© RE Today Services 2021

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. It enables a clear sequence of learning and the development of a rich knowledge of different worldviews. Pupils use some if the main disciplines with which religion and worldviews are studied to understand ritual and community life.

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.

Step 1: Select a key question

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

Year group: Recommended Year 5

Strand: Expressing

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?

Religions and worldviews:
Christians, Hindus and 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, how it enables pupils to sequence the gains in information that they are learning.

Step 2: Select learning outcomes

- Use the learning outcomes from column 2 of the key question outlines on p.69.
- 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.

Emerging	Expected	Exceeding
Recall and name some key features of places of worship studied (A1). **Find out about what believers say about their places of worship (C2).**	**Make connections between how believers feel about places of worship in different traditions (A3).** **Select and describe the most important functions of a place of worship for the community (B3).** **Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).** **Present ideas about the importance of people in a place of worship, rather than the place itself (C1).**	**Outline how and why places of worship fulfil special functions in the lives of believers (A3).** **Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).**

© RE Today Services 2021 *Only for use in purchasing schools*

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:** • 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 *seen* 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. • Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don't attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?

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. The teaching and learning ideas are separated into different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

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.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

© RE Today Services 2021 *Only for use in purchasing schools*

<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="2">• 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.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>I can…
You can…
Can you…?
• 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

.</td><td>I can…
You can…
Can you…?
• 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</td><td>I can…
You can…
Can you…?
• 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</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="2">• 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.</td></tr>
</table>

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is a place of worship? What is it for?		
Pupils will learn: about what places of worship are for. about the most important function of a place of worship.	**Way in: What is a place of worship? What is it for?** Write this key question on a large piece of paper on each table. Give pupils 3 minutes to scribble answers. Ask groups to reflect on their answers; have they answered both questions? **What is a place of worship?** Reward every RE keyword recalled from previous learning; such as the names of places of worship, types of worship named, differences in worship and features of the buildings named. Gather all keywords on board. Begin a class glossary- which pupils can add to as they work through these lessons. **What is a place of worship for?** Gather answers from around the room. List different purposes of worship on the board. In three or pairs, choose three features, draw them and write one sentence that explains what they are for. For example, one group might draw a holy book and explain that it contains the teachings and beliefs of the religion. Groups should explain how each feature of a place of worship helps religious believers people to worship. Are there any features that don't serve an immediate purpose? Are there purposes that are not met by features? Explain you are going to find out more about places of worship… **Notes**: The first and last activities in this unit can be utilized whatever religion/s you are studying. They are starter and discussion tasks. Following these activities are ideas and resources to focus on Christianity, Judaism and Hinduism specifically. These could be stand-alone lessons or taught as a series. Depending on your syllabus, you can focus on one religion, teach each religion separately, or split the class into three and run three religions concurrently.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recall and name some key features of places of worship studied (A1).** **Expected:** • **Select and describe the most important functions of a place of worship for the community (B3).** **Exceeding:** • **Outline how and why places of worship fulfil special functions in the lives of believers (A3).**

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

What is a Christian place of worship? What is it for?

Pupils will learn:

Differences within Anglican and Baptist churches

Make links between Christian beliefs and features of these places of worship.

Think about what places of worship are for.

Think about the most important function of a place of worship.

Comparing Christian Churches

- Split groups into two. Hand out two separate envelopes with the following information on cards:

A room for children to learn and play	A platform to speak from, not raised as everyone is considered equal.	A large, rectangular pool in the main church filled with water. Deep enough to reach an adult's waist.
The pool is called a 'baptistery'	A board outside stating the next 'Lord's Supper' will be in three weeks	A cross displayed at the front of the church. The cross is empty (there's no image of Jesus crucified on it)

A board outside advertising 'Holy Communion' every Sunday at 9am and 10am.	A lectern (raised reading stand) for the priest to stand so the whole congregation can see and hear him/ her	A font; a raised bowl of water. Tall enough for an adult to stand at and hold an infant over the water.
A room for children to learn and play	A table in the church, with gold candlestick, a gold cup and plate.	A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)

