

TITLE OF UNIT	What can we learn from visiting sacred places? (Mosque, Church, Synagogue)
YEAR GROUP	2

ABOUT THIS UNIT:

This unit introduces children to sacred places as a space to worship God. Children are given an opportunity to discover, experience and reflect on the features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others.

Estimated time for this unit (in hours) 8 hours of teaching time

Where this unit fits in:

This unit builds on all prior learning and enables children to visualise the concept of a sacred place, what it means to them and to others. This unit explores virtual tours of sacred places, however where possible it is suggested that children are given the opportunity to visiting these sacred places for themselves allowing them to engage all their senses through a first hand experience.

KEY STRANDS ADDRESSED BY THIS UNIT

- Knowledge and understanding of religious practices and lifestyles
- Knowledge and understanding of ways of expressing meaning
- Skill of asking and responding to questions of identity and experience*
- Skill of asking and responding to questions of values and commitments.*

ATTITUDES FOCUS

- Self-awareness:** Developing a realistic and positive sense of their own religious and spiritual ideas.
- Respect for all:** Being sensitive to the feelings and ideas of others.
- Open-mindedness:** Being willing to learn and gain new understanding.
- Appreciation and wonder:** Developing their imagination and curiosity.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>An understanding of basic principles of Islam, Christianity and Judaism and of key celebrations/events in the religious calendar.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Sacred places Mosque Church Synagogue God Worship artefacts found in sacred places.</p>	<ul style="list-style-type: none"> • Virtual Tours: Islam: www.hitchams.suffolk.sch.uk/mosque Christianity: www.educhurch.co.uk Judaism: www.hitchams.suffolk.sch.uk/synagogue • For further links visit www.reonline.org.uk (select juniors on right side of web page and click on tours) <p>If access to internet is unavailable the DVD 'Worship' produced by REonline is a useful tool to explore places of worship. The films include visits to places of worship in the UK to hear what believers say about their faith and the importance of worship. (www.reonline.org.uk)</p> <ul style="list-style-type: none"> • Places of Worship Photo packs (Folens) • My Muslim Faith big book, My Christian Faith big book, My Jewish Faith big book – all Evans publishing • Prayer and Worship reference books (Franklin and Watts) • 'Let's find out' about books (series of books on the six major faiths and their place of worship, Raintree publishers) • Religion in Evidence supply a range of books and artefacts

from each faith. (www.tts-shopping.com)

- CD Roms:
Birchfield software series - Interactive Places of Worship.
Crackin RE – Church Life.
Folens – whiteboard plus RE
RMEP supply - World Religions (encyclopaedia)
Granada Learning – Exploring World Religions.
Sherston: BBC Faiths and Celebrations
- DVD plus packs (BBC shop) including places of worship and world faiths.
- The Lion the Witch and the Wardrobe written by C S Lewis.
- Soundhealth supply a range of music designed to enhance specific activities (relaxation, thinking, calmness) visit www.abtmusic.com

Contributions to spiritual, moral, social and cultural development of pupils.

The unit enables pupils to develop:

- Spiritually by learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious traditions and practices.
- Morally by considering how religious beliefs lead to particular actions.
- Culturally by encountering people and resources from differing cultures.

EXPECTATIONS

At the end of this unit:

Nearly all pupils will be able to:
[Level 1]

- Name some of the main features of the sacred places they have visited.
- Recognise some symbols and explain their meaning.
- Talk about and reflect on their own special place.

Most pupils will be able to:
[Level 2]

- Identify some of the main features of the sacred places they have visited
- Recognise how these are used by the faith community. Identify symbols and recognise their meaning.
- Respond sensitively to the idea of a special place of their own and its importance.

Some pupils might be able to:
[Level 3]

- Describe some of the beliefs that underlie the ways in which sacred places are used.
- Understand the importance of special places in our lives and that of others.
- Make links between their special place and a sacred religious place.

