will include: *questioning* to enable the pupil (with the help of the teacher) to find out about their level of learning; *feedback* from teachers so pupils can improve their learning; *understanding and modelling* what successful learning looks like; *peer assessment and self-assessment* for more independence; and *summative* assessment where appropriate. Summative assessment opportunities should be valuable learning activities in their own right as well as a vehicle for assessing learning.

Some creative learning tasks that could show evidence of achievement:

- ◆ Choose 1-2 religions as a focus. Give children a large (A3) keyhole template and ask them to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. This might include artefacts, people, worship activities, and some emotions, feelings and beliefs. Talk about the completed keyholes asking children to identify and describe what they have illustrated and labelled and why.
- ◆ Ask pupils to complete a 'senses sheet' about their visits to 2 places of worship: what did they see, touch, taste, smell, hear, feel, think? Create a list of similarities and differences between the two places.
- ◆ Use photos taken on the visits to produce recounts/reports to explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs or seek a sense of God's presence.
- ◆ Give a choice of questions to think about and write extended answers to: they might tackle 3 out of these 7:
  1. What did you like best about your two visits? What 5 words describe the places you went to?
  2. What are the main similarities between two holy buildings you visited? What are the biggest differences?
  3. In what ways is your own 'special place' like a Synagogue/Temple/church/Mosque/Gurdwara or Mandir
  4. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, what would you choose? Who would you give the presents to and why?
  5. From your favourite visit to a holy place, choose four things that sum up why the building is special. Write a description about each one, and say what it shows you about worship.
  6. Why are holy places important? Give at least four different reasons.
  7. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self?
- ◆ Set pupils a design task: if the local hospital, airport, prison or school wanted to build a sacred space that would be suitable for Buddhists, Jews, Sikhs, Muslims, Hindus and Christians to pray or meditate in, what should it be like? Why? Discuss then draw designs and write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society in depth.

All these tasks need to balance the presentation of information and understanding with the skills of engagement, reflection and response

### Approach in this unit:

1. Before the visit: encourage pupils to make decisions and select what they want to do during the visit.
2. Avoid the situation of the class rushing into a sacred place and receiving a long talk by a guide. Allow pupils to experience the atmosphere for themselves.
3. Stop outside and build a sense of anticipation by asking - what do you think we might see inside?
4. Encourage pupils to wander around in silence. Can they find a place that they like and want to sit on their own? Sit quietly for a few minutes. Can they decide how they could record that experience?
5. Discuss '*what do you feel here?*' Would you want to recreate that feeling back at school? How could we do so?
6. In groups pupils could investigate '*What does it mean to be a member of this community?*' *What impact does commitment have on people's everyday lives?* They could interview different people connected to the sacred place and film the interviews so they each get to see all the interviews. Pupils could either write their own account or poem or create a piece of art work to answer the question of commitment.
7. Pupils could take photos of 3 things which they think are special to faith members and justify their choices.
8. Pupils could write senses poems- both in and outside: I see... I feel...or See....Feel..
9. What questions do you have about this place of worship? What part of it do you think is most special and why?



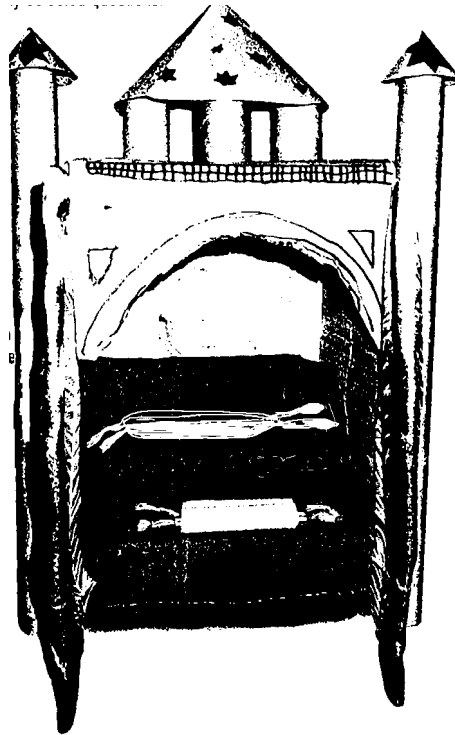
INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What makes a place special? What is a sacred place?</p>			
<p>Children will learn to express their thoughts and feelings about some special places.</p> <p>Children will learn that there are places of importance to us, and some of these are special in religious life.</p> <p>Children will learn that there are different reasons why these places are special.</p> <p>Children will learn the skill of sitting alert and relaxed, ignoring outer and inner distractions, to reflect on what they can hear, smell, and feel.</p>	<ul style="list-style-type: none"> <li>• Read an extract or show a clip from the early part of 'The Lion, the Witch and the Wardrobe' where the children discover a door through a wardrobe to Narnia. What could be behind the door? In the story it was magical. Some places, when we go in, feel like this. Discuss the excitement of discovering new places.</li> <li>• Ask children to think of a special place which they enjoy. Brainstorm their feelings when thinking about it. Link to the language of emotions: excited, full of wonder, curious, inspired, anxious. They could draw a doorway, and the special place inside, then stick an opening card door onto the image. This makes an enticing display.</li> <li>• Discuss places of special importance. If they could go to one place, where would it be and why? Where the special places they have been to and what is special about them? Are they places to be alone or to share with others? outdoors or inside?</li> <li>• The need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places. What places are sacred in different religions? Is a focus to a sacred place important? Do some people worship without a special building?</li> <li>• Discuss the type of behaviour needed in a sacred place &amp; how people might show their respect when they enter - clean clothes, cover heads, quiet, genuflect etc. Brainstorm how you would feel if you went to your special place and you found it spoilt or polluted or desecrated or if someone didn't behave in your special place. Complete the sentence '<i>If someone misbehaved in my special place I would feel ...</i>'</li> <li>• Prepare for visiting special places by practicing being quiet. Children sit straight and relaxed, breathing slowly with eyes closed. Ask them to imagine they are entering a large room. In their mind, they look around the room to find somewhere to sit. What can they hear in their imaginary room? What can they smell? How do they feel? Have a few moments of silence, focusing inwards. In pairs children describe what their room was like and how they felt there. Some could tell everyone about their partner's room.</li> <li>• Children can complete the following sentences:             <ul style="list-style-type: none"> <li>○ <i>A special place I'd love to visit is... because...</i></li> </ul> </li> </ul>	<p>Year 3: I can describe how some places are important to myself and others. I can discuss sensitively questions about places that are holy or special.</p> <p>Year 4: I can describe emotions connected to special places. I can make connections between my special places and some sacred places.</p> <p>Year 5: I can explain the word 'sacred' to show my understanding of religious special places.</p> <p>Year 6: I can explain with reasons some similarities and differences between places sacred to millions of people in a religion, and a place that is special to just one person.</p>	<p>During this unit plan to visit 2-3 places of worship from the same tradition and from different religions. Take pupils for a walk around the neighbourhood to look at the outside of places of worship comparing size, shape, age, decoration. If that's not possible ask them to notice when they are out and about any places of worship they pass are and what features they have. Literacy links could include work on simile: '<i>my special place is like... because...</i>' Children could express feelings through poetry or through mime. Labelling and lists are important</p>