- Give each half of the group a plain and basic outline of a church in the middle of a sheet of paper (Google images: 'church outline clipart') with space around the edges. Using the cards in their envelope, each group must draw the features on the cards and label the feature by sticking the cards on. Don't let them worry about their drawing- the task is about focusing on the features and why they are there.
  Swap churches and look at the other half of the group. Give out the information below printed onto two cards. Ask the pupils to read the two 'church info cards'. Ask groups to identify who has a Baptist church and who has an Anglican church.
- Identify differences and similarities between the two churches. From this process, create a list of 'Anglican beliefs' and 'Baptist beliefs'. Write these beliefs on the sheets on the corresponding features. For example, write Baptist belief about baptism over the baptistery.

These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:

- **Recall and name some key features of places of worship studied (A1).**

Expected:

- **Select and describe the most important functions of a place of worship for the community (B3).**

Exceeding:

- **Outline how and why places of worship fulfil special functions in the lives of believers (A3).**

© RE Today Services 2021 *Only for use in purchasing schools*

	Babies are not baptised Adults are baptised when they are ready to commit to Christ Adults are baptised by full immersion in water Baptism symbolises being 'born' into a new life as a committed Christian. Baptist churches are supported by **pastors.** The whole congregation elects a person who they think will be a good leader. All members of the church are considered equal, no one is better than anyone else. Children learn in special areas called Sunday School. The 'Lord's Supper' occurs a few times a year. It is not considered essential worship, but it is a way of remembering Jesus' sacrifice. The cross is empty to show the Baptist belief that Jesus rose from the dead and returned to God. Jesus is part of Christians' lives today.	Babies are baptised to welcome them to the church family and ask God to protect them Babies are baptised at a font; the priest drops water onto their head. A **priest** leads the congregation. They are trained in special training colleges called 'seminaries'. They are sent to work in churches that need new priests. Children learn in special areas called Sunday School. 'Holy Communion' occurs every week. The congregation eat a piece of bread and drink a sip of wine to think about the sacrifice Jesus made. This ritual is the most important part of the week, where the congregation connect most closely with God. The cross is empty to show the Anglican belief that Jesus rose from the dead and returned to God. Jesus is part of Christians' lives today.	
	Notes: Some helpful materials, including multi-faith video links are available here: https://www.reonline.org.uk/specials/places-of-worship/videos.htm Helpful cutaway drawings to explore: What happens in…? from RE Today, with background info and activities from Julia Diamond-Conway		

