



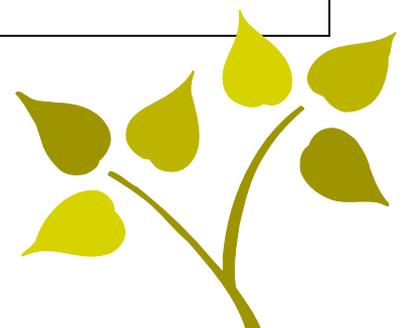
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Places in Christianity: *What makes a place special for Christian people?*

Year Group: 1/2



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About this unit:

This unit enables pupils to learn about a place of worship as a special, sacred, place - a space in which to worship God.

The focus is on identifying the key features of places of worship within Christianity and what purpose they serve. The pupils will be asked to think for themselves about questions to do with special places and worship and will be encouraged to identify similarities and differences between places of worship within Christianity.

Pupils are encouraged to consider what can be learned from looking at the way of life of other people, their beliefs and community life, together with examples and teaching referring to their own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of places of worship with particular focus on the special features of places of worship within Christianity. Pupils will look at how a place of worship is used for a range of different activities, forms of worship and rituals in Christianity.

This unit contributes to the continuity and progression of pupils' learning by enabling pupils to explore a number of Christian places of worship. It encourages them to use technical terminology to name and explore features of each place of worship and their uses; enabling children to visualise the concept of a sacred place and what it means to themselves and others.

The unit builds upon the learning about special places and the Church as part of the community at Foundation Stage.

The unit anticipates a further study of places of worship throughout Key Stage 2.

Estimated teaching time for this unit: 10-12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 - 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Religious practices and ways of life
- Ways of expressing meaning

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Belonging (People may feel that belonging to a religion gives them identity and purpose);

Commitment (People do things because they follow a faith);

Worship (People who hold things to be of worth may carry out particular rituals/practices).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own religious and spiritual ideas;
- **Respect for all** by developing a willingness to learn from different faiths;
- **Appreciation and wonder** by developing their capacity to respond to a place of worship as a sacred space.

The unit will provide these opportunities for pupils:

- Exploring the concept of how worship makes a difference to people's lives;
- Considering a diverse range of views about questions of what makes a sacred place;
- To think about their own experiences and views in relation to questions of what makes a place special for them;
- A visit to one or two places of worship and a visit by a member of the faith community;
- A range of experiences such as thinking skills activities, speaking and listening and opportunities to reflect.

Background information for the teacher:

Christian holy places include many different kinds of church, chapel etc, where believers worship together. Any place can be suitable for prayer but there are different beliefs and understandings about "holy ground" in different Christian communities. Christian places of worship may be compared and contrasted with each other to encourage understanding of diversity within a faith.

Most religious traditions have special places:

- In Islam, a Mosque or Masjid is a place to prostrate, to bow, to submit to Allah; a place of prayer;
- In Sikhism, the Langar makes a holy place in which all humanity can eat equally, proclaiming the Sikh belief in the value of every person. A Langar can be found in every Gurdwara;
- In Judaism, the synagogue is the centre of public worship and community life. Prayer, study and special family occasions (such as weddings and Bar and Bat Mitzvahs) take place here.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Aisle Altar Candles Cathedral Chapel Church Cross Font God Hassocks Lectern Pulpit Worship</p> <p>The language of shared human experiences Calm Holy Peaceful Sacred Silence Special Worship</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Pictures/posters of inside/outside of different church buildings ▪ Pictures/posters of church artefacts/furniture ▪ Cross/es ▪ Bible ▪ Candles ▪ Digital camera ▪ Flowers ▪ Visit to churches/chapel ▪ Cracking Church Life – Interactive CD – Stapleford/Curriculum online. <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ www.request.org.uk ▪ www.cricksoft.com ▪ Christianity Virtual Tours: www.educhurch.co.uk <p>Books A First Look at the Church – Lois Rock (Lion) Roberto’s Magical Fountain – John Haysom (Lion) Visiting a Church – Ruth Nason (Evans) Where we worship – Christian Church – Angela Woods(Watts)</p> <p>Film and video Dottie and Buzz (Ch4) Sarah and Paul (RMEP)</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from learning about and reflecting for themselves on the ideas of specialness and holiness; • Opportunities for cultural development come from gaining an understanding of the contribution that Christianity makes to the cultural heritage of England and of many of the children. 	

