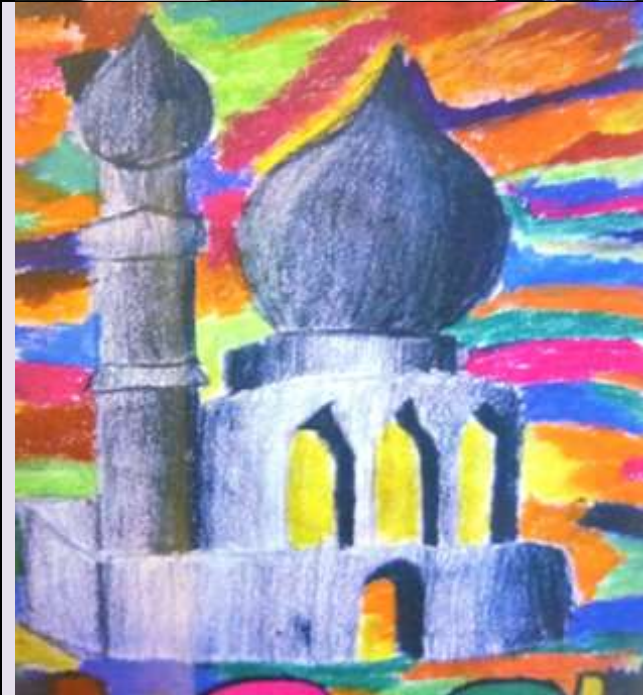




**Unit 2.8**  
**Enquiry**  
**What can we learn**  
**from visiting**  
**sacred places?**

**Age Group:**  
**RE Unit for Year 4**



**Wolverhampton SACRE RE**  
**Agreed Syllabus**  
**Support for Teachers**  
**through Planned**  
**Investigations**

## What can we learn from visiting sacred places? Church, Gurdwara, Mandir, Mosque Year 4

### ABOUT THIS UNIT:

**Enquiry skills:** This unit provides teachers and learners with an enquiry focused approach to learning from visits to sacred places. The emphasis on learning outside the classroom, and exploring questions through visits to places of worship provides for learning about sacred places as spaces to worship God. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. The unit will work best if pupils can visit the sacred buildings of two religions, and explore others through a virtual visit or in some other way.

The work also poses questions about whether a place of worship is the best kind of spiritual space, considering the idea that a natural environment is a spiritual space, and many people are more inspired to spiritual life by rivers and mountains than by churches or temples.

The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Some Wolverhampton teachers work with mixed age classes, and differentiation is important for all teaching of RE.

**Exploring religious phenomena:** The unit models a particular way of learning in RE: enquiring into the phenomena of religion. 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.

**Four religions?** The unit is unusual in providing pupils with materials from up to four different religions in a single unit. Teachers can be selective, and use the material from just two or three religions if they wish. This plural learning demands that teachers take care to avoid confusing children. The aim is to make space for good learning about religious diversity. Any teacher might plan this in ways that include a visit to perhaps two of the places of worship (and this could be a Cathedral and a chapel), and a virtual tour of two others. The aim is clarity and with careful, clear teaching this is not difficult.

**Ages 7-11:** This unit is offered for Year 4. We recognise that it may be good to adapt its outcomes to accommodate visits to places of worship with different year groups: teachers might plan their visits with 8 year olds or 11 year olds. The unit seeks to enable well planned and challenging work which is flexible across the age range. Some schools will do well to arrange a visit to Mosque, Mandir, Gurdwara or Church for all the children in several year groups at once.

**Estimated time for this unit: At least 10 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 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.

### Where this unit fits in:

This unit will help teachers to implement the Wolverhampton Agreed Syllabus for RE by building on all prior learning. It 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, teaching will refer back to it in many future units of RE.

### KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Ways of expressing meaning
- Questions of identity and diversity
- Questions of values and commitments

### Knowledge and skills progression: Prior learning

Here we describe previous learning, experience and skills that might be helpful to pupils who are undertaking the unit and express 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 worship and sacred buildings from different religions in Years 1-3 adding examples from Hindu, Islamic, Sikh and Christian buildings and communities in Wolverhampton. The Sacred Places unit from Year 2 is highly relevant, of course: remind pupils about it. The unit is a very clear examples of the many ways in which RE contributes to pupils' cultural capital and multicultural understanding. Accurate remembering and recall activities are to be used at the start of the unit, and throughout the teaching, to enable pupils to build and progress their understanding of the religions.

### ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Developing a realistic and positive sense of their own religious and spiritual ideas: clarifying their ideas through exploring other people's ways of worship.
- Being sensitive to the feelings and ideas of others: developing tolerance through deepening understanding of others.
- Being willing to learn and gain new understanding about people different to themselves.
- Developing their imagination and curiosity: enquiring into aspects of worship they don't yet understand.
- Being willing to ask intelligent questions and notice diverse viewpoints and answers: developing critical attitudes

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

This unit enables pupils to develop:

- **Spiritually** through an exploration of ways in which people express what matters most to them through images, words, action, and sacred spaces;
- **Morally**, by thinking about goodness and spiritual life;
- **Socially** through developing their awareness of the similarities and differences between places of worship, and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities;
- **Culturally** through a growing understanding of the stories, symbols and actions that are integral to the lives of a range of religious communities in your locality.