© RE Today Services 2021 *Only for use in purchasing schools*

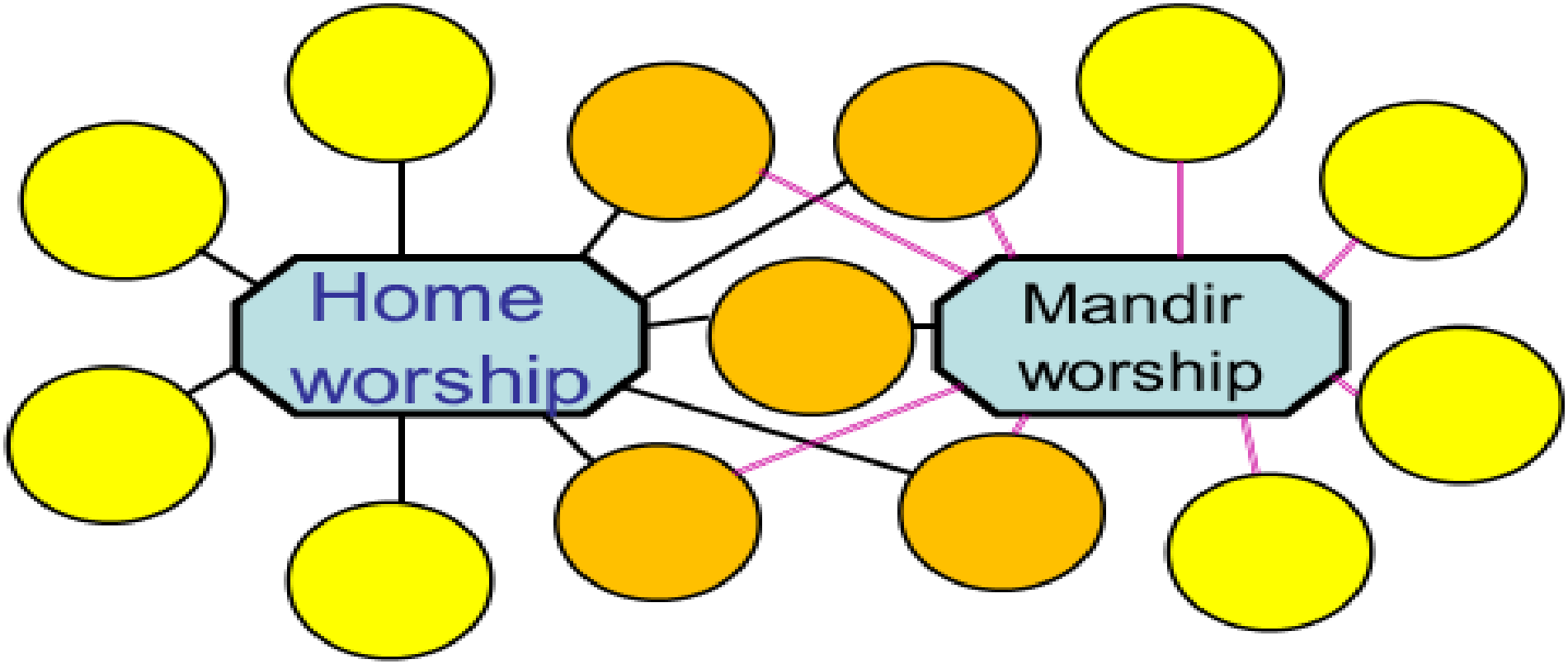
© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is a Hindu place of worship? What is it for?		
Pupils will learn: Key features Hindu of worship at home and worship in a mandir. Differences between worship in the home and at the mandir Make links between Hindu beliefs and worship. Think about what places of worship are for. Think about the most important function of a place of worship.	**Comparing worship at home and worship at the Mandir** This section compares Hindu worship at home and at the mandir. Show pupils a mandir as well as a Hindu home shrine to give a sense of what you are talking about: Show this True Tube tour of a stunning mandir in London www.truetube.co.uk/film/holy-cribs-mandir and show this BBC clip where a Hindu boy shows us around his home shrine: www.bbc.co.uk/education/clips/zh2hyrd • Watch each clip once with no notes- just watch. Discuss reasons why Hindus would come to the mandir or worship at home. Do pupils see their home as a space that is not suitable for worship, or do they like the idea of worshipping, praying or meditating at home? Where would be a good space? Why? What would be important about the space? If you have any Hindu children ask them to share their experiences and maybe even bring items or a photo of their home shrine. • Watch the videos for a second time. Split groups up, one half looks for things that are different in home worship and mandir worship, and the other half for things that are the same. Eg; differences: the mandir has sadhus (holy men), a huge space, a gate and steps and shikara (towers reaching to the sky). Both home and mandir worship involve water, food, the OM sound, a murti, a bell and a lamp. • Gather answers as a class, show the Double Bubble activity sheets- see below, ask pupils to create their own for this activity. The bubbles on the outside of each form of worship are what makes them different, and the bubbles connecting the two are for similarities. Complete these sheets • Look at the Double Bubble sheets the pupils have created. Groups choose one of the following three questions to discuss, write them on their sheet and discuss the answers; what difference does worshipping at the mandir or home make? Why go to the mandir when you could stay at home (or vice versa)? • Are the points of similarity the most important elements of worship? **Notes:** Some helpful materials, including multi-faith video links are available here: https://www.reonline.org.uk/specials/places-of-worship/videos.htm **Mandir:** Hindu temple, a place of the gods, (meaning 'dwelling place' in Sanskrit) **Murti:** the image, statue or carving of a god in Hinduism. A 'murti' is a representation of the god, but when worship begins, Hindus believe the spirit of the god enters the image. **Puja:** Hindi word for worship **OM:** the sound of God, Hindus say when they worship or meditate to bring their minds to God.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recall and name some key features of places of worship studied (A1).** **Expected** • **Select and describe the most important functions of a place of worship for the community (B3).** **Exceeding** • **Outline how and why places of worship fulfil special functions in the lives of believers (A3)**

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

What are similarities and differences between worship at home and worship at the Mandir?



