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.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">1.5 What makes some places sacred?

Year group: Recommended Year 1
Strand: Expressing
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?

Religions and worldviews:
Christians, Muslims and/or Jewish people (other examples can be selected by the school)

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.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outlines on p.44.
• 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.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td colspan="2">Exceeding</td></tr>
<tr><td>• 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).</td><td>• 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).
• Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).
• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</td><td colspan="2">• Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).
• Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</td></tr>
</table>

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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 (they usually refer to places or things or words that are to do with God); 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), hanukkiah, bimah
	  ○ mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.
	• Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; pupils's songs to help learn stories; to celebrate at a wedding.
	• Revisit the key question in the light of their learning. Explore the difference between special and sacred, and reflect on whether they have things in their lives that might be special or sacred.

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.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. It can work well if, for example, you explore Christians and Muslims in the first two terms of the year and then do a thematic unit like this one in term 3. Then pupils can revisit and build on their prior learning, applying it to the new context of exploring sacred texts.

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Step 4: Assessment: write specific pupil outcomes

- 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.

Emerging	Expected	Exceeding
I can… You can… Can you…?	I can… You can… Can you…?	I can… You can… Can you…?
• **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 synagogoe** • **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**	• **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.**	• **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**

Step 5: Develop teaching and learning activities

- 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.
- Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Where do I feel safe? Where is a sacred place for believers to go?		
Pupils will learn: Consider places that make them feel safe. Give simple reasons for why these places make them feel safe. Find out more about places of worship. Consider questions such as: Where is a sacred place for believers? Why are places of worship sacred or holy for believers? Look for similarities and differences between pictures of three different places of worship.	**Where do you feel safe?** • Talk to pupils about where they feel safe. What makes these places safe places? Ask pupils to share their ideas with a partner and see if they share the same safe place. Why might one person's safe place be different to someone else? • Encourage pupils to feedback their partner's ideas. Teacher to scribe the ideas on the whiteboard to create a class mindmap. Do pupils like any of the other safe places? Why would they feel safe there? **Why is your safe place special to you?** • Share a picture of a place that is special you with the class (a holiday destination, a house, a place for a day out, a historical house etc). Ask pupils to consider why this place might be special to them. Is it just the place or the things within the place? • Ask pupils to draw a picture of the place that is special to them and colour/paint it. More able pupils should write a sentence about what they have drawn and why it is special to them. Most pupils should write key words about their place which can be displayed around their pictures, less able pupils should talk about their pictures with teaching assistant or teacher and adult to scribe their ideas. • Bring the class back together and pupils to present their ideas and writing. Why are all these places special? Is it the place that is special or the things that are there? Collate pupils' pictures and ideas into a whole class book. • Explain to pupils that because these places are safe they are also special. Can pupils think of any spaces that are special to other people? **Where is a special place for believers to go?** • Talk to pupils about places in their community that might be special to other people and show them photographs (school, library, swimming pool, gym, doctors surgery, hospital). Have pupils ever been to any of these places? What was good about them? • Ask pupils to consider if there are other places in their community that are special to others. Show pupils a picture of a local church, mosque and synagogue. Do they recognise these places? Why might they be important to people? • Split pupils into small mixed ability groups (with an adult if possible). Give each group a picture of a mosque OR church OR synagogue. Ask pupils to work in groups to look at the picture and think	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** • **Recognise that there are special places where people go to worship, and talk about what people do there (A1).**