### Basic background information for the teacher:

- In **Islam**, 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. 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. Islamic belief says that Allah is present everywhere, but the mosque is a house of prayer in which the human, heart, body and mind, can be focused on submission to the divine. Allah is always present across the whole earth and near to every human being, so you don't need a mosque to pray.
- **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 idea of the presence of God in Christ, or as the Holy Spirit, in the community, or in bread and wine at Eucharist, or in the whole of creation, is variously expressed. There are tens of thousands of Christian places of worship all over Britain, and in some ways this is the easiest spiritual space to arrange to visit from any school.
- In **Sikhi communities**, the Guru is admired for having taught that God, the True Name, is known in the community, through worship. The langar (common kitchen) makes a holy place in which all humanity can eat equally, proclaiming the Sikh belief in the value of every person, under God. 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. Visiting a Gurdwara is often a big experience of hospitality for children: they will see Sikh life, and they will eat as well. Belief in God, whose name is truth, has an impact in Sikh life, because God requires truthful living, care for all humanity.
- **Hindu** worship is often in the home, among the family, so this unit suggest children learn about home shrines as special places. 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. There are also numerous mandirs in the UK, often in urban settings. Mandirs often install murtis of a number of different deities, and the darshan (sight, encounter) of the gods and goddesses is celebrated at daily arti ceremonies, bringing peace, harmony, strength by which to live.

<b>Expectations: At the end of this unit of work, pupils will show some achievements:</b>	
<b>Most pupils in Year 4 will be able to:</b>	<ul style="list-style-type: none"> <li>▪ Use key words to describe Identify some of the features of the sacred places we have visited and / or studied</li> <li>▪ Recognise and discuss how these buildings are used by the faith community.</li> <li>▪ Identify two or more symbols from each building we studied and recognise their meaning</li> <li>▪ Work out some good questions to ask a religious leader about something that I would like to find out about their place of worship</li> </ul>
<b>Many pupils in Year 4 will be able to:</b>	<ul style="list-style-type: none"> <li>▪ Describe, using the right words, two sacred places and some of the activities, symbols and artefacts inside them</li> <li>▪ List, describe and explain some ways in which two sacred places are used by their communities – including religious and community activity</li> <li>▪ Make links between my special place and a sacred religious place, e.g. by discussing what makes(e.g.) mosques or churches special to thousands of people</li> <li>▪ Write labels, lists, captions and descriptions to explain a picture of the interior of two sacred buildings</li> </ul>
<b>Some pupils in Year 4 will be able to:</b>	<ul style="list-style-type: none"> <li>▪ Describe, using at least four key words for each building, some similarities and differences between two religious buildings</li> <li>▪ Ask questions and make suggestions to answer about the beliefs and values that are expressed in a synagogue, temple, church, mosque, gurdwara or mandir for myself</li> <li>▪ Describe what kind of sacred space would inspire me or influence my values, giving some reasons for my own ideas</li> <li>▪ Write a 'tour guide' to a sacred building, making clear the religious importance of what is to be seen inside.</li> </ul>
<b>Able and talented pupils in Year 4 may be able to:</b>	<ul style="list-style-type: none"> <li>▪ Explain how worship in a community can make a difference to a believer's life</li> <li>▪ Explain how similarities and differences in worship at a holy place show different beliefs about God and life</li> <li>▪ Design a shared space for worship and faith that shows they can explain some of the opportunities and the complexities of religions living together in plural societies</li> <li>▪ Enquire into the reason why the UK has many newer temples, mosques, gurdwaras and mandirs, and many thousands of churches (some of which are much older, others also brand new)</li> <li>▪ Express my own views on the challenges of worship for a mixed society like ours</li> </ul>

## Demonstrating progress through learning: 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 progression in this work by setting a learning task towards the end of the unit. The tasks aim to elicit engaged and reflective responses to the material studied across the ability range. These tasks are a menu: select and adapt the most appropriate ones for your learners.

- ◆ Choose one or two of the religions as a focus. Give children a large (A3) **keyhole** template and ask them to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. This might include artefacts, people, worship activities, and some emotions, feelings and beliefs. Talk about the completed keyholes asking children to identify and describe what they have illustrated and labelled and why.
- ◆ Ask pupils to complete a '**senses sheet**' about their visits to 2 places of worship: what did they see, touch, taste, smell, hear, feel, think? Create a list of similarities & differences between the two places.
- ◆ Use **digital photography** taken from the visits to produce recounts / reports of the visits, and explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence.
- ◆ Give a **choice of questions** to think about and write extended answers to: they might tackle three out of these seven:
  - a. What did you like best about your two visits? What five words describe the places you went to?
  - b. What are the main similarities between two holy buildings you visited? What are the biggest differences?
  - c. In what ways is your own 'special place' like a Mandir / Church / Mosque / Gurdwara?
  - d. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, what would you choose? Who would you give the presents to and why?
  - e. From your favourite visit to a holy place, choose four things that sum up why the building is special. Write a description about each one, and say what it shows you about worship.
  - f. Why are holy places important? Give at least four different reasons.
  - g. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self?
- ◆ Set pupils a **design task**; if the local hospital, airport, prison (or school?) wanted to build a new chapel that would be a good place for Buddhists, Jews, Sikhs, Muslims, Hindus or Christians to pray or meditate in, what should it be like? Why? Write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society in depth.



All these tasks need to balance the presentation of information and understanding with the skills of engagement, reflection and response. The best RE learning weaves these areas of learning together.