You can also use the Bubble to compare Christian worship and Hindu worship, or other examples.

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is a Jewish place of worship? What is it for?		
Pupils will learn: Key features of a Jewish synagogue Differences between Jewish synagogues. Make links between Jewish beliefs and features of Jewish places of worship. Think about what places of worship are for. Think about the most important function of a place of worship.	**Comparing Jewish synagogues** Show the class these words: 'synagogue' = 'house of assembly' (a place to get together), and 'schul' = school (a place to learn). They are both used for the same place. Pupils may hear their Jewish friends say they are going to 'schul', meaning the synagogue. Discuss how many things a place of worship does for a community, not just in Judaism. • Synagogues themselves not only have different purposes. They are different depending on whether the Jewish community is Orthodox (traditional) or Reform (modernised). Watch this clip of a Jewish girl introducing her synagogue so pupils can form a mental image: www.bbc.co.uk/education/clips/z834wmn • Share information about the synagogue. Cut up this page of information from the web into sections www.bbc.co.uk/religion/religions/judaism/worship/synagogue_1.shtml In groups, ask pairs of pupils to read one or two sections each. Give them a highlighter, ask them to highlight differences between Orthodox and Reform synagogues. Create a class list of differences. Now ask groups to look at the remaining text and identify what both synagogues share. Create a class list of similarities. • Find images of a Reform and Orthodox synagogue online, print them, and give to groups. Ask one half of the group to spot the difference and the other half to spot the similarities. Give label stickers to add annotations to the pictures. Differences you are looking for: Reform: men and women sit together, some services in English, might be a choir, girls' heads uncovered, bimah close to Ark. Orthodox: service in Hebrew, no choir/ instruments, men and women separate, all men and women's heads covered, bimah in centre. Similarities: presence of the Torah scrolls in the Ark, the bimah, the Ner Tamid (eternal light), the 10 commandments, men wear skull caps and prayer shawls. • Discuss the meaning of the elements synagogues have in common. What do these things do for the congregation, or remind them of; Ark, Torah, bimah, commandments, Ner Tamid? Discuss whether the differences are as important for worship as the similarities. • Create a speech bubble for a person from the Reform and the Orthodox synagogue expressing why the synagogue is important to them, including when times in life are difficult. **Notes: Reform Judaism:** a modernised form of Judaism, developed in the late 1800s. Based on Orthodox tradition, but with developments to suit people of a different times and place to ancient Judaism. **Orthodox Judaism:** earliest, most traditional form of Judaism. Based on principles and codes for living in the Laws of Moses and the ways they have been interpreted by Rabbis ever since.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recall and name some key features of places of worship studied (A1).** **Expected** • **Select and describe the most important functions of a place of worship for the community (B3).** **Exceeding** • **Outline how and why places of worship fulfil special functions in the lives of believers (A3).**

