

Special Places- Year 1/2

About the Unit

This unit focuses on the theme of Special Places. It starts with pupils' own experiences which may or may not be shared and then follows with Christian and Sikh places of worship with an emphasis on purpose and use. A number of visits should be made to contrasting churches and if possible a Gurdwara (or use posters, videos and virtual tours on the internet). On these visits draw out how these buildings are used. Pupils should be encouraged to discover how prayer and praise of God takes place, and how the use of music, rituals and prayer, etc. is used to do this. This unit ends with more reflection from the pupils on their own experience of feeling special, in a particular place or at a particular time.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and 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

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

Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh 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
- f) Where and how people belong and why belonging is important

Curriculum opportunities:

During the course of this unit children may use:

ICT – using internet or DVD resources to find information about special places. Virtual tours of special places.

Geography -based local area study - buildings

Music - listen to a variety of music from the Church and Gurdwara. Hymns and Shabads (Sikh Hymns) and the instruments used would be good starting points.

Literacy- skills can be developed through using descriptive language to explore or recount their experiences of their visit to a special place, reading non-fiction texts related to worship in special places and meeting the words of hymns and prayers, enriching vocabulary.

Design and technology- there is scope for the making of a variety of artefacts, musical instruments and model buildings using construction materials, for example.

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	Pupils can describe a place that is special to them through talking or art work. They will be able to talk about what a Church and Gurdwara are like. Working towards Level 1	Pupils relate their own experience of and attitudes to their special place to that of a church and Gurdwara. They will express opinions and suggest reasons why these buildings are special and what makes them special. Level 1
Developed	Pupils relate their own experience of and attitudes to their special place to that of a Church and Gurdwara. They will express opinions and suggest reasons why these buildings are special and what makes them special. Level 1	Pupils identify what features can make a place of worship a special place, talk about how Christians and Sikhs show that a church or Gurdwara is special to them and how they acknowledge God's presence through prayer and praise. They will be able to talk about their own sense of feeling special and the circumstances surrounding that. Level 2
Extended	Pupils identify what features can make a place of worship a special place, talk about how Christians and Sikhs show that a church or Gurdwara is special to them and how they acknowledge God's presence through prayer and praise. They will be able to talk about their own sense of feeling special and the circumstances surrounding that. Level 2	Pupils can use specialist vocabulary when describing and comparing two places of worship. They ask questions about the purpose and use of these buildings while studying or visiting these places. They understand the importance of the special places in each religion and reflect on their own experience of a special place. Level 3

Possible assessment tasks:

- Observe and listen to how pupils describe their own special place.
- Make observations during visits to ascertain whether children can see the similarities and differences in contrasting places of worship.
- Make a note of more sophisticated questions more able pupils ask on the visits or virtual tours of special places.

Resources

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

- Pictures, photographs of special places in a home or garden (perhaps on an IWB so they can be easily manipulated)
- Posters, pictures, of Christian and Sikh places of worship – Folens Photopacks, Where we Worship series: Christian Church, Angela Wood; Sikh Gurdwara, K Kaur Singh, Franklin Watts.
- Virtual tours on the internet – websites – www.reonline.co.uk - www.ngfl.ac.uk/re - www.thegrid.org.uk/learning/re - www.request.org.uk
- Visit to local churches and a Gurdwara.
- Video – Sarah and Paul: Going to Church, Cross View Audio Visual.
- Support by church leader and Gurdwara representative.
- Books – Lucy's Sunday, M Barratt, Heinemann. Living Religions: Christianity (2)2 and Sikhism 2, Nelson. (good activities in Teachers Resource Book on worship.)
- Christian and Sikh artefacts used in the places of worship.
- Different prayers, hymns, church music played on CD.
- Sikh Gurdwara shabads (hymns) played on a CD.
- Digital cameras and/or movie cameras/Dictaphone to record pupil ideas whilst on a visit

Vocabulary

God	Church	Gurdwara	worship	pulpit	lectern	hymns	shabads
harmonium	tablas	langar	organ	chauri	Guru Granth Sahib	Bible	Nishan Sahib
font	Granthi	Minister	Reverend.				

