# Key Question: F3 Which places are special and why?

This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and it is incredibly beneficial if the class can go on a visit. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class.

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.

**EYFS RE:** Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021, as we have done in this unit plan.

| **Step 1: Select a key question** | **F3 Which places are special and why?**<br><br>**Year group:** Recommended Reception/F2<br><br>**Strand**: Expressing<br><br>**Questions in this thread:**<br>1.5 What makes some places sacred?<br>L2.4 Why do people pray?<br>U2.4 If God is everywhere, why go to a place of worship?<br>3.6 Should religious buildings be sold to feed the starving?<br><br>**Religions and worldviews:**<br>This unit plan mainly focuses on Christians and Muslims although teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes.<br>During a visit or virtual tour of a place of worship, pupils may have the opportunity to see religious items that they have learnt about in previous units (such as holy books or objects linked with religious festivals). |
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| **Step 2: Select learning outcomes** | • Use the learning outcomes from column 2 of the key question outlines on p.26.<br>• Select learning outcomes appropriate for the age and ability of your pupils.<br>• Being clear about these outcomes will help you to decide what and how to teach. |
| • talk about somewhere that is special to themselves, saying why<br>• be aware that some religious people have places which have special meaning for them<br>• talk about the things that are special and valued in a place of worship<br>• identify some significant features of sacred places<br>• recognise a place of worship<br>• know a similarity and a difference between two different places of worship<br>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. | |
| **Step 3: Select specific content** | • Look at the suggested content for your key question, from column 3 in the unit outlines.<br>• 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.<br><br>**This plan has selected the following content to exemplify the learning outcomes. Pupils will:**<br>• Meet visitors to find out about places that are spiritually significant to them and say why they are special. (e.g. this might be visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Alternatively, this could be the local park where they meet together and play. This should build learning towards understanding special places for religious people).<br>• Share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them.<br>• Discuss why some places are special and what makes them significant.<br>• Discuss when people like to go there and what they like to do there.<br>• Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims, using new vocabulary.<br>• Visit a local place of worship and create work arising for the religious visit sharing their work and talking about what it means.<br>• Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection. This will work well for schools who have a forest schools focus. |


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| **Step 4: Assessment: write specific pupil outcomes** | • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.<br>• 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)<br>• 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.<br>• 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. |

**I can… You can… Can you…?**

- talk about somewhere that is special to you, saying why
- be aware that churches have special meanings for Christians
- be aware that mosques have special meanings for Muslims
- talk about the things that are special and valued in a church/mosque
- identify some significant features of churches/mosques
- recognise a church
- recognise a mosque
- get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place
- use new vocabulary including words like mosque, church, Muslim, Christian, religion, worship.

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| **Step 5: Develop teaching and learning activities** | • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.<br>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.<br>• Make sure that the activities allow pupils to practise these skills as well as show their understanding. |

**NOTE:** This unit of work offers around 8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc)


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| LESSON OBJECTIVES | Teaching and learning ideas and activities | LEARNING OUTCOMES |
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| ***Where is special to me?*** | | |
| **Pupils will learn:**<br><br>To use talk to clarify their thinking and ideas about why a place is special<br><br>To respect and show sensitivity to other's thoughts and feelings about special places<br><br>To notice their own feelings about special places | **Favourite Places at School**<br>• Before the lesson, the teacher should take/find a photo of a place that is their favourite place in school. Divide it into six large jigsaw pieces and put each one in a different part of the school. Ask pupils if they can guess where your favourite place in the school might be and why. To find out for certain, they will have to collect the jigsaw pieces from around the school and bring them back to the classroom to assemble the jigsaw itself. The hunt for the jigsaw pieces can be used as a way of reminding pupils of the different areas they know in your school, especially those that they do not get to visit particularly often.<br>• Once the jigsaw is assembled, the teacher should explain why s/he chose that particular place as the favourite one.<br>• Discuss pupils' own favourite places in school (buddy bench, garden, library, climbing frame, dining hall, classroom, reading corner etc). Give pupils the opportunity to take a photo of their own favourite place in the school. Using their images, pupils should explain to others where their place is and why they chose it. Discuss whether some people chose the same. Find out whether some children chose favourite places that everyone likes being in. The pupils' photos of these places can be displayed around an image of your school alongside quotes showing why they are pupils' favourite locations.<br><br>**Special Places at School?**<br>• Remind children of discussions that they have had and work that they have done in RE sessions about when things are special. If activities have already been carried out about special objects from the start of unit F1, remind pupils about these now.<br>• Look back at the pupils' favourite places in school. Do any pupils feel that the place they chose is really special to them? Why is that? Is it somewhere they know they can always be calm, have fun, feel happy, feel safe? etc.<br><br>**Special Places Everywhere**<br>• Show pupils an image of the teacher's special place outside of school. Tell pupils about the place and why it is so special to you. Discuss reasons why a place might be very special to us – how it makes us feel, what we get to do there, who we go there with, whether it makes people think about God or their religion, memories we have of a place etc. | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>talk about somewhere that is special to themselves, saying why<br><br>hold conversations about religious materials using new vocabulary<br><br>talk about the lives of other people using simple ideas about values<br><br>talk about information on the different religious communities of the UK |


