

Senses in Worship: Offering Gifts KS1 Unit

About the Unit

The purpose of this unit is to explore ideas about offering in worship. It involves concentration on the senses and how they are used by the pupils themselves and by believers in worship. The unit offers the opportunity for visits to a Hindu mandir and a Christian church where sensory stimulation to worship will be the focus. There is an opportunity to consider what God might be and why Christians and Hindus would want to offer gifts to God. Pupils are encouraged to reflect upon what offerings they might make to someone special.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.4 Identity and belonging

- a) Finding out about where and how people belong and why belonging is important.
- b) Being aware that differences exist between religions and beliefs

1.6 Values and commitments

- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.1a	Importance/impact of religion & religious diversity	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
2.1b	specialist vocabulary	Identify and suggest meanings for religious symbols and begin to use a range of religious words
2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.1e	Religious/spiritual expression	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses
2.2a	reflection on feelings, experiences and values	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2c	reflection on what individuals and communities value	Identify what matters to them and others, including those with religious commitments, and communicate their responses
2.2d	responses to ethical and philosophical issues	(i) Ask and respond imaginatively to puzzling questions, communicating their ideas

Range and Content (traditions and themes)

This unit focuses on the Christian and Hindu traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- d) **Symbols:** how and why symbols express religious meaning and significance
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

ICT- in the form of digital cameras to record images in church and mandir; in the form of presentational software or audio visual devises to record ideas about God.

Art- to draw sensory experiences, puja artefacts, objects in the church; to make a collage of children's ideas about God

DT- to make models of puja sets or own gifts for offering

Science- to further explore the senses

Literacy- to use descriptive language for ideas about God, perhaps leading into poetry.

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Know that Christians and Hindus may choose to make offerings as an act of worship to God and be able to suggest what these might be. Working towards L1	Demonstrate knowledge that Christians and Hindus make offerings to God. Pupils will be able to choose an offering suitable as a gift for someone special to them. Level 1
Developed	Demonstrate knowledge that Christians and Hindus make offerings to God. Pupils will be able to choose an offering suitable as a gift for someone special to them. Level 1	Demonstrate knowledge that Christians and Hindus make offerings to God as a form of worship and can give reasons for this. They can share some ideas about who or what God might be. They can explain the importance of making a good choice of gift for someone special to them. Level 2
Extended	Demonstrate knowledge that Christians and Hindus make offerings to God as a form of worship and can give reasons for this. They can share some ideas about who or what God might be. They can explain the importance of making a good choice of gift for someone special to them. Level 2	Show some understanding of the symbolic nature of offerings and give a simple explanation. Pupils can explain how making an offering is different to giving someone a present. Level 3

Possible assessment tasks:

- Ask the children to draw a puja set and match the artefacts to the appropriate senses.
- Use an interactive display of a Hindu shrine and observe pupils as they examine and talk about the artefacts.
- Ask pupils to talk about an object they have drawn or a photograph they have taken whilst in the church.
- Ask pupils to tell a partner about their chosen gift and the recipient and why they have chosen them.

Resources

You may find the following resources useful when teaching this unit:

- Adult helpers for sensory walk.
- Paper and clipboards for recording sensory experiences.
- Examples of tastes, smells, sights, sounds and tactile objects.
- Stilling activities such as those found in *Don't Just Do Something, Sit There* by Mary Stone.
- Book to introduce Hindu puja, such as 'Kedar's Book' in *The Gift to the Child* materials.
- Puja set (artefacts)
- Murtis, such as Ganesha
- Visit to Hindu Mandir or Hindu visitor to demonstrate puja
- Video/DVD of puja, such as *Pathways to Belief: Hinduism*, BBC
- Books such as *Where We Worship: Hindu Mandir* and *Where We Worship: Christian Church*, Angela Wood, Franklin Watts or use a website such as :
<http://www.guardian.co.uk/education/2003/sep/30/primaryschoolteachingresources.primaryeducation> for information.
- Drawing materials
- Digital cameras
- Materials for recording children's ideas about God, such as paper, art materials, ICT presentation software, sound-recording devices, video cameras
- Materials for making gifts and offerings