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	carefully about what the place might be and why it might be important to a group of people (more able pupils might like to write key words on post it notes or paper). • Bring pupils back together and ask one child from each group to feedback what has been discussed. Explain to pupils that these are all places of worship and are more than special for a group of pupils and adults called believers. These places would be called sacred or holy. What might that mean? Recall learning from unit 1.4 about the difference between special and sacred. Everyone will have special things, but sacred or holy things are generally to do with God, and so they will not apply to people who are non-religious. For religious believers, sacred or holy things or places are made sacred by their connection to God. **Checking the learning** • Put three large hoops out in the middle of the carpet space. Ask pupils to put one photo in each hoop. Show pupils some artefacts or photos that might be found in each of these places of worship. As a class discuss what each artefact is and place it into the correct hoop. Photograph for pupils/topic books. • Put a big question mark on the whiteboard and explain that you want pupils to think really carefully about a big question. Explain that the big question for today is 'Why are these places sacred or holy for believers?' Give pupils time to think carefully without sharing their ideas. Then explain they are going to tell their partner what they think but that they will have to feedback their partner's response to the rest of the class so they will need to listen really carefully. • Pupils to feedback ideas and TA to record responses to put in a class 'Big Questions Book'. **Notes**: Sticky notes could be used to note down pupils' responses to other pupils's safe spaces. These could be placed in the class book and used as an assessment point for pupils' reflection points. Note ideas about what might make a place sacred or holy in the class book. 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.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Which place of worship is sacred for Christians?		
Pupils will learn: Describe places of worship whilst considering why they are important to believers. Find out more about why the church is important to Christians. Consider questions such as: Are religious artefacts important to believers? Why is the church important to Christians? Is the church building important to Christians? Think of reasons why some people feel that the church is important even if they aren't a believer.	**Which place is sacred for Christians?** • Recap with pupils over last lesson, talk to them about the three images and the artefacts that they looked at. Show pupils the images again and ask them to consider which of these places of worship might be sacred for Christians. How do they know? Do all churches look the same? If not, why not? **Visit a church** • Arrange a trip to go to a local church. Encourage pupils to look around the church, explain that they are on a clue-hunting mission to see if they can find things to show that the church is important and sacred to believers. Give pupils digital cameras and encourage them to photograph clues to share when they get back to the classroom. On return to school, download the photos and put them into a PowerPoint display alongside reasons from pupils as to why these photos show the church is important/sacred to the believer. Are all the photos the same? If not, why not? • Show pupils photographs of key areas of the church and artefacts, look at these and ask them to consider why they might be important for believers. Encourage: altar, cross or crucifix, Lord's Table, bread, wine, bible, font, lectern, candles, symbol of light. Depending on the denomination of church you are in look at specific features of that church e.g. Baptist church: baptistery, Catholic church and some Anglican churches: stations of the cross **Expressing their learning** • Ask the pupils to work in groups to create a 4-piece jigsaw for one or two of the artefacts. One piece should show the artefact e.g. a picture of the cup of wine, another piece should have the name of the artefact e.g. cup of wine or chalice of wine, the next piece should show the artefact in use e.g. the priest giving wine at communion and the final piece should have a sentence explaining why the artefact is important e.g. the wine reminds people that Jesus died. **Questions** • Talk to pupils about questions they might ask a believer about why a church is important to them. Ask them to use the question starters: why, where and when? In smaller groups (with adult support) ask pupils to carefully consider questions that they might ask of a believer. Ask pupils to bring their suggestions back to the carpet and as a class shortlist the best questions. Remind pupils that they need to consider which questions will give them the most information if they are answered.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** • **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).** **Expected** • **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**

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Give simple reasons for why the church is important for believers.	• If possible invite in a Christian to talk to the class. Begin the visit by showing your jigsaws to the visitor. If this is not possible send the questions pupils have created to a Christian to respond to. Ask the visitor to share why their church is important and perhaps holy or sacred to them and their church family. Encourage pupils to ask their short-listed questions and video record the process using a tablet or recording device. • After the visit, watch the video back with pupils, what did they learn about the place of worship? Was it the artefacts found within the church that made it important or sacred for believers or was it something else? • As a class create a mindmap or Wordle of words explaining why the church is important and sacred for believers. **Time for reflection** • Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question…'Is a church still important and sacred to someone who is not a Christian?'. Give pupils time to think carefully about their responses. Encourage pupils you think yes to sit on one side of the class and pupils who think no on the other. Explain to pupils that there is no right or wrong but that you just want them to share their thoughts in a safe space. Pupils to share their ideas in a mini debate style session and TA to record some responses on post it notes to out in a whole class 'Big Questions Book'. **Notes**: Virtual visits and the opportunity to email a believer can be found on RE Online www.reonline.org.uk . There are also films of different churches on https://request.org.uk/	**about what happens in a church, synagogue or mosque (B1).** **Exceeding** • **Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Which place of worship is sacred for Jewish people?		
Pupils will learn: Describe key areas of the synagogue and talk about why they are important to believers Find out more about the synagogue and why it is important to Jews. Consider questions such as: Why is the synagogue important? Who might visit the synagogue? Do you think all synagogues are the same? Look for similarities and differences between churches and synagogues.	**What do we want to know?** • Recap over the lessons so far with pupils, can they talk about their special places? What can pupils remember about their work with the church? Show pupils some images and artefacts linked to Judaism, are they able to talk about which religion these are linked to? What do they already know? Show pupils a board split into three sections. Section one labelled 'What I know', section two 'what I want to find out' and section three 'what I have learnt' As a class record onto post it notes what pupils already know about Judaism and stick these onto section one. Explain to pupils that they are going to be finding out about the place of worship for Jewish people. Ask pupils to come up with ideas for what they would like to find out and place it in section two. **Finding out about the synagogue** • Talk to pupils about the synagogue and show them key images from around a local one. If you do not have access to a local synagogue use stills from a virtual visit. Give pupils laminated magnifying glasses with the middles cut out. Invite pupils to place the empty centre of the magnifying glass over something that they would like to find out about in the picture. Use photos of the Ner tamid, ark, Torah scroll, Bimah, tallit (prayer shawl), tefillin, Kippah (skullcap) and hanukkiah. • Invite a believer into school, pupils should share their statements about what they would like to find out. Ask the visitor to share their knowledge with the class. Spread the images of key areas in the synagogue out around the classroom. Visitor to visit each table to share their knowledge with pupils. Once each table has been visited pupils to act as the expert and feed back to the rest of the class. If you cannot find a visitor you can act as the expert. Tell them that you have thought about their statements and turned into a detective and have found the answers to their questions. You can then act in a role not as a Jewish person but as an 'expert researcher' **Time for reflection** • Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question…'Do you think all synagogues are the same?'. Give pupils time to think carefully about their responses.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** • **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).** **Expected** • **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).**

