



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Religions in Our Community: *How can we build a more respectful Northamptonshire?*

Year Group: 5/6



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification

Title: Religions in Our Community: *How can we build a more respectful Northamptonshire?*

Year Group: 5/6

About this unit:

This is a special and original unit of RE which provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside more in depth study of aspects of Hinduism and Christianity (or other religions as appropriate).

There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered. The unit focuses on breadth of study, and provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK. The unit is well suited to some local RE, including visiting places of worship and receiving visiting members of faith communities.

The question of how religions are represented in (say) the East Midlands, where there is great difference between urban Daventry, Kettering, Wellingborough or Northampton and rural villages is worth exploring with pupils. The unit can make useful links with the concept of a 'region' and a 'local area', which pupils will encounter and use in Geography. The examples of Hindu and Christian places of worship are given here, but other examples can easily be used with similar learning activities.

The themed curriculum can enable geographical learning and RE learning alongside each other through this unit. There are other obvious links with terminology such as 'region', 'neighbourhood' or 'local area' and geographical skills will help pupils to get the most out of this unit of RE. There are connections to local history as well.

The aims of the unit are not exhaustive: RE does much else as well as exploring respect and attitudes to diversity. But here, the concentration is on ideas about respect and mutual esteem, the good of all in a society of difference. Community cohesion work needs the rigour and diversity of view that RE can provide through work like this.

Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the value of respect for all.

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 sensitivity toward, and respect for, all people. The unit focuses on the ways that religions are both similar and different. By focusing on the concepts of commitment, diversity and respect and referring to examples of co-operation between faiths, the unit aims to make a key contribution to religious understanding for a plural community or region.

This unit contributes to the continuity and progression of pupils' learning by building upon the learning about religions and different beliefs in Key Stages One and Two and developing greater understanding about Hinduism and Christianity. The unit anticipates ongoing learning about communities and different beliefs and lifestyles.

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 link with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Fields of Enquiry addressed in this unit

AT 1: Learning about Religion and Belief

- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- Questions of Identity, Diversity and Belonging

The core RE concepts that the unit develops are:

Commitment (People do things because of their commitment to a set of values by which they live their lives);

Respect (Recognition of the right of others to hold their own views which may be deeply felt);

Community (Belonging to a religious community can give order, meaning and purpose to daily life).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly alert to the religious environment of the county and their place in it;
- **Respect for all** by developing a willingness to learn from religious plurality and diversity;
- **Open mindedness** by engaging in positive discussion and debate about the benefits of living in a diverse community of many cultures.

The unit will provide these opportunities for pupils:

- To consider the concepts of diversity, commitment and respect;
- To consider a diverse range of views about questions of living together, sensitivity and respect for others and for different views and lifestyles;
- From the study of different religions, pupils will be able to think about their own experiences and views in relation to questions of community cohesion;
- To engage with local faith communities through visits to local places of worship and visitors from members of those communities;
- Experiences to engage in discussion and debate and apply ideas for oneself;
- Experiences including time to think and reflect on their own and others' way of life, a variety of writing skills and drama conventions.

Background information for the teacher:

For some, the development of attitudes of respect to diversity is the key to good RE. This attitudinal development is to be founded on good learning about the local community. The county of Northamptonshire and the region has, of course, long and deep Christian traditions, as well as many decades of development for the communities of Hindus, Muslims and Sikhs in some Northamptonshire towns. Smaller communities of Jews, Buddhists and others are also significant in the county and region. There is nothing simple about this unit of work, and teachers will need to do some preparation: the Support Materials for the Agreed Syllabus include notes on some of the communities. It is often important to acknowledge difference: religions are not 'all the same'. It is always good to affirm the identity of the child, as well as to explore other identities. The census statistics from 2001 are seen below: within a year of the publication of the syllabus more up to date figures will be easily available.

This information is important: pupils should build an accurate picture of the religious communities in their area, region and country.

