

## Unit 1.8 What makes some places sacred to believers?

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<p><b>Step 1: Key question</b></p> <ul style="list-style-type: none"> <li>Select a key question from p.38</li> <li>Make sure that you can explain where this unit/question fits into key stage planning</li> </ul>	<p><b>Unit 1.8 What makes some places sacred to believers?</b></p> <p>This is one of three thematic units in Key Stage 1 (i.e. it compares more than one viewpoint on the theme of sacred places). Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people (i.e. units focused on a single religion). Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslim/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contain calligraphy; many Jewish symbols are seen in synagogues and in the home.</p> <p>It has been written for pupils in Year 2; if studying it with a different year group this will need to be adapted. Previous encounters in FS will have been as part of unit <i>F5 Which places are special and why?</i> Further learning will go on in systematic units in KS2.</p> <p>It is important in this unit, if at all possible that pupils visit one or two places of worship.</p>
<p><b>Step 2: Use learning outcomes</b></p> <ul style="list-style-type: none"> <li>Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils.</li> <li>Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
<p><b>Step 3: Select specific content</b></p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to</p>	<ul style="list-style-type: none"> <li>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?</li> <li>Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.</li> <li>Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways).</li> <li>Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask</li> </ul>

<p>teach in an engaging way so that pupils achieve the learning outcomes</p>	<p>questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords.</p> <ul style="list-style-type: none"> <li>Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.</li> <li>Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.</li> <li>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. <b>church</b>: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, stations of the cross; baptismal pool; pulpit; <b>synagogue</b>: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah; <b>mosque/masjid</b>: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</li> <li>Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say sorry, to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways.</li> <li>Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.</li> <li>Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.</li> </ul>
<p><b>Step 4:</b> <b>Assessment: write specific pupil outcomes</b></p> <ul style="list-style-type: none"> <li>Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements</li> <li>Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.</li> <li>These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</li> </ul>	<p><b>I can... (Self-assessment)</b> <b>You can... (Teacher assessment)</b> <b>Can you...? (Next steps/challenge)</b> <b>Sample statements:</b></p> <p>...give an example of a place of worship that is important to the local community and say why it is important</p> <p>...give two ways you can tell that a church and a mosque or synagogue are sacred buildings</p> <p>...give three examples of objects that might be found in a place of worship</p> <p>...Describe what the objects mean or how they are used</p> <p>...give three examples of what people do in a church and why they do it</p> <p>...describe how three objects are used in Christian worship</p> <p>....say what the three objects used in Christian worship mean or represent</p> <p>...give an example of a part of worship that shows what Christians believe about God</p> <p>...give three examples of what people do in a synagogue and why they do it</p> <p>...describe how three objects are used in Jewish worship</p> <p>....say what the three objects used in Jewish worship mean or represent</p> <p>...give an example of a part of worship that shows what Jewish people believe about God</p> <p>...give three examples of what people do in a mosque and why they do it</p> <p>...describe how three objects or actions or are used in Muslim worship</p> <p>....say what the three objects or actions used in Muslim worship mean or represent</p> <p>...give an example of a part of worship or the Mosque that shows what Muslim people believe about God</p>