<b>Prior learning</b>	<b>Vocabulary</b>	<b>Resources</b>
<p>It would be helpful if pupils have some basic background knowledge of at least two of the religions in this unit.</p> <p>Other field trips and learning outside the classroom experiences are useful preparation.</p>	<p>Pupils will have an opportunity to use words and phrases related to:</p> <p><b>Specific religions:</b> Buddhist, Temple, Dharma, Jewish Synagogue, Torah, Muslim, Mosque, Christian, Church, Eucharist, Hindu, Mandir, Darshan, Sikh, Gurdwara, Langar,</p> <p><b>Religious and Human Experiences:</b> Shrine, God, Worship, artefact, holy, spiritual, sacred, devotion.</p>	<p><b>Starting points for good RE resources</b></p> <ul style="list-style-type: none"> <li>▪ <b>START HERE:</b> 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>▪ 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 religious and spiritual ideas from young people.</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> Join NATRE for access to over 1500 downloads for your RE.</li> <li>▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: <a href="http://www.shop.natre.org.uk">www.shop.natre.org.uk</a></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="https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3">https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3</a></li> <li>▪ BBC Bitesize RE for KS2 is also a good starting point: <a href="https://www.bbc.co.uk/bitesize/subjects/z7hs34j">https://www.bbc.co.uk/bitesize/subjects/z7hs34j</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 KS2: <a href="https://www.truetube.co.uk/list?content%20types=films&amp;keystages=key%20stage%202&amp;page=1&amp;">https://www.truetube.co.uk/list?content%20types=films&amp;keystages=key%20stage%202&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>▪ 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> <li>▪ There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: <a href="https://shop.natre.org.uk/category/.stories.misc.pr">https://shop.natre.org.uk/category/.stories.misc.pr</a></li> </ul> <p><b>Practical ideas-filled books</b></p> <ul style="list-style-type: none"> <li>▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> <li>○ <b>Inspiring RE:</b> a book about each religion and about living without God</li> <li>○ <b>Big Questions, Big Answers:</b> 6 books using different methods to explore religions and worldviews</li> <li>○ <b>RE Ideas:</b> a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas.</li> </ul> </li> </ul> <p><b>Weblinks for sites supporting teaching of each religion / worldview:</b></p> <p><b>Christians</b></p> <ul style="list-style-type: none"> <li>▪ Good quality information and learning ideas on Christianity: <a href="http://request.org.uk/restart/">http://request.org.uk/restart/</a></li> <li>▪ Christianity Explored: <a href="https://www.christianityexplored.org/">https://www.christianityexplored.org/</a></li> <li>▪ Church of England beliefs outlined: <a href="https://www.churchofengland.org/our-faith/what-we-believe">https://www.churchofengland.org/our-faith/what-we-believe</a></li> <li>▪ RE:Online – Christianity subject knowledge: <a href="https://www.reonline.org.uk/subject-knowledge/christianity/">https://www.reonline.org.uk/subject-knowledge/christianity/</a></li> <li>▪ Understanding Christianity: <a href="http://www.understandingchristianity.org.uk/">http://www.understandingchristianity.org.uk/</a></li> </ul>