Glossary of Key Terms

Baptism

A special service when someone joins the Church. This may also be called a Christening service.

Chapel

a place where Christians worship.

Chauri

A feathered fan used to respect the holy book Guru Granth Sahib by waving it across it.

Communion

when Christians eat bread and drink wine to remember Jesus and his teachings.

Confirmation

when Christians make for themselves the promises that were made for them when they were baptized as babies.

Granthi

A person who looks after and reads from the Sikh holy book.

Guru Granth Sahib

Sikh holy book compiled by 5th guru. It contains writings of all Gurus and other famous writers of that time.

Harmonium Tablas

Musical instruments used in Gurdwaras.

Langar

A free kitchen and vegetarian food service in every Gurdwara run by volunteers.

Nishan Sahib

Sikh Flag usually found in front or top of every gurdwara.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

This unit is very much one that can be developed in a variety of creative ways. Give the children the opportunity to develop their understanding through art, music and drama.

It would be possible to use other religious traditions alongside the Christian tradition as an alternative to the Sikh tradition. Each of the major traditions has dedicated places of worship or meditation and, although practices differ, all but the Buddhist tradition offer worship to God. The Buddhist temple or vihara can be explored as a special place, but its focus is on respect for the Buddha and meditation on his teaching and not on prayer, praise and worship of God.

It is paramount that, when making a visit to either Church or Gurdwara, etiquette and respect of that place of worship are acknowledged. On entering the Gurdwara, shoes are removed and your head needs to be covered and hands should be washed. No intoxicating substance, including tobacco, should be taken into the building.

When adapting this unit for a Year 2 class or a mixed Year 1/2 class, make sure you provide opportunities to compare the two places of worship directly, questioning a representative from both traditions, looking for similarities between them and encouraging children to link it to their own experiences of a special place.

Teaching the Unit:

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><i>To be able to investigate the importance of special places.</i></p>	<p>What place is special to me and why?</p> <p>What do I do in my special place?</p>	<p>Places selected by pupils and their reasons.</p>	<p>Ask pupils to think of a place that is special to them. Encourage them to talk about it and describe it.</p> <p>In discussion, let the children talk about their special places in different ways, maybe using these starters: 'I like my special place because ...'; 'My special place is'; 'I have a special place so I can ...'; 'It is special because ...'.</p> <p>Pupils' activities could include pictures, writing, sculpture, modelling and describing.</p> <p>Pupils develop their ideas by talking about times when they go to their special place, why and what do they do or how they feel.</p>	<p>Children are able to identify a special place for themselves.</p> <p>Children are able to tell why that place is special to them.</p>	<p>Photographs and pictures of different areas in homes and school or other places such as park or religious buildings.</p> <p>Use of IWB.</p>

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<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><i>To be able to identify similarities and differences in places of worship visited.</i></p>	<p>What are the Christian churches like?</p> <p>Are they all the same?</p> <p>What is special about a Gurdwara for Sikhs?</p>	<p>Differences inside and outside of the church and Gurdwara.</p> <p>Significant features of the buildings.</p>	<p>Introduce the idea of places that are special for worship. Discuss the term worship to clarify the meaning.</p> <p>Look at photographs of different churches and use pupils' personal experience.</p> <p>Include a visit to a place of worship; two would be ideal. Build up a sense of anticipation and the feeling that the place of worship they are visiting is special. Identify the features within the church.</p> <p>Do the same for the Gurdwara visit. Use virtual tours on the IWB to prepare pupils for a visit to these places of worship. Remind children to respect the places of worship and the religions.</p> <p>Pupils could take photographs using digital cameras or make short film clips using digital movie cameras to record the elements of the places of worship they think are special and contribute the focus on worship in that place.</p>	<p>Children are able to understand that church and Gurdwara are the special places of worship.</p> <p>Children use appropriate vocabulary to name the features of these buildings.</p>	<p>Virtual tours on the IWB, use of internet to research. Protestant Churches – Mandy Ross Pictures of these buildings with labelled features.</p> <p>Books to research further knowledge. Sikh Gurdwaras Gopinder Kaur</p> <p>Digital cameras Movie cameras Dictaphone Clipboards</p>

