

Unit F5: Which places are special and why?

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>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.26 Make sure that you can explain where this unit/question fits into key stage planning 	<p>Unit F5: Which places are special and why?</p> <p>This unit mainly focuses on Christians and Muslims, with opportunities to explore Jewish and Hindu places of worship too. Teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes.</p> <p>During a visit or virtual tour of a place of worship, pupils may have the opportunity to see religious items that they have learnt about in previous units (such as holy books or objects linked with religious festivals).</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) Express a personal response to the natural world.
<p>Step 3: Select specific content</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 teach in an engaging way so that pupils achieve the learning outcomes</p>	<p>One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why.</p> <ul style="list-style-type: none"> Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them. Use some pictures (e.g. a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there. Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit.

	<ul style="list-style-type: none"> • Consider a place of worship for members of another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each. • Visit a local church or other place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians/believers and why. • Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it. • Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc.
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • 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. • 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 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge) Sample statements:</p> <ul style="list-style-type: none"> • talk about somewhere that is special to me, saying why • recognise a church • recognise a mosque • recognise that churches have special meaning for Christians • recognise that mosques have special meaning for Muslims • talk about the things that are special and valued in a church/mosque • identify some significant features of churches/mosques • use the right words to talk about my thoughts and feelings when visiting a church/ a mosque/ a special place

a separate end of unit assessment.	
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>Sample teaching and learning activities can be found below.</p> <p>NOTE: This unit of work offers around 8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc.).</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Where is special to me?	
<p>Favourite places at school</p> <ul style="list-style-type: none"> Before the lesson, take/find a photo of a place that is your favourite place in school. Divide it into six large jigsaw pieces and put each one in a different part of the school. Ask pupils if they can guess where your favourite place in the school might be and why. To find out for certain, they will have to collect the jigsaw pieces from around the school and bring them back to the classroom to assemble the jigsaw itself. The hunt for the jigsaw pieces can be used as a way of reminding pupils of the different areas they know in your school, especially those that they do not get to visit particularly often. Once the jigsaw is assembled, you should explain why you chose that particular place as the favourite one. Discuss pupils' own favourite places in school (buddy bench, garden, library, climbing frame, dining hall, classroom, reading corner etc.). Give pupils the opportunity to take a photo of their own favourite place in the school. Using their images, pupils should explain to others where their place is and why they chose it. Discuss whether some people chose the same. Find out whether some children chose favourite places that everyone likes being in. Talk about why they are their favourite places. The pupils' photos of these places can be displayed around an image of your school alongside quotes showing why they are pupils' favourite locations. <p>Special places at school</p> <ul style="list-style-type: none"> Remind children of discussions that they have had and work that they have done in RE sessions about when things are special. If activities have already been carried out about special objects from the start of unit F4, remind pupils about these now. Look back at the pupils' favourite places in school. Do any pupils feel that the place they chose is really special to them? Why is that? Is it somewhere they know they can always be calm, have fun, feel happy, feel safe? etc. <p>Special places everywhere</p> <ul style="list-style-type: none"> Show pupils an image of a place outside school that is special to you. Tell pupils about the place and why it is so special to you. Discuss reasons why a place might be very special to us – how it makes us feel, what we get to do there, who we go there with, whether it makes people think about God or their religion, memories we have of a place etc. 	<p>Make connections:</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why. <p>Understand the impact:</p> <ul style="list-style-type: none"> Begin to recognise that some religious people have places that have special meaning for them <p>Sample 'I can...' statements</p> <p>...talk about a place that is special to me</p> <p>...say why somewhere is special to me</p> <p>...say what place is special to a Christian or a Muslim</p>

- Invite in some visitors who are prepared to show pictures of places that are spiritually significant to them and talk about the images with the pupils. There are many places that could be discussed e.g. visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Or the local park where they meet together and play.
- Ask parents to help their pupils bring in an image of their own special place (photos and drawings are both fine). The places do not have to be religious (although could be if that is the pupil's own choice), could be either indoor or outdoor, a large place such as a beach/park, or a small place such as underneath the bed. Ideally, parents should talk through the options with children and help them to reach their own decisions.
- In class, give pupils time to explain their special place. Through questioning, help pupils to name their places, describe what they are like physically, explain who they go there with and what they do there, how the places make them feel and why the places are so very special to them. Draw on all of their senses as they think and talk about their special places. Discuss whether there were any similarities between pupils' reasons why their places were so special. Write down any similarities and keep them for use later in this unit.