		<p><b>Hindus</b></p> <ul style="list-style-type: none"> <li>▪ Basics of Hinduism: <a href="https://www.himalayanacademy.com/readlearn/basics/intro">https://www.himalayanacademy.com/readlearn/basics/intro</a></li> <li>▪ BBC Hinduism: <a href="http://www.bbc.co.uk/religion/religions/hinduism/">http://www.bbc.co.uk/religion/religions/hinduism/</a></li> <li>▪ Hindu Education Services: <a href="https://hinduismeducationservices.co.uk/">https://hinduismeducationservices.co.uk/</a></li> <li>▪ Hindu Forum of Britain: <a href="http://www.hfb.org.uk/">http://www.hfb.org.uk/</a></li> <li>▪ Learning about Hinduism – Iskcon Educational Services: <a href="https://hinduismre.co.uk/">https://hinduismre.co.uk/</a></li> <li>▪ National Council of Hindu Temples: <a href="http://www.nchtuk.org/">http://www.nchtuk.org/</a></li> <li>▪ What is Hinduism? – Shri Swaminarayan Mandir: <a href="http://londonmandir.baps.org/what-is-hinduism/">http://londonmandir.baps.org/what-is-hinduism/</a></li> </ul> <p><b>Muslims</b></p> <ul style="list-style-type: none"> <li>▪ Free educational presentations on the topic of Islam delivered by: <a href="http://www.discoverislam.co.uk">www.discoverislam.co.uk</a> (Free REISLAM Teaching resources)</li> <li>▪ <a href="http://www.reislam.co.uk">www.reislam.co.uk</a> (Free REISLAM Teaching resources)</li> <li>▪ Understanding Islam and Christian-Muslim Relations - Dr Chris Hewer: <a href="https://www.chrishewer.org/">https://www.chrishewer.org/</a></li> </ul> <p><b>Sikhs</b></p> <ul style="list-style-type: none"> <li>▪ Gateway to Sikhism: <a href="https://www.allaboutsikhs.com/">https://www.allaboutsikhs.com/</a></li> <li>▪ Primary Sikhism resources: <a href="http://www.primaryresources.co.uk/re/re_Sikhism.htm">http://www.primaryresources.co.uk/re/re_Sikhism.htm</a></li> <li>▪ RE:Online – Sikhism subject knowledge: <a href="https://www.reonline.org.uk/subject-knowledge/sikhism/">https://www.reonline.org.uk/subject-knowledge/sikhism/</a></li> <li>▪ Sikhnet: <a href="https://www.sikhnet.com/">https://www.sikhnet.com/</a></li> </ul>
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LEARNIG OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>What makes a place special? What is a sacred place? Are all places sacred?</b>			
<p>Children will learn to express their own thoughts and feelings about some special places.</p> <p>Children will learn that there are places of importance to us, and some of these are special in religious life.</p> <p>Children will learn that there are different reasons why these places are special.</p> <p>Children will develop the skill of sitting alert and relaxed, ignoring outside distractions, to reflect on what they can hear, smell, feel etc.</p>	<ul style="list-style-type: none"> <li>• Read an extract or show a clip from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where children discover a door through a wardrobe to Narnia.</li> <li>• Talk about the excitement of discovering new places. What could be behind the door? In the story it was magical. Some places, when we go in, fee like this.</li> <li>• Ask 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 through SEAL: excited, full of wonder, curious, inspired, amazed, anxious. They could draw a doorway, and the special place inside, then stick an opening card door onto the image. This makes an enticing display.</li> <li>• With 'Talking Partners' explain the brainstorms to each other. As a class, discuss places that are of special importance to different children. If they could go to one place on earth in their lifetime, where and why? Ask where the special places that they have been to are and what is special about them. Are they places to be alone in or to share with others? Is there a difference? Are our special places outdoors, or inside buildings?</li> <li>• Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship. Many people have special place. What places are sacred in different religions?</li> <li>• Explain that we are going to prepare for visiting special places by practising being still and quiet. Children turn their chairs away from the tables, sit up straight but relaxed, breathing slowly with their eyes closed. Ask children to imagine they are entering a large room. In their mind, they look around the room to find somewhere to sit. What can they hear in their imaginary room? What can they smell? How do they feel? Have a silence before asking them to open their eyes. In pairs children describe to each other what their room was like and how they felt when they were there. Bring the class back together and ask one or two children to tell everyone about their partner's room.</li> <li>• Children to complete the sentences:             <ul style="list-style-type: none"> <li>○ A special place I'd love to visit is... because...</li> <li>○ A place where I feel very good is... because...</li> <li>○ A place that is sacred for others, but not for me is...</li> <li>○ Some people think the whole earth is sacred because... I think...</li> <li>○ I believe that religious buildings are all sacred / are not all sacred because...</li> </ul> </li> </ul> <p>Later in the unit, pupils can be asked to justify or amend the statements they make here in the light of their learning and thinking.</p>	<p>Most Y4 pupils: I can recognise that some places are especially important to myself and others.</p> <p>Most Y4 pupils: I can respond sensitively to questions about places that are holy or special.</p> <p>Most Y4 pupils: I can describe some emotions connected to special places.</p> <p>Most Y4 pupils: I can make a link between my special places and some sacred religious places.</p> <p>Many Y4 pupils: I can use the word 'sacred' to show my understanding of religious special places.</p> <p>Some Y4 pupils: I can explain some similarities and differences between places sacred to millions of people in a religion, and a place that is special to just one person.</p>	<p>Teachers may plan to look at two or three places of worship from the same tradition, or from different religions.</p> <p>Literacy links could include work on simile: '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>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>What can we learn from visiting a place of worship? Process, enquiry, outcomes</b>			
<p>Children will learn to enquire into the meaning of places of worship.</p> <p>Children will learn a process for using the senses to build up understanding.</p> <p>Children will learn about the ways in which the place of worship they visit helps the religious community e.g. to be strong, stick together, find peace, seek God.</p> <p>Children will consider questions about worship and sacred space, developing the abilities to make connections, build deeper understanding and explain points of view.</p>	<p><b>What are the purposes of sacred spaces? Friendliness, peace, thoughtfulness?</b></p> <ul style="list-style-type: none"> <li>• Before the visit, ask pupils to think about the school building and grounds. Where in school is the friendliest place, the most thoughtful place, the most peaceful place? When the class are agreed about this, take them to these three places, and do something friendly at the friendly place (Affirmation exercise? Group hug?), something thoughtful at the thoughtful place (Read out some poems? Ask big questions?) and something peaceful at the peaceful place (Listen to music? Gaze into the clouds?). Ask children to record these activities with a digital camera.</li> </ul> <p><b>Enquiry method using the five enquiry questions: what, how, who, where, why?</b></p> <ul style="list-style-type: none"> <li>• <b>Questions:</b> Plan the visit, to a mosque, gurdwara, synagogue, church, temple or mandir, with pupils, giving time and structure within which they can devise and develop their own questions. Ask children to consider how the five enquiry questions can be used to get the most out of the visit. Build into the visit opportunities to answer the enquiry questions. Have a member of the faith community present for the visit - to answer children's questions rather than to give a talk.</li> <li>• <b>Senses:</b> Ask pupils to find somewhere to sit silently on their own in the place of worship to record what they see, hear, touch, taste, smell, feel and think. Provide a recording sheet for this. Make other space for them to notice the atmosphere of the building e.g. by having them sit quietly, or lie on the floor, while a piece of sacred text is read, or a short piece of sacred music is played. Notice there are some things 'not to touch' and that believers might taste, but visitors might not.</li> <li>• <b>Purposes:</b> make sure that the enquiry is not just into the outward features of religion. Remind children of the friendly, peaceful and thoughtful places in school. Ask them to agree which places in the holy building are the most friendly, peaceful and thoughtful – this is about the reasons why worshippers come to the place. Ask them to think: where would be the best place in the building for believers to feel close to God? How can you tell? Why? Ask pupils to take digital photos of these four places as a record of what the children learned and thought about.</li> </ul> <p><b>Outcomes from the work done on a visit:</b></p> <ul style="list-style-type: none"> <li>• <b>Time to follow up.</b> Use literacy, art and RE lessons creatively following the visit. Don't let the experience go cold before following up the thinking.</li> <li>• <b>Creative, thoughtful, written:</b> ask pupils to make a record / recount of the trip, and encourage them to do creative writing and artwork that draws on the experience of the visit. e.g.: suppose the place of worship was destroyed: what would the community do? If you could choose four things from the place of worship to explain its importance, what would you choose and how would you explain? Imagine the building is personified (Y6 literacy) What story could it tell of 'A week in my life'?</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify, describe and understand places that are suitable for thoughtfulness, friendliness or calm.</li> <li>• Most Y4 pupils: I can respond to some enquiry questions that help me to find out about a place of worship.</li> <li>• Most Y4 pupils: I can make links between the senses and the moods of places of worship visited.</li> <li>• Many Y4 pupils: I can apply concepts like 'inspiration' or 'atmosphere' to reflect with understanding on sacred spaces.</li> <li>• Some Y4 pupils: I can express personal views, with reasons, about the ways in which a place can express friendliness, peace or thoughtfulness, and about worship's purposes in the places visited.</li> </ul>	<p>This unit is flexible &amp; this part of the unit can be undertaken at any point in the learning – perhaps lesson 3 or 4 is optimal. If two visits can be arranged, within a few weeks of each other, then similar processes are useful for both, as this embeds the enquiry method in pupils' learning.</p> <p>The unit enables challenging work across the age range so can be adapted with different year groups: teachers might plan their visits with 7 or 11 year olds, or a mixed age group.</p>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<h2 style="color: #0070C0;">What makes a church sacred for Christian believers? What can we learn from Christian sacred spaces?</h2>			