Religion Northamptonshire:	Count:
Christian	450 274
Buddhist	1 487
Hindu	5 648
Jewish	698
Muslim	5 662
Sikh	1 803
Other	1 684
No religion	113 259
Religion not stated	49 161

Religion The East Midlands: By religion (all people)	Count:
Christian	3 003 475
Buddhist	7 541
Hindu	66 710
Jewish	4 075
Muslim	70 224
Sikh	33 551
Other	9 863
No religion	664 845
Religion not stated	311 890

Vocabulary & concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>The language of shared human experience Acceptance Respect Sensitivity Tolerance Understanding</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ BBC Broadcasts and videos: 'Watch' (faith stories on Judaism and Islam), 'Pathways of Belief' (Two programmes on Judaism with programmes on Islam and Hinduism from Summer 2001) ▪ There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation: www.islamic-foundation.com. Story books, audio and video tapes and posters are all useful ▪ Both Folens and Nelson publish some useful picture packs on particular religions ▪ The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities ▪ Developing Primary RE: 'Faith stories' edited by Joyce Mackley from RE Today ▪ Exploring a Theme in RE: 'Religion around us' edited by Joyce Mackley, RE Today ▪ Resources which enable children to gain a better understanding of their own local religious communities e.g. Parish profiles, church newsletters, magazines, notice boards, websites for the Mosque, Gurdwara or Mandir ▪ A visitor from the faith community prepared to answer questions devised by the pupils <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.

Websites for 'virtual places of worship'

- www.mandirnet.org – Hindu temples
- www.ummah.org.uk – A Muslim gateway site

- www.sikhkids.com – A good Sikh site for pupils
- www.jewish.co.uk – A gateway site for Judaism

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

- Opportunities for **spiritual development** come from developing attitudes of open minded and courageous engagement with different views;
- Opportunities for **moral development** come from recognising the rights of all and the need for acceptance in human communities;
- Opportunities for **social development** come from developing an appreciation of the ways in which diversity enriches human life;
- Opportunities for **cultural development** come from appreciating the wide and global range of cultures in our county and region.

EXPECTATIONS: At the end of this unit:		
<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe some of the religious diversity of our region, referring to people, places and events (AT1); • <i>Identify similarities and differences in aspects of their lives with those of other people of different religions (AT2);</i> • <i>Make links between values like respect and sensitivity and their own behaviour (AT2).</i> 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Show understanding of the richness of religious diversity in the UK today (AT1); • <i>Ask thoughtful questions of their own about religious diversity (AT2);</i> • <i>Suggest, with reference to particular religions, how these can be answered sensitively (AT2);</i> • <i>Apply ideas like respect, sensitivity and community cohesion for themselves to some issues of diversity and living together (AT2).</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Know that similarities and differences illustrate distinctive beliefs between religions and can suggest possible reasons for this (AT1); • <i>Pose and suggest answers to questions of diversity, belonging and commitments (AT2);</i> • <i>Relate questions of diversity and community cohesion to their own and others' lives, explaining some of the impact of different beliefs upon people's lives (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.

Teachers might assess this work by:

Setting the task of designing a new community centre for your district, in which people from two or more different religious groups could worship at different times, as well as using the building for other community activity. This requires careful understanding of worship and community, and can show how much pupils have understood.

Include in the task the making of a poster / web page / leaflet page on the theme: 'Respect for Each Other' to display in the hall. This gives pupils the chance to articulate attitudes of respect carefully.

Higher attaining pupils: To extend this work, ask pupils to think about whether and in what ways the population of the UK today makes the country a better place to live in than if it were just one race, just one religion that lived here. What could we learn from the harmonious multi religious life of the UK today?

Unit Title: Religions in Our Community: *How can we build a more respectful Northamptonshire?*

Key Question: *What are the religions of Northamptonshire and the region?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To learn about the plural religious communities found in Northamptonshire, the region, nation and world.</p>	<p>What religions are big and strong in our county?</p> <ul style="list-style-type: none"> • Use maps, Internet, a questionnaire for parents and phone directories to discover what religious buildings are found in the main towns of the county (e.g. Wellingborough, Northampton, Kettering, Daventry, Rushden, Corby etc.) When were they built? Who uses them? Which religious groups are represented? What happens there each week? How do these buildings link with the local community, other than through worship? • What is good about a society where many religions exist side by side? Pupils make a list of some ways the community is enriched by religious diversity. 'If we were all the same, then there would be no...' Compile lists in pairs, then 'snowball' and end by collecting all the class's ideas on the whiteboard. Which are the most significant? 	<p>I can describe some ways in which religion makes a difference locally. (AT1 L3)</p> <p>I can make links between religions in my neighbourhood and the wider community and use developing religious vocabulary to describe and show understanding of this. (AT1 L4)</p>	<p><i>Census data is really helpful:</i> www.statistics.gov.uk</p> <p><i>There is potential for a rich connection with the skills of the geography curriculum in this unit.</i></p>