Our book of special places

- Stick each child's special place image onto an individual piece of paper – pupils can write words, phrases and sentences on the paper around the outside of the picture to explain the place and why it is so special. Collate the pieces of work into a class book of special places and decide together upon a special place in class to keep the book. With pupils, discuss how they will ensure that the place where the book is located will be kept special.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Where is a special place for Christians to go?

Grace's special place

Grace



- Introduce pupils to the character Grace, a girl from a Christian family, using the picture provided or a persona doll.
- Explain that you are going to show a picture of somewhere very special to Grace. Cover up an image of the outside of a church building. Reveal individual parts of the picture one at a time. Each time a part of the picture is uncovered, ask pupils to say one thing about what they see and pose one question about the picture. This activity gives lots of opportunities for pupils to really focus on individual features they might find on the outside of a church. Once the whole picture has been revealed, discuss whether pupils know what it is and why Grace might go there.
- Look together at pictures of the outside of a range of churches and ask pupils to spot similarities and differences between the buildings. Pupils should see that although there may often be similarities, not all churches look exactly the same. If possible, use images of local churches as some of the pictures in this activity (although not all the pictures should be local) so that pupils may recognise the buildings and can make links between their RE learning and the local community.

Who works in a church?

- If you are able to visit a local church, invite the minister into school first, to tell pupils about where s/he works and show some pictures of both inside and outside the building.
- The minister should also explain who they are and what their job is, touching especially on leading worship and other activities with which pupils might be familiar at this age such as leading christenings or wedding ceremonies.
- Give pupils time to ask the minister any questions that they have about the church or his/her job.
- If a minister cannot visit, show pupils an image of a member of the clergy (hopefully a local one who the pupils will be able to meet in subsequent RE lessons) and of the inside of a church. Discuss with pupils what they can see and what they would like to know. Give pupils time to ask Grace any questions that they have about her special building and who works there. If you are using a persona doll to be Grace, the questions could be

Understand the impact:

- Recognise that some religious people have places which have special meaning for them
- Begin to talk about the things that are special and valued in a place of worship

Make sense of belief:

- Begin to recognise that for Christians, these special things connect with beliefs about God

Make connections:

- Get to know and use appropriate words to talk about a church

Sample 'I can...' statements

...recognise a church

...recognise that churches can have special meanings for Christians

...talk about things that are special and valued in a church

...use the right words to talk about what is important to a Christian leader about church

answered there and then. If a picture is being used, the questions may have to be sent to Grace in the form of a letter/email and the answers can be 'sent back' to pupils over the next few days.