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Are people more important than the place?		
Pupils will learn How Christians try to embody Jesus in their actions How different aspects of worship; silence, nature and being together, help Christians connect to God	**Way in: working together as teams.** Teacher shouts out a short word, 'yes', 'love', me', etc. The teams have to use their bodies to spell out the letters of the word. After the game reflect on what the teams needed to create the words- to listen, possibly someone to lead, to be willing to join in, etc. Discuss what makes a good team. **Christianity: What does it mean to say the church is the 'body of Christ'?** • Display Corinthians 12:27: *Now you are the body of Christ, and each one of you is a part of it.* Unpick this passage- who is the writer talking to? (an early Christian community) Who is the writer? (Paul- a Christian who energetically spread the teachings of Jesus around the 1st century Roman empire) Where else have the class the phrase 'body of Christ'? (when learning about communion- in relation to the bread and at the last supper) What does the 'body of Christ' refer to? (Jesus dying on the cross, and saying he did this for everyone, e.g. in Luke 22: 18-19) • The phrase seems to be saying that early Christians are the body of Christ. Draw a large outline of a body on the board, write the Corinthians passage, and ask pupils to write inside the body all the things being the body of Christ could mean; acting on behalf of Jesus, speaking and acting like Jesus, etc. Is Jesus the head of the body? Look at all the ideas; how many are things an individual would do, and how many are things groups of Christians would do together? Underline all the group elements. Teach that Christians also see the church itself as the body of Christ- acting on behalf of Jesus in the world. • Now pupils are going to learn about all the ways Christians can be the 'body of Christ' in the world, and will find out there are more diverse ways than going to church on a Sunday. First, based on what you have done so far this unit, brainstorm all the reasons going to church on a Sunday supports Christians. Leave these on display. You could return to the poster of the purpose of a place of worship in the first section. **Aspects of the life of a worshipping community** • Below are links to three different aspects of Christian life. Go through each one quickly with the whole class or give groups time to work on one in more detail before presenting back to the class. After reading them, identify what they offer to Christians, making connections with the results of your class brainstorm. Questions are given to guide pupils' thinking; **Silence** Look at images of Quaker worship, where Quakers sit in silent contemplation together, only speaking when it seems right. Find out about Ignatius Loyola, the 16th century Catholic, who developed 'spiritual exercises' to help people find God in silence and meditation: https://www.jesuit.org.uk/ignatian-way-pray. Christian churches and cathedrals are usually open all the time so anyone can enter and sit quietly by themselves.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected:** **Present ideas about the importance of *people* in a place of worship, rather than the *place* itself (C1).** **Exceeding:** **Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).**

© RE Today Services 2021 *Only for use in purchasing schools*

	Questions: Why might silence connect Christians to God in a way hymns, bible readings and sermons might not? Why might Christians want to be silent together? Why might Christians want to be silent on their own? Is silence the same as prayer? Is silence the same as worship? What does silence offer to Christians? **Nature** Christians believe that all life on earth ultimately derives from God. Some Christians feel closest to God when they can get out of towns and cities and connect with the natural world. Read this Celtic Christian blessing: *Deep peace of the Running Wave to you* *Deep peace of the Flowing air to you* *Deep peace of the Quiet earth to you* *Deep peace of the Shining Stars to you* *Deep peace of the Son of Peace to you* Watch this 'Canticle of Brother sun' prayer by Francis of Assisi (you might prefer to stop at 2:57 on the timer, as the end of the prayer talks about Sister Death and mortal sin): www.youtube.com/watch?v=o_uqs4Am8RM Francis said that if God created everything, humans, the universe and the animals and birds must be our brothers and sisters. Questions: why might being in a natural setting help Christians feel close to God? What is the difference in a natural and man-made environment? Could nature itself be seen as a church? What does nature offer to Christians? **Community** **C**hurch provide lots of help and support, as well as opportunities for worship, which often occur outside the usual Sunday service. We return to Fresh Expressions to find out about how churches offer friendship and practical support: **Sanctus on Saturday** for refugees and asylum seekers: https://freshexpressions.org.uk/stories/ **Sorted** youth church: https://freshexpressions.org.uk/connect/local-pioneer-centres/sorted-bradford/ Ask: Is worship the most important thing about church? Is offering practical help and friendship more important? Can helping people be seen as worship? Can spending time with people be seen as worship? What does the church community offer to Christians? Once pupils have explored these alternative forms of worship, return to the outline of a body with notes inside. What can the class add to the question; *what does it mean to say the church is the body of Christ?* They could add examples of actions, places, words and feelings they have learned about. **Notes:** This lesson refers to Christianity only. It's not difficult to use it as a model for exploring some spirituality from another religion or worldview.	