ASSESSMENT SUGGESTIONS

Chose one of the religions as a focus. Give the children a large (A3) keyhole template and ask the children to look through the keyhole into the sacred place and draw and label what they expect to see. Discuss the completed keyhole asking children to explain what they have illustrated, labelled and why.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	POINTS TO NOTE
<p>Places that are important for us. What makes a place special?</p> <p>Are all places sacred?</p>	<ul style="list-style-type: none"> To express their own thoughts and feelings That there are places of importance to us Why these places are special. 	<p>Special places.</p> <ul style="list-style-type: none"> Read the opening part of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway to the magical kingdom of Narnia. Talk about the excitement of discovering new places. What could be behind the door? Ask the children to think of a special place for them which they enjoy. Children can brainstorm their feelings when thinking about their special place. With 'Talking partners' explain the brainstorms to each other. As a class, discuss places that are of special importance to different children. Ask where the places are and what is special about them. Are they places to be alone in or to share with others? Is there a difference. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship. Children to complete the sentence 'I think that all places are / are not sacred because...' 	<ul style="list-style-type: none"> Reflect on their special place and it's importance Express and talk about their own experience Recognise reasons for a place being special and important to themselves and others Reflect on the question and answer given 	<p>Literacy links could include work on metaphors, 'my special place is like.... Because...'</p> <p>Children could express feelings through poetry or through mime.</p>

<p>Do Muslim believers have a special place?</p>	<ul style="list-style-type: none"> • That a Mosque is a sacred place for Muslims • About some of the important features of a Mosque • About what a Mosque feels like and looks like • Why Muslims come to a Mosque, what they do there and how they care for it 	<p>Special religious places: Islam</p> <ul style="list-style-type: none"> • Listen to an extract of an Imam reading from the Qur'an. • Showing a photograph of a Mosque, 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. • Visit a virtual tour of a Mosque, explaining that this is a special place for Muslims. • Speak and listen: Focus upon: The outside of the Mosque, notice the Minaret and the Dome. Look at the most important part of a Mosque – the hall where people pray. Looking carefully at the lack of furniture. Why is this? Where do worshippers sit? Notice the prayer mats and the way a worshipper must face. The Minbar shows the direction for prayer. Look at the clock, what times are daily prayers and how many prayer times in one day? How might Muslims pray if they cannot get to the Mosque at that time? Note the separate prayer hall for women, why is this? Who is the Iman? What does an Iman do? Talk about how Mosques look rather empty because there are no pictures or statues, suggest reasons for this. Does the mosque have stained glass? Notice the Islamic patterns. • Focus on: Prayer and Worship. Taking shoes off, Wudu (washing) before prayers as a way of showing respect for Allah. Find out about Madrasah schools. • Look together at other Mosques, look at the appearance, size, welcome notices. Are they all the same? Suggest reasons why some Mosques have a purpose built building and others are sited in an old house. • Read 'My Muslim Faith' (Evans publishing) and re-cap on what we have learnt about a Muslim's sacred place. 	<ul style="list-style-type: none"> • Identify aspects of a Mosque that make it a sacred place for believers • Recall what we have found out • Use evidence and examples to suggest why a Mosque can be described as the 'hub' of Muslim life. • Suggest reasons for caring for a sacred place. 	<p>If you can visit a Mosque take along a favourite toy/bear.</p> <p>Take photographs of bear with particular artefacts or in poignant areas. Ask children where in the mosque people feel peaceful, together, caring or ready for anything.</p> <p>Children could use clay to make a model mosque and the items found within a Mosque.</p>
<p>Do Christian believers have a special place?</p>	<ul style="list-style-type: none"> • That a Church is a sacred place for Christians • About some of the important features of the Church • About what a church feels like and looks 	<p>Special religious places: Christianity</p> <ul style="list-style-type: none"> • Read 'My Christian Faith' (Evans publishing) and revisit work on the Mosque. Talk about the Church as a sacred place for Christians. • Listen to some well known hymns that may be sung in a Church. Listen carefully to hear the organ (most churches will have one). Ask how the music makes us feel? Is it joyful? • Visit a virtual tour of a Church. Look outside the Church, has it a steeple? A bell tower? When might you use the bells? Go inside; focus on the aisle, pews or chairs, symbols of the cross, water in 	<ul style="list-style-type: none"> • Recognise that a Church is a sacred place for Christians. • Respond to the lyrics in the hymns. • Talk about what we might see in a Church. • Use correct 	<p>If you are able to visit a Church – using prepared photographs of objects within the Church. Each pair of children to explore church searching</p>