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| | • Invite in some visitors who are prepared to show pictures of places that are spiritually significant to them and talk about the images with the pupils. There are many places that could be discussed e.g. visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Or the local park where they meet together and play.<br>• Ask parents to help their pupils bring in an image of their own special place (photos and drawings are both fine). The places do not have to be religious (although could be if that is the pupil's own choice), could be either indoor or outdoor, a large place such as a beach/park, or a small place such as underneath the bed. Ideally, parents should talk through the options with children and help them to reach their own decisions.<br>• In class, give pupils time to explain their special place. Through questioning, help pupils to name their places, describe what they are like physically, explain who they go there with and what they do there, how the places make them feel and why the places are so very special to them. Discuss whether there were any similarities between pupils' reasons why their places were so special. Write down any similarities and keep them for use later in this unit.<br><br>**Our Book of Special Places**<br>• Stick each child's special place image onto an individual piece of paper – pupils can write words, phrases and sentences on the paper around the outside of the picture to explain the place and why it is so special. Collate the pieces of work into a class book of special places and decide together upon a special place in class to keep the book. With pupils, discuss how they will ensure that the place where the book is located will be kept special. | |


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| ***Where is a special place for Christians to go?*** | | |
| **Pupils will learn:**<br><br>That a church a holy building for Christians<br><br>To notice and recognise internal and external features of a church<br><br>To explore, observe and find out about places that matter in Christianity | **Grace's Special Place**<br><br><br><br><br>• Remind pupils of Grace, the Christian girl who they met in Unit F1. If F1 has not yet been covered, introduce Grace using the picture provided or a persona doll.<br>• Explain that you are going to show a picture of somewhere very special to Grace. Cover up an image of the outside of a church building. Reveal individual parts of the picture one at a time. Each time a part of the picture is uncovered, ask pupils to say one thing about what they see and pose one question about the picture. This activity gives lots of opportunities for pupils to really focus on individual features they might find on the outside of a church. Once the whole picture has been revealed, discuss whether pupils know what it is and why Grace might go there.<br>• Look together at pictures of the outside of a range of churches and ask pupils to spot similarities and differences between the buildings. Pupils should see that although there may often be similarities, not all churches look exactly the same. If possible, use images of local churches as some of the pictures in this activity (although not all the pictures should be local) so that pupils may recognise the buildings and can make links between their RE learning and the local community.<br><br>**Who Works in a Church?**<br>• Prior to visiting the local church, invite the minister into school to tell pupils about where s/he works and show some pictures of both inside and outside the building.<br>• The minister should also explain who they are and what their job is, touching especially on leading worship and other activities with which pupils might be familiar at this age such as leading christenings or wedding ceremonies.<br>• Give pupils time to ask the minister any questions that they have about the church or his/her job.<br>• If a minister cannot visit, teachers can show pupils an image of a member of the clergy (hopefully a local one who the pupils will be able to meet in subsequent RE lessons) and of the inside of a church. Discuss with pupils what they can see and what they would like to know. Give pupils time to ask Grace any questions that they have about her special building and who works there. If teachers are using a persona doll to be Grace, the questions could be answered there and then. If | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>be aware that a church has special meaning for Christian people<br><br>talk about the things that are special and valued in a church<br><br>identify some significant features of the outside and inside of a church<br><br>recognise a church and use their new vocabulary to describe it simply<br><br>learn and use new vocabulary about religion and beliefs |


