

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.

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.		
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.63. • 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 Recall and name some key features of places of worship studied (A1). Find out about what believers say about their places of worship (C2).	Expected 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).	Exceeding 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).	

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 <i>seen</i> 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.
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NOTE: The suggestions in this unit of work offers around 8-9 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.	
Emerging 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	Expected 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	Exceeding 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
Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. • NB: choose the religions you are studying, or compare all three.	

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>What is a place of worship? What is it for?</i>		
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).

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<i>What is a Christian place of worship? What is it for?</i>														
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: <table border="1" data-bbox="448 424 1794 936"> <tr> <td>A room for children to learn and play</td><td>A platform to speak from, not raised as everyone is considered equal.</td><td>A large, rectangular pool in the main church filled with water. Deep enough to reach an adult's waist.</td></tr> <tr> <td>The pool is called a 'baptistry'</td><td>A board outside stating the next 'Lord's Supper' will be in three weeks</td><td>A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)</td></tr> <tr> <td>A board outside advertising 'Holy Communion' every Sunday at 9am and 10am.</td><td>A lectern (raised stand) for the priest to stand so the whole congregation can see and hear him/ her</td><td>A font; a raised bowl of water. Tall enough for an adult to stand at and hold an infant over the water.</td></tr> <tr> <td>A room for children to learn and play</td><td>A table in the church, with gold candlestick, a gold cup and plate.</td><td>A cross displayed at the front of the church. The cross is empty (no crucified Jesus on it)</td></tr> </table> - 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 focussing 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 baptistry.	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 'baptistry'	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 (no crucified Jesus on it)	A board outside advertising 'Holy Communion' every Sunday at 9am and 10am.	A lectern (raised 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)	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).
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	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.	
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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: 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)