

KS1 Religion and Worldviews

What does it mean to belong to a church or mosque?

SAMPLE

1.3 What does it mean to belong to a church or mosque?

About this unit: The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there. Although the planning here is designed around Islam and Christianity, it may be appropriate to extend this to other places of worship, particularly if the class or local community reflects that diversity.

Where this unit fits in: This unit could be delivered in Year 1 or 2 with appropriate adjustments. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:

A. Investigate the beliefs and practices of religions and other world views, including:

1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address questions of meaning, purpose and value, including:

2. Ultimate Questions of belonging, meaning, purpose and truth.

The religion studied in this unit: *Christianity and Islam, but could be extended.*

Estimated teaching time for this unit: 8-10 hours



Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • The parts of a mosque and a church • The importance of belonging to a Christian or Muslim community • Ceremonies and rituals related to membership of a religious community 	<p>A resource pack is included. This contains, among other things, examples of signs and symbols.</p> <p>Many schools will be able to arrange a visit to their local church. Other churches will offer an educational service including Halifax Minster http://www.halifaxminster.org.uk/learning/</p> <p>Pennine learning also produces a list of visits and visitors and can be found on the resources page of www.penninelearning.com</p>

1.3 What does it mean to belong to a church or mosque?

EXPECTATIONS – informed by ongoing assessment throughout the unit:

<p>Pupils working towards the age related expectations will:</p> <ul style="list-style-type: none"> • Explore places of worship and look at special objects and symbols. 	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <ul style="list-style-type: none"> • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Talk about why places of worship are special for some people and say how this is demonstrated. • Explore details of customs, symbols and practices and ask questions.
--	--	--



ASSESSMENT SUGGESTIONS

Optional assessment activities.

- Use photos and sorting hoops to talk about the church and/or the mosque.
- Use photos of features, artefacts and rituals to play 'Odd one out'.

CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from experiencing quietness and thinking about the way reverence and ritual add to the worship experience of Christians and Muslims.
- Opportunities for **moral development** come from considering issues of respect when visiting other places of worship, and hearing about how other people live.
- Opportunities for **social development** come from exploring questions about the lives of our friends, the school community and the area in which we live.
- Opportunities for **cultural development** come from visiting places of worship and meeting representatives of a worshipping community.

1.3 What does it mean to belong to a church or mosque?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What does it mean to belong?</p> <p>What symbols and signs do we recognise? How do they show we belong?</p> <p>What are important symbols for Christians and Muslims and what do they mean?</p>	<p>Know what it means to belong</p> <p>Understand that symbols have meanings</p> <p>Recognise and talk about some Christian and Muslim symbols</p>	<p>What groups do you belong to? My family, School, Clubs, Brownies etc. How do you know you belong? Uniform, believe the same things, do the same things, meeting place, rules and regulations. What do you do? What do you wear? How does this show that you belong? How would other people know that you belong?</p> <p>Split the page into four boxes - school, family, clubs, and one blank for pupils to complete by themselves. Complete the sentence for each one 'I belong to...', and draw a picture inside each box to illustrate. Then in each box they could record the main features of each group – eg what you wear, beliefs etc.</p> <p>Show some symbols that children recognise e.g. school logo, McDonalds, road signs etc. Why were these symbols used? What do they mean? Which give information about belonging to a group? Explore the symbolism associated with some groups, e.g. trefoil symbol in Brownies, football club badges.</p> <p>Discuss symbols that might be seen in everyday life perhaps on signs – explore how a picture can give information. Pupils could look at a variety of examples of signs and symbols and sort them into groups. Children try to explain what they mean.</p> <p>Design a symbol (or logo) for your group – what does it mean?</p>	<p>Talk about the different groups to which they belong</p> <p>Design a symbol and say what it means</p>	<p>The teacher should spend some time exploring with the pupils how symbols have meanings, using familiar ones to start with. This is an important precursor to the exploration of religious symbolism.</p> <p>Examples of Christian signs and symbols can be found in the Resource Pack - Photo file</p> <p>Examples also available on RE:quest website</p> <p><u>Outdoor learning:</u></p> <p><i>Design a prayer flag with logo/symbols to represent your group. Use it to decorate an</i></p>

1.3 What does it mean to belong to a church or mosque?

		<p>How does it show that you belong?</p> <p>Explore Christian and Muslim symbols. Where might they be seen? (eg: in church, mosque, people might wear them) Do children know any stories associated with them? What ideas do the children have about where and why they are used?</p>		<p><i>area outside.</i></p>
--	--	---	--	-----------------------------

1.3 What does it mean to belong to a church or mosque?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What makes a place special?</p> <p>Why are some buildings special for Christians and Muslims?</p> <p>What are these buildings called?</p> <p>What is similar and different between belonging to school and belonging to a church or mosque?</p>	<p>Talk about what makes a place special.</p> <p>Name a church and a mosque as a special place for Christians and Muslims.</p> <p>Explore the idea that all churches/ mosques do not look the same.</p>	<p>Show the pupils two boxes, one wrapped in a very decorative way, and another very plain one. Include a symbolic 'treasure' in the plainly wrapped one. Which is special? The treasure is in the plain box!</p> <p>Teacher may talk about some special places for themselves. Lead children through a visualisation exercise about a visit to a special (real or imaginary) place. Close your eyes and listen about the special place. Can you see a picture in your mind about it? Who else is there with you? Would it be as special if you were there by yourself? It is good to share special times and places with other people who think the same way as you. Pupils talk about a special place for them. They could write about this or draw and label a picture with emotions and feelings.</p> <p>Show some pictures of different special buildings – these might include a school, hospital, football ground, etc. Also include a church and a mosque. Pupils can match building with its name. What is the name of the special places that they go to?</p> <p>What happens inside the school? What do children do? What routines do they all follow? How do they know what to do? What do visitors see when they come to our school? (behaviour and attitudes) How does this show that we belong? What happens if someone new arrives in school/class? How do we make them</p>	<p>Talk about a special place.</p> <p>Talk about what happens in school and what it means to belong to school.</p> <p>Name a church and mosque.</p> <p>Talk about the similarities and differences between belonging to a school and a faith community</p>	<p><u>Outdoor learning:</u></p> <p><i>Walk around the outdoor environment – man-made and natural. Does it feel special? How? Collect items, draw pictures, make rubbings, make a print in clay/playdough of a special item.</i></p> <p><i>Story circle: reflect on special places. Can outdoors be as special as indoors?</i></p> <p><i>Use all the senses to create a thank you prayer using the things we enjoy around us.</i></p> <p><i>Story circle : Time for reflection – how do we</i></p>

1.3 What does it mean to belong to a church or mosque?

	<p>welcome? What activities do we do in school? The following may be helpful when considering this – learning, working together, singing, supporting each other, reading, praying, music, thinking time, meeting friends. Do you do these anywhere else?</p> <p>Choose either a church or a mosque – or include both. What do you think happens inside the place of worship? What do believers do? How is this similar to school? How is it different? How do believers show that they belong? How do they welcome new members?</p> <p>Produce a Compare and Contrast sheet to draw out similarities and differences between school and church or mosque.</p>		<p><i>show we belong? How do we welcome others?</i></p> <p><i>Den building: create a special place.</i></p>
--	---	--	---

THIS IS ONLY A SAMPLE OF PART OF THE UNIT - OTHER LESSONS FOLLOW IN FULL UNIT