

 A photograph of a Sikh Gurdwara, a brick building with a white arched entrance and a blue sign above the door.	 A photograph of a Hindu Mandir, a large brick building with a prominent white dome and a clock tower.	<p><b>Unit 1.10</b></p> <p><b>Holy Places: Visiting a place of worship</b></p> <p><b>YEAR GROUP: 2</b></p>
 A photograph of an Islamic Mosque, a large building with a green dome and minarets, viewed through a black metal fence.	 A photograph of a Gothic-style Christian Church, a large brick building with a tall spire and arched windows.	<p><i><b>Wolverhampton SACRE RE Syllabus: Non-statutory exemplification</b></i></p>

## ***Wolverhampton SACRE RE Syllabus: Non-statutory exemplification***

### **TITLE: What can we learn from visiting a sacred place**

### **Church, Gurdwara, Mandir, Mosque**

### **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. They will gain a rich knowledge of local places of worship and a new vocabulary from different religions.

The unit models a particular way of learning in RE: a phenomenological approach. By making careful observations of what happens in religion, and by describing these thoughtfully, the artefacts, buildings, shrines and worship of the tradition are revealed in increasing depth. Through this process, the learners gain knowledge and understanding of the ways of life of others, their beliefs, ideas and community life together.

The unit is unusual in asking pupils at KS1 to handle materials from four different religions in a single unit. This demands that teachers take care to avoid confusing children. The aim is to make space for good learning about four major religious communities in Wolverhampton whose followers are numbered in their of thousands. With careful, clear teaching this is not difficult. Some teachers may prefer to plan learning for only two or three of the religions concerned in greater depth. The unit will work well if you can take pupils on two visits to different places of worship.

#### **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. The unit provides an important way of enabling children to see religious diversity clearly: if it is well taught, then teaching will refer back to it in many future units of RE.

#### **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 diversity
- 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 about people different to themselves.
- **Appreciation and wonder:** Developing their imagination and curiosity.

**Estimated teaching time for this unit: At least 8 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

### Knowledge and skills progression: Prior learning

This describes previous learning, experience and skills that might be helpful to pupils who are undertaking the unit and expresses the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. In this unit pupils will build on learning about Sikh, Christian and Islamic worship from earlier in the key stage, and may add examples from Hindu life and worship. Accurate remembering and recall activities will help pupils to build and progress their understanding.

### The unit will provide these opportunities:

- Pupils have opportunities to consider the concept of diversity: different people worship in different ways
- From the study of different religions, children develop their awareness of diversity about special places and what makes a place holy.

### Background information for the teacher:

- In **Muslim** religion, a mosque or masjid is a place to prostrate, to bow and submit to Allah, to God – a place of prayer. A Muslim may choose to pray at the mosque, and Friday prayers are usually the biggest occasion for communal prayer in a week. The 5 daily prayers can be made anywhere, and a prayer mat, facing in the direction of Makkah, is a clean place from which to pray. The prayers take a set form, and involve 'body language' as well as words. The first Surah of the holy Qur'an is used in all the daily prayers, and asks Allah to guide the believer on the straight path.
- **Christian** holy places include many kinds of church and chapel, 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. The Lord's Prayer is the most common Christian form of prayer, and the remembering of Jesus with bread and wine, variously called Eucharist, Mass, Holy Communion, the Lord's Supper is a key act of worship.
- **In Sikh** traditions, the langar makes a holy place in which all humanity can eat equally, proclaiming the Sikh belief in the value of every person. A gurdwara, the 'house of the guru' is a building where the Guru Granth Sahib, treated as a living guru in the community, is in residence. Every gurdwara has a langar kitchen attached. The building has a strong sense of community life as well as being a house worship, prayer and teaching.
- **Hindu worship** is often in the home, among the family, so this unit suggest children learn about home shrines as special places. There are several Mandirs in Wolverhampton. The gods and goddesses of Hindu dharma are many: often, a shrine in the home will have a murti (image) of one of the gods or goddesses. Home worship may include singing and prayer by one or more family members.

