

Key Question: 1.5 What makes some places sacred?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Within the unit teachers should plan for a visit to the two places of worship being studied if at all possible. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.

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.

<p>Step 1: Select a key question</p>	<p>1.5 What makes some places sacred?</p> <p>Year group: Recommended Year 1</p> <p>Strand: Expressing</p> <p>Questions in this thread: F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving?</p> <p>Religions and worldviews: Christians, Muslims and/or 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.40. • 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>Expected</p>	<p>Exceeding</p>
<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). 	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	<ul style="list-style-type: none"> • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).

Step 3: Select specific content

- 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.

This plan has selected the following content to exemplify the learning outcomes.

Pupils will:

- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?
- Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).
- Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.
- Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.
- Notice some similarities and differences between places of worship and how they are used.
- Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.
 - church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit
 - synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah
 - mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above. You may only be studying two of the three religions in this unit of work. Choose activities to reflect the religions you are teaching about.

<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"> • Talk about the why places of worship are important to the local community. • Talk about what happens at the Church • Talk about what happens at the Mosque • Talk about what happens at the Church • Identify three objects that are used in worship in the church • Identify three objects that are used in worship in the mosque • Identify three objects that are used in worship in the synagogue 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Say why places of worship are important to the local community and give reasons for your answers • Identify objects in a church and say how they are used and what they mean to believers. • Identify objects in a mosque and say how they are used and what they mean to believers • Identify objects in a synagogue and say how they are used and what they mean to believers • Talk about an object that is used in worship, saying how it is used and how it shows what people believe • Ask appropriate and respectful questions of believers. 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Describe the ways that Christians worship God and where they might do this • Describe the ways that Muslims worship God and where they might do this • Describe the ways that Jewish worship God and where they might do this • Describe similarities and differences between the ways different people worship God 	
<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. 		