

**Big question:** What makes a place special?

**Year group: Reception**

**Sensitivities:**

Before visiting a place of worship, make sure contact has been made with the visitor who will be showing the group around and that children and all adults are made fully aware of the religious and cultural etiquette that must be adhered to at all times.

Remember, in Islam, drawing anything that is living - human and animal is forbidden. It is also forbidden to draw a depiction of God.

**Religious vocabulary:**

* **Christian:** Someone who professes belief in the teachings of Jesus Christ.
* **Cross:** The instrument on which Jesus died. A symbol of forgiveness and sacrifice.
* **Church:** A place for Christians to come together and learn about God**.**
* **Muslim:** A believer in the religion of Islam. In Arabic, the word Muslim means ‘one who submits’ from the root word aslama, ‘he resigned.’
* **Mosque:** Where Muslims go to pray and study teachings from the *Qur’an*.
* **Worship**: To show respect and love to God.
* **Place of Worship**: A place (usually a building) where people gather to worship together.

**At the end of this unit, pupils will have explored:**

Places/buildings that have significance in their own lives.

Different denominations of Christianity and their practices.

The role of the church in the Christian faith.

The role of the mosque in the Muslim faith.

(\*If you prefer to visit another place of worship because your school community is either situated in an area where another faith is more dominant or have a large proportion of children in the class from another faith community, then look at the place of worship associated with the faith, instead of a mosque.)

The similarities and differences between places of worship.

**Points for discussion throughout the unit**

* What makes a place special? Who decides?
* Do all Christians worship in a church?
* Do all Muslims worship in a mosque?
* What can you see in all churches?
* What can you see in all mosques?
* Could Christians/Muslims worship if these places were not present?

**Weekly questions:**

**Week 1:** Which places are special to you and why?

**Week 2/3:** Why might a church be special to some Christians?

**Week 4/5:** Why might a \*mosque be special to some Muslims?
**Week 6:** What do all places of worship have in common?

**Background knowledge for teachers:**

This unit aims to start to show children the diversity within and between different religions.

**The Church**

Diversity of Christianity https://www.bbc.co.uk/bitesize/guides/zsgbtv4/revision/1

Role of the local church https://www.bbc.co.uk/bitesize/guides/zsgbtv4/revision/2

Social and community function of churches https://www.bbc.co.uk/bitesize/guides/zsgbtv4/revision/3

Features of churches https://www.bbc.co.uk/bitesize/guides/zsgbtv4/revision/4

Features of chapels https://www.bbc.co.uk/bitesize/guides/zsgbtv4/revision/5

**Practices in Islam**

Worship in the mosque and at home https://www.bbc.co.uk/bitesize/guides/zhnhsrd/revision/4

**If you are not going to be visiting a mosque, please see links below to other places of worship for the activity in lesson 4.**

A visit to a Mosque: https://www.bbc.co.uk/bitesize/articles/zfwphcw

A visit to a Church: https://www.bbc.co.uk/bitesize/articles/zpk6xbk

A visit to a Gurdwara: https://www.bbc.co.uk/bitesize/topics/z7gjmp3/articles/zv7fsk7

A visit to a Synagogue: https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zsdhtrd

A visit to a Mandir: https://www.bbc.co.uk/bitesize/topics/zwv8q6f/articles/z8c22v4

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| **Lesson 1:** Which places are special to you and why? |
| **Intentions:** To give pupils opportunities: | * To think about places/buildings that are important.
* To think about significant buildings/places and the activities/events that take place in them.
* To understand that some things can only happen in a specific place but others can happen anywhere.

 **Key religious vocabulary:** Special. |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Show the children pictures of some buildings/places from your local area (e.g. your school, the church, Library, park).* Do you recognise any of these?
* Have you been to any of these places?
* Who did you go with?
* What did you do there?

Print out/enlarge three of the pictures – your school, your school church(es) and one other from your local area. Have a whole class discussion and record the ideas around each picture:**Key Questions:** * What is this building?
* Who can go there?
* What happens in this building?
* Is this the only thing that can happen in this building? (e.g. reading at the library)
* Can you only do this activity in this place? (e.g. swimming at a pool)

From this discussion, try to get the children to see that some things can be done anywhere but others need special equipment to be able to happen. **Suggested Whole Class Activity**:Ask each child to bring in a photo of somewhere that is special to them. Add these to your RE learning journey with a short sentence about why the place is special to them and what they do there.**Plenary:** Look at everybody’s pictures – did anybody bring a photograph of the same place? Who decides if somewhere is special or is it something that is personal to each person? |
| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Matching activity – print pictures of jobs/activities and pictures of places where they might take place – children to match activities to places.