Vocabulary	Resources
<p>Teach pupils these two words as 'a religious kind of special':</p> <ul style="list-style-type: none"> <li>• Holy</li> <li>• Sacred</li> </ul> <p><b>Pupils will also learn to use words like these:</b></p> <p>Muslim, Mosque, Christian, Church Hindu, Mandir, Sikh, Gurdwara Shrine God Worship Devotion</p> <p>Pupils will also use the names of a selection of artefacts found in sacred places.</p>	<p><b>Web:</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: <a href="http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/">http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <a href="http://www.bbc.co.uk/learningzone/clips">http://www.bbc.co.uk/learningzone/clips</a></li> <li>▪ BBC Bitesize RE for KS1 is also a good starting point: <a href="https://www.bbc.co.uk/bitesize/subjects/zxnygk7">https://www.bbc.co.uk/bitesize/subjects/zxnygk7</a></li> <li>▪ The best gateway for RE sites is: <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></li> <li>▪ TrueTube has some useful video for RE at KS1: <a href="https://www.truetube.co.uk/list?content%20types=films&amp;keystages=key%20stage%201&amp;page=1&amp;">https://www.truetube.co.uk/list?content%20types=films&amp;keystages=key%20stage%201&amp;page=1&amp;</a></li> <li>▪ You can find and use searchable sacred texts from many religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Good quality information and learning ideas on Christianity: <a href="http://request.org.uk/restart/">http://request.org.uk/restart/</a></li> <li>▪ The websites of REToday and NATRE are useful places for extra resources: <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> and <a href="http://www.natre.org.uk">www.natre.org.uk</a></li> <li>▪ 'What happens in...' is a pack of 6 cutaway images of holy places from different religions with 20 learning ideas from RE Today <a href="http://www.retoday.org.uk">www.retoday.org.uk</a></li> <li>▪ <a href="http://www.topicbox.co.uk/re">www.topicbox.co.uk/re</a> (Information about Hinduism)</li> <li>▪ <a href="http://www.mandir.org/photogallery">www.mandir.org/photogallery</a> is a good start for pictures of Hindu worship.</li> <li>▪ Dottie and Buzz videos can be found on YouTube. There is a suitable one about Belonging in Christianity.</li> </ul> <p><b>Virtual Tours:</b></p> <ul style="list-style-type: none"> <li>▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. <a href="https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/">https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/</a></li> <li>▪ Islam: <a href="http://www.hitchams.suffolk.sch.uk/mosque">www.hitchams.suffolk.sch.uk/mosque</a></li> <li>▪ Christianity: <a href="http://www.educhurch.co.uk">www.educhurch.co.uk</a></li> <li>▪ For further links visit <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> (select juniors on right side of web page and click on tours)</li> </ul> <p><b>Print resources</b></p> <ul style="list-style-type: none"> <li>▪ Say Hello To... (RE Today). This set of 6 interactive whiteboard flashbooks and accompanying resources can be networked to the schools computers. One on each of the four religions featured here makes it a useful pack around which the whole unit can be built.</li> <li>▪ Developing Primary RE: Special Places, Worship, ed. Joyce Mackley, from RE today</li> <li>▪ My Hindu Faith Big Book</li> <li>▪ My Hindu Life (Everyday Religion) Dilip Kadodwala &amp; Sharon Chhapi</li> <li>▪ Hindu Mandir (Where We Worship) Angela Wood</li> <li>▪ My Muslim Faith big book, My Christian Faith big book, Evans publishing</li> <li>▪ Prayer and Worship reference books (Franklin and Watts)</li> <li>▪ Artefacts for RE: RE On Demand, <a href="https://www.reondemand.co.uk/">https://www.reondemand.co.uk/</a> and Religion in Evidence <a href="https://www.tts-group.co.uk/primary/re/">https://www.tts-group.co.uk/primary/re/</a> both supply a range of artefacts and other RE resources from each faith.</li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils.</b></p> <p>The unit enables pupils to develop:</p> <ul style="list-style-type: none"> <li>• <b>Spiritually</b> by learning about and reflecting on the ideas of 'specialness' and 'holiness' for themselves</li> <li>• <b>Culturally</b> by encountering people and resources from differing cultures.</li> </ul>	

## EXPECTATIONS

At the end of this unit:

### All pupils will be able to:

- Name some of the main features of the sacred places they have visited and / or studied
- Recognise some symbols of sacred places and talk about their meanings.
- Talk about and reflect on their own special places.

### Most pupils will be able to:

- Identify some of the main features of the sacred places they have visited and / or studied
- 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:

- Describe two sacred places and some of the artefacts inside them
- Describe some ways in which two sacred places are used.
- Understand the importance of special places in our lives and the lives of others.
- Make links between their special place and a sacred religious place, e.g. by discussing what makes mosques or churches special to thousands of people in Wolverhampton.

## ASSESSMENT SUGGESTIONS

A formal assessment of each pupils 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.