Vocabulary

senses	Hindu	worship	offering	puja	murti	mandir
Christian	stillness	silence	church			

Glossary of Key Terms

Puja

Puja (worship) is the act of showing reverence to a god, a spirit, or another aspect of the divine through invocations, prayers, songs, and rituals. It is most often performed in the homes of Hindus but also within the community at the Hindu Mandir. During puja an image or other symbol of the god (murti) serves as a means of gaining access to the divine. This icon is not the deity itself but is a focal point for honouring and communicating with the god.

Murti

An image or statue of a Hindu god used as a focal point for puja. The shrine within a home will usually focus on one Hindu god e.g. Ganesh.

Mandir

The Hindu temple or place of worship. Mandir comes from the Sanskrit word meaning 'dwelling place'. A Hindu temple can be a separate structure or a part of a building. A feature of most temples is the presence of murtis of the Hindu deity to whom the temple is dedicated. They are usually dedicated to one primary deity, called the presiding deity, and other subordinate deities associated with the main deity. Most Hindus worship mainly in the home and visit the Mandir during times of religious festival and celebration.

Further Guidance

Although desirable, a visit to the mandir is not essential to this unit since home shrines are the main focus of worship for Hindus. This can be experienced by pupils through a Hindu visitor or using video/DVD footage.

Ensure pupils do not see murtis as God but are seen as a representation of Hindu ideas of the nature of God. Always take care that murtis are treated with respect and are never placed upon the floor.

Sikhs also make offerings in worship but the focus is not on the senses. Offering in Islam is less concrete. It is shown in the beauty and appropriateness of design and the recitation of the Qur'an. Buddhist offerings at shrines are not offered to a deity but as a symbol of respect shown to the Buddha.

When using this unit with a Year 2 class or a mixed Year 1/2 class, make sure you provide opportunities for the more able children to explore similarities between Hindu and Christian offerings in worship and ideas about God. More able pupils should also be given opportunity to explore the differences between making an offering and giving someone a present.