Key Question: <i>Is our county typical in the UK, with regard to the religions represented?</i>			
Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
To develop understanding of the local significance of places of worship and symbols.	<p>What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where many other religions are very common?</p> <ul style="list-style-type: none"> • For example, pupils could compare life in Wellingborough or Northampton with life in Brackley or Burton Latimer. (They could then go on to compare to neighbouring places such as Leicester or Luton). Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different. • There are many relevant, useful activities based on visual learning which could be covered here, one example being 'Religion Around Us' (Mackley, RE Today). Selecting and identifying pictures and raising questions from them is an activity that builds understanding of different religions effectively. • Use photo packs of each of the religions: ask pupils in groups to choose 4 pictures from ten that they think sum up each religion, and one from each religion that shows how it contributes to the whole community. Groups then present their ideas. 	<p>I can describe similarities and differences between living in a plural community and living in a community where almost everyone is similar. (AT1 L3)</p> <p>I can use developing religious vocabulary to describe and show understanding of religious beliefs and practices. (AT1 L4)</p>	<i>Geographical skills enhance this work considerably: see it as a way of developing understanding of the big ideas of place, space and scale.</i>

Key Question: Which places of worship are there in our local area or the wider community?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify which religions are represented in the local area or community.</p> <p>To work collaboratively with others.</p> <p>To think carefully and in an informed way about worship and religion.</p>	<p>Lesson theme: Investigate which religions are represented in the school's local area</p> <ul style="list-style-type: none"> Ask the pupils with a partner to think of which religions (include denominations/groups within religions) there are in their local area. Make a mind map in groups of what they know about the religions that are represented in the community. Share with other groups. Feed back. If there are 2 or more places of worship within walking distance then visit these. Get children to take photos of the places of worship to be placed on a map when they return to school (see below). These photos could be of the whole building, a part that puzzles pupils or detail such as a notice board. (Alternatively, if a walk is not possible, then a teacher could take the photos out of school time). Use Google Maps to pinpoint where these places of worship are. Google now links to websites that may have relevant photos. These maps and any photos can be added to a PowerPoint presentation, as described in the points to note. Pupils could then add their own captions and photos as part of ICT curriculum time. Link the immediate locality to a place in Northamptonshire where religious diversity is clearly seen and different to own locality. Ask pupils to consider why religious diversity can be a good thing in a community. Discuss ideas. <p>Things to think about using the photos taken include:</p> <ul style="list-style-type: none"> How is the building used? How long has it been here? Who built it and why? What services are there and at what times? How do people in the community know what's happening? What artefacts/symbols are used and why? Do people visit the building for reasons other than worship? Why? Do non-religious people visit the building? For what reasons? <p>If there are not two different places of worship within the immediate local area then one religion can be chosen from the wider community, giving the opportunity for a study of contrasting localities. Explain to the pupils that they will be visiting a place of worship with which they may not be familiar, in order to produce information on the computer about one of the religions in our community. This information could be intended to help anyone who is new to the community. Explain that they will also be looking at another place of worship more familiar to them and then comparing the two places. Pairs create information and present.</p>	<p>I can make a descriptive record of which religions are represented in the local area or a local town. (AT1 L3)</p> <p>I can say which places of worship are found in my community and describe how they are used (AT1 L3).</p> <p>I can use an increasingly wide religious vocabulary to show that I understand reasons why religious diversity can be a good thing in a community like ours. (AT1 L4).</p>	<p>Cross curricular link to ICT: <i>The Smart Board Capture Tool can be used to copy parts of a Google map of the local area. This can be used to drop into a PowerPoint as a teaching resource. Each place of worship can be given a symbol or marker and a hyperlink created to a new slide. This would give some basic information about that place of worship, questions the children have raised and a photo from the walk.</i></p> <p>Cross curricular link to Geography: <i>Using maps and possibly contrasting localities if local area does not have a range of places of worship from different religions.</i></p>