Chose one or perhaps two 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. Talk about the completed keyholes in circle time asking children to identify and describe what they have illustrated and labelled and why.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
<b><i>What makes a place special? What is a sacred place? Are all places sacred?</i></b>			
<ul style="list-style-type: none"> <li>• To express their own thoughts and feelings about some special places</li> <li>• That there are places of importance to us, and some of these are special in religious life</li> <li>• There are different reasons why these places are special.</li> </ul>	<p><b>Special places. What do we think?</b></p> <ul style="list-style-type: none"> <li>• Read the early section of 'The Lion, the Witch and the Wardrobe' by CS Lewis, where some children discover a doorway to the magical kingdom of Narnia. There is a movie of this too of course.</li> <li>• Talk about the excitement of discovering new places. What could be behind the door?</li> <li>• 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. Link the emotional language used to pupils' wider learning about expressing feelings.</li> <li>• With 'Talking partners' explain the brainstorms to each other.</li> <li>• 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.</li> <li>• Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship.</li> <li>• Children to complete the sentence 'I think that all places are / are not sacred because...'</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some special places in religion and in life (All)</li> <li>• Talk about their own experiences of special places (All)</li> <li>• Recognise that some places are special and important to themselves and others (Many)</li> <li>• Respond sensitively to questions about places that are holy or special (Many)</li> </ul>	<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>Labelling and lists are important literacy skills: some activities can be structured to use and develop these skills</p>



<b><i>Do Muslim believers have a special place? What can we learn about it?</i></b>			
<ul style="list-style-type: none"> <li>• That Muslims are one of Wolverhampton's religious communities</li> <li>• About the use of a prayer mat, to create a clean place form which to pray to Allah.</li> <li>• That a Mosque is a sacred place for Muslims</li> <li>• About some of the important features of a Mosque</li> <li>• About what a Mosque feels like and looks like</li> <li>• Why Muslims come to a Mosque, what they do there and how they care for it</li> </ul>	<p><b>Special religious places: What is a special place for Muslims?</b></p> <ul style="list-style-type: none"> <li>• Listen to an extract of an Imam reading from the Qur'an.</li> <li>• Show some photographs of a Mosque, and 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.</li> <li>• Show pupils a prayer mat. The best thing is to use the artefact itself, but a photo makes a reasonable substitute. Teach pupils about how Muslims pray 5 times each day, facing Makkah, and bowing to God, then wishing peace and blessings to those with whom they pray. The prayer mat is a clean place from which to pray – it is like a mosque. Standing on the mat makes a special or holy place for Muslims.</li> <li>• Visit a virtual tour of a Mosque, explaining that this is a special place for Muslims.</li> <li>• 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 Imam? What does an Imam do? Talk about how Mosques look rather empty because there are no pictures or statues, suggest reasons for this. Does the mosque have special windows? Notice the Islamic patterns.</li> <li>• 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.</li> <li>• 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.</li> <li>• Read and information book like 'My Muslim Faith' (Evans publishing) and re-cap on what we have learnt about a Muslim's sacred place.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a mosque and a prayer mat (All)</li> <li>• Talk about Muslim praying and worshipping (All)</li> <li>• Recognise aspects of a Mosque that make it a sacred place for believers (Many)</li> <li>• Recall what they have found out about special places for Muslims, using 3 or more key vocabulary words (Many)</li> <li>• Respond sensitively to the idea that a Mosque can be described as the 'hub' of Muslim life.</li> <li>• Suggest the meaning of a prayer mat (Many)</li> <li>• Suggest why a Muslim might care for the Mosque (Many)</li> </ul>	<p>If you can visit a Mosque take along a favourite toy such as a teddy bear.</p> <p>Take photographs of the bear with particular artefacts or in poignant areas. Create a 'teddy bear story' of a visit to a mosque.</p> <p>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>