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<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>2.1b Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>2.1c Name and explore a range of celebrations, worship and rituals in religion.</p> <p><i>To begin to understand the ways in which the senses, in the form of colour, smell and sound of music, may contribute to worship.</i></p>	<p>What do I notice that helps to make this Church/Gurdwara seem special?</p>		<p>Whilst on the visits many activities can be done to explore the places of worship: I spy, treasure Hunt, senses sentences: 'I can feel'..., 'I can hear.....,' 'I can smell...'. Drawing, photography, etc. Make sure you get permission from the person hosting your visit before starting the children off on these activities.</p> <p>Gurdwara points to identify: Nishan Sahib (flag), manji sahib-place where the Guru Granth Sahib is placed, chauri waved on Guru Granth Sahib, seating on carpet, space for musicians, etc.</p> <p>Church points to identify: Crosses, music area, pulpit, flowers, candles, windows, altar or communion table.</p> <p>Why do the pupils think that they are special? What makes them special? Record pupil ideas using Dictaphone or writing on clipboards whilst on the visit. Use these as prompts for follow up discussion back at school.</p>	<p>Children are able to understand and follow different rules whilst visiting the church and Gurdwara.</p>	<p>Same as previous lesson</p> <p>Faiths celebrations DVD</p>

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<p>2.1c Name and explore a range of celebrations, worship and rituals in religion.</p> <p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning and communicate their responses</p> <p><i>To begin to understand the importance of worship and prayer in a religious place.</i></p>	<p>What goes on in a place of worship?</p>	<p>A place to worship God. A meeting place. Focus on praise, worship, respect, offering, listening to a leader singing</p>	<p>Provide an opportunity for the children to interview a church leader or Gurdwara committee member to find out what happens in the church and Gurdwara. Can they find out for themselves based on their visit?</p> <p>Look at some prayers, listen to some hymns, use artifacts to build up the picture of how Christians worship. What is special to them? How do they show it?</p> <p>Listen to Sikhs worshipping. Recognise the importance of music.</p> <p>Raise the question of to whom they are offering the worship. What do Christians/Sikhs think God is like?</p>	<p>Children are able to say how people worship or meditate in a Gurdwara or a church.</p>	<p>Human resources – representatives from both traditions.</p> <p>Sikh and Christian artefacts</p> <p>Music CDs Hymns books</p>

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<p>2.2a Reflection on Feelings, Experiences and values 2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning and communicate their responses</p> <p><i>To be able to listen and respond to the words and meaning of a hymn, prayer or statement of belief.</i></p>	<p>How do people show what they feel about God?</p>	<p>Use of prayer and praise linking to music. Purpose of hymn singing.</p>	<p>How does the worship music make you/others feel? Spend time on creating some music for the place of worship. Link with creating a hymn suitable for a Christian to use.</p> <p>Talk about prayers and hymns. Class favourites. Listen also to some shabads from a gurdwara and instruments played there.</p> <p>Show that there are opportunities for worship in many ways. Music can be joyous, sad, solemn, hopeful, etc. Look at variety.</p>	<p>Children are able to listen and respond to the music and say how does it make them feel.</p>	<p>Different prayers, hymns, church music. Harmonium, Indian drums, tabla (drums). Live or on tape/CD.</p>

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2.2a Reflection on Feelings, Experiences and values <i>To begin to understand the possibility of a relationship beyond the earthly ones.</i>	When do I feel that I want to have time that is different from the ordinary?	Reflection on their own behaviour and opportunity to be alone. Making choices.	Re-visit the idea of going somewhere or being on your own to think about God and yourself and your life. Have the pupils ever done this? When? Did it make them feel different? Did they feel special? Use drama, role-play activities to explore and demonstrate these moments. Pupils could also try to use poetry to express their feelings at these times.	Pupils are able to express their feelings during times of reflection and worship.	Same as previous lesson