	<p>like</p> <ul style="list-style-type: none"> • Why Christians come to a Church, what they do there and how they care for it • To reflect on what they have learnt 	<p>the font. Discuss the symbolism of the candles (Christ as light of the world) and the Alter as a revered area within the church. Many statues, wall hangings, wooden carvings, stained glass depicting scenes from the Bible or a Saint. Explain why Christians may like to see these things? Is the Church light or dark inside?</p> <ul style="list-style-type: none"> • Discuss with the children how the Church congregation will attend a church service (not necessarily daily) and listen to a reading from the Lectern (taken from the Bible) and if the church has a Pulpit that this is used by a Priest/Vicar/Minister to preach a sermon, to explain the reading. Members of the congregation will take part in the Sacrament of the Eucharist 'Communion' (bread and wine) believing that this symbolises the body and blood of Christ and Christ's presence with them. Discuss Sunday as a special day for Christians, services may include groups of cubs, scouts, brownies and guides. Sunday school may take place as an opportunity for younger members of the Church to find out more about God. The Church can be seen as a kind of family, everyone helps each other and looks after the church. Some may decorate the church with flowers, some clean the church each week usually volunteers. • Children can make a stained glass window using card, poster paints, tissue paper etc making sure that they re-create aspects of what they have learnt from the virtual tour. 	<p>vocabulary when talking about the Church and the artefacts found within a Church.</p> <ul style="list-style-type: none"> • Give reasons why people like to go to the Church. • Suggest why people would volunteer to look after the Church. • Talk about the work produced. 	<p>for the objects to match the photographs. Using 'post-it' notes they need to give each object a name and place the 'post-it' next to the object.</p> <p>Children can draw or sketch the object, this is a way of them bringing the special object back to school with them.</p>
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<p>Do Jewish people have a special place?</p>	<ul style="list-style-type: none"> • That a Synagogue is a sacred place for Jews • About some of the important features of the Synagogue • About what a Synagogue feels like and looks like • Why Jewish believers come to a Synagogue , what they do there and how they care for it • To reflect on what they have learnt 	<p>Special religious places: Judaism</p> <ul style="list-style-type: none"> • Read and discuss 'My Jewish Faith' big book (Evans Publishing). Explain that the Synagogue is the sacred place for Jewish people. • Visit a virtual tour of a Synagogue. Look outside a Synagogue, does it look like you imagined? (Synagogues can look similar to some Churches). Focus on: How a Synagogue is very decorative inside, it may have many candles, coloured tiles, Hebrew writing on the walls and stained glass images of Jewish symbols or stories. Talk about how the Bimah is the raised platform (usually in the middle of the Synagogue) which the Rabbi stands on and reads from the Torah Scrolls. Is there a Yad (a pointer) to read the scrolls with? Look carefully at the Ark, how it is covered? What do you think is inside? (Torah Scrolls) Explain that the Ark always faces the direction of Jerusalem. Look above the Ark, What can you see? (the everlasting light called the Ner Tamid) Do you think it is a symbol of something? (God's everlasting love) Other Jewish symbols can be seen, the Menorah an eight branched candlestick, the Star of David. Discuss how in a traditional Synagogue men and women sit in separate areas. • Focus on: Prayer and Worship. Explain to the children that Jewish people meet at the Synagogue to pray on Shabbat, the Jewish day of rest. Shabbat lasts from Friday to sunset on Saturday. Jewish people also meet at the Synagogue for festivals and special days such as weddings. During the week there may be youth groups using the Synagogue. Talk about how the services are led by the Rabbi (meaning teacher) and how the Rabbi often gives a sermon. What special clothes may be worn at the Synagogue? Talk together about after the service, everyone says blessings together (Kiddush) before drinking a little wine and sharing bread. • Children can produce an illustrative guide for a Synagogue. 	<ul style="list-style-type: none"> • Recognise that a Synagogue is a sacred place for Jewish believer. • Recognise important features of a Synagogue • Recognise some similarities between the Synagogue and the other sacred places studied. • Talk about why Jewish believers attend a Synagogue and when they might do this. • Evaluate own work. 	<p>If you are able to visit a Synagogue allow the children to use all their senses to explore the sacred space. Allow them to make notes of what they can see, feel, smell, hear, taste and on return to school the children can write their own senses poem: I can see... I can hear.. I can feel... and so on.</p>
<p>Are all places sacred?</p>	<p>To evaluate what they have learnt and present information to suggest why only certain places are sacred</p>	<ul style="list-style-type: none"> • Prepare a presentation or an assembly to share with school. • Children could work in small groups each looking at different aspects of the sacred places studied. • They could work in the character of a believer and make important resources/objects similar to the ones they have noticed on the virtual tour. • Listen to reflective music whilst working. 	<ul style="list-style-type: none"> • Suggest why certain places are sacred and to whom. 	<p>If a visit has been undertaken an activity could be to write letters of thanks to the Iman, Rabbi Priest or Minister.</p>