<p>Children will learn that a Church is a sacred place for Christians.</p> <p>Children will learn about the meaning and use of some of the important features of the Church.</p> <p>Children will learn what a church feels like and looks like.</p> <p>Children will learn why some Christians come to a Church, what they do there and how they care for it.</p> <p>Children will reflect on what they have learnt in relation to their own lives and ideas.</p>	<ul style="list-style-type: none"> <li>• <b>Is the Church a bit like music?</b> Listen to some well-known hymns or songs that may be sung in a Church e.g. excerpts from the Hallelujah Chorus, a Christmas carol, a wedding march, a contemporary Christian song for children. Listen carefully to hear the words, instruments (e.g. the organ - most churches have one). Ask how the music makes us feel? Is it joyful? Peaceful? Is it about praising and thanking? Does it make people feel united to join in with one song? The mind-expanding question 'Is the church like music?' ask for metaphorical thinking.</li> <li>• <b>Visit</b> – or use 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: how, when, by whom and why has it been built? How when, by whom and why is it used? Look at the notice board. Go inside, and ask pupils to describe in a sentence all the things that are found in a church, but not usual in any other building. Pupils might discover crosses, candles, images, furniture, Biblical scenes, music making kit, and more. If they don't know what it is or why it is there, ask them to write their questions instead of statements. These can be put to a congregation member. Ask pupils to remember the enquiry questions and the five senses as they work.</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>• Explain how the Church congregation may 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 it 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 type of family; everyone helps each other and looks after the church. Some may decorate the church with flowers, some clean the church each week, or make time to pray for the church and its people, usually all are volunteers.</li> <li>• <b>Back at school creativity:</b> Children make a stained glass window using card, poster paints, and tissue paper with a choice of themes: Light and Dark; Jesus: a key moment in his story; Peace; Spiritual growth etc. Can they make links between their creative work and the visit, the Bible, and the community life of Christians?</li> <li>• Look for the <b>websites of local churches</b> to find ones where pupils can see what goes on.</li> </ul>	<p>Most Y4 pupils: I can use correct vocabulary to recall the meanings of some artefacts from inside a church.</p> <p>Most Y4 pupils: I can suggest why people might like to go to the Church.</p> <p>Most Y4 pupils: I can describe why people might volunteer to look after the Church.</p> <p>Many Y4 pupils: I can suggest answers to questions about the meaning and significance of what happens in church, referring to learning about Christianity.</p> <p>Some Y4 pupils: I can explain how similarities and differences in the practice of worship might show similarities and differences in beliefs.</p>	<p>If you are able to visit a Church use photos of objects within the Church to get ready.</p> <p>Each pair of children can explore the church searching for objects to match their photographs.</p> <p>Use 'post-it' notes to give each object a name, or choose one word to describe it, and place the 'post-it' next to the object. Do ask but most churches will be happy for pupils to do this.</p> <p>Children can draw, sketch or photo the object, which is a way of bringing the special object back to school with them.</p> <p>This work is matched to learning in the Art curriculum.</p>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>Why is a mosque a special or sacred place for Muslims? What can we learn from this?</b>			
<p>Children will learn that Muslims are one of Britain’s religious communities, the second largest after Christians.</p> <p>Children will learn about the use of a prayer mat, to create a clean place on which to pray to Allah.</p> <p>Children will learn that a Mosque is a sacred place for Muslims.</p> <p>Children will learn about some of the important features of a Mosque.</p> <p>Children will learn what a Mosque feels like and looks like.</p> <p>Children will learn why Muslims go to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect.</p>	<ul style="list-style-type: none"> <li>• <b>Listen</b> to various calls, chants, sounds then focus on an extract of an Imam reading from the Qur’an, or making the Call to Prayer. Talk about the feelings that come from the voice, even if the words aren’t understood. Ask pupils to think about the ways words can get in the way of feelings, and the ways words can help with expressing our feelings.</li> <li>• Show some <b>photos</b> 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. Using the web children could research where there are mosques in the North West.</li> <li>• Ask pupils what they know about <b>body language</b>. Explain that Muslim prayer uses body language to express belief. Show a prayer mat and use it, or a photo or video clip is a reasonable substitute. Explain that Muslims pray 5x each day, facing Makkah, and bow to God, then wish peace and blessings to those with whom they pray. The prayer mat is a clean place on which to pray – it is like a mosque. Standing on the mat makes a special or holy place for Muslims. Ask pupils: what is the body language saying, as a Muslim prays?</li> <li>• <b>Visit</b> or take a virtual tour of a mosque, explaining that this is a special place for Muslims.</li> <li>◆ <b>Enquiry ~ Speak and listen:</b> Focus in turn on: the outside of the Mosque, notice the minaret and dome. Notice the washing area. What can you learn about Islam from them? Which is the most important part of a Mosque? The hall where people pray? Look at the lack of furniture. Why is this? Where do worshippers sit? Notice prayer mats and the direction a worshipper faces. The Minbar shows the direction for prayer. Look at the clock, what times are daily prayers and how many are there in one day? How might Muslims pray if they can’t get to the Mosque at that time? Why is there a separate prayer hall or balcony for women? Who is the Imam? What does he do? Talk about how Mosques might look empty - because there are no pictures or statues, suggest reasons for this. Does the mosque have special windows? Notice any Islamic art, geometric patterns, Qur’ans.</li> <li>• <b>What signs of respect</b> are used and what do they mean? Ask pupils to identify ten different ways that respect is shown to Allah, the Prophet Muhammad (PBUH) and the holy Qur’an at the mosque. These might include visible signs: removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur’an above ground, doing the daily prayers observantly. But some signs of respect are in the heart or mind: sincere intentions, dutiful obedience, and submission. Ask pupils to discuss whether some of these are more important than others – can they rank them? This activity can be adapted with reference to other holy buildings - comparisons are very good ground for learning.</li> </ul>	<p>Most Y4 pupils: I can recognise aspects of a Mosque that make it a Muslim sacred place.</p> <p>Most Y4 pupils: I can recall what we have found out about special places for Muslims.</p> <p>Most Y4 pupils: I can respond to the idea that a Mosque can be described as the ‘hub’ of Muslim life.</p> <p>Most Y4 pupils: I can describe the meaning and uses of a prayer mat.</p> <p>Most Y4 pupils: I can describe connections between Muslim worship and belief, or my own beliefs and ways of expressing them.</p> <p>Many Y4 pupils: I can use the concept of respect to show understanding of what happens in a mosque.</p> <p>Some Y4 pupils: I can apply the idea of respect for myself.</p>	<p>Ask children where in the mosque people might feel peaceful, together, caring, close to Allah or ready for anything. Why?</p> <p>Children could make a model mosque and design the items found within a Mosque.</p> <p>Literacy activities following the visit might include:</p> <ul style="list-style-type: none"> <li>◆ Stories with historical settings – a story of the Prophet (All Year 4)</li> <li>◆ Writing persuasive texts: why should a new mosque be built in our town? (All Year 4)</li> <li>◆ Journalistic writing: “Year 4 pupils discover spiritual life at local mosque” (Some Year 4)</li> </ul>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>What makes a Gurdwara holy for Sikhs? What can we learn from this?</b>			