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| | a picture is being used, the questions may have to be sent to Grace in the form of a letter/email and the answers can be 'sent back' to pupils over the next few days.<br><br>**Grace's Holy Building**<br>• Give pupils the words 'special' and 'holy'. Remind them that the two words do not quite mean the same thing and see if anyone can explain the difference. If necessary, explain to pupils that something holy is very precious for religious people and is often linked to worshipping God. 'Holy' can mean a little bit more than 'special'. Remind pupils that Grace is a member of a religion – the Christian religion. Discuss with pupils why they think Grace might say her church is holy rather than special.<br>**Notes**: Some good resources for these activities can be downloaded from www.REquest.org.uk . *Talking Pictures* from RE Today Services has picture of Mosques, synagogues and churches and a series of activities showing how to use these pictures with this age group.<br>https://shop.retoday.org.uk/9781905893584 | |


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| LESSON OBJECTIVES | Teaching and learning ideas and activities | LEARNING OUTCOMES |
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| ***Where is a special place for Christians to go? What makes a church special?*** | | |
| **Pupils will learn:**<br><br>To name and identify features of the inside of a church<br><br>Talk about the features of a church they think are important<br><br>To talk about how objects found in a church are used<br><br>Notice and communicate some of their own thoughts and feelings about being inside a church | **Going to the Church**<br>• Arrange a trip to a local church and take any class mascot/teddy along with you. If pupils have already met a minister, it is often helpful if s/he takes part in this visit. On occasions when a visit is completely out of the question, pupils could take a virtual tour to find out more about the church in place of some of the activities below. Virtual tours can be very useful in these situations, but it is difficult to recreate aspects of an actual visit to a church when utilising a virtual tour. For example, to allow pupils to experience the atmosphere of a place of worship and meet a member of a faith community inside their own sacred place, an actual visit is essential.<br>• Take the opportunity to spot any other holy buildings on your journey to the church (e.g. other churches/places of worship from other faiths) and any places that might be special to all people in the community (e.g. libraries, parks, swimming pools). This helps to draw pupils' attention to the difference between 'special' and 'holy', whilst focusing on the great importance of both.<br><br>**Be Explorers!**<br>• Once inside the church, give pupils the chance to spot any objects that they have already learnt about in relation to Christianity (e.g. Bibles, font, items linked to Easter/Christmas) depending on which units of work pupils have covered previously. Perhaps using a matching card with photos of the item and a sticker to stick on their sheet that they collect from by the side of the artefact.<br>• With the minister, take a tour of the church to find out about its features and how objects within it are used. Ask pairs to set the mascot/teddy up for a photo with a feature of the church that they consider to be incredibly important – perhaps a Bible, cross, font, altar, in front of a stained-glass window etc. Bring these back to school to inform further work.<br>• Ask the minister to explain what happens in the church on a normal Sunday service.<br><br>**Tell a Story, Play a Song**<br>• Hear a story from the bible while you are at the church. If the church you are visiting has stained glass windows depicting a story, this could be the basis of the story telling. If appropriate, play and listen to a simple song that children who frequent that place of worship would sing there. | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>recognise a church<br><br>be aware that a church has special meaning for Christian people<br><br>talk about the things that are special and valued in a church and know how some of them are used in worship<br><br>identify some significant features of the outside and inside of a church<br><br>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. |


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| | **Thoughts and Feelings in the Church**<br>• Before returning to school, give pupils time to sit silently and shut their eyes if they wish. Allow them to take in the atmosphere. How does it make them feel? What does it make them think about? What can they see, hear, touch and smell in the church? Collect pupils' ideas. Back at school, these can be turned into a poem based on the class' senses, feelings or thoughts at the church.<br><br>**Links**<br>Trips like this can provide you with some great cross curricular links. For example:<br>• What shapes can pupils find in the church (both 2 and 3D)? What shape is the church building itself?<br>• What materials can be found inside and on the exterior of the church? What do they feel like?<br>• Are there any stained-glass windows, banners, beautiful altar cloths or other works of art that would be useful for your pupils to focus on?<br><br>**Notes**: RE:ONLINE has a number of virtual tours. www.reonline.org.uk/ | |