	<p>...describe how key artefacts/symbols are used in more than one place of worship</p> <p>....describe three aspects of what happens in two places of worship during a time of worship</p> <p>...give two reasons that a person might want to belong to a place of worship</p> <p>...give an example object from a church and an example from a synagogue or mosque that shows what people believe</p> <p>...describe a story, object, symbol or action and describe the Christian belief that it shows</p> <p>...Describe three ways that people worship in a church</p> <p>...describe a story, object, symbol or action and describe the Jewish belief that it shows</p> <p>...Describe three ways that people worship in a synagogue</p> <p>...describe a story, object, symbol or action and describe the Muslim belief that it shows</p> <p>...Describe three ways that people worship in a mosque or at home</p> <p>...describe how a story, object, symbol or action show a Christian belief</p> <p>...describe how a story, object, symbol or action show a Muslim or Jewish belief</p> <p>...give three reasons why people like to belong to places of worship</p> <p>....ask three questions about what happens in church and a mosque or synagogue</p> <p>....give two ways that the places of worship are different to other important places in the community</p> <p>....give two ways that the places of worship are the same as other important places in the community</p> <p>...ask and answer two questions about what happens in a church</p> <p>...ask and answer two questions about what happens in a synagogue</p> <p>...ask and answer two questions about what is similar or different about what happens in a synagogue and church</p> <p>...ask and answer two questions about what happens in a mosque</p> <p>...ask and answer two questions about what is similar or different about what happens in a mosque and a church or synagogue</p> <p>...give two reasons why a place of worship is sacred to believers</p> <p>...give two similarities and two differences between a religious and non-religious place in your community</p>
<p><b>Step 5: Develop teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li> <li>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>See examples of teaching and learning activities below</b></li> </ul> <p><b>Note:</b> This unit offers between 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. You can develop additional 'I can' statements as necessary for your own classroom. All pupils should study at least two places of worship.</p> <p>The unit is in 4 sections. The sections provide at least two hours of activities, so you may need to select rather than use everything.</p> <p>This unit is a thematic unit. You should take time at the beginning and during this unit to remind pupils of what they learnt when they were studying the systematic units, such as 1.4 What is the 'good news' for Christians?, 1.6 Who is Muslims?, 1.7 Who is Jewish? It is good for pupils to encounter content more than once – it helps to settle it in their long-term memory – but you will need to ensure that you explore it in different ways each time.</p>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<i>Which places are important to me? Where is a sacred place for believers to go?</i>	
<p><b>Which places are special to you?</b></p> <ul style="list-style-type: none"> <li>• Talk to pupils about where they feel happy and safe. What makes these places happy and safe places? Ask pupils to share their ideas with a partner and see if they share the same places. Why might one person's place be different to someone else?</li> <li>• Encourage pupils to feedback their partner's ideas. Teacher to scribe the ideas on the whiteboard to create a class mind-map. Do pupils like any of the other important places? Why would they feel happy and safe there?</li> </ul> <p><b>Why is your place special to you?</b></p> <ul style="list-style-type: none"> <li>• Share a picture of a place that is special you with the class (a holiday destination, a house, a place for a day out, an historic house etc.). Ask pupils to consider why this place might be special to you. Is it just the place or the things within the place, or the memories linked to it?</li> <li>• Ask pupils to draw a picture of a place that is special to them and colour/paint it. More able pupils should write a paragraph about what they have drawn and why it is special to them. Most pupils should write at least a sentence about what they have drawn and why it is special to them. Less able pupils should write key words about their place which can be displayed around their pictures.</li> <li>• Bring the class back together and ask pupils to present their ideas and writing. Why are all these places special? Is it the place that is special or the things that are there? Collate pupils' pictures and writing into a whole class book. Talk to pupils about places in their community that might be special to other people and show them photographs (school, library, swimming pool, gym, doctor's surgery, hospital). Have pupils ever been to any of these places? What was good about them?</li> </ul> <p><b>Where is a sacred or holy place for believers to go?</b></p> <ul style="list-style-type: none"> <li>• Explain to pupils that some people would use stronger words to describe their special place, for some these places are sacred or holy. What do pupils think these words mean? Tell them that the two words do not quite mean the same thing: something holy is very precious for religious people and is often linked to worshipping God. 'Holy' can mean a bit more than 'special'. It is used to mean something that is 'set apart' from normal everyday items or places – somewhere or something that has a particular link or association with God. Something that is <i>sacred</i> is something that is also holy, usually connected to God or a holy person. Do pupils</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Talk about why some people like to belong to a sacred building or a community.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul> <p><b>Sample 'I can...' statements</b></p> <p>...give an example of a place of worship that is important to the local community and say why it is important</p>

have any things or places that are holy or sacred? Can the pupils think of any spaces that are sacred or holy to other people?

- Ask pupils to consider if there are other places in their community that are more than just special to others. Show pupils a picture of a local church, mosque and synagogue. Do they recognise these places? Why might they be important to people?
- Split pupils into small mixed ability groups (with an adult if possible). Give each group a picture of a mosque OR church OR synagogue. Ask them to work in groups to look at the picture and think carefully about what the place might be and why it might be important and holy or sacred to a group of people. Pupils should write key words on sticky notes or paper. Ask pupils to draw a series of holy or sacred objects that they would expect to find in their sacred place and name and describe what the object is for.
- Bring the pupils back together and ask one pupil from each group to feedback what has been discussed.
- Discuss how these places and artefacts should be treated. How could we show them respect? Come up with a list of ways we can show respect such as clean hands, taking shoes off or wearing special clothes, treating objects in certain ways.