<p>Children will learn that Sikhism is one of the UK's large religious communities – over half a million.</p> <p>Children will learn that a Gurdwara is a sacred place for Sikhs.</p> <p>Children will learn about some of the important features of a Gurdwara.</p> <p>Children will learn what a Gurdwara feels like and looks like.</p> <p>Children will learn why Sikhs welcome everyone to eat at the langar kitchen.</p> <p>Children will learn how the holy building and the holy writings of Sikhs might be connected to pupils own lives and ideas.</p>	<ul style="list-style-type: none"> <li>• 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. Show some photos of the Sikh holy building, the Gurdwara.</li> <li>• Listen to some music from Sikh singers – 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 Gurdwara. (a virtual tour of a Gurdwara is a substitute - there are several online, e.g. <a href="http://www.thegrid.org.uk/learning/re/virtual/sikh">www.thegrid.org.uk/learning/re/virtual/sikh</a> Look outside the Gurdwara: are there domes? Symbols? A flag? Inside: focus on the place given to the Guru Granth Sahib. (the scriptures of Sikhism). What kind of book might be given such special treatment? It is treated as a 'living Guru', not merely a book. Explain how Sikhs might attend services (not necessarily daily) and listen to a reading from the Guru Granth Sahib.</li> <li>• Explain about the langar, and the principle of sharing food there: everyone eats together. No one is excluded unless they refuse to be 'on the level' with everyone else present. Is it a kind of family with people helping each other and looking after the Gurdwara? Children can make a labelled diagram of the inside and outside of a gurdwara or make photos into a PowerPoint for the whiteboard.</li> <li>• The Gurdwara is the 'Guru's house' is an important idea. Any building in which the Guru Granth Sahib lives becomes a Gurdwara – so the book is not kept in libraries or in homes - unless it has its own room. There is an example on <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> as part of the KS3 resources, called 'Sukh Aasan'. Children could research the Guru Granth Sahib. How is it looked after and treated in the Gurdwara? How is worship carried out? Are hymns, prayers and readings involved?</li> <li>• <b>Learning from sacred writings</b> at the Gurdwara: Discuss which books and words are special to pupils, why, and what specifically they have learnt from them. Are these words sacred, or holy? Perhaps they are better described as inspiring or moving?</li> </ul>	<p>Most Y4 pupils: I can suggest what makes Gurdwara a special place for Sikhs.</p> <p>Most Y4 pupils: I can talk about why people might volunteer to serve free food in the langar, responding to ideas about generosity and the holiness of a place.</p> <p>Many Y4 pupils: I can use at least 5 items of new correct vocabulary to describe the meanings of some Sikh artefacts in the Gurdwara.</p> <p>Many Y4 pupils: I can make links between Sikh belief and behaviour – e.g. "All are equal to God, so all can eat together".</p> <p>Some Y4 pupils: I can describe why Sikhs may be inspired by the Gurdwara and the community.</p> <p>Some Y4 pupils: I can apply ideas like generosity, holiness, community to my own life and the lives of Sikhs.</p>	<p>This unit is made more memorable and powerful if a visit can be arranged to a Gurdwara and Langar, or to the places of one of the other faiths studied.</p> <p>This is always demanding for teachers, but worth the effort if great RE is the result.</p>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>Why do Hindus have sacred spaces at home as well as in the Mandir? What can we learn from this?</b>			
<p>Children will know about some of the things Hindus do within their families.</p> <p>Children will find out about some Hindu artefacts that might be found in a home shrine.</p> <p>Children will think about how Hindus thank God in their home worship, and about the value of thankfulness.</p> <p>Children will reflect on the search for and value of thankfulness.</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>• Ask children to draw 5 circles. In the first draw your face when you are happy. Then sad, angry, proud, excited. Which one of these faces is you? Each face is you – but not the whole of you. Each face is an outward representation of part of you. Each is different, but each is a manifestation of you. This is how God is portrayed in Hinduism. Each representation of God gives insight into a part of God. God is believed to have many faces - but there is only one God.</li> <li>• Discuss what children think they already know about Hinduism and Hinduism. Explain that Hindus believe there is one God, but that God has many forms. A Hindu chooses one or more manifestations of God to worship. Mandirs may have shrines to several different gods. Show a PowerPoint collage of different images. What might each image mean? In groups children look at pictures and murtis (statues) of one of the gods and goddesses and decide on 5 questions. 'Decode' the symbols with and for pupils.</li> <li>• Watch clips from BBC Faith Stories to develop children's knowledge of Hinduism.</li> </ul> <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. Can children think of 5x in the day when it is good to say thank you? Who do we thank? Some people thank God for life, food, love, friendship and more.</li> <li>• Teach pupils about the idea that worship is a kind of 'thank you'. Show them – using an Arti puja tray in 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 for the different forms of the divine.</li> </ul> <p><b>Hindu worship at home and mandir: similar and different</b></p> <ul style="list-style-type: none"> <li>• 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. Show 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 make comparisons and identify similarities and differences.</li> <li>• Use artefacts, or video clips or photos to introduce some things you might see if you looked 'through the keyhole' into a Hindu family home. These could be: a picture of Krishna, a murti of Lakshmi, an Arti puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets, fruit and flowers. Ask children to be detectives and ask questions about the objects, and tell you all they can about the person who has these things in their house. This task can be developed with writing to explain and describe the pictures, relating them to children's own lives. Use a writing frame:             <ul style="list-style-type: none"> <li>◆ My most precious person is... because...; My most precious thing is... because...; My most precious book is... because...; My most precious memory is ..... because...</li> <li>◆ Have a P4C style enquiry about whether it is easier to worship alone, in a family or in a big group? Why?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Most Y4 pupils: I can label a diagram of a Hindu shrine with some words from a list.</li> <li>◆ Most Y4 pupils: I can respond to examples of Hindu religious practice in the home.</li> <li>◆ Most Y4 pupils: I can describe the importance to Hindus of a shrine in a home or mandir.</li> <li>◆ Most Y4 pupils: I can make links between my home life and Hindu home life.</li> <li>◆ Many Y4 pupils: I can describe similarities and differences between Hindu worship at home and in the mandir.</li> <li>◆ Many Y4 pupils: I can apply ideas about community to worship.</li> <li>◆ Some Y4 pupils: I can enquire into the reasons why worship is very varied in Hindu communities.</li> <li>◆ Some Y4 pupils: I can express and support my views about what makes a space sacred.</li> </ul>	<p>This example is different from the three preceding ones, because it focuses on worship in the home.</p> <p>Some children may misunderstand Hindu traditions, particularly worship of One God in Hindu dharma. The gods and goddesses are all different forms of the One God.</p> <p>There are numerous Hindu mandirs in the West Midlands.</p>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>Can any place be spiritual? What is a spiritual space for me?</b>			
<p>Children will learn that many people feel more sense of spiritual life, or of worship, in natural environments than in churches, mosques or other holy buildings</p> <p>Children will understand that anyone can be spiritual whether they are religious or not.</p>	<ul style="list-style-type: none"> <li>Ask children if they know where these words come from: Purple headed mountain, river running by, sunset and the morning that brightens up the sky. Remind them they are words from the hymn All Things Bright and Beautiful (perhaps sing it together? Play a version from YouTube? <a href="https://www.youtube.com/watch?v=nCwnMBJZMxA">https://www.youtube.com/watch?v=nCwnMBJZMxA</a>)</li> <li>Introduce the idea that many people belief that the natural world is a better environment in which to worship, or to express your spiritual side, than any holy building made by humans. Show some images of some of the most stunning and inspiring natural beauty. Ask pupils: What is your favourite: view, mountain, lake, or place in the world? What is your favourite: fish, wild animal, insect, or bird? What is your favourite domestic animal (pet), part of the body, weather, flower, or country?</li> <li>Use the song 'Wonderful World' or similar from Fischy Music to explore and raise questions about the wonders of the world and the idea of creation. Ask children what they think the singer believes. How can they tell? Play the music, and give children the lyrics to see. Ask if they can, while listening, write down the questions that come into their minds - give them a template to do this. Ask pupils to make their own 'list poem' of some of the things that amaze them about the world.</li> <li>Ask pupils to remember or to read and think about some religious creation stories. These often carry a message about worshipping or thanking God for the beauty of the Earth. Why might people who believe in God give thanks for the world? What do other people do in response to the wonders of the world? Who can we say 'thank you' to and how can we show we are thankful?</li> </ul> <p><b>When the house of God burned down... [IAB / IDB]</b></p> <ul style="list-style-type: none"> <li>Ask the class to imagine that a local place of worship has been destroyed by an accidental fire. There is an insurance payment, and the community meets to consider what to do. Ask pupils to role play the meeting and the community's ideas. Ask pupils in pairs to write in the centre of poster papers what they think should be done. Put them on tables for the class to walk round, and add comments to, starting with 'I agree because ('IAB') or I disagree because (IDB). Pupils might move in groups from table to table. They construct reasoned pages of ideas about the question. Then introduce a point of view: it would be better to always have worship in the open air, so don't build a new holy building. Use the money for something good instead. Ask pupils to construct arguments and give reasons for both sides of the debate, and have votes to see what the class thinks best.</li> </ul>	<ul style="list-style-type: none"> <li>Most Y4 pupils: I can suggest what makes a natural place spiritual for some people.</li> <li>Most Y4 pupils: I can talk about why some people experience God in the open air, responding sensitively to ideas about the spirituality of the natural world, or God as creator.</li> <li>Many Y4 pupils: I can use correct vocabulary to describe the spiritual meanings of worship.</li> <li>Many Y4 pupils: I can make links between worship in a holy building and worship in the open air.</li> <li>Some Y4 pupils: I can use the right words to describe why the natural world, for theists, is a sign of God's goodness.</li> <li>Some Y4 pupils: I can apply ideas like spirituality, holiness, being overwhelmed, being refreshed to my own life and the lives of others.</li> <li>Some Y4 pupils: I can explain, giving reasons, my view about whether holy buildings could or should be replaced with 'natural world' worship.</li> </ul>	<p>The Fischy Music song 'Wonderful World' is an interesting learning tool for this work, and connects well with the music curriculum for Year 4.</p> <p>IAB / IDB is a variant on the learning strategy called 'silent discussion' A very powerful thinking skills based approach, enriching RE.</p>