Key Questions: *What are the key features and artefacts in a Hindu Mandir? What do these features and objects mean, and how are they used?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore a virtual Hindu Mandir in preparation for, or as a substitute for, a visit.</p>	<p>Lesson theme: explore the key features and artefacts of a place of worship: generate questions and suggest answers. (Although a Mandir is the example here a different religious building should be chosen if the previous lessons have included the Mandir already because it is in the locality).</p> <ul style="list-style-type: none"> • Prior to the visit to the Mandir pupils should be given the opportunity to recap on work covered previously. • Talk to the pupils about the 'Through the Keyhole' programme on TV. Explain what it was about: you found out about a person through the objects that there were on show in their house. • Discuss with the pupils what they would be able to see through their own keyhole at home and what it would tell other people about them. Ask them to think of four objects and then tell a partner what that says about them. • Then, using a keyhole made from cardboard, show the pupils some Hindu artefacts. Alternatively use a website such as Strathclyde University's site which has a range of images available. (The Smart Board spotlight could be used for these.) What do they think these artefacts are? What do they tell us about Hindu people? • Using the interactive whiteboard show the children websites that will give the children an idea of what to expect in their visit. One such site giving virtual tours is: http://www.ngfl.ac.uk/re/shreeprajapatimandir.htm • Use the spotlight on Smart Board set at no transparency to focus in on aspects. What do you think these pictures show? Or use magnifying glass to zoom in. What puzzles you? What do you want to ask? Record questions. Suggest answers using prior learning where possible. These questions could be asked at the Mandir. • Why do you think a Hindu would want to worship at a Mandir? How would the things studied in this activity help them to worship? Discuss in pairs, report back and teacher record most thoughtful answers. Use these as predictions. • Explain purpose of trip is to investigate how worship makes a difference to Hindus' lives. The answers from above can be compared to what children find out. 	<p>I can raise questions of my own about the artefacts and features of a place of worship, and suggest answers to some of them from my enquiries. (AT1 L3)</p> <p><i>I can think about what is special to me and why, and then look carefully at what is special to other people, making links between my ideas and those of others. (AT2 L3)</i></p>	<p><i>Guidance on how to use artefacts taken from '101 Recipes for Creative RE lessons'.</i></p> <p><i>See also 'What, How, Why: Religious Artefacts in the Classroom' by Pamela Draycott (RE Today).</i></p> <p>http://wdha.co.uk/Mandir is the website of one of the Wellingborough Hindu Mandirs, which has good photos on it.</p>

Key Questions: How does a Mandir help people to worship? What difference does believing make to worshippers' every day lives? What else happens at the Mandir?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To use the visit to develop understanding of the differences that believing makes to the lives of religious people.</p>	<p>Lesson theme: Visit to the Mandir. Reflect on feelings, beliefs and practices. This format can be adapted for any place of worship. Duration: 1.5 hours approximately. (Timings are a rough guide only). Activities such as:</p> <ul style="list-style-type: none"> • 10 mins Observe carefully the outside of the building. Get pupils to take photos of the place of worship to be placed on a map when they return to school. These photos could be of the whole building, a part which puzzles or detail such as a notice board. What can be learned about beliefs from the building? Jot ideas down. • 15 mins Reflection -Sit quietly in Main Hall, eyes closed, thinking of their own important objects and places for a minute. Open eyes to look thoughtfully at what they can see. Reflect. Think back to RE lesson and the artefacts and photos seen 'through the key hole'. How do they feel? What do they notice? What new questions would they like to ask and answer? • 10 mins Introduction by teacher or a leader from the temple. What happens at the Mandir, when and why? • 15 mins Draw/ photograph artefacts that interest or puzzle. What do you recognise? If possible use sound or video recording. • 15 mins Services - leader to explain a typical service. How do Puja and the shrines help believers to worship? How are beliefs conveyed through worship and the features of the building? • 10 mins Question and Answer To focus on 'What are the links to the community?' as well as pupils' own questions. • 5 mins Conclusion What kind of information have we got to use to make our information cards back at school? Headings for each section could be: <ul style="list-style-type: none"> • Building • Services • Links to the community • Artefacts/symbols used • Beliefs • Practices/worship 	<p>I can look carefully and think deeply during a visit so that I can find out as much as possible about a religious way of life. (AT1 L3)</p> <p>I can use developing religious vocabulary to show understanding of religious beliefs and practices and to suggest meanings for a range of forms of religious expression. (AT1 L4)</p>	<p><i>Cross curricular link to ICT: Use digital cameras, Dictaphones or video cameras to record not just observations but thoughts and feelings.</i></p> <p><i>See 'Guidance on Visits to Places of Worship' in the Support Materials.</i></p>