This takes into account that some children may be further along the assessment scale than children in Year 2, at whom this unit is aimed.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>To use the senses and share sensory experiences during a senses walk</p>	<p>What is really amazing about our world?</p> <p>What gives my sense the most enjoyment?</p> <p>Why is our world like this?</p> <p>How does it make me feel?</p>	<p>Pupils' personal sensory experience and preferences.</p> <p>The Earth as a sensory place, meeting these needs in people.</p> <p>The idea of offering and sharing.</p>	<p>Go on a sensory walk in the school grounds or local environment and encourage pupils to use all 5 senses to explore and experience where they are.</p> <p>Back in the classroom, conduct a 'stilling' activity to help pupils revisit the sensory experience of the walk. Share circle time activities in which pupils can use their senses. Make 'sensory recommendations' for others in the class e.g. 'I think ...would like...because...'</p>	<p>Children are able to use their senses during a sensory walk.</p> <p>Children are able to revisit and discuss their sensory experiences with others.</p>	<p>Sufficient adult helpers to accompany pupils on a sensory walk.</p> <p>Means for pupils to record their sensory experiences e.g. paper and clipboards.</p> <p>Stilling activities e.g. Mary Stone <i>Don't Just Do Something, Sit There</i></p> <p>Examples of smells, tastes, sights, sounds, tactile objects.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>To understand the ideas behind Hindu puja and identify the senses used</p>	<p>Where do Hindus think these senses come from?</p>	<p>Hindu puja at home.</p> <p>Idea of senses as a gift from God which Hindus offer back to God through the murtis.</p>	<p>Introduce the idea that Hindus believe that God gives them their senses. Use a book such as 'Kedar's Book' from <i>The Gift to the Child</i> materials, or something similar, to introduce the concept of puja- Hindu worship.</p> <p>Explore the artefacts used in puja worship with the children. Link them with the appropriate senses. E.g. incense- smell, aarti lamp- sight, etc. Ask the children to record the artefacts and match them to the appropriate sense, using drawings or a simple pairing activity.</p> <p>Look at photographs of a shrine set up for worship in a Hindu home. Perhaps recreate something similar in the classroom using a poster of a Hindu god or murti and the puja artefacts.</p>	<p>Children know that Hindus believe God gave them their senses.</p> <p>Children can explain the ideas behind Hindu puja and most children can name the artefacts and the senses associated with them.</p>	<p>A book to introduce Hindu puja, such as <i>'Kedar's Book: Gift to the Child Materials'</i>, Simon and Schuster.</p> <p>Puja set Murti, such as Ganesha Food offerings, flowers, etc as would be put on a Hindu shrine at home</p>
<p>2.1a Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>To describe puja at the Mandir</p> <p>To discuss Hindu offerings and the senses they use</p>	<p>How do Hindus use their senses to worship God?</p>	<p>Hindu puja at the mandir.</p> <p>The murtis focus the mind on God.</p>	<p>Investigate Hindu puja at the Mandir, either through making a visit or using a video/DVD. Alternatively, see if a Hindu visitor might come into school to demonstrate puja.</p> <p>Focus on the offerings being made to God through the murti. Ask the children to describe in words/drawings what they can see, hear, smell, touch, taste at each stage of the puja.</p> <p>Recall the gifts offered and discuss who the recipient of these offerings might be.</p>	<p>Children are able to describe puja at the Mandir.</p> <p>Children can discuss the offerings and the sense being used and who the offerings might be being made to.</p>	<p>Visit to a mandir</p> <p>Hindu visitor's demonstration of puja</p> <p>Video/DVD such as <i>Pathways to Belief: Hinduism</i>, BBC.</p> <p>Book such as <i>Where We Worship: Hindu Mandir</i>, Angela Wood, Franklin Watts</p>

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<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>To share personal ideas about why Hindus and Christians choose to offer gifts to God</p> <p>To share personal ideas about God providing reasons for these ideas</p>	<p>To whom do you think Christians and Hindus are offering their gifts?</p> <p>Why do they do it?</p>	<p>Ideas about God.</p>	<p>Give the children the opportunity to discuss the key questions.</p> <p>Record the children's ideas. This could be done in a variety of ways appropriate to the ability of the class and resources available, e.g. scribing children's ideas, asking children to draw/write their ideas, making a collage of the class's ideas about God, asking pairs to make a presentation (using ICT or otherwise), recording 'sound bites' or interviewing pupils using audio visual equipment.</p>	<p>Children can share their ideas about who Hindus and Christians offer gifts to and why they do it.</p> <p>Children can share their own ideas about God and some children can share reasons for their ideas.</p>	<p>Materials for recording children's ideas might include:</p> <p>Paper and pencils</p> <p>Art materials</p> <p>ICT presentation software</p> <p>Sound-recording devices</p> <p>Video cameras</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>To choose a sensory gift for someone special and give reasons for the choice</p>	<p>To whom would you offer a gift in this special way? Why?</p>	<p>People who are significant to the pupils.</p>	<p>Invite the children to choose a gift, from their own personal experience, which would be a suitable offering for someone very special to them.</p> <p>Ask the children to draw or make this gift. The gift must involve the senses but need not be wrappable e.g. a sunny day, a glass of water, a lavender bag, a bunch of flowers, etc.</p> <p>Spend some time asking the children to share their gift with the class and who it is for. Encourage the children to share their reasons for choosing the gift and its recipient.</p>	<p>Children are able to choose a sensory gift they would give as an offering to someone special.</p> <p>Most children can give a reason why they have chosen the gift and its recipient.</p>	<p>Materials as required for drawing/making gifts.</p>