IMPACT: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACT: LEARNING OUTCOMES	POINTS TO NOTE
<b>What have we learned about places that are special or holy to different people?</b>			
<p>Children will collect and note the main ideas about worship that they have learnt in this unit.</p> <p>Children will learn to select key points of information about each place of worship, and present these as a quiz or 'hot seat' test for other class members (use any popular TV quiz format)</p> <p>Children will present information to suggest why certain places are sacred – and to whom.</p>	<p><b>Assessment tasks:</b> (only use ones that challenge your pupils effectively, not all of them.)</p> <ul style="list-style-type: none"> <li>Bring the work of this unit together in a group task: Ask children to prepare a presentation or an assembly to share with younger children in school. Children could work in small groups each looking at different aspects of the sacred places studied. They could work in the character of a believer and make important resources / objects similar to the ones they have learned about, choose readings and music that sum up what they have learned, create a drama of a 'week in the life of a... (holy place).</li> <li>What would you see through the <b>keyhole</b> in a sacred place? Choose one or two of the religions as a focus. Give children a large (A3) keyhole template and ask them to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. This might include artefacts, people, activities of worship, and also some emotions, feelings and beliefs. Talk about the work asking children to identify and describe what they have illustrated and labelled and why.</li> <li><b>Five senses plus feelings and thoughts:</b> Ask pupils to complete a 'senses sheet' about their visits to 2 places of worship: what did they see, touch, taste, smell, hear, feel, think? Give 2 examples for each sense then list similarities &amp; differences between the two places.</li> <li><b>Camera, action.</b> Use digital photography taken from the visits to produce recounts of the visits, and enable children to explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence.</li> </ul> <p style="text-align: right;"><b>CONTINUED</b></p>	<p>Most Y4 pupils: I can suggest why certain places are sacred and to whom.</p> <p>Most Y4 pupils: I can respond with different senses, to the learning about worship.</p> <p>Many Y4 pupils: I can describe items associated with worship and their meanings.</p> <p>Many Y4 pupils: I can connect experiences of my own with experiences of worship.</p>	<p>If visits has been undertaken children could write letters of thanks to whoever met and guided the pupils around.</p> <p>Teachers will get the best work if an audience is identified – the people they have encountered during the unit are such an audience.</p> <p>See the pages for learning activities on each of the places of worship: evidence for achievement comes from the learning throughout the</p>