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| ***Where is a holy place for Muslims to go?*** | | |
| **Pupils will learn:**<br><br>That a mosque is a religious building, where Muslims pray<br><br>Some of the features of a mosque<br><br>To communicate their ideas about how a believer might feel when visiting a mosque<br><br>An Arabic greeting and its meaning | **Imran's Religious Building**<br>• Recap learning so far in this unit, thinking about special places and the church as a holy building for Christians such as Grace. Remind pupils of (or introduce) the character of Imran, a Muslim boy, using a picture or a persona doll.<br><br><br><br><br>**The New Mosque: Imran's Story**<br>• Make up and tell pupils a simple story about Imran going to the new mosque near his house. Use some props (such as food that may have been eaten at lunch and tea, traditional clothes, image of many Muslims praying together in a mosque etc) to make the tale lively and interesting. Also, have a large picture of a modern, new looking mosque to be revealed when Imran finally sees the new building.<br>• Here's a possible outline, from which to elaborate:<br>"Imran walked past the building site every day coming home from school, and saw the wall and the scaffolding. He wondered what was behind it. Mum said it was a new mosque, and they would go there to pray.<br>At last the new mosque was finished. On Saturday it was the opening. Imran still hadn't seen it. Mum helped Imran to dress for a special day, his smartest traditional clothes, not just his usual jeans and T Shirt. His uncle and cousins came to the house for lunch. Then they all walked to the mosque together. Last time he'd seen it, there was scaffolding and a building site. But now it was amazing – a gleaming tower, a dome, lots of huge glass windows, a huge room with a flat carpet, and loads – hundreds or thousands was it – of people. When he went in, it was very crowded, and beautiful. Everyone did the prayers to Allah together, facing the front – Ahmed's cousin told him they were facing Makkah. How did he feel? Excited, calm, close to God. At the end of the prayers, everyone wished each other peace: 'Peace be upon you' they all said. Imran joined in. It gave him a special feeling of calm, and he remembered his uncle's big word: brotherhood. It felt like everyone was brother and sister. He said thank you to Allah for the lovely new mosque in a whispered prayer. His uncle and cousins came back for tea." | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>be aware that a mosque has special meaning for Muslim people<br><br>talk about the things that are special and valued in a Mosque<br><br>learn and use new vocabulary about religion and beliefs<br><br>identify some significant features of a mosque<br><br>recognise a mosque<br><br>get to know and use appropriate words to talk about thoughts and feelings linked to visiting a mosque |


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| | **Imran's Feelings – Vote with your feet!**<br>• Ask children to choose between pairs of words. Put the first word from the pair on the right-hand side of the classroom and the second word on the left. Pupils should indicate their choice of word by running to the side of the classroom that contains their chosen word. In many cases, both could be true of course and some of these may be hard decisions! Ask pupils to explain why they chose the particular words in each case.<br>Do you think Imran was...<br>- **Happy** or **sad** to be seeing his cousins?<br>- **Happy** or **sad** to be going to the mosque?<br>- **Happy** or **sad** to be seeing the crowd?<br>- **Scared** or **excited** when they left home to walk down the street?<br>- **Scared** or **excited** when he saw the mosque?<br>- **Scared** or **excited** when he got inside?<br>- **Worried** or **pleased** in the crowds?<br>- **Worried** or **peaceful** when he prayed?<br>- **Close to God** or **happy** when he stood up from his prayers?<br><br>**Peace be upon you:**<br>• Ask the children to use the greeting 'As-salaam alaikum' or the English translation 'peace be upon you'. This greeting makes up part of that words that Muslims say at the end of their prayers and is also a traditional Islamic greeting. Start by whispering it, then louder, then get everyone to shout it to each other. In a circle, roll a ball of wool across the room and wish peace to the child you roll it to (as it unwinds, it creates a web of peace linking all the children together). This is a very powerful activity that takes the co-operation of all participants. If it is not suited to your class, roll a plastic/foam ball instead.<br>• Give children an outline of the moon and star. Ask them to draw two things that make them peaceful, one in the moon and one in the star. Display these as a mobile. | |