#### Checking the learning

- Put three large hoops out in the middle of the carpet space. Put one photo in each hoop. Show the pupils some artefacts or photos that might be found in each of these places of worship. As a class discuss what each artefact is and place it into the correct hoop.
- Explain that the big question for today is 'Why are these places sacred or holy for believers?' Give the pupils time to think carefully without sharing their ideas. Then explain they are going to tell their partner what they think but that they will have to feedback their partner's response to the rest of the class so they will need to listen really carefully. Ask pupils to write their answer to the question.

...give two ways you can tell that a church and a mosque or synagogue are sacred buildings  
 ...give three examples of objects that might be found in a place of worship  
 ...Describe what the objects mean or how they are used

...give two reasons that a person might want to belong to a place of worship  
 ...give an example object from a church and an example from a synagogue or mosque that shows what people believe

....ask three questions about what happens in church and a mosque or synagogue  
 ....give two ways that the places of worship are different to other important places in the community  
 ....give two ways that the places of worship are the same as other important places in the community

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>Which place of worship is sacred for Christians?</b>	
<p><b>Which place is sacred for Christians?</b></p> <ul style="list-style-type: none"> <li>Recap with pupils from the last lesson; talk to them about the three images and the artefacts that they looked at. Do all churches look the same? If not why not?</li> </ul> <p><b>Visit a church</b></p> <ul style="list-style-type: none"> <li>Arrange a trip to go to a local church. Encourage pupils to look around the church, explain that they are on a mission to see if they can find clues – things to show that the church is important and sacred to believers. Give the pupils digital cameras and encourage them to photograph clues to share when they get back to the classroom. On return to school, download the photos and put them into a PowerPoint display alongside reasons from the pupils as to why these photos show the church is important/sacred to the believer. Are all the photos the same? If not, why not? Ask them to photograph areas of the church where people might be peaceful, friendly, close to God, thoughtful, helpful, learn?</li> <li>While at the church take the opportunity to hear about how the church is used for worship. Ask how worship relates to Christian beliefs about God. Ask how music is used in worship. Either in church or back in class listen to different types of music, ask how these different types of music make Christian believers feel.</li> <li>See how the church and the activities that take place there connect with some of the ideas studied in your Christianity units. How does the church show ideas about God, creation, incarnation, gospel and salvation? Can pupils take photos that fit with these big ideas? They could use them in a display, labelling the image and the big idea.</li> <li>Ask questions about how the church is a place for activities other than worship. Is the church used by the whole community?</li> <li>Show pupils some key areas of the church and artefacts; look at these and ask them to consider why they might be important for believers. Encourage them to look at, for example, the altar, cross or crucifix, Lord's Table/communion table, bread, wine, Bible, font, lectern, candles, symbols of light. Depending on the denomination of church you are in look at specific features of that church e.g. Baptist church: baptistery, pulpit for preaching; Catholic church and some Anglican churches: stations of the cross, cross-shaped building; stained glass windows. If the church is old, you could talk about how long Christianity has been around in England and the UK, and how important it has been in the history of this country, even if it is less important to many people now.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches which show what people believe</li> <li>Give simple examples of how people worship at a church.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> </ul>



### Expressing their learning

- Ask the pupils to work in groups to create a six-piece jigsaw for one or two of the artefacts. One piece should show the place of worship with a circle showing where the artefact would be, one piece should show the artefact e.g. a picture of the cup of wine, another piece should have the name of the artefact e.g. cup of wine or chalice of wine, the next piece should show the artefact in use e.g. the priest giving wine at communion, the next piece should have a sentence explaining how the artefact is used and the final piece should have a sentence explaining why the artefact is important e.g. the wine reminds people that Jesus died, which connects to the big ideas of incarnation and salvation.