- *A place where I feel very calm is... because...*
- *A place that is sacred for others, but not for me is...*
- *Some people think the whole earth is sacred because... I think...*
- *I believe that religious buildings are all sacred / are not all sacred because...*

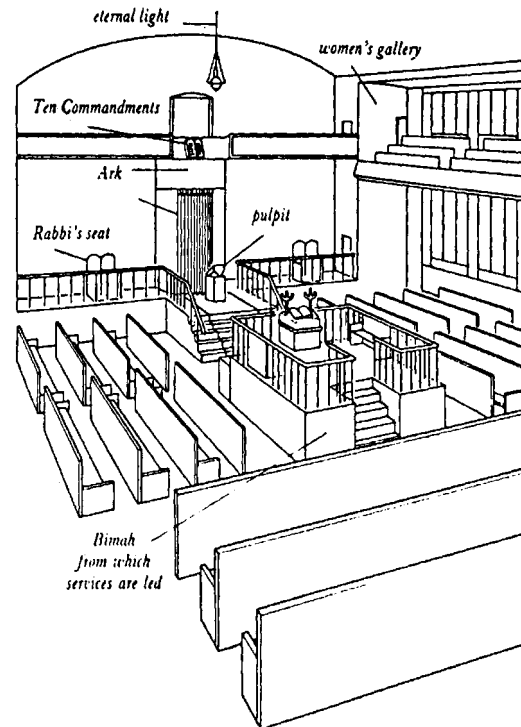
Later in the unit, pupils can be asked to justify or amend the statements they make here in the light of their learning and thinking.

literacy skills: some activities can be structured to use and develop these skills.

Children made an Ark with Torah scrolls



PLAN OF A SYNAGOGUE



INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What can we learn from visiting a place of worship?</p>			
<p>Children will learn to enquire into the meaning of places of worship.</p> <p>Children will learn a process for using the senses to build up understanding.</p> <p>Children will learn about the ways in which the place of worship they visit helps the religious community e.g. to be strong, stick together, find peace.</p> <p>Children will learn to consider questions about worship and sacred space, developing the abilities to make connections, build deeper understanding and explain points of view.</p>	<p>What are some of the purposes of sacred spaces? Friendliness? peace? thoughtfulness? study?</p> <ul style="list-style-type: none"> <li>• Pupils think about the school building and grounds. Where is the friendliest place? most thoughtful? most peaceful? After discussion, visit the places. Do something friendly at the friendly place (Affirmation exercise? group hug?). Something thoughtful at the thoughtful place (Recite poems? Ask big questions?). Something peaceful at the peaceful place (Listen to music? Gaze into the clouds?). Children take photos.</li> <li>• Always prepare children well for a visit - you are visiting someone's 'Holy Ground'. Don't try to cover everything. Avoid 'death by clipboard' and children dashing about in a quest for information.</li> </ul> <p>Enquiry method using the 5 enquiry questions: what, how, who, where, why?</p> <ul style="list-style-type: none"> <li>• Questions: Involve pupils in planning a visit to a place of worship, giving time and structure within which they can develop their own questions. Children consider how the 5 enquiry questions can be used to get the most out of the visit and the importance of focusing on 'why's not just 'what's'. Build into the visit opportunities to answer their questions. Ideally a member of the faith community will be present to answer children's questions not just to give a talk.</li> <li>• Focus on how a place of worship makes you feel, not just what you see. Why might people like to go there? Participate in a quiet reflection in each place.</li> <li>• Use all of the senses: Pupils find somewhere to sit silently for 5 mins on their own in the place of worship. They could record what they see, hear, touch, taste, smell, feel and think on a recording sheet. Make time for pupils to notice the atmosphere of the building by having them sit quietly, or lie on the floor, while a piece of sacred text is read, or a short piece of sacred music is played. What are some do's and don'ts? Are there some things 'not to touch'?</li> <li>• Make time to share feelings children have in the building. What words describe how you feel in the building? What words describe the atmosphere? Does it look cared for? Why? What sort of people built it and why? When would it be most full? When might you feel the need to come into it alone? If you could improve it in any way, what would you do? How might the people who use it feel if developers wanted</li> </ul>	<p>Year 3: I can describe places that encourage thoughtfulness, friendliness or calm. I can find out about a place of worship.</p> <p>Year 4: I can make connections between the senses and the moods of places of worship.</p> <p>Year 5: I can discuss concepts like 'inspiration' or 'atmosphere' to reflect with understanding on sacred spaces.</p> <p>Year 6: I can explain with reasons, views about the ways in which a place can express friendliness, peace or thoughtfulness, and about worship's purposes in the places visited.</p>	<p>This part of the unit can be undertaken at any point in the learning – perhaps lesson 3 or 4 is optimal. If two visits can be arranged, within a few weeks of each other, then similar processes are useful for both, as it will embed the enquiry method in pupils' learning. The unit enables challenging work across the age range so can be adapted to 7 or 11 year olds, or a mixed age group.</p>