Key Questions: How does a Mandir help people to worship? What difference does believing make to worshippers' every day lives? What else happens at the Mandir?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To use the visit to develop the pupils' understanding of the difference that believing and worshipping make to the lives of religious people.</p>	<p>Assessment Task Lesson theme: to reflect on the visit experience and answer the key questions Stilling activity. Get the children to imagine a journey. With their eyes closed, take them back to the trip and get them to recollect the experiences. If video or sound recordings of thoughts and feelings were taken, use these as a reminder. Then, briefly show a PowerPoint slide show of photos from the trip on the Interactive Whiteboard. Explain how pupils are going to add labels and captions to write information for a Hindu new to the area. Remind pupils that we can use this in our predictions about how worship makes a difference. Headings for each section could be:</p> <ol style="list-style-type: none"> 1. Building 2. Services 3. Links to the community 4. Artefacts/symbols used 5. Beliefs 6. Practices/Worship <ul style="list-style-type: none"> • Explore in a group as much as they can recall in 5 minutes. This could use a 'Snowballing' strategy. Then sort information into categories that are the headings for the information leaflet. (See previous activity). • Hand copies of each part of presentation, 1 section per small group, with photos included. Write information on these by hand. Alternatively, each group has a laptop to record information. • Groups send an envoy to another different group and add any extra information from them. • Return to own page, check new information and add to their part of the presentation. Select own photos from those taken and write a second page for that section. • Sketches from trip, video clips or sound recordings could be reviewed and included at this point. • Use computer to add information to the presentations or the children could write up their work by hand. • Review and evaluate presentations. Answer key questions. • Assess pupils' responses, written and verbal, throughout these activities. 	<p>I can describe three things in a Mandir and how they help a Hindu to worship. (AT1 L3)</p> <p>I can show that I understand some key features of a Mandir and of Hindu worship through writing an information leaflet. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of religious beliefs upon the lives of individuals and communities. (AT1 L5)</p>	<p>'Snowballing' is a Speaking and Listening strategy from 'Speaking, Listening and Learning; working with children in Key stages 1 and 2' Primary National Strategy 2003.</p>

Key Questions: What are the key features and artefacts in a Christian church? How do they help Christians to worship?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore a virtual Christian church in preparation for a visitor from the Christian faith.</p> <p>To develop understanding of how features and artefacts can help people to worship.</p> <p>To consider how practices convey beliefs.</p>	<p>Lesson theme: explore the key features and artefacts of a more familiar place of worship: generate questions and suggest answers</p> <ul style="list-style-type: none"> As a starter, pupils should view the following website to remind them of the key features of the church - for example nave, lectern, altar, pew, candles, font - and their use in worship. One website giving a very good virtual tour of a typical Anglican church is: http://www.educhurch.org.uk/pupils/combs/stmarys.html Use spotlight on Smart Board to focus on key images of one part of the inside of the building. Groups generate questions and suggest answers. Model how to use 'Image Focus Activity' to help answer the key question. Ask pupils to suggest answers to the key question in groups for each image. (Some pupils may need further help by additional open ended, thought provoking questions in order to guide them. The questions on the 'Image Focus Activity Sheet' could be simplified or the number of them reduced). Look at the images for each of these areas again together as a class, using the spotlight. Record pupils' deepest thoughts about how the features and artefacts make a difference to worship and to the worshippers. Add any questions that are still puzzling and record possible answers to refer back to later. How do the images, acts of worship investigated reflect Christian beliefs? Look at the 'Events' part of the website. How do 'Events' help people to worship? What immediate similarities and differences have pupils noticed between practices and features of the Mandir and the Church? Sort all thoughts or unanswered questions into key areas as with the Mandir: <ul style="list-style-type: none"> Building Services Links to the community Artefacts/symbols used Beliefs Practices/worship. <p>The teacher should then record the best questions for each heading ready for the next lesson, and invite pupils to find out any answers they can in advance.</p>	<p><i>I can ask thoughtful questions and suggest answers. (AT2 L3)</i></p> <p>I can describe what happens at a church. (AT1 L3)</p> <p>I can make links between what I've learned about Mandirs and Churches and other sacred places and describe some similarities and differences. (AT1 L4)</p> <p>I can describe the impact of religion on people's lifestyles. (AT1 L4)</p>	<p><i>Image Focus Activity: This activity uses a series of questions for children to answer: each question getting progressively more searching, in order to enable pupils to think more deeply.</i></p> <p><i>Any image from a story, an artefact or a feature can be placed in the centre of this activity sheet. In this case photos from the suggested website can be used.</i></p>