<b>Do Christian believers have a special place? What can we learn about it?</b>			
<ul style="list-style-type: none"> <li>• That a Church is a sacred place for Christians</li> <li>• About some of the important features of the Church</li> <li>• About what a church feels like and looks like</li> <li>• Why Christians come to a Church, what they do there and how they care for it</li> <li>• To reflect on what they have learnt</li> </ul>	<p><b>Special religious places: Christianity</b></p> <ul style="list-style-type: none"> <li>• Read a book about Church such as 'My Christian Faith' (Evans publishing) and revisit work on the Mosque. Talk about the Church as a sacred place for Christians.</li> <li>• Listen to some well known hymns or songs that may be sung in a Church. Listen carefully to hear the words, instruments (e.g. the organ - most churches will have one). Ask how the music makes us feel? Is it joyful? Peaceful? Is it about praising and thanking?</li> <li>• Visit a virtual tour of a Church. <a href="http://www.request.org.uk">www.request.org.uk</a> is a good place to start. 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 the font. Discuss the symbolism of the candles (Christ as light of the world) and the Altar 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?</li> </ul> <p><b>How do Christians use the church? How do they make it a special place?</b></p> <ul style="list-style-type: none"> <li>• 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 may take part in the Sacrament of the Eucharist 'Communion' (bread and wine) remembering that this symbolises the body and blood of Jesus. Christians believe that Jesus' presence is with them. Discuss Sunday as a special day for Christians, services may include groups for children – such as cubs, scouts, brownies and guides. Younger members of the Church may have a group to find out more about God and to pray.</li> <li>• 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.</li> <li>• Children can make a stained glass window using card, poster paints, tissue paper. Give them a choice of themes: Light, Jesus, Peace or other choices might be suitable. Can they refer the window design to the virtual church tour and make simple connections?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that a Church is a sacred place for Christians (All)</li> <li>• Respond simply to the worship of Christians in hymns and songs (All)</li> <li>• Talk about what we might see in a Church (All).</li> <li>• Use correct vocabulary to recall the meanings of some artefacts from inside a church (Many)</li> <li>• Suggest simply why people might like to go to the Church.</li> <li>• Suggest what makes church a special place for Christians (Many)</li> <li>• Talk about why people would volunteer to look after the Church, responding sensitively to ideas about the holiness of a place (Many)</li> </ul>	<p>If you are able to visit a Church – using prepared photo-graphs of objects within the Church.</p> <p>Each pair of children can explore the church searching for objects to match their photographs.</p> <p>Using 'post-it' notes they can give each object a name, or choose one word to describe it, 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>



<b><i>Do Sikhs have a special place? What can we learn about it?</i></b>			
<ul style="list-style-type: none"> <li>• About Sikhs as one of Wolverhampton's religious communities</li> <li>• That a Gurdwara is a sacred place for Sikh people</li> <li>• About some of the important features of the Gurdwara</li> <li>• About what a Gurdwara feels like and looks like</li> <li>• Why Sikhs welcome everyone to eat at the langar kitchen</li> </ul>	<p><b>Special Places: what makes the Sikh Gurdwara</b></p> <ul style="list-style-type: none"> <li>• It's good to start this work with some shared food. Perhaps the class can cook some food together and share it, or go on a walking tour of the school kitchen, and think about all the people who work hard to prepare and provide school dinners</li> <li>• Remind pupils what places are special for Muslims and Christians. Talk about what you find in both buildings. Introduce pupils to learning about the Sikh holy building, the Gurdwara.</li> <li>• Listen to some music from Sikh singers if you can – live or on CD. Ask children to listen carefully: what feelings and emotions go with this music? Ask how the music makes us feel? Is it joyful? Peaceful? Calming? Different?</li> <li>• Visit a virtual tour of a gurdwara. This is a good one in Gravesend, where many Sikhs live: <a href="https://www.gurunakdarbar.org/virtual-tour">https://www.gurunakdarbar.org/virtual-tour</a> Look outside the gurdwara: are there domes? Symbols? A flag? Go inside; focus on the place given to the Guru Granth Sahib. What kind of book might be given such special treatment? It is treated as living Guru, not merely a book!</li> <li>• Discuss with the children how the Sikh people will attend services (not necessarily daily) and listen to a reading from the Guru Granth Sahib.</li> <li>• Teach pupils about the langar, and the principle for sharing food there: everyone eats together. No one is excluded unless they refuse to be 'on the level' with everyone else who is present. Could it be seen as a kind of family, everyone helps each other and looks after the Gurdwara?</li> <li>• Children can make a labelled diagram of the inside and outside of a gurdwara – photos on the whiteboard are good for this. RE Today publish a good cutaway drawing – in the pack called 'What happens in...' from the NATRE shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that a Gurdwara is a sacred place for Sikhs (All)</li> <li>• Respond simply to the worship of Sikhs in music and with words (All)</li> <li>• Talk about what we might see in a Gurdwara and the langar (All).</li> <li>• Use correct vocabulary to recall the meanings of some Sikh artefacts (Many)</li> <li>• Suggest simply why people might like to go to the Gurdwara</li> <li>• Suggest what makes Gurdwara a special place for Sikhs (Many)</li> <li>• Talk about why people would volunteer to serve free food in the langar, responding sensitively to ideas about the holiness of a place (Many)</li> </ul>	<p>This unit is made much more memorable and powerful if a visit can be arranged, whether to the Gurdwara and Langar, or to the places of one of the other faiths studied here.</p>