Grace's holy building

- Give pupils the words 'special' and 'holy'. 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 little bit more than 'special'. See if anyone can explain the difference. Remind pupils that Grace is a member of a religion – the Christian religion. Discuss with pupils why they think Grace might say her church is *holy* rather than *special*.
- **Notes:** Some good resources for these activities can be downloaded from the RE:quest website: <http://request.org.uk/restart/2014/05/28/special-places/> *Talking Pictures* RE Today services has picture of Mosques, synagogues and churches and a series of activities showing how to use these pictures with this age group.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What makes a church special to Christians?</i>	
<p>Going to the church</p> <ul style="list-style-type: none"> • Arrange a trip to a local church and take any class mascot/teddy along with you. If pupils have already met a minister, it is often helpful if s/he takes part in this visit. On occasions when a visit is completely out of the question, pupils could take a virtual tour to find out more about the church in place of some of the activities below. Virtual tours can be very useful in these situations, but it is difficult to recreate aspects of an actual visit to a church when utilising a virtual tour. For example, to allow pupils to experience the atmosphere of a place of worship and meet a member of a faith community inside their own sacred place, an actual visit is essential. • Take the opportunity to spot any other holy buildings on your journey to the church (e.g. other churches/places of worship from other faiths) and any places that might be special to all people in the community (e.g. libraries, parks, swimming pools). This helps to draw pupils' attention to the difference between 'special' and 'holy', whilst focusing on the great importance of both. <p>Be explorers!</p> <ul style="list-style-type: none"> • Once inside the church, give pupils the chance to spot any objects that they have already learnt about in relation to Christianity (e.g. Bibles, font, items linked to Easter/Christmas) depending on which units of work pupils have covered previously. Perhaps using a matching card with photos of the item and a sticker to stick on their sheet that they collect from by the side of the artefact. • Take a tour of the church to find out about its features and how objects within it are used. Ask pairs to set the mascot/teddy up for a photo with a feature of the church that they consider to be incredibly important – perhaps a Bible, cross, font, altar, in front of a stained glass window etc. Bring these back to school to inform further work. • Ask the minister to explain what happens in the church on a normal Sunday service. <p>Tell a story, play a song</p> <ul style="list-style-type: none"> • Hear a story from the Bible while you are at the church. If the church you are visiting has stained glass windows depicting a story, this could be the basis of the story telling. If appropriate, play and listen to a simple song that children who frequent that place of worship would sing there. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them • Begin to talk about the things that are special and valued in a place of worship <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Begin to recognise that for Christians, these special things connect with beliefs about God <p>Make connections:</p> <ul style="list-style-type: none"> • Get to know and use appropriate words to talk about a church <p>Sample 'I can...' statements</p> <p>...recognise a church</p> <p>...recognise that churches can have special meanings for Christians</p> <p>...talk about things that are special and valued in a church</p> <p>...use the right words to talk about my thoughts and feelings when visiting a church</p>

Thoughts and feelings in the church

- Before returning to school, give pupils time to sit silently and shut their eyes if they wish. Allow them to take in the atmosphere. How does it make them feel? What does it make them think about? What can they see, hear, touch and smell in the church? Collect pupils' ideas. Back at school, these can be turned into a poem based on the class's senses, feelings or thoughts at the church.

Links

Trips like this can provide you with some great cross curricular links. For example:

- What shapes can pupils find in the church (both 2 and 3D)? What shape is the church building itself?
- What materials can be found inside and on the exterior of the church? What do they feel like?
- Are there any stained glass windows, banners, beautiful altar cloths or other works of art that would be useful for your pupils to focus on?

Notes: Search on <http://request.org.uk/> for 'virtual tours'. See <http://www.360spin.co.uk/qtvr/bolton/> for mosque and church tour. <http://www.teddingtonbaptist.org.uk/tbctour.htm> offers a photo tour.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Where is a holy place for Muslims to go?

Imran's religious building

- Recap learning so far in this unit, thinking about special places and the church as a holy building for Christians such as Grace. Introduce the character of Imran, a Muslim boy, using a picture or a persona doll.

Imran



The new mosque: Imran's story

- Make up and tell pupils a simple story about Imran going to the new mosque near his house. Use some props (such as food that may have been eaten at lunch and tea, traditional clothes, image of many Muslims praying together in a mosque etc.) to make the tale lively and interesting. Also, have a large picture of a modern, new looking mosque to be revealed when Imran finally sees the new building.
- Here's a possible outline, from which to elaborate:
"Imran walked past the building site every day coming home from school, and saw the wall and the scaffolding. He wondered what was behind it. Mum said it was a new mosque, and they would go there to pray.