EXPECTATIONS: At the end of this unit....		
<p>Pupils working at level 1 will be able to:</p> <ul style="list-style-type: none"> • Name some of the main artefacts in the church. (AT1) • Know that a church is a special place for many Christians. (AT1) • <i>Talk about and reflect on their own special places. (AT2)</i> 	<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Match up some Christian beliefs to some Christian symbols and artefacts. (AT1) • Identify some of the main features of the sacred places they have visited. (AT1) • <i>Respond sensitively to the idea of a special place of their own and its importance. (AT2)</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe a sacred place and some of the artefacts in it. (AT1) • Use religious or spiritual vocabulary such as sacred, holy, altar. (AT1) • <i>Make links between their special place and a sacred religious space. (AT2)</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

Children may be given a large A3 keyhole template and asked to draw and label what they would expect to see when they look through the keyhole into the sacred place. Talk about the completed keyholes in circle time, identifying why the features would be there and why they are important to Christians.

Higher attaining pupils: To extend this work, ask pupils to use sentence starters to reflect their ideas about the importance of places of worship to believers.

UNIT TITLE: Places in Christianity: *What makes a place special for Christian people?*

Key Question: *What are special places?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise why a place can be special.</p> <p>To think about their own special places and those of other people.</p>	<p>Tell the story of a special place, e.g. Roberto and the Magical Fountain. Ask: Where is the special place in the story? Why is it special?</p> <p>Ask pupils to think of places that might be special to them. Take partner on imaginary visit around their special place. What can they see? Feel? Hear? Smell? How do they feel in their special place?</p> <p>In small groups, create a collage of a special place. Ask one from each group to act as spokesperson and explain what makes their group's place special.</p> <p>Ask pupils to try to identify feelings people might have in their special places.</p>	<p><i>I can identify a special place in a story. (AT2 L1)</i></p> <p><i>I can reflect upon and express feelings about my own special place. (AT2 L2)</i></p>	<p><i>Cross curricular links with PSHE, SEAL and art.</i></p> <p><i>Pupils could express feelings through poetry or mime.</i></p>

Key Question: *What makes a place special?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that there are special places in and around the school.</p> <p>To be aware that places may be special because of what is in them or what happens in them.</p>	<p>Take the pupils for a walk around the school. As you walk around, ask them to help you identify the different areas and what they are used for.</p> <p>Identify special places such as the hall because assembly happens there, Head's office, garden, bog garden, admin office. Invite pupils to make a zigzag book of the special places around school.</p>	<p><i>I can talk about special places around the school. (AT2 L1)</i></p> <p><i>I can identify reasons why some special places might be special. (AT2 L2)</i></p>	

Key Question: *How should we treat special places?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the importance of showing respect for other people and their special places.</p>	<p>Read/tell a story that shows a special place or object being treated badly.</p> <p>In small groups, ask pupils to act out the discovery of mistreatment.</p> <p>Choose some of the groups and act as roving reporter asking what happened and how they are feeling.</p> <p>Discuss feelings and ways to treat places/belongings that are special to people. In groups, draw up a list of expectations for visitors to observe if they were visiting their special place. Share with rest of class. Consider reasons.</p>	<p><i>I can identify ways to behave in a special place. (AT2 L1)</i></p> <p><i>I can respond sensitively to a special place and its importance to people. (AT2 L2)</i></p>	<p><i>Cross curricular links with PSHE and may be used as a circle time activity. Literacy links – speaking and listening.</i></p>

Key Questions: *Do Christian believers have a special place? What can we learn about it?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that a church is a special place.</p> <p>To recognise some of the important features of a church building.</p> <p>To think about some of the activities that take place in a church.</p>	<p>Have an enlarged photo/picture of the inside of a church covered with only a small part showing or use a picture and spotlight facility on the IWB.</p> <p>Ask each group of pupils to look closely at what they can see and to explain to the rest of the class what they think they are looking at. Reveal a bit more of the picture and ask pupils to think about where the photo is, what is happening, who are the people, why are they there, how might they be feeling, what has just happened, what they find puzzling.</p> <p>Repeat process with range of photos/pictures either as class or in small groups, with pupils telling the rest of the class about their pictures.</p> <p>Remind pupils that the people who go to church are Christians.</p> <p>Talk about the church being a sacred place for Christians.</p> <p>Listen to some well known hymns or songs that may be sung in a Church.</p> <p>Listen carefully to hear the words, instruments (e.g. the organ). Ask how the music makes us feel? Is it joyful/peaceful? Is it about praising and thanking?</p>	<p>I can identify some of the key features, symbols and events found in a church. (AT1 L1)</p> <p>I can ask questions about what I see and make simple links between pictures and experiences. (AT1 L2)</p> <p><i>I can respond simply to aspects of Christian worship. (AT2 L1)</i></p>	