**Expressive Arts and Design:** * Junk modelling – children to create a ‘special place’ for an exhibition of models. Encourage them to label their creation and try to arrange a suitable space to display children’s work.

**Physical:*** Play a parachute game – give children different job titles e.g. doctor/teacher/vicar. Move the parachute up and down. When the teacher shouts the name of a building (e.g. Hospital) those children who ‘work’ in that place run under the parachute to get to work.

**Literacy:** * Provide a selection of books about special places around the world.
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| **Resources:** | * Pictures of jobs/activities and places.
* Junk modelling materials.
* Books about significant places.
* Parachute.
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| **Sensitivities:** |  |
| **Impact:**What do you notice as a teacher?What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE and spiritual development.Note down anything significant an additional adult has noticed.Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 2/3:** Why might a church be significant to some Christians? |
| **Intentions:** To give pupils opportunities: | * To understand what worship is.
* To understand why some Christians, go to church.
* To visit a church building to see what happens there.
* To understand that not all churches look the same.

**Key religious vocabulary:** Christian, church, cross. |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:****This session should take place over two weeks to enable you to visit two different (contrasting) churches e.g. your school church and another local church of a different denomination (Baptist, Pentecostal, Methodist etc)**Display an image of your school church. Talk about the times that the children have visited the church with school. Ask the children to think about their most recent visit to the church.* Why did we go?
* How does being in the church make you feel?
* What did we do there?
* Could we have done the same things at school (collective worship)?

Display some images of the interior/exterior of other Christian churches (try to find pictures that look different if possible).**Suggested Whole Class Activity**:**Week 2 visit to school church**Explain to the children that for the next few weeks, you are going to be RE detectives who visit different places of worship. Show them the treasure hunt sheet and explain what each of the items is and why it is important to many Christians in worship (see background knowledge for teachers). Explain that you might not see all the things in the churches that you are going to visit so they are going to have to look really hard.Take the treasure hunt sheet to your school church and encourage the children to look around and see how many objects they can find – take some photographs of the inside of the church building so that they can see where things are positioned – try to use positional language when helping with the treasure hunt “The cross is above the altar”. “The candles are on the altar”. Encourage them to draw/label other things that they think might be important to Christians.**Week 3 Visit to a contrasting church in your local area.**Take your treasure hunt sheets to the contrasting church and ask children to hunt for the same objects – if they cannot find something (e.g. font in the Baptist church) take a note of this so that you can address this with the whole class. Encourage children to ask questions of the vicar/pastor and try to record the questions/responses where possible.When you go back to school display the large treasure hunt sheet on the board and collate the information. Talk about what you saw in each of the churches. **Key Questions:** * What was the same? What was different?
* Why might things be different in different churches?
* How do we know if a building is a church?
* Why do Christians need these things in a church?

**Plenary:** As a class, discuss what your own church building might look like. What would you include and why? Many people go to church to be close to God (worship) – do you think that people have to go to church to be able to feel close to God? How might the building help people to worship? |
| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Look at a selection of books about different denominations of the Christian Faith.
* Look at some pictures of Christian churches across the world – compare them to what you have learned.

**Expressive Arts and Design:** * Use tissue paper and black card to create your own stained glass suncatcher.
* Try to create a church with the junk modelling materials. Try to make something that you would find in a church – pew, pulpit, baptism font, alter, organ, piano, (the modelling could be based on the things that are in the buildings you visit).
* Use blocks/lego to create different churches – provide a selection of pictures of churches from across the world for inspiration.

**Literacy:** * Create your own treasure hunt sheet for things you might find around your school. Will you include any of the things that are on the church treasure hunt (e.g. a cross/candles etc?).
* Make a poster to advertise your school church. Who can go there? What sort of things are on offer there (e.g. food bank/toddler group/Sunday School).
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| **Resources:** | * Selection of books about different churches.
* Tissue paper/black card.
* Junk modelling materials.
* Blocks/lego.
* Paper to create posters/treasure hunts.
* Pictures of churches from around the world.
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| **Sensitivities:** | Ensure all adults and children know what the religious and cultural etiquette is when visiting a church.Ensure all adults and children are aware of what is expected in terms of behaviour and conduct when visiting a church. |
| **Impact:**What do you notice as a teacher?What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE and spiritual development.Note down anything significant an additional adult has noticed.Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 4/5:** Why might a mosque be special to some Muslims? |
| **Intentions:** To give pupils opportunities: | * To understand why Muslims go to the mosque.
* To visit a Mosque to see what happens there.
* To understand that not all Mosques look the same.