	<p>to demolish it? If it was to be demolished and you could preserve one thing from it, what would it be?</p> <ul style="list-style-type: none"> <li>• Inside the building ask pupils to find something that: <i>Makes you feel joyful; Makes you feel sad; Is beautiful; You could also find in a non-religious building; You would only find in a place of worship; Is holy; Reminds you of Jesus.</i></li> <li>• Remember the people who worship here: make it personal. Interview someone to whom the building is special. Research where the members come from, their age, how many people use the building &amp; when (do graph work back in school).</li> <li>• If music is used in the building arrange to hear it e.g. the organ, chanting etc.</li> <li>• Purposes: ensure the enquiry is not just about the outward features of religion. Look for the meanings behind the objects. Why are things the way they are and where they are? Who uses these things and why? What does this mean to the people who worship here? Groups of children could focus on different aspects of the building &amp; then share their questions, findings, &amp; feelings.</li> <li>• Remind children of the friendly, peaceful and thoughtful places in school. Can they agree which places in the holy building are the most friendly, peaceful and thoughtful? Link this to the reasons why worshippers come to the place. Where would be the best place in the building for believers to feel close to God? How can you tell? Why? Ask pupils to take photos of these four places as a record of what the children learned and thought about.</li> </ul> <p>Outcomes from the work done on a visit to a place of worship:</p> <ul style="list-style-type: none"> <li>• Time to follow up. Use literacy, art and RE lessons creatively following the visit. Don't let the experience go cold before following up the thinking.</li> <li>• Creative, thoughtful, written: ask pupils to make a record / recount of the visit. Encourage them to do creative writing and artwork drawing on their experience. e.g.: suppose the place of worship was destroyed: what would the community do? If you could choose four things from the place of worship to explain its importance, what would you choose and how would you explain? Imagine the building is personified (Y6 literacy) What story could the building tell of '<i>A week in my life?</i>'</li> </ul>		
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INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What makes a building sacred for Christians? What can we learn from Christian sacred spaces?</p>			
<p>Children will learn that there are a range of buildings which are sacred places for some Christians.</p> <p>Children will learn to recognize a Christian religious building and know why it exists in the community.</p> <p>Children will learn about the use and meaning of some features of some Christian places of worship.</p> <p>Children will understand the symbolism and religious meaning of some of the interior features of a Christian building.</p> <p>Children will reflect on the part a Christian religious building can play in the search for self-identity and meaning in life.</p>	<ul style="list-style-type: none"> <li>• Is a church a bit like music? Listen to hymns that Christians may sing e.g. excerpts from the Hallelujah Chorus, Christmas carol, wedding march, contemporary Christian song for children. Listen to hear the words, instruments (e.g. organ). How does the music make you feel? joyful? peaceful? united? Is it about praising and thanking? Ask an abstract question such as- 'Is a church like music?' to provoke metaphorical thinking. What are some Christian sacred places called? Do they look the same? Have you been inside any?</li> <li>• Visit a denomination not already visited – or use a virtual tour. Look outside: how, when, by whom and why was it built here? How when, by whom and why is it used? Explore any graveyard. Do the gravestones tell us anything about what the people believed? Are there any special memorial stones? What thoughts come as you look at the gravestones? Why might people want to come and sit in the Church grounds? Why do some churches have a tower, steeple, belfry? What do you think of when you hear the bells? What do you notice about the size &amp; shape of the building? What does the notice board tell us about the beliefs of the users of the building? What is the origin of the building's name?</li> <li>• Go inside: ask pupils to sit silently on their own and record what they see, hear, touch, taste, smell, feel and think. Does the building make you feel welcome? Ask pupils to find and describe things that are there, but not in other buildings e.g. perhaps crosses, candles, images, pews, altar, Biblical scenes. Or it maybe plain (e.g. Meeting House). Are there any books? music? If they don't know what something is, they can write questions to give a congregation member. Ask pupils to remember the enquiry questions and the 5 senses as they work.</li> <li>• If it is a Catholic or Anglican church explore the 3 parts: the nave (where people learn about God); the chancel (where those leading sit - choir, clergy, organist etc.); the sanctuary (where people draw closest to God - it symbolises heaven).</li> <li>• Explain that the altar or communion table is often below the east window and may be divided from the rest of the church. What is on the altar (e.g. cross, candles)? Why does it look like a table? How do you know it is an important part of the church? Is there a Sacrament of the Eucharist 'Communion' (bread and wine symbolising the body and blood of Jesus)? What colour is the altar cloth? Why? What other colours</li> </ul>	<p>Year 3: I can describe the features and meanings of some artefacts from inside a Christian place of worship. I can explain with reasons why people might like to go there.</p> <p>Year 4: I can describe why people might volunteer to look after a church, chapel, meeting house etc.</p> <p>Year 5: I can discuss and present my views on questions about the meaning and significance of what might happen in a Christian sacred space referring to learning about Christianity.</p> <p>Year 6: I can explain with reasons how similarities and differences in the practice of worship</p>	<p>To get ready for a visit to a church show photos of objects in it. In pairs children can explore the church searching for objects to match the photos.</p> <p>Use 'post-it' notes to give each object a name, or choose one word to describe it, and place the 'post-it' next to the object.</p> <p>Do ask - most churches will be happy for pupils to do this.</p> <p>Children can draw, sketch or photo the object to bring it back to school.</p> <p>For 300 years after Jesus' death there were no church buildings. Christians met secretly in each others homes, in</p>