	<ul style="list-style-type: none"> <li>• <b>Three out of six:</b> Give a choice of questions for pupils to write extended answers to:             <ol style="list-style-type: none"> <li>1. What are the main similarities between two holy buildings you visited? What are the biggest differences? Make lists of similar and different &amp; explain why the main things are on the lists.</li> <li>2. In what ways is your 'special place' like / different to a Church / Mosque / Gurdwara / Mandir?</li> <li>3. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, what would you choose? Who would you give the presents to and why?</li> <li>4. From your favourite visit to a holy place, choose four things that sum up why the building is special. Use drawings or photos to make an account of your objects. Write a description about each one, and say what it shows you about worship.</li> <li>5. Why are holy places important? Give at least four different reasons. Rank the reasons.</li> <li>6. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self?</li> </ol> </li> <li>◆ Set pupils a <b>design task</b>; if the local hospital, airport, prison (or school?) wanted to build a new chapel that would be a good place for Buddhists, Christians, Jews, Hindus, Muslims, or Sikhs to pray, reflect or meditate in, what should it be like? Why? Do some design drawings and write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society creatively, practically and in depth. A group assessment (including a self and peer assessment) is very suitable for this work.</li> </ul>	<p>Some Y4 pupils: I can describe similarities &amp; differences between different worship practices and sacred spaces.</p> <p>Some Y4 pupils: I can apply ideas such as emotions in worship, seeking peace, &amp; being thoughtful to the practice of worship.</p> <p>Some Y4 pupils: I can enquire into, explain thoughtfully and express ideas of my own in relation to the worship of different religions.</p>	<p>unit.</p>
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