**Key religious vocabulary:** Islam, Muslim, Allah, Qur’an, prayer mat, mosque, dome, minaret.  |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:****Week 4** **Explain** to pupils that Muslims believe in one God (Allah). They have a Holy Book called the Qur’an. Prayer is very important to a Muslim. Islam is a way of life.Explain that the children are going to carry on being RE detectives but that this time they will be visiting a different place of worship – a mosque.* Has anybody been to a mosque before?
* What did you do there?
* Will we have the same things on our treasure hunt sheet this time? Why? Why not?

**Suggested Whole Class Activity**:Watch BBC Bitesize visit to a Mosque https://www.bbc.co.uk/bitesize/topics/zj3d7ty/articles/zfwphcwGive the children paper and encourage them to draw some of the things that they see in the video (e.g. prayer mats, dome etc). Work together as a class to put together a treasure hunt sheet for your visit to the mosque next week.**Week 5 visit to a mosque**Take your treasure hunt sheets to the mosque and see what you can find. Encourage the children to draw anything that they can see that is not on the treasure hunt sheet. Ask your guide to explain what these things are or look them up when you return to school.**Plenary:**Look at a selection of mosques from across the world. Encourage the children to discuss what looks the same/what is different about each of them. Encourage the use of correct terminology (dome, minaret etc) and use this to assess children’s understanding of the different terms. |
| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Watch one of the other BBC Bitesize places of worship videos linked above and encourage children to draw/label pictures of what they can see.

**Expressive Arts and Design:** * Provide brightly coloured paper squares and encourage children to create mosaic patterns to display.
* Use scraps of cloth/felt to create a prayer mat for one of the small world figures. What needs to be on it?

**Maths:*** Use assorted 2D shapes and encourage children to make symmetrical patterns with them.
* Use assorted 3D shapes to create a mosque – which 3D shapes will you need to make the dome, minaret etc
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| **Resources:** | * Squares of coloured paper for mosaic.
* Scraps of material/felt.
* Plastic 2D shape sets.
* Plastic 3D shape sets.
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| **Sensitivities:** | Ensure all adults and children know what the religious and cultural etiquette is when visiting a mosque.Ensure all adults and children are aware of what is expected in terms of behaviour and conduct when visiting a mosque. |
| **Impact:**What do you notice as a teacher?What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE and spiritual development.Note down anything significant an additional adult has noticed.Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 6:** What do all places of worship have in common? |
| **Intentions:** To give pupils opportunities: | * To understand what people do in places of worship.
* To learn that places of worship are central to the communities that they serve.
* To think about what a place of worship stands for.

**Key religious vocabulary:** Worship, place of worship.   |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Talk to the class about the places of worship that you have visited in the past few weeks. If possible look at photos that you have taken – what is different about each of the places of worship? Are there any similarities? What do we know happens in these places (marriages etc)?Talk to the children about how it doesn’t matter what the building looks like or where it is. What it stands for remains the same. Reiterate that the church is the people as well as the building. Churches and mosques are often central points within the communities that they serve. **Suggested Whole Class Activity**:Invite two people (ideally from differing faiths – Islam/Christianity) to talk about the church/mosque they go to.* Why do they go to church/mosque?
* What happens there?
* How often do they go?
* Is it a place anyone can visit?
* Why is their place of worship important to them?

Compare and contrast – What is the same for person A and person B and what is different?**Plenary:**Talk to the children about what they have learnt during the unit. Explain that for some people their place of worship is central to their faith, but not everyone feels the need to go to a specific place to be able to worship. Talk about collective worship within your school – how does it make the children feel when they come together with the rest of the school? What is their favourite part of Collective Worship? (Try to draw out feelings of community/togetherness). |
| **Continuous Provision:** | **Areas of Learning:** **Expressive Arts and Design:** * Go back to the junk modelling from lesson two – is there anything you would like to add to your model now that you have learnt more about churches?
* Use the junk modelling to build a mosque or the second place or worship you have visited.
* Paint a picture of one of the many beautiful churches or mosques from around the world.

**Mathematics:*** Make a list of the days of the week and find out about what happens in the places of worship on different days.

**Literacy:** * Create labels for the junk models
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| **Resources:** | * Invite to people in to speak about the place of worship they attend.
* Junk modelling materials.
* Paint.
* Information about what happens in the week in the place of worship.
* Pictures from around the world of different churches and mosques.
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| **Sensitivities:** | Ensure the visitor is fully briefed. Clearly outline the purpose of the visit, what your expectations are, what you would like them to share with the children and how their input fits into the sequence of learning. |
| **Impact:**What do you notice as a teacher?What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE and spiritual development.Note down anything significant an additional adult has noticed.Note down anything significant that happened in the lesson that will have an impact on the next lesson. |