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Think of reasons why some people visit a place of worship.	Encourage pupils you think yes to sit on one side of the class and pupils who think no on the other. Explain to pupils that both answers are right, in that most synagogues contain some of the important features looked at above; but that the buildings do not all look the same. Do an online image search for 'synagogues in the UK'. One result is this one: https://heritagecalling.com/2015/08/07/top-synagogues/ Search instead for 'Reform synagogues in the UK' to show some variety. See if pupils can identify the features looked at earlier. Ask pupils to share their responses to these images on sticky notes to put in a whole class 'Big Questions Book'. • Look back at the three sectioned board from the start of this work. Encourage pupils to feedback what they now know and record this on the board. Photograph the completed board and stick into pupils's topic/RE books as an assessment of their learning.	**Exceeding** • **Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Which place of worship is sacred for Muslims?		
Pupils will learn: Describe the mosque and its features. Find out more about the mosque and why it is important to Muslims. Consider questions such as: What is the mosque like? What might it feel like to enter the mosque as a believer? Why do you think each area of the mosque is important?	**Which place of worship is sacred for Muslims?** • Recap the places of worship that pupils have found out about so far. How are they the same? How are they different? • Show pupils pictures of a custom-built mosque and a house that has been converted into a mosque. Do they know who this place of worship is sacred to? Give pupils photographs (one between two) of the mosque. Encourage them to look carefully at the picture and talk to their friend about how they would feel if they were able to visit if. What might it be like to walk inside? How might it feel? What might they expect to see? Note some of the responses on the IWB. Ask pupils to look at the picture again and come up with one interesting question to ask about the image. Remind pupils about using why, what, when and how question starters. **Visiting the mosque** Ideally you will take your pupils on a visit to the mosque but if you are unable to do that the activities will help replace the visit. Many of you will be able to go on a mosque visit, use the activities below to guide your focus. • Explain to pupils that today they are going to be finding out about key areas of the mosque. Take pupils outside the classroom and explain that when Muslims enter the mosque they remove their shoes. Tell pupils we are going to find out what this feels like, everyone to remove their shoes and leave them neatly at the classroom door. Why do pupils think Muslims do this? Explain to pupils that woman also cover their heads when they enter the mosque, what might they use to do this? Why might they choose to do this? How does it make them feel? • Pupils walk into the classroom with the teacher and look at images from around the mosque. Have photographs of the following images wuzu/wudu area (washing area), calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin (person who does the call to prayer) • Talk to pupils about the key places in the mosque (if possible show images or take them on a virtual tour using the IWB). Explain that the minaret is where the call to prayer takes place from, why do they think this might be important for believers? Play pupils a recording of the	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **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).** **Expected** • **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**