At last the new mosque was finished. On Saturday it was the opening. Imran still hadn't seen it. Mum helped Imran to dress for a special day, his smartest traditional clothes, not just his usual jeans and T-shirt. His uncle and cousins came to the house for lunch. Then they all walked to the mosque together. Last time he'd seen it, there was scaffolding and a building site. But now it was amazing – a gleaming tower, a dome, lots of huge glass windows, a huge room with a flat carpet, and loads – hundreds or thousands was it – of people. When he went in, it was very crowded, and beautiful. Everyone did the prayers to Allah together, facing the front – Ahmed's cousin told him they were facing Makkah. How did he feel? Excited, calm, close to God. At the end of the prayers, everyone wished each other peace: 'Peace be upon you' they all said. Imran joined in. It gave him a special feeling of calm, and he remembered his uncle's big word: brotherhood. It felt like everyone was brother and sister. He said thank you to Allah for the lovely new mosque in a whispered prayer. His uncle and cousins came back for tea."

Understand the impact:

- Recognise that the mosque has special meaning for Muslims
- Begin to talk about the things that are special and valued in a mosque

Make sense of belief:

- Begin to recognise that for Muslims, these special things connect with beliefs about God

Make connections:

- Get to know and use appropriate words to talk about a mosque

Sample 'I can...' statements

...recognise a mosque

...recognise that mosques can have special meanings for Muslims

...talk about things that are special and valued in a mosque

...use the right words to talk about what is important in a mosque

Imran's feelings – vote with your feet!

- Ask children to choose between pairs of words. Put the first word from the pair on the right hand side of the classroom and the second word on the left. Pupils should indicate their choice of word by running to the side of the classroom that contains their chosen word. In many cases, both could be true of course and some of these may be hard decisions! Ask pupils to explain why they chose the particular words in each case.
Do you think Imran was...

- **Happy** or **sad** to be seeing his cousins?
- **Happy** or **sad** to be going to the mosque?
- **Happy** or **sad** to be seeing the crowd?
- **Scared** or **excited** when they left home to walk down the street?
- **Scared** or **excited** when he saw the mosque?
- **Scared** or **excited** when he got inside?
- **Worried** or **pleased** in the crowds?
- **Worried** or **peaceful** when he prayed?
- **Close to God** or **happy** when he stood up from his prayers?

Note that not all mosques are glorious architectural gems! There are many mosques in the UK that are in adapted terraced houses. Locations and photos are available here: <http://mosques.muslimsinbritain.org/maps.php#/town/all>

Peace be upon you:

- Ask the children to use the greeting 'As-salaam alaikum' or the English translation 'peace be upon you'. This greeting makes up part of that words that Muslims say at the end of their prayers and is also a traditional Islamic greeting. Start by whispering it, then louder, then get everyone to shout it to each other. In a circle, roll a ball of wool across the room and wish peace to the child you roll it to (as it unwinds, it creates a web of peace linking all the children together). This is a very powerful activity that takes the co-operation of all participants. If it is not suited to your class, roll a plastic/foam ball instead.
- Give children an outline of the moon and star. Ask them to draw two things that make them peaceful, one in the moon and one in the star. Display these as a mobile.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What makes a mosque holy for Muslims?</i>	
<p>Call to prayer</p> <ul style="list-style-type: none"> Listen together to the call to prayer in Arabic. What might it mean? Tell the children that this is 1500 years old, and that it means (simply): “Come to God. Come to Prayer. There is only one God.” Explain that when a Muslim person hears the call to prayer, s/he knows it is time to pray. Look at the image of the mosque that pupils saw during Imran’s story. Pick out the minaret and explain that it is where the muezzin stands when saying the call to prayer. Draw parallels with bells calling people to church – pupils may have found out about bells in previous lessons when looking at images of churches, on their visit, or through film clips. <p>What else would we like to know about mosques?</p> <ul style="list-style-type: none"> Look back at the image of the outside of a mosque that children saw during Imran’s story. Have pupils seen a mosque before? How was the one that they have seen similar to or different from the image linked to the story? Look together at pictures of a range of mosques including any that pupils might already know of from the local area. Make two lists with pupils. A list of features of mosques that they already know about/can see in the pictures (ensure dome and minaret are included) and a list of things that they would like to know about mosques. <p>The mosque – first-hand experience</p> <ul style="list-style-type: none"> Visit a mosque if possible, or take a virtual visit if necessary. During the visit ask pupils if they can spot the features of a mosque they noticed on the images in class and/or anything else they have learnt about linked to Islam in previous RE lessons. Take a tour with a member of the community to find out about the features inside and outside of a building, how they are used in worship and what happens at a mosque. Ask the community member suitable questions from those that pupils listed they wanted to know about mosques. If a real visit is an impossibility, these questions can always be addressed to Imran or a Muslim visitor can be invited into the class to answer them or emailed using the email a believer section on the RE:online website. During an actual visit, make time for quiet reflection and if allowed, take photographs of the areas in the mosque that pupils visited. These can be developed into pupils’ own virtual tour or information book to be used by others. Include: where is the mosque? What does the outside look like? What can you see inside? Who goes there and why? What do people do there? What is so different about this place and why? How do you feel about it? If pupils do not have images from their trip to the mosque to use for this activity, images from the internet make a good substitute. <p>Note: A soft toy mosque and wooden model mosque can both be purchased from Articles of Faith</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise that the mosque has special meaning for Muslims Begin to talk about the things that are special and valued in a mosque <p>Make sense of belief:</p> <ul style="list-style-type: none"> Begin to recognise that for Muslims, these special things connect with beliefs about God <p>Make connections:</p> <ul style="list-style-type: none"> Get to know and use appropriate words to talk about a mosque <p>Sample ‘I can...’ statements</p> <p>...recognise a mosque</p> <p>...recognise that mosques can have special meanings for Muslims</p> <p>...talk about things that are special and valued in a mosque</p> <p>...use the right words to talk about my thoughts and feelings in a mosque</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What is important in a church and a mosque? How are holy buildings similar and different?</i>	
<p>What do we know about churches and mosques?</p> <ul style="list-style-type: none"> Pupils work in pairs, one should explain the main features of a church to their partner whilst the other explains the main features of a mosque. Look through the photos taken during the class trips or images from virtual tours. Ask pupils whether they remembered each of the features in the pictures when they were giving their explanations. Discuss any additional information about each feature that they have learnt (e.g. what it is used for, what it means etc.). <p>Show what we know</p> <ul style="list-style-type: none"> Give pupils time to work in groups. Using construction and/or modelling equipment, groups should create a model church that Grace would enjoy praying in or mosque that would be good for Imran to pray in. In order to make their mosque and church appropriate for Grace and Imran, the model should include all the features that they have learnt about (mosques may have a dome, minaret, prayer mats on the carpet, area for wudu, shoe racks etc. whilst churches may have altar, font, bible, vicar, stained glass windows etc.). To do this, allow pupils to use the images from their visits/virtual tours as reminders of what must be included. Groups might create and add labels to their models to make their features very clear. If possible, ensure an equal spread of mosques and churches throughout the class. <p>Similarities and Differences</p> <ul style="list-style-type: none"> Look at the models together to see what pupils remembered to include. Compare a model church and a model mosque. Discuss with children what the differences are – what does one have that the other does not? What do pupils think are the similarities – are there some things included in both? Extend this to asking pupils to suggest similarities between what happens in both buildings and whether they think there are any similarities between how people might feel inside them. <p>Notes: Teachers might want to make this model building a larger scale activity with all pupils contributing to a class church model and all contributing to a class mosque model. One way of running this activity is to split the class into six groups and give each a task to do in order to complete the model, e.g. 6 church groups might be:</p> <p>Group A: make the building</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise that churches and mosques have special meaning for Christians and Muslims Talk about the things that are special and valued in a church and in a mosque <p>Make sense of belief:</p> <ul style="list-style-type: none"> Begin to recognise that for Christians and Muslims, the special things connect with beliefs about God <p>Make connections:</p> <ul style="list-style-type: none"> Get to know and use appropriate words to talk about a church and a mosque <p>Sample 'I can...' statements</p> <p>...recognise a mosque and a church</p> <p>...recognise that mosques can have special meanings for Muslims</p> <p>...recognise that churches can have special meanings for Christians</p> <p>...talk about things that are special and valued in a church and a mosque</p>

Group B: symbolic steeple

Group C: furniture

Group D: windows showing stories of Jesus

Group E: worshippers

Group F: grounds

For more information on this 'Team Church' activity, see Summer 2015's edition of RE Today magazine and accompanying resources on RE Today's website.