Key Questions: How does a church help people to worship? What difference does believing make to worshippers' every day lives? What else happens at the church?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To use a visitor to develop the children's understanding of the difference that believing and worshipping make to the lives of religious people.</p>	<p>Lesson theme: Investigate how a church helps Christians to worship</p> <ul style="list-style-type: none"> • Before visitor: Remind pupils of key question we need to answer. Distribute to pupils a selection of questions devised in the last session. • Visitor to give brief talk and answer questions. Take photos of any artefacts. Video and sound recording may also be useful. • After visit: Reflect on key questions. Use photos or other recordings to help remind pupils if necessary. Give guidance on how to sort information into key headings. • <u>Suggestion 1</u> Give each group two of the main headings from the previous week. Sort which information should go under which heading. In pairs, make notes and then compare with other pairs in group. • <u>Suggestion 2</u> Work together as a class with teacher taking notes for each heading. Pupils to discuss in pairs each one and report back to class. Have the class answered all the key questions? Review answers briefly. • Introduce Double Bubble thinking skills activity on Interactive Whiteboard ready for the following activity. Explain how it will help to compare a Hindu and a Christian place or worship. 	<p>I can use a developing religious vocabulary to describe and show understanding of practices, beliefs, lifestyles feelings and experiences. (AT1 L4)</p> <p><i>I can raise and suggest answers to questions of identity, diversity, belonging, and commitment. (AT2 L4)</i></p>	<p><i>Brief a visitor before they come in. Depending on their level of experience of talking to pupils of this age, discuss with them their possible answers to these questions. They might also have visual aids available. The visit will need to be short in order to maintain the pupils' attention.</i></p> <p><i>Double Bubble is a method for comparing two different items, here places of worship. It enables children to think deeply in order to compare key concepts and identify similarities and differences.</i></p> <p><i>A Venn diagram is the basis of this idea.</i></p>

Key Question: How are two religions so different but still have some important similarities?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions.</p> <p>To describe, understand and begin to explain similarities and differences in worship.</p>	<p>Lesson Theme: Reflect on how a place of worship makes a difference to believers. Recognise some similarities and differences between religions.</p> <ul style="list-style-type: none"> • Introduce Double Bubble again. Re-read the information leaflet written after the trip to the Mandir. Discuss why Hindus use a Mandir to help them worship and what difference it makes to their lives. Record this on one side of the Double Bubble either as a whole class on the Interactive Whiteboard or in pairs on paper. • Do the same for the Christian visitor by re-reading the notes made. What would go in the middle? Finish the middle section and think carefully about these similarities. What does it say about how two religions worship? • Idea shower 'What is worship?' Use the Double Bubble diagram to help. Compare the children's ideas with the key aspects of worship listed below: <ul style="list-style-type: none"> ○ prayer (talking to God); ○ experiencing God (getting to know him); ○ celebrating (saying thank you); ○ fellowship (friendship with other believers). • Which of these is found on the Double Bubble diagram? Compare to pupils' own experiences - How do I find stillness or peace? What do I celebrate and how? How do I have fun with my friends and family? If pupils have religious beliefs then they can also reflect on how they personally experience God. • Finally reflect on how two religions can be very different but have strong similarities. List how pupils might be different - hair colour, favourite food etc. Now do the same for similarities - same class, same favourite football team etc. Discuss how people need to think carefully and thoughtfully (respectfully) about how are all different but that we have many things in common. What is good about having a school with pupils who are so different? What is good about a community with many different religions and beliefs? 	<p>I can make links between what I've learned about the Mandir and the Church and describe some similarities and differences between them. (AT1 L4)</p> <p>I know that similarities and differences illustrate distinctive beliefs within and between Christianity and Hinduism and I can suggest possible reasons for this. (AT1 L5)</p> <p><i>I can apply ideas about difference to my own and others' lives. (AT2 L4)</i></p>	<p><i>Double Bubble is a method for comparing two different items, here places of worship. It enables children to think deeply in order to compare key concepts and identify similarities and differences.</i></p> <p><i>A Venn diagram is the basis of this idea.</i></p>