Key Question: *What can we find in a church?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise some of the important features of the church building.</p> <p>To identify some of the symbols found in the church.</p>	<p>Look at photographs/ videos/ interactive sites of the inside of a variety of different churches and identify some of the furniture, artefacts and symbols. Discuss why they are there, what does the cross stand for, why are there hymn books and a Bible? Are there stained glass windows? Why? Why is there water in the font? Why are there candles? What do they symbolise? Talk about how things are used and where in the church they are found. Why are they important to Christians?</p> <p>Plenary - have small pictures of places and artefacts in and around the churches. Put pupils in pairs with a picture on their backs. Ask each pupil to describe their partner's pictures to them and see if their partner can identify what it is from the description.</p>	<p>I can recognise and name some features of a church building using religious vocabulary. (AT1 L1).</p> <p>I can identify some of the symbols found in the church and suggest meanings for them. (AT1 L2).</p>	<p>www.request.org.uk Scholastic CD rom RE 1 Ready resources.</p>

Key Question: *What would we like to find out on our visit to the church?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To prepare for a visit to a church.</p>	<p>Explain to the pupils that we are going to visit a local church. What do they expect to see? Has anybody been to church before? What do they remember? Invite pupils to share their memories with rest of class.</p> <p>Put pupils in small groups and ask them to work together to suggest how they should behave in the church and why. As a class, agree a simple code of behaviour for the visit. Work out questions the pupils would like to find the answers to during their visit.</p> <p>Discuss with the pupils how the Church congregation may attend a church service 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. Explain that songs may be sung and prayers said. Christians believe that God hears prayers.</p> <p>Discuss Sunday as a special day for Christians, where services may include groups for children – such as cubs, scouts, brownies or guides. Younger members of the Church may have a group they go to where they find out more about God and to pray.</p> <p>The Church can be seen as a kind of family where everyone tries to help each other and looks after the church. Some may decorate the church with flowers and some may clean the church. Discuss why people behave like this. Pupils consider what they do because they care about something/somebody.</p>	<p>I can recall and talk about my experience of a church. (AT1 L1)</p> <p><i>I can reflect upon the need to show respect for other people and places of worship. (AT2 L2)</i></p>	<p>See “<i>Guidance on Visits to Places of Worship</i>” in the <i>Support Materials</i>.</p>

Key Question: *What makes a church special?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware that a church is a special building.</p> <p>To reflect upon what a church looks and feels like.</p>	<p>When the pupils are in the church, ask them to sit quietly and use all their senses to experience the atmosphere. How do they feel? What can they see, smell, touch, and hear? Ask children to find something they really like and something they find puzzling, and record.</p> <p>Send pupils in small groups to find the things talked about prior to visit. Can they find the hassocks, a cross, the Bible, the pulpit?</p> <p>Have pupils sitting quietly again.</p> <p>If member of church is available, ask them if they will help the children answer such questions as: Who comes to church? Why? Who helps out in the church? Who looks after the church? Who arranges the flowers? Why do they do these things? What do they think is the most important part of the church? Why? Take some digital photos for use later on.</p>	<p>I can say how a church is used and cared for. (AT1 L2)</p> <p>I can recognise and identify some of the key features and artefacts of a church. (AT1 L2)</p>	<p><i>Use pictures from previous lessons for a treasure trail or similar where pupils are asked to hunt for things that have been talked about previously.</i></p>