For more information on 'Team Mosque', see [RE Ideas Expressive Arts](#) Ed Fiona Moss, published by RE Today Services.

...identify some ideas about God that can be shown in a church or a mosque

...use the right words to talk about my thoughts and feelings in a church or a mosque

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What is needed to make a truly special place of our own?</i>	
<p>Special places – what do they have in common?</p> <ul style="list-style-type: none"> Recap all the special places pupils have covered during the topic (both religious and non-religious). List together features that any of the special and holy places had in common. Move onto remembering all the reasons why the pupils own special places at the start of the unit were just so special. Discuss reasons why the church and mosque were so special to any members of the Christian and Muslim faiths that pupils met and might also be special to Grace and Imran. See if there is any overlap between pupils' own reasons why places are special and reasons why a place of worship might be special to a believer. <p>How can we make a special place?</p> <ul style="list-style-type: none"> Explain that pupils will have to remember all of the reasons for why a place is special and features of special places because they are going to be making their own incredibly special place at school for the children and adults in their class. It needs to be a place that religious people (just like Imran and Grace) would think is incredibly special and want to visit and everyone who is not religious would also think is incredibly special and want to visit too. Decide with pupils where this space will be – it could be a good use of the home corner or another indoor area, it could be somewhere outside such as part of the school garden and might even be in the forest if you are a Forest School. From their lists of features of special spaces and reasons why they are special, pick out six things that the class are definitely going to try to incorporate into their own special place (e.g. somewhere we can be happy, read important stories, think quietly, hear beautiful sounds, be with friends and do things together). Some lists of six requirements can be quite contradictory e.g. a space to be loud with friends and a space to be quiet on our own might be on the same list – the class can work around this by either splitting the special space up into different zones to cater for different needs and moods or deciding how it might be used in certain ways at different times. Discuss what equipment pupils will need to make their special place and gather the necessary resources. <p>Being in our special place</p> <ul style="list-style-type: none"> Set up the special place – ensure that everyone is able to lend a hand. Allow pupils to enjoy spending time there. Discuss how it is similar to or different from the special and holy places that children have looked at through this unit of work. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise that some places have special meaning for religious and non-religious people Talk about the things that are special and valued in the world, as well as in a church, a mosque and other special places <p>Make sense of belief:</p> <ul style="list-style-type: none"> Begin to recognise that for Christians and Muslims, the special things connect with beliefs about God <p>Make connections:</p> <ul style="list-style-type: none"> Talk about somewhere that is special to them, saying why Get to know and use appropriate words to talk about a church and a mosque Express a personal response to the natural world. <p>Sample 'I can...' statements</p> <p>...talk about somewhere that is special to me, saying why</p> <p>...recognise a mosque and a church</p> <p>...recognise that mosques can have special meanings for Muslims</p>

- If you have more than one class in the year group, allow the classes to go visiting to each other's special places and share what they did to make their spaces so very special.
- Give children oral (or written for more able children) sentence starters to complete. Our place is very special because... The thing I like best about our special place is...because... These could be recorded on talking postcards.

The whole world as a special place

Try and find the opportunity to think about the outside world as a special place. Use photos of beautiful scenery and of the planet as a whole. Zoom in on some small things – flowers, insects – to see how amazing they are too. Go for a walk and encourage pupils to listen, smell and see how much they can see, from the clouds and sky to the bugs and grubs in the earth. Make a connection with how important it is for children to take care of their special places, and with how important it is for everyone to take care of the Earth.

...recognise that churches can have special meanings for Christians
 ...talk about things that are special and valued in a church and a mosque
 ...identify some ideas about God that can be shown in a church or a mosque
 ...use the right words to talk about my thoughts and feelings in my special place
 ...use the right words to talk about my thoughts and feelings when I think about the natural world.