### Questions

- Talk to the pupils about questions they might ask a believer about why a church is important to them. Ask them to use the question starters: why, where and when. Ask the pupils to carefully consider questions that they might ask of a believer and as a class shortlist the best questions. Remind the pupils that they need to consider which questions will give them the most information if they are answered.
- If possible invite a Christian to talk to the class. Begin the visit by showing your jigsaws to the visitor. If this is not possible send the questions the pupils have created to a Christian to respond to. Ask the visitor to share why their church is important and perhaps holy or sacred to them and their church family. Encourage the pupils to ask their short listed questions and video record the process using a tablet/mobile or other recording device.
- After the visit, watch the video back with the pupils; what did they learn about the place of worship? Was it the artefacts found within the church that made it important or sacred for believers or was it something else?
- As a class create a mind-map or wordle of words explaining why the church is important and sacred for believers.

### Time for reflection

- Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question: 'Is a church still important and sacred to someone who is not a Christian?' Give the pupils time to think carefully about their responses. Encourage the pupils who think yes to sit on one side of the class and the pupils who think no on the other. Explain to the pupils that there is no right or wrong but that you just want them to share their thoughts in a safe space. Pupils to share their ideas in a mini debate style session and TA to record some responses on sticky notes to put in a whole class 'Big Questions Book'.

Point out that many Christians worship in school buildings – they don't have their own building but hire a school hall for services. Does that make a school a sacred place? Is it only sacred when it is being used for worship? Some Christians would say that everywhere is sacred because they believe God is everywhere.

### Sample 'I can...' statements

...give three examples of what people do in a church and why they do it  
 ...describe how three objects are used in Christian worship  
 ....say what the three objects used in Christian worship mean or represent  
 ...give an example of a part of worship that shows what Christians believe about God

...describe a story, object, symbol or action and describe the Christian belief that it shows  
 ...Describe three ways that people worship in a church

...ask and answer two questions about what happens in a church

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>Which place of worship is sacred for Jewish people?</b>	
<p><b>What do we want to know?</b></p> <ul style="list-style-type: none"> <li>Recap the lessons so far with the pupils. Can they talk about their special places? What can pupils remember about their work with the church? Show pupils some images and artefacts linked to Judaism; are they able to talk about which religion these are linked to? What do they already know? Show the pupils a board split into three sections. Section one labelled 'What I know', section two 'what I want to find out' and section three 'what I have learned.' As a class record onto sticky notes what the pupils already know about Judaism and stick these onto section one. Explain to the pupils that they are going to be finding out about the place of worship for Jewish people. Ask the pupils to come up with ideas for what they would like to find out and place it in section two.</li> </ul> <p><b>Finding out about the synagogue</b></p> <ul style="list-style-type: none"> <li>Talk to pupils about the synagogue and show them key images from around a local one. If you do not have access to a local synagogue use stills from a virtual visit. Give the pupils laminated magnifying glasses with the middles cut out. Invite the pupils to place the empty centre of the magnifying glass over something that they would like to find out about in the picture. Use photos of the Ner tamid, ark, Torah scroll, Bimah, tallit (prayer shawl), tzitzit (tassels on a prayer shawl), tefillin, Kippah (skullcap) and hannukiah.</li> <li>Begin with some whole class research by watching <a href="http://www.truetube.co.uk/film/holy-cribs-synagogue">www.truetube.co.uk/film/holy-cribs-synagogue</a> How many of their questions can they answer now?</li> <li>Invite a believer into school, pupils should share their statements about what they would like to find out. Ask the visitor to share their knowledge with the class. Spread the images of key areas in the synagogue out around the classroom. Visitor to visit each table to share their knowledge with the pupils. Once each table has been visited pupils can act as the expert and feed back to the rest of the class. If you cannot find a visitor you can act as the expert. Tell them that you have thought about their statements and turned into a detective and have found the answers to their questions. You can then act in a role not as a Jewish person but as an 'expert researcher'</li> <li>Ask pupils to write up their detective findings about one or two aspects of the synagogue e.g. Torah, prayer, other artefacts, what happens in a service.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in synagogues which show what people believe</li> <li>Give simple examples of how people worship at a synagogue.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a synagogue, saying what they think about these questions, giving good reasons for their ideas</li> </ul>



**Time for reflection**

- Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question: 'Do you think all synagogues are the same?' Give pupils time to think carefully about their responses. Encourage the pupils who think yes to sit on one side of the class and pupils who think no on the other. Explain to pupils that there is no right or wrong but that you just want them to share their thoughts in a safe space. Pupils should share their ideas in a mini debate style session and record some responses on sticky notes to put in a whole class 'Big Questions Book'.