Key Question: *What are the main religions of the world? Of the UK and of our region?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To gather information and ideas about the religious make up of the world, the UK and the county of Northamptonshire.</p>	<p>How big are the big religions in the UK and the world?</p> <ul style="list-style-type: none"> • Pupils look at some tables of statistics for religion in a local town, the UK and the world. What do they observe? How can they explain this? Understanding simple statistics about the numbers of people who follow religions in Wellingborough, Kettering, Corby, Britain and world wide: Which religions are local, and which are global? • This could begin as a guessing game: if the world was a village of 1000 people, how many would be members of each of the major religions? If the UK was a village of 100 people? Then pupils can use maps and tables to answer questions. Relate this to the make up of the local community, looking at similarity and difference. • Do point out to pupils that counting people by their religious identity is quite difficult, and may be biased in some ways. 	<p>I can describe in simple terms and show understanding of the religious make up of the city, the nation and the world. (AT1 L4)</p>	<p><i>There is a numeracy link in this work: data presentation that is clear, varied and simple will help pupils to understand the lessons.</i></p>

Key Question: *How is religion in our region changing?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To develop awareness of the ways in which religious communities in the UK have grown and changed in terms of religious diversity.</p>	<p>How long have the religions been in our community or region?</p> <ul style="list-style-type: none"> Using historical records and maps, children learn that, for example, the county of Northamptonshire had no Mosques, Mandirs or Gurdwaras in 1960. Today there are several Mosques, Mandirs and Gurdwaras in the county, and populations of over 25 000 of each of these faiths in neighbouring counties (see the census statistics above). Consider what this tells us about the changing UK, and hear some stories of migration, settlement and diversity. Pupils learn about the history of the different Christian communities of Northamptonshire. There are hundreds of Christian churches in the county today. Nearly half of these have opened in the last 50 years. Some are very ancient as well. What is distinctive about the different buildings of the faith communities? What signs, symbols, activities and days of the week show what matters to different religions? 	<p>I can use simple information to describe some key facts about the history of religious communities. (AT1 L3)</p> <p>I can show that I understand some ways in which a town or county can be a respectful place to live. (AT1 L4)</p>	<p><i>This part of the work links to learning in history, and to the big ideas of time and change.</i></p> <p><i>Pupils might connect this work to new census figures from 2011, noting the increasing plurality of our religious communities in the last ten years.</i></p>

Key Question: *What can people learn from visiting each others' places of worship?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider what people can learn from diversity through visiting places of worship from different faiths.</p>	<p>What can be learned from a visit? (see lessons in detail above about Mandir and Church – other examples could be used)</p> <ul style="list-style-type: none"> • Visit two religious buildings – e.g. a Mandir, a Church, a Methodist chapel, a Mosque, a Gurdwara. What goes on? • Sensory worship How are six senses used in worship by believers? (Smell, taste, touch, hearing, seeing and feeling). • Same and different Get pupils to develop descriptive lists of what is the same and what is different between the buildings. If visits are not possible, use collections of photographs (local photos with a digital camera may be possible, and there are published collections). Virtual visits are also helpful: see the resources section. • What will make for harmony? People are different. Religions are many, even if God is one. What kinds of things help people to live together in peace and without hostility? Can religion help people to be accepting and tolerant? What is the best thing to do when people disagree about religion? • What about disagreements? Give pupils some case studies to think about in groups: Should Hindus have a day off work at Divali time? Can a Mosque make a public call to prayer on a Friday? Should Christian Easter mean a holiday for everyone? When Sikhs wear the 5Ks, should this be respected whatever their work uniform might be? Groups discuss and feed back main points. Other groups should try to consider different points of view to challenge thinking. Pupils then choose two or more questions to tackle in detail, supporting and justifying their own views and incorporating opposing or different viewpoints. 	<p>I can describe what is similar and different between the worship of two different religions. (AT1 L3)</p> <p>I can understand that community harmony does not mean 'being all the same' but does mean 'accepting our differences'. I can give examples of this to show my understanding. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p>	<p><i>Visiting places of worship is always a challenge for the teacher, but well planned visits make an inspiring contribution to this unit and are worth the effort.</i></p> <p><i>'Virtual visits' are a possible substitute, but real visits are most powerful for learning.</i></p>