Key Question: *How did I feel on our visit to the church?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect upon what a church looks and feels like.</p>	<p>Have pupils sit in a circle and say a word or phrase that they associate with their visit to the church. Encourage them to use descriptive phrases as much as possible. List words and phrases on board and ask pupils to help you compose a poem using them.</p> <p>Now invite pupils to write their own poem that reflects how they felt. Use a writing scaffold (maybe using the senses).</p> <p>Work with small groups at a time to write captions and explanations to go with the digital photos taken, in order to make a class record of the visit.</p>	<p>I can describe the way I felt in church. (AT1 L2).</p>	<p><i>Use pictures from the visit to help pupils with their thoughts and memories of the visit.</i></p> <p><i>Have vocabulary cards to aid writing.</i></p> <p><i>Cross-curricular link with literacy (poetry).</i></p> <p><i>Senses poem structure:</i></p> <p><i>I can see....</i></p> <p><i>I can hear....</i></p> <p><i>I can taste....</i></p> <p><i>I can smell....</i></p> <p><i>I feel....</i></p>

Key Question: *What have I learned about being in a church?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on the experience of the visit.</p> <p>To evaluate what has been learnt.</p>	<p>Look at pictures of banners or hassocks found in the church. Talk about the different patterns and symbols that can be seen. Why do they think these symbols have been used? What might they represent? Who made them? Why?</p> <p>Explain to the pupils that they are going to design their own banner or hassock cover using relevant symbols.</p> <p>Discuss what symbols will be used and why.</p> <p>Make links between the symbols and the belief/story behind the symbol.</p>	<p>I can suggest meanings for religious symbols. (AT1 L3)</p> <p>I can describe some of the symbols found in a church and make links with beliefs or stories. (AT1 L3)</p>	<p><i>Use work from these sessions to make a book or form a presentation that the pupils can share with other classes.</i></p>

Key Question: *Are all churches the same?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To compare one church with another.</p> <p>To be aware that churches may be different from each other.</p>	<p>Use pictures showing the exterior of a variety of churches of different denominations. Can the pupils identify what all the buildings are? What is the same? What is different? How can they tell if it is a church?</p> <p>On tables, have a variety of pictures of the insides of buildings including the insides of churches from different denominations. Ask pupils to sort them into those that are churches and those that are not. How do they know? How are the churches the same? How are they different? Use enlarged pictures of 2 different types and see if pupils can identify the key features. Ask pupils which they prefer and why. Why do they think people prefer different places to worship?</p> <p>Use a large map of the area and see if they can locate all the different churches.</p>	<p>I can identify similarities between two Churches. (AT1 L2)</p> <p>I can describe some similarities and differences between different Churches, using a developing religious vocabulary. (AT1 L3)</p>	<p><i>If possible, visit another church in a different style in the area.</i></p> <p><i>Church symbols to place on map, church names, CD ROM Ready Resources Religious Education 1, www.request.org.uk would all be useful for this.</i></p> <p><i>Cross-curricular link – Geography.</i></p>

Key Question: *What happens in a church?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
To know about one or more major events that takes place in church.	<p>Ask pupils to work with a partner to thought shower some special events and festivals that they know might take place in a church.</p> <p>Either focus on one special event or put pupils into groups for each group to look at a different event. Use websites, text, picture, visitors, video, DVD, to produce simple explanations of how the church marks this/these occasions. Discuss why Christians would want to celebrate this time in church. How does it make them feel?</p> <p>Invite the vicar to come in and help pupils to role play a baptism/wedding ceremony or similar. Or make another visit to a church to see this simulation.</p> <p>A range of activities could follow up such an event.</p> <p>Talk about why Christians celebrate such events. How might they feel? Why would it be important to them to hold such an event in the church?</p> <p>Pupils consider special events that they have celebrated. What do they do? Why?</p>	<p>I can retell features of an event or celebration which takes place in a Church. (AT1 L2)</p> <p>I can describe a special event or celebration that takes place in a church, using religious vocabulary. (AT1 L3)</p>	<p><i>Use an event that has not been covered in the other units in Foundation Stage.</i></p> <p><i>Further lessons could be added for using on another religious building from a different faith.</i></p> <p><i>If there is another religious building in the local community, it would give a perfect opportunity to compare the key features of this with a church and to look at the feelings held by members of faith communities about the importance of religious buildings in believers' lives.</i></p> <p><i>If there are no other religious buildings, try to develop this opportunity for comparison work when visiting the synagogue as part of the Judaism units in Key Stage One.</i></p>