<p>Children will learn why some Christians go to a church or chapel or meeting house etc and what they do there and how they care for it.</p> <p>Children will reflect on what they have learnt in relation to their own lives and ideas.</p>	<p>are used? Are there pictures on the altar cloth? Why are there 2 candles? (They represent the human and divine nature of Jesus.) Ask if the altar candles can be lit and let children sit quietly meditating on them.</p> <ul style="list-style-type: none"> <li>• How many crosses can you find? The cross, the central symbol of Christianity, may be found in many forms inside and outside. Originally churches were built in the shape of a cross - is this one? Where else can you find a cross in your town? Do you know anyone who wears a cross on a chain? What does it mean to them?</li> </ul> <p>How might Christians use their sacred space? How do they make it a special place?</p> <ul style="list-style-type: none"> <li>• Explain how the congregation may attend a service and listen to a Bible reading - perhaps from a lectern- a special stand to hold the Bible - often brass and in the shape of an eagle with outstretched wings. Why does the Bible rest on the wings of an eagle? What story would pupils read to the congregation? Ask them to imagine they have a special gift to deliver and they can fly on the back of an eagle, can they describe the journey?</li> <li>• Is there a pulpit used by a Priest/Vicar/Minister to preach a sermon? Or do all sit equally? Discuss the sort of teaching given from the pulpit. What does 'preach' mean? Stand in the pulpit. Why is it high up? What would pupils say to the congregation if they spoke from it?</li> <li>• How do people sit - in pews, chairs, or on benches? Are there embroidered kneelers? What do the pictures show? Why do people kneel when they pray?</li> <li>• How might the building show Christians that Jesus' presence is with them? Discuss Sunday as a special day for Christians. Can you tell if children are involved? Do services include them? Is there a Sunday school? Are there other groups (scouts etc)? How does the congregation help others (food bank etc)?</li> <li>• Is there a font (a container for water for baptisms). In Anglican churches It is often near the door as a welcoming sign and in Catholic churches it is often near the front. It symbolises the River Jordan where Jesus was baptised by John as the first stage in Jesus' ministry. Some churches have small portable fonts.</li> <li>• Does it have stained glass windows telling a story? If the sun is shining see if you can stand in the suns rays letting the colours from a window fall on you. Find a window you like - try copying it and later make it out of coloured tissue paper.</li> <li>• In Catholic churches there are statues of Mary and pictures of the 14 Stations of the Cross representing the events of Good Friday. They symbolise the reality of Jesus' suffering and that it is not just something that happened in the past.</li> </ul>	<p>might show similarities and differences in beliefs.</p>	<p>caves or catacombs because the Romans persecuted them.</p> <p>Beware of using too many teacher questions. And of spending a long time giving answers to questions pupils haven't asked. Regularly ask <i>'Are there questions you want to ask?'</i></p>
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	<ul style="list-style-type: none"> <li>• If there is an organ, arrange for music to be played during the visit. If there are old flagstones or tiles on the ground take off shoes and walk barefoot. How does it feel? Think about all the people who have walked across this floor since it was built. If there is a stone carving run your hands over it. What does it feel like? Imagine you are the stone mason - what might you think as you carved?</li> <li>• Back at school: We visited the churches when empty. I wonder what they are like when in use? What sorts of people go to church? What do they do there? Daily or just Sunday? Who else works in a church? - verger, flower arrangers, cleaner, organist, treasurer. Usually all are volunteers. What else happens in or through the church beside worship? How do churches serve the community? The church can be seen as a family; people help each other and the church and make time to pray for the church and its people. Churches are described as the 'house of God', 'house of the family of God' or 'house for the Christian family'.</li> <li>• Churches are not museums but to be used to worship God and to celebrate the Christian community coming together in Jesus' name. How is worship in this building organized? Symbolism in many churches is expressed in 4 inter-related ways through physical elements (water, bread, cross or crucifix); actions (sprinkling water, receiving a candle, taking bread and wine, genuflection); dress (vestments for priest, choir, christening gown, bride's dress); and colour (white for baptism, violet during Lent etc.). Try to identify these elements of symbolism as you show a video of worship in action and people talking about their worship.</li> <li>• Explore the websites of local churches so pupils can find out what goes on.</li> <li>• Children role play a discussion about the advantages and disadvantages of being an active member of a church. Discuss 'what do you do for your community?'</li> <li>• Children make a stained glass window using card, poster paints, and tissue paper with a choice of themes: Light and Dark; Jesus: a key moment in his story; Peace; Spiritual growth; Helping Others. Can they make links between their creative work and the visit, the Bible, and the community life of Christians?.</li> </ul>		
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INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Why is a mosque a special place for Muslims? What can we learn from this?</p>			
<p>Children will learn that Muslims are one of Britain's religious communities, the second largest after Christians.</p> <p>Children will learn about the use of a prayer mat, to create a clean place on which to pray to Allah.</p> <p>Children will learn that a mosque is a sacred place for Muslims and will learn about some important features of a mosque and what it might feel like and look like.</p> <p>Children will learn why Muslims go to a mosque, what they do there and how they care for it, including an exploration of the idea of respect.</p>	<ul style="list-style-type: none"> <li>• Listen to various sounds, calls, chants, then focus on an extract of an Imam reading from the Qur'an, or making the Call to Prayer. Talk about the feelings that come from the voice, even if the words aren't understood. Discuss the ways words can get in the way of feelings, and the ways words help with expressing our feelings.</li> <li>• Show some photos of a Mosque, and talk about how a Mosque is usually thought of as a building where Muslims can come together to pray. Point out that anywhere a Muslim chooses for prayer is believed to become a mosque for that particular time. Using the web children could research where there are mosques in the North West.</li> <li>• Discuss how we use body language. Explain how Muslim prayer uses the body to express belief. Show a prayer mat and video showing how it is used. Explain the commitment to pray 5x each day, facing Makkah, bow to God, wish peace and blessings to others. A prayer mat is a clean place on which to pray – it is like a mosque. Standing on the mat makes a special or holy place for Muslims. Ask pupils: what is the body language saying, as a Muslim prays?</li> <li>• Visit or take a virtual tour of a mosque (masjid: place of prostration) which is special to Muslims. Start with a time of quiet sitting-how do we feel now? What did we think about? What did we look at? Is there a special place in the building?