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is a place of worship? What is it for?		
Pupils will learn: about what places of worship are for. about the most important function of a place of worship.	**What is a place of worship for?** The three activities above have enabled pupils to learn how features of places of worship in three religions help worshippers to connect with God, and connect with the community. • Gather all these features together either as keywords or find images and print from the internet, such as holy communion, baptistery, puja bell, murti, Torah scrolls, bimah, etc. place all these words/ images on table tops around the room. First ask pupils to put them on tables of one religion each. Ask pupils to name each feature, use the class glossary if you made one. • Give out labels or cards and ask pupils to label each feature with its purpose, how it helps worshippers. Eg, 'holy communion reminds Christians of Jesus' sacrifice', 'the puja bell brings the deity to worship', 'the Torah scrolls contain guidance to being a good Jew', etc. • Look at all the things places of worship do for believers. Discuss: what is a place of worship for? What is the MOST important purpose of a place of worship? • In groups, create an information sheet for your local library entitled **'Why do people…… visit a place of worship?'.** Page 1 should be generic information about what a place of worship is, then subsequent pages should focus on Hinduism, Christianity, and Judaism. They should show the basic features of Christian church worship, Jewish synagogue worship and Hindu puja, as well as differences between Baptist and Anglican, Reform and Orthodox and home and mandir puja. Take the booklet to your local library- they are bound to love it! • At the end of this activity, discuss *what is a place of worship for?* **Notes:** This activity brings together what pupils have learnt about three religions: Hinduism, Judaism and Christianity. However, the activity still works if you are only studying one religion.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Recall and name some key features of places of worship studied (A1).** **Expected** • **Select and describe the most important functions of a place of worship for the community (B3).** **Exceeding** • **Outline how and why places of worship fulfil special functions in the lives of believers (A3).**

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does a place of worship mean to believers?		
Pupils will learn Reasons why new forms of church arise How places of worship support people in times of need Reasons for Hindu pilgrimage and why pilgrimage is important to Hindus How Jews use Torah, the home as well as the synagogue to worship	**Way in: who are the 'believers' and where do they live?** This is a 10-minute starter to help pupils think about the 'believers' who visit places of worship in Britain. Who are they? Where do they live? What do their places of worship look like? Choose some of the links or clips below to approach the subject with your class. Don't spend too long on them. You will unpack the key ideas in the course of the lesson. • Map of Britain by religion: Use www.brin.ac.uk/religious-census-2011-england-and-wales/ and https://webarchive.nationalarchives.gov.uk/20160107112352/http://www.ons.gov.uk/ons/dcp171776_290510.pdf to examine the breakdown of religion and belief in England and Wales.(The Guardian had a fascinating interactive map showing how religious populations have changed between 2001 and 2011. It showed you not only where religious communities are, but how they have grown or shrunk. Note % populations, eg Christians 80+% and Jews 0.3%. The link is not always reliable but worth a search to check! www.theguardian.com/news/datablog/interactive/2012/dec/11/census-england-wales-maps-religion) • British Hindu festivals of Holi www.bbc.co.uk/education/clips/zw92tyc and Diwali www.bbc.co.uk/education/clips/z8476fr • Diversity in British Christianity; Greek Orthodox Easter https://www.bbc.co.uk/programmes/p01159fn and First Communion in the Anglican Church www.bbc.co.uk/education/clips/zq2yg82 • Jewish life in Britain: Passover in Manchester www.bbc.co.uk/education/clips/zgwhfrd and Shabbat in a Jewish home www.bbc.co.uk/education/clips/zvtfgk7 **Christianity: How do Christians shape their Places of Worship?** These lines of enquiry allow pupils to think about the value of traditional places of worship and why Christians develop modern ones. As they think about the reasons for change and the reasons for following tradition, pupils will arrive at a set of ideas about what Christians want in their church, as well as how churches help them in difficult times. The ideas discussed will become a written and creative task. • Some churches are completely different to the traditional idea of a church. For example, find out about Café Church, developed by a Christian group called Fresh Expressions; https://freshexpressions.org.uk/story-archive/vocation-at-the-cafe-church-march-2015/. Read the narrative on this page to the class. Why was a café style of church what worshippers needed? What did it allow that a traditional form of church did not? If you explore this website, there are lots of narratives as to why Christian people created new forms of church to meet peoples' needs, such as cook@chapel – info here: www.youtube.com/watch?v=SwV8o6zGuOU Discuss if these new developments change the nature of a 'church'.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** **Find out about what believers say about their places of worship (C2).** **Expected** **Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).** **Expected:** **Make connections between how believers feel about places of worship in different traditions (A3).**