Look back at the three sectioned board from the start of this work. Encourage the pupils to feedback what they now know and record this on the board. Photograph the completed board and stick into pupils' topic/RE books as evidence of their learning.

**Sample 'I can...' statements**

...give three examples of what people do in a synagogue and why they do it  
 ...describe how three objects are used in Jewish worship

...say what the three objects used in Jewish worship mean or represent  
 ...give an example of a part of worship that shows what Jewish people believe about God

...describe a story, object, symbol or action and describe the Jewish belief that it shows  
 ...Describe three ways that people worship in a synagogue

...ask and answer two questions about what happens in a synagogue  
 ...ask and answer two questions about what is similar or different about what happens in a synagogue and church

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> <b>These activities will help pupils to work towards achieving the following expected outcomes:</b>
<b>Which place of worship is sacred for Muslims?</b>	
<p><b>Which place of worship is sacred for Muslims?</b></p> <ul style="list-style-type: none"> <li>Recap the places of worship that the pupils have found out about so far. How are they the same? How are they different?</li> <li>Show the pupils pictures of a custom-built mosque and a house that has been converted into a mosque. Do they know who this place of worship is sacred to? Give the pupils photographs (one between two) of the mosque. (See images for some local mosques in the UK here: <a href="http://mosques.muslimsinbritain.org/maps.php#/town/all">http://mosques.muslimsinbritain.org/maps.php#/town/all</a> ) Encourage pupils to look carefully at the picture and talk to their friend about how they would feel if they were able to visit it. What might it be like to walk inside? How might it feel? What might they expect to see? Note some of the responses on the IWB. Ask the pupils to look at the picture again and come up with one interesting question to ask about the image. Remind the pupils about using why, what, when and how question starters.</li> </ul> <p><b>Visiting the Mosque</b></p> <p>Ideally you will take your pupils on a visit to the Mosque but if you are unable to do that the activities will help replace the visit. Many of you will be able to go on a mosque visit, use the activities below to guide your focus.</p> <ul style="list-style-type: none"> <li>Explain to pupils that today they are going to be finding out about key areas of the mosque. Take pupils outside the classroom and explain that when Muslims enter the mosque they remove their shoes. Tell pupils we are going to find out what this feels like, everyone to remove their shoes and leave them neatly at the classroom door. Why do the pupils think Muslims do this? Explain to pupils that people also cover their heads when they enter the mosque; what might they use to do this? Why might they choose to do this? How does it make them feel?</li> <li>Pupils to walk into the classroom with the teacher and look at images from around the mosque. Have photographs of the following images wuzu/wudu area (washing area), calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin (person who does the call to prayer)</li> <li>Talk to the pupils about the key places in the mosque (if possible show images or take them on a virtual tour using the IWB). Explain that the minaret is where the call to prayer takes place from, why do they think this might be important for believers? Play the pupils a recording of the call to prayer, how would they feel if they were a believer? Explain to the pupils that the call is very loud so that everyone can hear.</li> <li>Show pupils some prayer mats, explain that in a mosque all the prayer mats face east; why might this be? Point out where the mihrab is, do pupils know what this is? How might they find out?</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in Islam and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a mosque</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in synagogues which show what people believe</li> <li>Give simple examples of how people worship at a mosque.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask good questions about what happens in a mosque, saying what they think about these questions, giving good reasons for their ideas</li> </ul> <p><b>Sample 'I can...' statements</b></p>

- Look at the different areas for men and woman to pray, split the pupils into two groups (boys and girls). How does it feel to be separate? Why might this happen in a mosque?
- Pupils to make a paper mosque and talk about the key areas with a partner (see notes below).

#### Time for reflection

- Draw a big question mark on the whiteboard and remind the pupils that this is their big thinking time. Tell them that today you would like them to think about the following question: 'Why do you think the mosque is so important to Muslims?' Give the pupils time to think carefully about their responses. Pupils to share their ideas and record some responses on sticky notes to put in a whole class 'Big Questions Book'.

**Note:** RE Today produce several resources that are not essential but would support learning in this unit. [RE Ideas Expressive Arts](#) has an activity to make a mini model mosque and [What happens in....](#) has colour cutaway pictures of a church, synagogue and mosque.