</li> </ul> <p>1. Enquiry: Focus on the outside the building: how, when, by whom and why has it been built? How when, by whom and why is it used? Is there a minaret and dome? Go inside. What would you like to find out? Look at the notice board-what does it tell us about the beliefs of those who worship here? Notice the washing area. What can you learn about Islam from it? Which is the most important part of a mosque? (the hall where people pray). Why is there so little furniture? How do people pray? Notice prayer mats and the minbar showing the direction for prayer. Look at the clock, what times are daily prayers and how many are there in one day? How might Muslims pray if they can't get to the mosque at that time? Why is there a separate prayer hall or balcony for women? Who is the Imam? What does he do? Does the mosque look empty? Are there pictures or statues or music? Why not? Does the mosque have special windows? Notice any Islamic art, geometric patterns, books, Qur'ans. Find something in the building that makes you think of Muhammad (pbuh). What does it make you think about him?</p>	<p>Year 3: I can describe some features of a mosque that make it a Muslim sacred place. I can explain with reasons the idea that a Mosque can be described as the 'hub' of Muslim life.</p> <p>Year 4: I can describe the meaning and uses of a prayer mat. I can make connections between Muslim worship and belief and my own beliefs.</p> <p>Year 5: I can discuss and present ideas about the concept of respect to show understanding of what happens in a mosque.</p> <p>Year 6: I can explain what we have found out about Muslim worship. I can discuss and present my own</p>	<p>Ask pupils where in the mosque people might feel peaceful, together, caring, close to Allah or ready for anything. Why?</p> <p>Children could make a model mosque and design the items found within a Mosque.</p> <p>Literacy activities following the visit:</p> <ul style="list-style-type: none"> <li>◆ Stories with historical settings – a story of the Prophet</li> <li>◆ Writing persuasive texts: why should a new mosque be built in our town?</li> <li>◆ Journalistic writing: e.g. "Year 6 pupils learn about the spiritual life at a Cumbrian mosque"</li> </ul>

<p>Children will learn to recognize an Islamic religious building and know why it exists in the community.</p> <p>Children will reflect on the part a mosque can play in the search for self-identity and meaning in life.</p>	<p>How might Muslims use the mosque? How do they make it a special place?</p> <ul style="list-style-type: none"> <li>• Does the building make you feel welcome? Can you tell if people care about it?</li> <li>• What clues show you it is a place of worship? Which days/times do people come? What do people do in here? Who comes? Who helps? How? Why? Can you tell if children are involved? What interests you most in this building? Is there anything in the building you don't understand? Who could you ask?</li> <li>• What signs of respect are used and what do they mean? What are some Do's and Don't in a mosque? Ask pupils to identify 10 ways that respect is shown in a mosque to Allah, Muhammad (pbuh) and the Qur'an. Include 1) visible signs: removing shoes, washing before prayer, clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing daily prayers observantly and 2) signs of respect in the heart or mind: sincere intentions, dutiful obedience, and submission. Are some more important than others? Can you rank them? This activity can be adapted with reference to other holy buildings - comparisons are a very good ground for learning.</li> </ul> <p>Design task:</p> <ul style="list-style-type: none"> <li>• Ask pupils to design the artwork for a calendar showing the special places of Muslims. A separate design is required for each month. Working in groups discuss then decide what the 12 pictures will be.</li> </ul>	<p>views on challenging questions about the concept of respect in my own life.</p>	
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INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What makes a Gurdwara holy for Sikhs? What can we learn from this?</p>			
<p>Children will learn that Sikhism is one of the UK's large religious communities – over half a million.</p> <p>Children will learn that a Gurdwara is a sacred place for Sikhs and about some of the important features of a Gurdwara.</p> <p>Children will learn what a Gurdwara feels like and looks like.</p> <p>Children will learn why Sikhs welcome everyone to eat at the langar kitchen.</p> <p>Children will learn how the holy building and the writings of Sikhs might have connections with pupils lives and ideas.</p> <p>Children will reflect on the part a Gurdwara can play in the search for self-identity and meaning in life.</p>	<ul style="list-style-type: none"> <li>• Start this work with some shared food. Perhaps the class can cook some food together and share it, or go on a walking tour of the school kitchen, and think about all the people who work hard to prepare and provide school dinners:</li> <li>• Remind pupils what places are special for Muslims and Christians. Talk about what you find in both buildings. Show some photos of the Sikh holy building, the Gurdwara.</li> <li>• Listen to some music from Sikh singers from the internet. Ask children to listen carefully: what feelings and emotions go with this music? Ask how the music makes us feel? Is it joyful? Peaceful? Calming? Different?</li> <li>• Visit a Gurdwara or take a virtual tour as a substitute (see the resources section). Look outside the Gurdwara: are there domes? symbols? a flag? Inside: focus on the place given to the Guru Granth Sahib. (the scriptures of Sikhism). What kind of book might be given such special treatment? It is treated as a 'living Guru', not merely a book. Explain how Sikhs might attend services (not necessarily daily) and listen to a reading from the Guru Granth Sahib. How is the seating arranged? How do people pray? Is there evidence of music being played? Does the gurdwara make you feel welcome?</li> </ul> <p>How might Sikhs use the gurdwara? How do they make it a special place and why?</p> <ul style="list-style-type: none"> <li>• Explain about the langar, and the principle of sharing food there: everyone eats together. No one is excluded unless they refuse to be 'on the level' with everyone else present. Is it a kind of family with people helping each other and looking after the Gurdwara? Children can make a guidebook for the gurdwara or take photos to make into a PowerPoint. What are some Do's and Don't in a Gurdwara?</li> <li>• The Gurdwara is the 'Guru's house' is an important idea. Any building in which the Guru Granth Sahib lives becomes a Gurdwara – so the book is not kept in libraries or in homes - unless it has its own room. Children could research the Guru Granth Sahib. How is it looked after and treated in the Gurdwara? How is worship carried out? Are hymns, prayers and readings involved?</li> <li>• Learning from sacred writings at the Gurdwara: Discuss which books and words are special to pupils, why, and what specifically they have learnt from them. Are these words sacred, or holy? Perhaps they are better described as inspiring or moving?</li> </ul>	<p>Year 3: I can describe what makes a Gurdwara a special place for Sikhs. I can explain with reasons why people volunteer to serve food in the langar, responding to ideas about generosity and the holiness of a place.</p> <p>Year 4: I can describe the meanings of some Sikh artefacts. I can make connections between Sikh belief and behaviour – e.g. "All are equal to God, so all can eat together".</p> <p>Year 5: I can explain with reasons why Sikhs may be inspired by the Gurdwara and the Sikh community.</p> <p>Year 6: I can discuss and present my views on challenging questions about generosity, holiness, community in my own life and in the lives of Sikhs.</p>	<p>This unit is made more memorable and powerful if a visit can be arranged to a Gurdwara and Langar. This is demanding for teachers, but worth the effort if great RE is the result.</p>



INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Why do Hindus have sacred spaces at home as well as in the Mandir? What can we learn from this?</p>			
<p>Children will learn what Hindus do within their families.</p> <p>Children will learn about Hindu artefacts that might be found in a home shrine.</p> <p>Children will learn how Hindus thank God in their home worship, and about the value of thankfulness.</p> <p>Children will learn to recognize a Hindu religious building and know why it exists in the community.</p> <p>Children will learn to reflect on the search for and value of thankfulness.</p>	<ul style="list-style-type: none"> <li>• Ask children to draw 5 circles. In the 1<sup>st</sup> draw you when you are happy; in the 2<sup>nd</sup> sad, in the 3<sup>rd</sup> angry, in the 4<sup>th</sup> proud, in the 5<sup>th</sup> excited. Which one of these faces is you? Each face is you – but not the whole of you. Each face is an outward representation of part of you. Each is different, but each is a manifestation of you. Explain that this is similar to how God is portrayed in Hinduism. Each representation of God gives insight into a part of God. God is believed to have many faces. There is one God who has many forms.</li> <li>• Brainstorm what children think they already know about Hindus and Hinduism.</li> <li>• Watch video clips to develop children’s knowledge of Hinduism. Explore the importance of saying thank you. Can children think of 5 times in the day when it is good to say thank you? Who do we thank? Explain that for Hindus worship is a kind of ‘thank you’. Use an Arti puja tray to show how Hindu families might worship.</li> </ul> <p>What are the advantages of having a shrine at home for family worship?</p> <ul style="list-style-type: none"> <li>• Many people go to a special place to worship. It is also possible to make an ‘ordinary space’ special or holy in the home. Show 2 photos, one of Hindu worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like ‘double bubble’ will help pupils compare and identify similarities and differences.</li> <li>• Home is the central focus of Hindu worship and an aspect of family life. Going to the temple is less important though for many it is part of their daily routine to visit a temple. In India worship in the temple is often individual. In UK the temple has taken on a community function so worship has acquired a congregational flavour. Worship includes walking round the shrine several times to connect with the power of God.</li> <li>• Mandirs may have shrines to several different manifestations of the one God. A Hindu chooses which to worship. Show a PowerPoint collage of different images. What might each mean? In groups children look at pictures and murtis (statues) of one and decide on 5 questions. ‘Decode’ the symbols with and for pupils.</li> <li>• Use artefacts, video clips or photos to introduce things you might see if you looked ‘through the keyhole’ into a Hindu home e.g. a picture of Krishna, a murti of Lakshmi, an Arti puja tray, the Bhagavad Gita, Indian sweets, fruit, flowers, music. Ask children to be detectives and ask questions about the objects, and tell you all they can about the person who has these things in their house. This can be developed into writing to describe and explain the photos relating them to children’s lives. Use a writing frame such as: My most precious person is... because...; My most precious thing is... because...; My most precious book is... because...; My most precious memory is ... because...</li> <li>• Enquiry question: Is it easier to worship alone, in a family or in a big group? Why?</li> </ul>	<p>Year 3: I can describe a Hindu shrine and examples of Hindu religious practice in the home.</p> <p>Year 4: I can describe why a shrine might be important to Hindus. I can make connections between my home life and a Hindu’s home life.</p> <p>Year 5: I can describe similarities and differences between Hindu worship at home and in the mandir</p> <p>Year 6: I can explain with reasons why worship is varied in Hindu communities. I can discuss and present my own views about what makes a space sacred. I can discuss and present my ideas on challenging questions about worship.</p>	<p>This example is different from the three preceding ones, because it focuses on worship in the home.</p> <p>Some children may misunderstand Hindu traditions, particularly worship of One God in Hindu dharma. The gods and goddesses are all different forms of the One God.</p> <p>Hindu mandirs can be found in Preston, Manchester, Liverpool, Rochdale or Bradford.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p style="color: #4169e1; font-weight: bold;">Why do Manchester's 25,000 Jewish people need synagogues?</p>			
<p>Children will learn about the Manchester Jewish community, including its buildings, history and family and community life.</p> <p>Children will learn that a synagogue is a place of worship for Jews and about some of the important features of a synagogue.</p> <p>Children will learn what a synagogue feels like and looks like and be able to recognize a synagogue and know why it exists in the community.</p> <p>Children will reflect on the part a synagogue can play in the search for self-identity and meaning in life.</p>	<ul style="list-style-type: none"> <li>● Discuss what pupils think they know about the Jewish faith, including about synagogues. Explain that a Synagogue is the Jewish community centre and meeting place for services. It has 3 main uses as a: House of Prayer (Bet Tefillah); House of Meeting (Bet Kneset); and House of Study (Bet Midrash). In a Reform synagogue families sit together. In an Orthodox synagogue women and children sit in a gallery away from the men.</li> <li>● Show a picture of a synagogue in Manchester. Explain that in Britain, there are two major centres of Jewish population: over 100, 000 Jews live in London; over 25, 000 live in Manchester (Census, 2011)</li> <li>● Ask pupils to guess how many synagogues there are in the North West. How large? Where? What happens? Why? Use the 5 enquiry questions to develop points for investigation, and ask pupils in small groups to select the best questions, and say why they are good.</li> <li>● Research answers – a web starting point is <a href="http://jewishmanchester.org/synagogues/">http://jewishmanchester.org/synagogues/</a> which lists over 50 synagogues in the Manchester area. Some have websites pupils could use to answer their questions. A well planned web quest will contribute to computing learning as well as RE. What are some do's and don't in a synagogue?</li> </ul> <p>How might Jewish people use a synagogue? How do they make it a special place and why?</p> <ul style="list-style-type: none"> <li>● Use a cut-away drawing of a typical synagogue, or photos, or a virtual tour, to set up this task. Imagine Jewish people in Cumbria went to an architect and said: <i>we want to build a small synagogue in Cumbria. Over 100 Jewish people live here, and lots come to visit so may join us for Shabbat. Please design a small, beautiful, welcoming synagogue, suitable for the Lakes. We would like your drawings for a modern ark and curtain, Ner Tamid, bimah, stained glass window, the seating, and external features. Use Jewish story, symbols and key ideas in the design.</i></li> <li>● Pupils in groups of 4 design the synagogue, and present their ideas to the rest of the class. Provide good quality art materials and research images, plus a reasonable amount of time in order to get a high standard of work.</li> </ul>	<p>Year 3: I can describe a synagogue and examples of Jewish religious practice.</p> <p>Year 4: I can describe the importance of worshipping together for Jewish people in Britain today.</p> <p>Year 5: I can discuss and present my ideas about worship and whether it is easier to worship alone, in a family or in a group.</p> <p>Year 6: I can explain with reasons why the Jewish community of Manchester has grown. I can discuss and present my ideas about what makes a space sacred.</p>	<p>A synagogue is a reminder of the Jewish Temple in Jerusalem before the Romans destroyed it in 70 CE. This design activity focuses investigation and the application of ideas, taking prior learning further. Pupils need to be able to name 3 rooms found in a typical synagogue and the artefacts found in the main prayer room.</p> <p>Explain about the Jewish boy David in '<i>am David</i>' by Anne Holm. Read excerpts about his experience with churches. Use drama to re-enact scenes - how do they think David felt? Why did the places he stayed become special to him e.g. 'the rock'? Why did the church become an important place for David?</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
How might a Buddhist centre or temple help people to live a meaningful life?			
<p>Children will learn about a Buddhist centre or temple, to understand more about Buddhist community life.</p> <p>Children will learn to recognize a Buddhist religious building and know why it exists in the community.</p> <p>Children will understand the symbolism and religious meaning of some of the interior features of a Buddhist building.</p> <p>Children will reflect on the part a Buddhist religious building can play in the search for self-identity and meaning in life.</p> <p>Children will learn about the ways monks and nuns relate to the wider</p>	<ul style="list-style-type: none"> <li>• What do you know about Buddhism? What have you heard about it? What would you like to know? What questions do you want to ask on a visit? What might be some Does and Don'ts in a Buddhist centre or monastery?</li> <li>• Explain the Three Jewels. Buddhists take refuge in the Buddha (like the doctor); Buddha's teaching (the Dharma—like medicine); the Buddhist community (the Sangha-like nurses). What does 'taking refuge' mean? Who or what do pupils turn to when they want help and refuge. Do they ask different people for different kinds of help? When we are bored or upset what do we take refuge in (chocolate, social media, friends, sense gratification)? Is it always outer things? What might it be like to look inwards for refuge?</li> <li>• Explain that some Buddhists in UK live in a community of ordained monks, nuns and lay people who try to follow the example of the Buddha of how to live their lives. What impact does commitment have on their everyday lives? What basic things do the monks and nuns need? They aim to follow the Buddha's teachings on developing compassion and wisdom and living an ethical none harming life. Is that a worthy example to follow? What do you need or think you need? What ideals do you follow? In what ways is it easy or hard to live an ethical way of life? How might living in community help people to live a meaningful life?</li> <li>• What questions do you have about this: <i>'My job as a monk is just to be happy, to be content. I don't get paid for it and I don't have TV, girlfriends, alcohol.'</i>?</li> <li>• In order to help understand none harming ask pupils to imagine there is a wasp here. Do you choose to kill it or gently put a glass over it, slide a card under the glass, open the window and release it. Which would feel better?</li> <li>• Buddha taught that attachment leads to suffering. What did he mean? If I tell you Jenny Dickon has died, how do you feel? You might shrug and think who is she? If I tell you that your friend has died - how do you feel? Your friend walks in so you feel glad to see her. The difference is attachment. Is attachment always negative? Is there an example where being attached to someone or something doesn't, at some point, lead to unhappiness? Does it depend on the timescale?</li> <li>• Explain that many Buddhists find peace of mind through renunciation - as a basis for meditation. Monks in some traditions try not to handle money or store food. They inspire lay people to be generous by going on alms rounds. Imagine the range of feelings involved in waiting with an alms bowl to receive food. Why might lay people</li> </ul>	<p>Year 3: I can describe a Buddhist centre or monastery and examples of Buddhist religious practice.</p> <p>Year 4: I can describe how some Buddhists make use of their sacred buildings.</p> <p>Year 5: I can describe the significance of the Buddha, Dharma and Sangha in Buddhist life.</p> <p>Year 6: I can explain with reasons why these are called 'Jewels' or 'refuges' by Buddhists, and apply the idea for myself: my jewels, my refuges.</p>	<p>Arranging a visit to a Buddhist sacred space is a valuable opportunity. There are local possibilities in Cumbria or Dumfriesshire. Samye Ling Monastery in Eskdalemuir, Dumfriesshire is an example of a Buddhist community in the UK and their website is a useful starting point for pupils to research.</p> <p>Read excerpts from <i>Blistered Feet, Blissful Mind</i> by Tim Price.</p> <p><i>Don't commit any harmful actions towards yourself or others. Do beneficial, good actions. Subdue your own mind. This is the teaching of the Buddha.</i></p>