© RE Today Services 2021 *Only for use in purchasing schools*

	• Why does the church reach out to help people in difficult times? Do the church members see helping people as part of worshipping god, or as part of being kind, of living in a community? Could helping others be a way of worshipping God? • Remind the pupils of the Greek Orthodox video from the beginning of the lesson. The small boy in the clip explains the meaning of the service; this church is not just for older people! Give a speech bubble to groups. Ask them to imagine that a member of this congregation is recently bereaved. Make a statement in a speech bubble about how the church helps them with their loss. How does the Christian story show hope for people, even in the worst times? • Create an advert for 'Café Church' in your town. The poster needs to say what a café church is, what type of Café Church this is, where it is held, when, what it is for and how it can help people in difficult times. **Hindus: Why is pilgrimage part of Hindu worship?** These lines of enquiry allow pupils to think about the importance of pilgrimage for Hindus. As they think about the reasons for pilgrimage, and explore specific examples, pupils will arrive at a set of ideas about what Hindus say about worship, as well as how sites of pilgrimage help them in difficult times. The ideas discussed will become a written and creative task. • Display images of the Kumbh Mela, held every 5 years in different holy sites along India's Ganges river, one of the biggest pilgrimages in the world. Teach that for Hindus pilgrimage is seen as part of worship. There is a duty to be *seen* by the deity worshipping at a particular shrine. Can pupils identify with this duty to be seen? • Watch this clip of British Hindu children talking about Hindu pilgrimage: www.bbc.co.uk/programmes/p02n5tks. Draw the class's attention to one lady's feeling of 'opening the doors to heaven'. What sort of places are sites of pilgrimage? Identify mountains and rivers where temples are built. • Why is water significant? [It signifies purification.] Ask the class to write in invisible writing with their fingers on a post-it something they feel bad about and would like washed away from them. Stick all the post-its on a table and pour imaginary water over them, washing them away. Let the post-its scatter to the floor. Reflect on the power of symbolic washing away- do the class feel more hopeful, lighter, better, happier? Even though this is only symbolic, does it help in any way? (A more dramatic outdoor version: throw a bucket of water over tissue paper on which pupils have 'invisibly written' – or use a hose…) • Why are mountains significant? [they symbolise triumphing over adversity and determination]. Ask the class if they have ever climbed a hill, run a long way or played a sport for a long time, until they are exhausted. Have they ever struggled to achieve something and managed it? Identify the mixed feelings of tiredness and pride. Write 'beginning', 'middle' and 'end' on the board. Identify how pupils feel at the start of a challenging experience, in the middle and at the end. Reflect on how climbing to a temple can reinforce someone's feelings of pride and determination in religious terms; to make them be better Hindus. How does this physical process actually help the spiritual process?	