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| ***Where is a special place for Muslims to go? What makes a mosque special?*** | | |
| **Pupils will learn:**<br><br>To recognise and talk about features of mosques<br><br>To talk about how objects found in a mosque are used and what happens there<br><br>Notice and communicate some of their own thoughts and feelings about being inside a mosque | **Call to prayer**<br>• Listen together to the call to prayer in Arabic. What might it mean? Tell the children that this is 1500 years old, and that it means (simply): "Come to God. Come to Prayer. There is only one God." Explain that when a Muslim person hears the call to prayer, s/he knows it is time to pray. Look at the image of the mosque that pupils saw during Imran's story. Pick out the minaret and explain that it is where the muezzin stands when saying the call to prayer. Draw parallels with bells calling people to church – pupils may have found out about bells in previous lessons when looking at images of churches, on their visit, or through film clips.<br><br>**What else would we like to know about mosques?**<br>• Look back at the image of the outside of a mosque that children saw during Imran's story. Have pupils seen a mosque before? How was the one that they have seen similar to or different from the image linked to the story? Look together at pictures of a range of mosques including any that pupils might already know of from the local area. Make two lists with pupils. A list of features of mosques that they already know about/can see in the pictures (ensure dome and minaret are included) and a list of things that they would like to know about mosques.<br><br>**The Mosque – First-hand Experience**<br>• Visit a mosque if possible, or take a virtual visit if necessary.<br>• During the visit ask pupils if they can spot the features of a mosque they noticed on the images in class and/or anything else they have learnt about linked to Islam in previous RE lessons.<br>• Take a tour with a member of the community to find out about the features inside and outside of a building, how they are used in worship and what happens at a mosque.<br>• Ask the community member suitable questions from those that pupils listed they wanted to know about mosques. If a real visit is an impossibility, these questions can always be addressed to Imran or a Muslim visitor can be invited into the class to answer them or emailed using the 'email a believer' section on the RE:online website www.reonline.org.uk<br>• During an actual visit, make time for quiet reflection and if allowed, take photographs of the areas in the mosque that pupils visited. These can be developed into pupils' own virtual tour or | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>be aware that a mosque has special meaning for Muslim people<br><br>talk about the things that are special and valued in a Mosque<br><br>identify some significant features of a mosque<br><br>recognise a mosque<br><br>get to know and use appropriate words to talk about their thoughts and feelings linked to visiting a mosque<br><br>see, hear and participate in a variety of expressive activities about Muslim worship |


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| | information book to be used by others. Include: where is the mosque? What does the outside look like? What can you see inside? Who goes there and why? What do people do there? What is so different about this place and why? How do you feel about it? If pupils do not have images from their trip to the mosque to use for this activity, images from the internet make a good substitute.<br><br>**Notes**: A soft toy mosque and wooden model mosque can both be useful – buy these from 'Religion in Evidence TTS' online, or maybe get older pupils to make them for reception children to use. | |


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| ***What is important in a church and a mosque? How are holy buildings similar and different?*** | | |
| **Pupils will learn:**<br><br>To name a range of features of a mosque and a church<br><br>To talk about how features of mosques and churches are used and their meanings<br><br>To look for and talk about similarities and differences between two places of worship | **What do we know about Churches and Mosques?**<br>• Pupils work in pairs, one should explain the main features of a church to their partner whilst the other explains the main features of a mosque.<br>• Look through the photos taken during the class trips or images from virtual tours. Ask pupils whether they remembered each of the features in the pictures when they were giving their explanations. Discuss any additional information about each feature that they have learnt (e.g. what it is used for, what it means etc).<br><br>**Show what we know**<br>• Give pupils time to work in groups. Using construction and/or modelling equipment, groups should create a model church that Grace would enjoy praying in or mosque that would be good for Imran to pray in. In order to make their mosque and church appropriate for Grace and Imran, the model should include all the features that they have learnt about (mosques may have a dome, minaret, prayer mats on the carpet, area for wudu, shoe racks etc whilst churches may have altar, font, bible, vicar, stained glass windows etc). To do this, allow pupils to use the images from their visits/virtual tours as reminders of what must be included. Groups might create and add labels to their models to make their features very clear. If possible, ensure an equal spread of mosques and churches throughout the class.<br><br>**Similarities and Differences**<br>• Look at the models together to see what pupils remembered to include. Compare a model church and a model mosque. Discuss with children what the differences are – what does one have that the other does not? What do pupils think are the similarities – are there some things included in both? Extend this to asking pupils to suggest similarities between what happens in both buildings and whether they think there are any similarities between how people might feel inside them.<br><br>**Notes**: Teachers might want to make this model building a larger scale activity with all pupils contributing to a class church model and all contributing to a class mosque model. One way of running | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>be aware that churches have special meaning for Christians and mosques have special meaning for Muslims<br><br>talk about the things that are in a church and mosque, with knowledge of why they are special and valued<br><br>identify some significant features of churches and mosques<br><br>recognise a church and mosque<br><br>get to know and use appropriate words to talk about their thoughts and feelings when visiting a mosque or church<br><br>hold conversations about religious materials using new vocabulary |