Key Question: *What makes people more respectful?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To deepen understanding of respect through thinking about their own behaviour and linking it to religious difference.</p>	<p>How can respectful attitudes be built up?</p> <ul style="list-style-type: none"> • Being a polite visitor Ask pupils to make a list of ways to be polite when visiting someone else's home. Compare these with some of the symbols of respect believers may use in a place of worship. Some fun can be had by developing simple dramas about people who do the opposite of the respectful thing when they visit. Think about how to show respect when you visit a building dedicated to a religion you don't follow. • A charter for peace between religions Ask pupils in pairs to come up with four ideas for harmony in the community, written as positive rules (not 'Don't do this, don't do that'). Get each pair to compare their ideas with another pair, and agree five rules together. What do pupils think is needed for more respectful villages and towns in Northamptonshire? 	<p>I can make links between how we treat each other and the idea of a respectful village or town. (AT1 L3)</p> <p><i>I show understanding about making a more respectful village or town, in the light of what I have learned.</i> (AT2 L4)</p>	<p><i>This lesson uses the general concept of 'politeness' applied to religious diversity. It is worth spending time on the links to SEAL here.</i></p>

Key Question: *Can we live in harmony, even though we are different?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To develop understanding of the idea of community harmony.</p>	<p>What makes for a community in harmony?</p> <ul style="list-style-type: none"> • Ask pupils to create, in small groups a charter for religious respect. They might write ten points that will build up harmony between people from different religions. To simplify the activity, while maintaining good thinking, give them fifteen ideas and ask them to select the best ten. • Speculate: If all the religious life of your community was banned (e.g. festivals, worship, charitable activity), then how would people feel? What would happen? This activity draws attention to the importance of freedom of belief and worship. It could be linked to citizenship work on human rights. 	<p><i>I can make links between my own attitudes to others and the need for harmony. (AT2 L3)</i></p> <p><i>I can apply ideas like community harmony thoughtfully for myself. (AT2 L4)</i></p> <p><i>I can pose and suggest answers to, questions of identity, diversity, belonging, and commitments, relating them to my own and others' lives. (AT2 L5)</i></p>	<p><i>Citizenship and PSHE work are connected to this activity.</i></p>

Key Question: <i>What can we learn from religion about harmony in the town?</i>			
Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
To explore and deepen learning about the idea of community harmony, expressing their own ideas.	<p>Can our community be more harmonious?</p> <ul style="list-style-type: none"> ▪ Who is ‘us’ and who is ‘them’? Give pairs of pupils a long and diverse list of membership groups: soccer fans, Catholics, British, Africans, Europeans, asylum seekers, children, pensioners, workers, mothers, and so on. Ask them to sort out who is ‘us’ and who is ‘them’. Consider together whether ‘us and them’ is a good way to look at the world. Apply this to the religious groups in the region. What does it mean to say ‘we’re all human’? ▪ Are we all the same underneath? What does that mean? Through reflective discussion, aim to enable pupils to discern what unites humans, and what divides them, and to consider why unity is important. ▪ If you were elected Mayor Ask pupils to think about what they would do for the town if they were in charge, to promote good relations between different communities. They might plan a speech and you could even run a mock election. 	<p>I can describe what a harmonious community is like. AT1 (L3)</p> <p>I can show understanding of the impact of ideas about harmony on our town for myself. (AT1 L4)</p>	<i>Citizenship and PSHE work are connected to this activity.</i>

Lat Blaylock 2010 (and Northamptonshire SACRE)