<p>community in Buddhist traditions.</p> <p>Children will learn to think for themselves about the importance of communities for all humanity.</p>	<p>say thank you to you? What does a monk mean when he says <i>'My role as a monk is to be a catalyst. Because I try not to have any preferences I teach renunciation, generosity, kindness and compassion.'</i></p> <p>How might Buddhists use the centre or monastery? How is it special and why?</p> <ul style="list-style-type: none"> <li>• Visit a Buddhist centre or monastery or take a virtual tour (see resources). Notice what you see, hear, and smell. What feelings come as you sit? In what way might this place help people? Are there any clues as to how Buddhists worship? What questions do you want to ask? What's the same as other places of worship? What's different? Are there any books? Is it welcoming?</li> <li>• Make a photo record of the visit: each pupil to find 3 things to photograph that are most special to Buddhists. Choose one to draw. If taking a virtual tour look at photos, books and clips showing events at a Buddhist temple.</li> <li>• Discuss the image of the Buddha in the shrine room where Buddhists meditate and chant. They are not worshipped. They are a reminder of tranquility, compassion and wisdom, and an example to Buddhists.</li> <li>• Pupils could be lead through a walking meditation or a sitting secular meditation. What goes on in our mind when we are quiet? We look after our body-how do we look after our mind? Are we what we think? If it is you thinking should you be able to control it? If I tell you not to think about a monkey - can you not think about a monkey now?</li> <li>• Discuss the advantages and disadvantages of learning to live an ethical, un-harmful life by living in a community. Ask pupils who helps them to live well? Does the community help? (Community life can be challenging e.g. racism, sexism, bullying etc, so handle this with care, based on knowledge of the class.</li> <li>• Ask how do you recognise an intelligent person? How would you recognise a wise person? How do they each respond in a difficult situation? What is the difference between intelligence and wisdom? A wise person sees a problem as something that will help them develop themselves - do you agree? In groups pupils generate a list of questions they would like to ask a wise person. Then either attempt to answer the questions or swap questions and try to answer another group's questions.</li> </ul>		
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INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>Where and what are significant places for Humanists?</b>			
<p>Children will learn that Humanism is a secular worldview.</p> <p>Children will learn there are designated secular halls where Humanists meet together in London and in Leicester.</p> <p>Children will learn about the features of Conway Hall or Leicester Secular Hall.</p> <p>Children will learn that Humanists are inspired by and can meet in a range of secular buildings and places outdoors.</p> <p>Children will learn that Humanists are interested in ethical subjects and fund-raising.</p> <p>Children will learn that some Humanists hold ceremonies for</p>	<ul style="list-style-type: none"> <li>• Discuss what pupils think they already know about the worldview of Humanism.</li> <li>• Explain that Humanism is secular so is not connected with religious or spiritual matters and there are no sacred places for Humanists. Some find inspiration in places of natural beauty or in museums or art galleries or where inspirational figures lived or concert hall and locations which remind them of humankind's place in nature or human creativity and culture.</li> <li>• Visit a museum, art gallery or place of natural beauty. Why are some Humanists inspired by such a place? Ask P4C questions about the concept of 'inspiration'. How are inspiration and spiritual similar and different?</li> <li>• Show images of Conway Hall in Holborn, London and/or Leicester Secular Society Hall. These are both large buildings with many rooms of various sizes for meetings and lectures. Both halls are independent and affiliated to a range of organisations, including Humanists UK. The library at Conway Hall holds the largest humanist research resources in the UK. Both halls host Humanist ceremonies for naming, weddings and funerals.</li> <li>• Make a virtual visit to Conway Hall at <a href="https://conwayhall.org.uk/about/360-virtual-tours/">https://conwayhall.org.uk/about/360-virtual-tours/</a> Imagine you were building a modern hall where Humanists could meet together. What features would you include? How would the seating be?</li> <li>• Explain that Humanists who choose to meet other humanists do so in each other's homes or in public spaces (libraries, meeting rooms or pubs). The meetings are according to the interests of the group. They may include visiting speakers, discussions on ethical subjects, planning social events or fund-raising for charities, but not worship or prayers. The meetings are important as spaces to meet like minds and find support for the humanist worldview.</li> <li>• Pupils create a leaflet or web page outlining a series of Humanist monthly talks.</li> <li>• Explore photos from the Leicester Secular Society Hall website. <a href="http://leicestersecularsociety.org.uk/busts.php#busts">http://leicestersecularsociety.org.uk/busts.php#busts</a> Who are the 5 busts on the façade of building? Research their achievements. Are pupils surprised by any of them? (one is of Jesus.) Enquire and reflect on why some Humanists might find inspiration from the teachings of religious people.</li> </ul>	<p>Year 3: I can describe the features of places where Humanists find inspiration.</p> <p>Year 4: I can describe the range of interests that Humanists who meet together might include.</p> <p>Year 5: I can explain with reasons the places where Humanists find inspiration. I can discuss and present my ideas about inspirational figures for Humanists.</p> <p>Year 6: I can explain with reasons why it is easier for Humanists to meet more freely than in the past (e.g. 19<sup>th</sup> century). I can discuss and present my ideas and views on challenging questions about the</p>	<p>Help pupils understand that :</p> <ol style="list-style-type: none"> <li>1) Humanism is a world view, or an approach to life.</li> <li>2) Atheism is an absence of belief in God.</li> <li>3) Agnosticism is a belief that nothing is known or can be known of the existence or nature of God.</li> </ol> <p>For further lessons plans see <a href="https://understandinghumanism.org.uk/uhtHEME/atheism-and-agnosticism/">https://understandinghumanism.org.uk/uhtHEME/atheism-and-agnosticism/</a></p> <p>Humanists believe that this is the only life we have, that the world is a natural place with no supernatural side, and that we have the freedom to shape our own lives.</p> <p>For further lessons plans about Humanism see</p>