	• Finally, identify all the ways these children felt a connection to God through pilgrimage. They all mention different traditions of Hindu pilgrimage; different deities and different places. Are the outcomes of these different pilgrimages similar or different for the children? How does this help them in their everyday lives back in Britain? • Give groups three cards each, marked 'beginning', 'middle' and 'end'. Remind pupils of their own feelings during stages of a challenging experience. Ask groups to choose the type of Hindu pilgrimage to think about; climbing up to a temple or being immersed in water. Recalling the video and the discussion, groups write how they feel at the beginning, middle and end of a Hindu pilgrimage. Give themselves an Indian or Hindu name (Google 'Indian Hindu names') and turn these cards into three postcards from a pilgrimage. Search online for images to stick on the other side- either of specific Hindu pilgrimage sites or Hindu deities and imagery. **Judaism: Why is the synagogue only part of the picture?** **(Answer: because worshipping G-d is for home and for every day as well)** These lines of enquiry allow pupils to think about the value of the synagogue and Torah in Jewish life and how they provide ongoing guidance. As they think about the value of these elements of Jewish life, pupils will arrive at a set of ideas about how the synagogue supports Jews and helps them in difficult times, but is only part of Jewish life along with tradition and the Torah. The ideas discussed will become a written and creative task. • Before you watch the clip about Torah scribes, display a tricky piece of writing on the board. Ask the class to copy it perfectly. Any mistakes, however small, mean they have to stop and start again. Explain that the Torah is replicated by hand in Judaism, and no mistakes are permitted. Watch this clip about the Torah in the life of Jews: www.bbc.co.uk/programmes/p02mxblj Reflect on the quiet concentration that descended on the class when they copied the text. Imagine how much they would concentrate if they were copying sacred words! • Watch this clip opening the doors to Sara's Jewish home: www.bbc.co.uk/education/clips/zwkq6sg. Watch the video once. List on the board all the elements of the house that make it Jewish: mezuzah, Kiddush cup, prayer book, Hebrew letters, a grandfather who was a Torah scribe, two kitchen sections for meat and milk and a kosher guidance book. Watch the video again, and tick off the list when this element appears. Ask pupils to explain each element; what is it and what is it for? • Discuss which if these would be most supportive to Jewish children when things get difficult. Which would the class be most likely to turn to for help and guidance? • Create a Venn diagram on a large sheet of paper, give to groups. Name three circles *synagogue, Torah* and *home.* Ask groups to fill in each circle how each aspect helps Jews. Offer suggestions if necessary, for example, 'where can Jews get together to celebrate?', 'what keeps the words of God safe?' and 'where can Jewish children learn from their parents?' Use glossary words to prompt pupils to formulate their own reasons. • Print images of synagogues, Torah scrolls and aspects of a Jewish home (such as a mezuzah or Kiddush cup). Let groups choose a few to add to their Venn diagram in the correct area. Finally, ask groups to come up with an	

© RE Today Services 2021 *Only for use in purchasing schools*

	argument as to which of these three; home, Torah or synagogue, is most important in helping Jews live in the best way? Groups have 5 minutes to decide and decide a reason why, and then are with the class. Listen to all reasons and vote as a class. **What we learned: Final Discussion – enable pupils to recap and recall the gains in knowledge that have come from the unit. Plan for this unit to lead to a piece of quality extended writing to be drafted and redrafted if you want to use this for assessing progress towards outcomes.** • Can pupils talk about a place where people might say or feel God is somehow more 'present'? Discuss pilgrimage, special religious places, holy sites, etc. If God is everywhere why go to a special place to worship? • Recap the conclusions pupils arrived at in the first section about the purpose of a place of worship. Can they add any more functions in light of what they have learned in this section? • Answer the key question using one, two or three of these religions as well as own experience and other knowledge; *what does a place of worship mean to believers?* • Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don't attend places of worship. How might they answer the unit question: if God is everywhere, why go to a place of worship? What answers do pupils have? • **Notes:** **Kumbh Mela:** huge Hindu pilgrimage which occurs every few years in sites along the River Ganges, India's holy river. Millions of pilgrims attend. **Mezuzah:** box containing the most precious Jewish prayer, on doorframes of Jewish homes **Kiddush cup:** cup to hold wine, drunk after prayer or blessings in a Jewish home, every Sabbath, and during festivals. **Kosher:** means 'fit' in Hebrew. The food that Jews are allowed to eat, or the combinations of food that Jews are allowed to eat. **Milk/ meat:** in Biblical times ancient Jews separated milk and meat products for hygiene purposes to prevent microbial contamination. Today many Jews see these rules as religious, even though we have refrigeration. However, not all Jews cook in a kosher kitchen today.	

© RE Today Services 2021 *Only for use in purchasing schools*