

Key Question: U2.4: If God is everywhere, why go to a place of worship?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God’s presence on earth and in believers’ lives. Opportunities to debate are given, including of the key question, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion.

The investigation implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

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| <p>Step 1: Select a key question</p> | <p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Year group: Recommended Year 5</p> <p>Strand: Expressing</p> <p>Questions in this thread: F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray? 3.6: Should religious buildings be sold to feed the starving?</p> <p>Religions and worldviews: Christians, Hindus and Jewish people (other examples can be selected by the school)</p> <p>Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</p> | |
| <p>Step 2: Select learning outcomes</p> | <ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outlines on p.63. • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach. | |
| <p>Emerging</p> <p>Recall and name some key features of places of worship studied (A1).</p> <p>Find out about what believers say about their places of worship (C2).</p> | <p>Expected</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> | <p>Exceeding</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p> |

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| Step 3: Select specific content | <ul style="list-style-type: none">• Look at the suggested content for your key question, from column 3 in the unit outlines.• Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. <p>This plan has selected the following content to exemplify the learning outcomes.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be <i>seen</i> by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?• Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places?• Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions.• What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways?• Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians. |
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NOTE: The suggestions in this unit of work offers around 8-9 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

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| <p>Step 4: Assessment: write specific pupil outcomes</p> | <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements. • You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you...?’ statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These ‘I can’/‘You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. | |
| <p>Emerging</p> | <p>Expected</p> | <p>Exceeding</p> |
| <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Name the key features of a Church • Name the key features of a Synagogue • Name the key features of a Mandir and worship in the Hindu home • Recount what Hindus say their places of worship are for. • Recount what Jewish people say their places of worship are for • Recount what Christian people say their places of worship are for | <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Describe and explain differences within Anglican and Baptist churches • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir • Describe the differences between different Jewish synagogues. • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for • Describe what people from different religions would say the most important function of their place of worship is • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times • Explain how and some people see the place of worship as being more about the people than the building | <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Give reasons how and why believers suggest places of worship are significant in their lives • Explain reasons for Hindu pilgrimage and why pilgrimage is important to Hindus • Explain how different aspects of worship; silence, nature and being together, help Christians connect to God • Give reasons why places of worship might be considered to be valuable in religious communities |
| <p>Step 5: Develop teaching and learning activities</p> | <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don’t forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. • NB: choose the religions you are studying, or compare all three. | |