<p>naming, weddings, vow renewal and funerals.</p> <p>Children will learn about the history of meeting places for Humanists from the 19<sup>th</sup> century to today.</p> <p>Children will learn about some of the inspirational figures for Humanists.</p>	<ul style="list-style-type: none"> <li>• Some humanists choose to hold ceremonies outdoors for naming, weddings, vow renewals or funerals. These are performed by a trained Humanist Celebrant. Watch a film of a naming ceremony or wedding from the Humanist website. <a href="https://humanism.org.uk/ceremonies/">https://humanism.org.uk/ceremonies/</a> Enquire and reflect on the reasons for the choice of locations in the films. Think of your local area, what other places might Humanists be inspired to use for a naming ceremony or wedding? Why might a Humanist choose a ceremony at an inspirational place outdoors for a funeral? Pupils to plan the music and poetry for a humanist naming or wedding ceremony. Pupils could write their own poem suitable for a naming ceremony.</li> <li>• Visit a stone circle, either virtually or in real life. Enquire into why some humanists might be inspired to hold a wedding at a stone circle.</li> <li>• Explain that although Humanists today do not believe in a deity to be worshipped, in the 19<sup>th</sup> century there were Ethical Churches where freethinkers or non-conformists met for an inspirational communal experience, usually on a Sunday when everyone else was at church. In the past, it was more challenging for non-conformists and freethinkers to find spaces to meet. The focus was on doing good and inspirational ideas such as peace, liberty, justice, duty and courage. Sometimes the format and language of these meetings were similar to a Christian service, with reference to God and Jesus alongside poems by Keats. Wordsworth and Tennyson set to music. These Ethical Societies in the UK joined together as the Ethical Union, which in the 1950s became the British Humanist Society. Enquire into why it might have been more difficult for freethinkers and non-conformists to meet during the 19<sup>th</sup> century.</li> <li>• Investigate other men and women of importance at Leicester Secular Hall using the history section on their website: <a href="http://leicestersecularsociety.org.uk/history/#history">http://leicestersecularsociety.org.uk/history/#history</a> Groups of pupils could research a different person and ask the rest of the class to hot-seat them with questions. Explain that Leicester is now one of the most diverse cities in the UK after London. How is gender and diversity reflected in their election of president and chairs in recent years? <a href="http://leicestersecularsociety.org.uk/history/officers.php#pres-2007">http://leicestersecularsociety.org.uk/history/officers.php#pres-2007</a></li> </ul>	<p>concept of inspiration and spirituality.</p>	<p><a href="https://understandinghumanism.org.uk/uhtheme/what-is-humanism/">https://understandinghumanism.org.uk/uhtheme/what-is-humanism/</a></p> <p>For further lesson plans on Humanist ceremonies see <a href="https://understandinghumanism.org.uk/uhtheme/celebrations-and-ceremonies/">https://understandinghumanism.org.uk/uhtheme/celebrations-and-ceremonies/</a></p> <p>These activities link to the history curriculum, as part of exploring inspirational figures from the past.</p>
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INTENT	IMPLEMENTATION	IMPACT	NOTES
Can any place be spiritual? What is a spiritual space for you?			
<p>Children will learn that many people feel a sense of the spiritual or of worship, in natural environments rather than in churches, mosques or other holy buildings</p> <p>Children will learn that people can be spiritual without being religious.</p>	<ul style="list-style-type: none"> <li>• Explain how many people agree that we have a body, a mind, a social side and a spiritual side. Explore the meaning of 'spiritual'. There's nothing spiritual outside -objects (e.g. rosaries, crosses) and places aren't spiritual. Spiritual is to do with how we use our mind and how we investigate the nature of the mind. Being on a spiritual path doesn't prevent difficulties - it teaches us how to use the difficulties as a tool for inner grow.</li> <li>• Ask children if they know where these words come from: <i>Purple headed mountain, river running by, sunset and the morning that brightens up the sky.</i> (from All Things Bright and Beautiful). Perhaps sing it together?</li> <li>• Introduce the idea that many people belief that the natural world is a helpful environment in which to express their spiritual side or to worship, rather than in a building. Show images of stunning and inspiring natural beauty. Ask pupils: Do you have a favourite view? (a mountain, lake, forest, beach, field, park or garden)</li> <li>• Use the song 'Wonderful World' to explore and raise questions about the wonders of the world. What do they think the composer believes? How can they tell? Show a video of the song or play the music, and give children the lyrics to see. While listening ask children to write down any questions that come into their minds.</li> <li>• Pupils to make their own 'list poem' of some things that amaze them about the world.</li> <li>• Discuss or read some religious creation stories. These often carry a message about worshipping or thanking God for the beauty of the Earth. Why might people who believe in God give thanks for the world? What do other people do in response to the wonders of the world? Who can we say 'thank you' to and how can we show we are thankful?</li> </ul> <p>When the house of God burned down... [IAB / IDB]</p> <ul style="list-style-type: none"> <li>• Ask pupils to imagine that a local place of worship is destroyed by an accidental fire. There is an insurance payment, and the community meets to consider what to do. Pupils to role play the meeting and the community's ideas. In pairs write in the centre of poster papers what they think should be done. Put them on tables for the class to walk round, and add comments, starting with '<i>I agree because ('IAB') or I disagree because (IDB)</i>'. Pupils might move in groups from table to table. The idea is to construct reasoned pages of ideas about the question. Then introduce this view: it would be better to have worship in the open air, so don't build a new holy building. Use the money for something charitable instead. Ask pupils to construct arguments and give reasons for both sides of the debate, and have votes to see what the class thinks best.</li> </ul>	<p>Year 3: I can describe what makes a natural place spiritual for some people. I can explain with reasons why some people experience God in the open air.</p> <p>Year 4: I can describe some spiritual meanings of worship. I can make connections between worship in a holy building and worship in the open air.</p> <p>Year 5: I can describe and explain why the natural world is a sign of God's goodness for theists.</p> <p>Year 6: I can discuss and present ideas about spirituality, holiness, being overwhelmed, being refreshed. I can explain with reasons, my view about whether holy buildings could or should be replaced with 'natural world' worship.</p>	<p>Choose one of the many videos on YouTube with lovely images to accompany the song 'What a Wonderful World.</p> <p>The Fischy Music song 'Wonderful World' is an interesting learning tool for this work, and connects with the music curriculum for Year 4 or 5.</p> <p>IAB / IDB is a variant on the learning strategy called 'silent discussion' A powerful thinking skills based approach, enriching RE.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What have we learned about places that are special or holy to different people?</p>			
<p>Children will recap the main ideas about visiting places of worship that they have covered in this unit.</p> <p>Children will be able to make a presentation about each place of worship</p> <p>Children will learn to present information to suggest why certain places are sacred – and to whom.</p>	<p>Assessment tasks to select: (only use ones that challenge your pupils effectively)</p> <ul style="list-style-type: none"> <li>• Bring the work of this unit together in a group task: Children prepare a presentation for an assembly to share with younger children. They could work in groups each looking at different aspects of the sacred places studied. They could describe a typical believer's week; or make replica objects of those they have seen, or choose readings and music that sum up what they have learned, or create a drama of a 'week in the life of a... (holy place).</li> <li>• What would you see through the keyhole in a sacred place? Choose 1 or 2 religions as a focus. Give children an A3 keyhole template. Ask them to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on e.g. artefacts, people, worship, and also some emotions, feelings and beliefs. Talk about the work. Children identify and describe what they have illustrated and labelled and why.</li> <li>• 5 senses plus feelings and thoughts: Pupils to complete a 'senses sheet' about their visits to 2 places of worship: what did they see, touch, taste, smell, hear, feel, think? Give 2 examples for each sense then list similarities and differences between the two places.</li> <li>• Camera, action. Use photos taken from the visits to produce recounts of the visits, and enable children to explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence.</li> <li>• Design task: a local hospital, prison or school wants a room suitable for Buddhists, Christians, Jews, Hindus, Muslims, and Sikhs to use. What could it be like? Design, draw and write an architect's report explaining how beliefs could be expressed in the room.</li> <li>• 3 out of 6: Give a choice of 6 questions for pupils to write extended answers to 3 of them:             <ol style="list-style-type: none"> <li>1. What are some similarities between 2 holy buildings you visited? What are differences? Make lists of similar and different and explain why you put them on each list.</li> <li>2. In what ways is your 'special place' like / different to a church, mosque, mandir etc?</li> <li>3. If you could choose 2 things from each of the holy buildings, one to keep and one to give as a present, what would you choose? Why? Who would you give the presents to?</li> <li>4. From your favourite visit to a holy place, choose 4 things that sum up why the building is special. Use drawings or photos to make an account of your objects. Write a description about each one, and say what it shows you about worship.</li> <li>5. Why are holy places important? Give at least 4 different reasons. Rank the reasons.</li> <li>6. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean. Have you ever felt a presence different to your everyday self?</li> </ol> </li> </ul>	<p>Year 3: I can describe why certain places are sacred and to whom. I can describe different senses used in some worship.</p> <p>Year 4: I can describe features of worship and their meanings. I can make connections between experiences of my own with experiences of worship.</p> <p>Year 5: I can explain similarities and differences between various worship practices and sacred spaces.</p> <p>Year 6: I can discuss and present ideas about emotions in worship, seeking peace, and being thoughtful in worship. I can discuss and present my ideas and views on challenging questions about worship in different religions.</p>	<p>If visits have been made children could write letters of thanks to whoever met and guided the pupils around.</p> <p>Teachers will get better work if an audience is identified – e.g. the people they have encountered during the unit.</p> <p>The design task enables pupils to think creatively and practically about cohesion issues in a plural society.</p>