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| | this activity is to split the class into six groups and give each a task to do in order to complete the model, e.g. 6 church groups might be:<br>**Group A**: make the building<br>**Group B:** symbolic steeple<br>**Group C:** furniture<br>**Group D:** windows showing stories of Jesus<br>**Group E:** worshippers<br>**Group F:** grounds<br><br>For more information on this 'Team Church' activity, see Summer 2015's edition of REToday magazine and accompanying resources on RE Today's website.<br>For more information on 'Team Mosque', see RE Ideas Expressive Arts Ed Fiona Moss, published by RE Today Services. https://shop.retoday.org.uk/9781910261156<br>'Team church' activity - www.natre.org.uk/resources/?Search=Team+Church+&SearchType=and&NoDefaultFilter=<br>'Team Mosque' activity www.natre.org.uk/resources/?Search=Team+Mosque&SearchType=and&NoDefaultFilter= | talk about the lives of other people using simple ideas about values<br><br>talk about information on the different religious communities of the UK. |


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| ***What is needed to make a truly special place of our own?*** | | |
| **Pupils will learn:**<br><br>To look for and talk about similarities and differences between some places of worship and special places<br><br>To talk about how special and holy places make themselves and others feel<br><br>To work as part of a group, sharing and taking turns in order to create a place that is special to everyone<br><br>To be sensitive and respectful to the needs of everyone when planning and creating a special place | **Special Places – What do they have in common?**<br>• Recap all the special places pupils have covered during the topic (both religious and non-religious). List together features that any of the special and holy places had in common.<br>• Move onto remembering all the reasons why the pupils own special places at the start of the unit were just so special. Discuss reasons why the church and mosque were so special to any members of the Christian and Muslim faiths that pupils met and might also be special to Grace and Imran. See if there is any overlap between pupils' own reasons why places are special and reasons why a place of worship might be special to a believer.<br><br>**How can we make a special place?**<br>• Explain that pupils will have to remember all of the reasons for why a place is special and features of special places because they are going to be making their own incredibly special place at school for the children and adults in their class. It needs to be a place that religious people (just like Imran and Grace) would think is incredibly special and want to visit and everyone who is not religious would also think is incredibly special and want to visit too. Decide with pupils where this space will be – it could be a good use of the home corner or another indoor area, it could be somewhere outside such as part of the school garden and might even be in the forest if you are a Forest School.<br>• From their lists of features of special spaces and reasons why they are special, pick out six things that the class are definitely going to try to incorporate into their own special place (e.g. somewhere we can be happy, read important stories, think quietly, hear beautiful sounds, be with friends and do things together). Some lists of six requirements can be quite contradictory e.g. a space to be loud with friends and a space to be quiet on our own might be on the same list – the class can work around this by either splitting the special space up into different zones to cater for different needs and moods or deciding how it might be used in certain ways at different times. Discuss what equipment pupils will need to make their special place and gather the necessary resources. | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>talk about somewhere that is special to themselves and places that are special to others, saying why<br><br>be aware that churches have special meaning for Christians and mosques have special meaning for Muslims<br><br>talk about the things that are special and valued in special places, a mosque and a church<br><br>identify some significant features of sacred places and holy places and apply these ideas when creating a special place of their own<br><br>recognise a church or mosque<br><br>get to know and use appropriate words to talk about their thoughts and feelings when in a special place |


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| | **Being in our Special Place**<br>• Set up the special place – ensure that everyone is able to lend a hand. Allow pupils to enjoy spending time there.<br>• Discuss how it is similar to or different from the special and holy places that children have looked at through this unit of work.<br>• If you have more than one class in the year group, allow the classes to go visiting to each other's special places and share what they did to make their spaces so very special.<br>• Give children oral (or written for more able children) sentence starters to complete. Our place is very special because… The thing I like best about our special place is…because… These could be recorded on talking postcards. | |


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