<b><i>Do Hindus have a special place? What can we learn about it?</i></b>			
<p>To know about some of the things Hindus do within their families</p>	<p><b>What is it like to have a shrine at home for family worship?</b></p> <ul style="list-style-type: none"> <li>▪ Find out from the children what they already know about Hindus through discussion.</li> <li>▪ Talk about the fact that Hindus believe there is one God, but that God has many forms. A Hindu chooses one or more of these forms to worship.</li> <li>▪ Look at pictures of some of the gods and goddesses. If appropriate, collage some examples of these murtis (images)</li> <li>▪ Watch BBC Faith Stories to develop children’s knowledge of Hinduism.</li> </ul>	<p>I can identify some features of Hindu life (All).</p>	<p>This example is different from the three preceding ones, because it focuses on worship in the home.</p>
<p>To find out about some Hindu artefacts that might be found in a home shrine</p>	<p><b>Saying thank you in Hindu worship: How and why?</b></p> <ul style="list-style-type: none"> <li>▪ Explore the importance of saying thank you with the children. Can they think of five times in the day when it is good to say thank you? Talk about who we thank – and that some people thank gods and goddesses for life, food, love and friendship and many other things</li> <li>▪ Teach pupils about the idea that worship is a kind of ‘thank you’. Show them – using artefacts for a demonstration if you can – how Hindu families might worship at home.</li> <li>▪ Talk about the different ways people think of God: Muslims have 99 names for Allah, Christians see God in Jesus. Hindus have many murtis or statues for the different forms of the divine.</li> </ul>	<p>I can think about Hindus as a religion different from some others. (All)</p>	<p>Note that some children from non-Hindu families may have misunderstandings about Hindu traditions, particularly the worship of the Divine One in Hindu practice. RE’s aim here is to clarify the area.</p>
<p>To think about how Hindu people thank the gods and goddesses in their home worship.</p>	<p><b>Hindu worship at home and mandir: similar and different</b></p> <ul style="list-style-type: none"> <li>• Teach pupils that many religious people worship in a special place, but it is also possible to make an ‘ordinary space’ special or holy – a part of the home for example.</li> <li>• A good way to do this is with two whiteboard photos, one of worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like ‘double bubble’ will help children to sort out ideas about this.</li> </ul>	<p>I can talk about some ways of making a place special (All)</p>	
		<p>I can respond sensitively to examples of Hindu holy places (Many)</p>	
		<p>I can label a diagram of a Hindu shrine with some words from a list (Many)</p>	

<b><i>What have we learned about places that are special or holy to different people?</i></b>			
<p>To collect the main ideas of what they have learnt and present information to suggest why only certain places are sacred.</p>	<p><b>Special places are different. Lots of people have a special place. Different religions: what are their special places?</b></p> <ul style="list-style-type: none"> <li>• Prepare a presentation or an assembly to share with school.</li> <li>• Children could work in small groups each looking at different aspects of the sacred places studied.</li> <li>• 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.</li> <li>• Listen to reflective music whilst working.</li> </ul>	<p>Talk about special places from different religions (All)</p> <p>Use three or more words of their new vocabulary in relation to the different holy buildings for 4 faiths (Many)</p>	<p>If a visit has been undertaken an activity could be to write letters of thanks to whoever met and guided the pupils round.</p>
<p>To consider the idea of sacred places in increasing depth for themselves.</p>	<p><b>What would you see through the keyhole in a sacred place?</b></p> <ul style="list-style-type: none"> <li>• Choose one or perhaps two 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. Talk about the completed keyholes in circle time asking children to identify and describe what they have illustrated and labelled and why.</li> <li>• Create a display. Split a display board into 4 big sections and ask 4 groups of pupils to devise materials that show all they have learned about the different places of worship. A fifth section could show some similarities between the different buildings.</li> </ul>	<p>Suggest why certain places are sacred and to whom (Many)</p> <p>Respond sensitively to the learning (Many)</p>	<p>Links to literacy skills in the English curriculum could lead to pupils doing a piece of structured writing about places of worship.</p>