...give three examples of what people do in a mosque and why they do it  
 ...describe how three objects or actions or are used in Muslim worship  
 ....say what the three objects or actions used in Muslim worship mean or represent  
 ...give an example of a part of worship or the Mosque that shows what Muslim people believe about God

...describe a story, object, symbol or action and describe the Muslim belief that it shows  
 ...Describe three ways that people worship in a mosque or at home

...ask and answer two questions about what happens in a mosque  
 ...ask and answer two questions about what is similar or different about what happens in a mosque and a church or synagogue

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>How are places of worship similar and different? Why are places of worship important to our community?</b>	
<ul style="list-style-type: none"> <li>Recap the last few sessions with pupils. Put three hoops out in the middle of the carpet space and label each (church, synagogue, mosque). As a class talk about each place of worship in turn and ask the pupils to write down something they remember about the place of worship. Place each slip of paper in the correct hoop. Are any the same? Different? Can pupils explain why?</li> <li>Show pupils photos of the inside and outside of the places of worship. Encourage pupils to go on a symbol hunt with the photos, ask them to find key symbols and mark them with a circle. Bring the class back together and talk about the key symbols. Are they the same? Are they different? Why? Discuss the key symbols and why they are important to believers.</li> <li>Give the pupils a net of a cube. Within each face ask pupils to draw and name and/or label one symbol from one of the places of worship and write the name of the religion that it's important to next to their pictures. Next give pupils slips of paper that will eventually go inside the cube. Ask each pupil to write about a sentence about how people worship. Give the pupils a sentence starter: <i>[X].....use .....to worship. They use this to..... It shows that they believe...</i> If they have focused on two or three places of worship ask them to write two or three sentences. For pupils who are unable to write ask them to record their sentences on talking postcards and place them next to their cubes for the next activity</li> <li>Encourage pupils to walk around the classroom and look at their classmate's cubes. What do they notice? Can they give any other information about why these symbols are important for believers?</li> </ul> <p><b>Why are places of worship important to our community?</b></p> <ul style="list-style-type: none"> <li>Talk to pupils about their visit earlier in the unit to the local church (or any other visits you were able to make and adapt the questions/activity accordingly). What was it like to be there? Did they notice any community events that went on in the church? Look as a class at the church's website; are there any community groups or social events that take place there? Why might they be special to believers? Remind pupils about the church being the centre of the Christian community. Talk as a class about why it might be helpful for Christians to meet and spend time together.</li> <li>Remind pupils of the visit to the local or classroom mosque and/or synagogue. Watch a virtual visit to a mosque/synagogue. Show the film and ask the pupils to draw or write on their whiteboards who uses the mosque / synagogue and pictures of what people do in there. Focus on the schools, community groups, madrassah/shul etc.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>Talk about why some people like to belong to a sacred building or a community.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul> <p><b>Sample 'I can...' statements</b></p> <p>...describe how key artefacts/symbols are used in more than one place of worship</p> <p>....describe three aspects of what happens in two places of worship during a time of worship</p>

<p>that meet within the mosque / synagogue. Explain to pupils that it's not just believers that meet here. Why might the mosque be important to the local community?</p> <ul style="list-style-type: none"> <li>• Talk to the pupils about the mosque, synagogue and church and the role that they play within the local community. Why are they important? Why do people feel it's important to meet together?</li> <li>• Talk about places that fulfil similar functions for people who are not part of religious communities. Many non-religious people make use of events provided at churches (e.g. toddler groups, teas for the elderly etc) but they also gather in other places too, such as doing evening classes, or going to the pub, or taking part in sports/exercise, or doing sponsored events, or going to concerts/gigs, or setting up local fetes, or being part of the Women's Institute or the Rotary Club or political groups, or doing voluntary work such as at a hospice. In what ways are these places and events similar and different to places of worship?</li> </ul> <p><b>Community poster</b></p> <p>Arrange pupils into groups to make a large poster for the church or mosque or synagogue to go outside the building to show people walking past what goes on inside.</p>	<p>...describe how a story, object, symbol or action show a Christian belief</p> <p>...describe how a story, object, symbol or action show a Muslim or Jewish belief</p> <p>...give three reasons why people like to belong to places of worship</p> <p>...give two reasons why a place of worship is sacred to believers</p> <p>...give two similarities and two differences between a religious and non-religious place in your community</p>
---	---