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	call to prayer, how would they feel if they were a believer? Explain to pupils that the call is very loud so that everyone can hear. • Show pupils some prayer mats, explain that in a mosque all the prayer mats face east, why might this be? Point out where the mihrab is, do pupils know what this is? How might they find out? • Look at the different areas for men and woman to pray, split pupils into two groups (boys and girls). How does it feel to be separate? Why might this happen in a mosque? • Pupils to make a paper mosque and talk about the key areas with a partner (see notes) **Time for reflection** • Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question…'why do you think the mosque is so important to Muslims?'. Give pupils time to think carefully about their responses. Pupils to share their ideas and record some responses on post it notes to out in a whole class 'Big Questions Book'. **Notes**: *Opening up RE Islam* has a mini model mosque to make from card. https://shop.retoday.org.uk/9781905893331 RE Ideas Sacred Places has a colour cutaway picture of a Mosque. https://shop.retoday.org.uk/9781905893850 RE Ideas Expressive arts has an activity to make a team model Mosque in the classroom. https://shop.retoday.org.uk/9781910261156 *What happens in…?* offers cutaway drawings of a church, mosque, synagogue, temple and mandir, along with lots of ideas and resources for exploring further. All these publications are from RE Today. www.reonline.org.uk has links to a virtual mosque visit.	**happens in a church, synagogue or mosque (B1).** **Exceeding** • **Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How are places of worship similar and different?		
Pupils will learn: Describe places of worship and their features. Find out more about symbols within different places of worship. Look for similarities and differences between places of worship	**How are places of worship similar and different?** • Recap with pupils over the last few sessions. Put three hoops out in the middle of the carpet space and label each (church, synagogue, mosque). As a class talk about each place of worship in turn and ask pupils to write down (less able pupils to have TA as a scribe) something they remember about the place of worship. Place each slip of paper in the correct hoop. Are any the same? Different? Can pupils explain why? • Show pupils photos of the inside and outside of the places of worship. Encourage pupils to go on a symbol hunt with the photos, ask them to find key symbols and part them with a circle. Bring the class back together and talk about the key symbols. Are they the same? Are they different? Why? Discuss the key symbols and why they are important to believers. • Give pupils a net of a cube. Within each face ask pupils to draw one symbol from one of the places of worship and write the name of the religion that it's important to next to their pictures. Next give pupils slips of paper that will eventually go inside the cube. Ask each pupil to write about a sentence about how people worship. Give the pupils a sentence starter: *Muslims/Christians/Jews use … to worship. They use it to…* If they have focused on 2 places of worship ask them to write two sentences. For pupils who are unable to write ask them to record their sentences on talking postcards and place them next to their cubes for the next activity • Encourage pupils to walk around the classroom and look at their classmate's cubes. What do they notice? Can they give any other information about why these symbols are important for believers? **Time for reflection** • Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question…'which symbol is the most important?'. Give pupils time to think carefully about their responses. Pupils to share their ideas and record some responses on post it notes to out in a whole class 'Big Questions Book'.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **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).** **Expected** • **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).** **Exceeding** • **Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How can music sometimes help believers in worship?		
Pupils will learn: Find out about how some traditions use music as part of worship. Give simple descriptions of similarities and differences in use of music.	• Revisit prior learning in unit 1.1 Who is a Christian? This explored some music Christians use to worship God (Handel's Messiah and Rend Collective's song, My Lighthouse. Add some different types of worship music (e.g. Songs of Praise – worshippers with a band www.bbc.co.uk/programmes/p098tyzk ; one with organ and orchestra: https://www.bbc.co.uk/programmes/p094bzxt ; and one with a cathedral choir: www.bbc.co.uk/programmes/p0923ry5 How do pupils respond to these examples? Why do they think that Christians worship in these different ways? • Revisit prior learning in unit 1.2 Who is a Muslim? Some Muslims use nasheeds as ways to worship and learn more about Allah. For example, Zain Bhikha is an important Muslim musician. Have a look at 'Allah made everything' www.youtube.com/watch?v=klZJcX9YtnQ Ask pupils to talk about similarities and differences between some of these examples. Corporate singing, as in Christian worship, is not a feature of Islamic worship. There is a debate as to whether music is allowed in Islam. Some Muslims say drums are permitted but not other instruments. Muslim recitation is musical in intonation – listen to the Call to Prayer recited by Yusuf Islam www.youtube.com/watch?v=1tCxSeI5nGk (For teachers' background knowledge, here is some information about music in Islam www.islamicity.org/3018/singing-and-music-in-islam/)	**These activities will help pupils to work towards achieving the following outcomes:** **Expected** • **Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).** **Exceeding** • **Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why are places of worship important to our community?		
Pupils will learn: Find out more about why places of worship are important to the community. Give simple reasons for why places of worship are important to the community.	**Why are places of worship important to our community?** • Talk to pupils about their visit earlier in the unit to the local church. What was it like to be there? Did they notice any community events that went on in the church? Look as a class at the church's website, are there any community groups or social events that take place there? Why might they be special to believers? Remind pupils about the church being the centre of the Christian community. Talk as a class about why it might be helpful for Christians to meet and spend time together. • Remind the pupils of the visit to the local or classroom mosque. Watch a virtual visit to a mosque. Show the film and ask the pupils to draw or write on their whiteboards who uses the mosque and pictures of what people do in the mosque. Focus on the schools, community groups, madrassah etc that meet within the mosque. Explain to pupils that it's not just believers that meet here. Why might the mosque be important to the local community? • Talk to pupils about the mosque and the church and the role that they play within the local community. Why are they important? Why do people feel it's important to meet together? **Community poster** Arrange pupils into groups to make a large poster for the church or mosque or synagogue to go outside the building to show people walking past what goes on inside. **Time for reflection** • Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question…'why are places of worship important to the local community?'. Give pupils time to think carefully about their responses. Pupils to share their ideas and record some responses on post it notes to out in a whole class 'Big Questions Book'.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **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).** **Expected** • **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).** **Exceeding** • **Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).**

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