

## Working Together - Year 3/4

### **About the Unit**

This unit centres on the community aspect of special places, beginning with those places which are special to groups to which the pupils belong, such as home or school. It looks at responsibilities and expectations of people in those places. The unit goes on to look at roles and responsibilities in the church and gurdwara communities where the special place is considered in part to be sacred and members have a duty to care for it. It also looks at the handing on of belief and tradition in the nurture of the next generation. Finally pupils are encouraged to consider how they and adults rely on each other and what makes for a relationship which benefits communities to which they belong.

### **Key Concepts**

#### **1.2 Practices and ways of life**

- b) Understanding that religious practices may have similarities, are diverse and can change

#### **1.4 Identity, Diversity and Belonging**

- a) Exploring how individuals develop a sense of belonging through faith or belief
- b) Exploring the variety and differences that exist within and between religions, values and beliefs

#### **1.6 Values and Commitments**

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

### Key Processes

<b>2.1a</b>	<b>Importance/impact of religion &amp; religious diversity</b>	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
<b>2.1c</b>	<b>beliefs and practices</b>	(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
<b>2.1e</b>	<b>Religious/spiritual expression</b>	interpret a range of forms of religious expression and understand why they are important in religion
<b>2.2b</b>	<b>reflection on belonging</b>	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
<b>2.2c</b>	<b>reflection on what individuals and communities value</b>	Reflect on the importance of religion and other world views for individuals and communities

### Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

- c) **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

### Curriculum opportunities:

During the course of this unit children may use:

Art- To draw comic strips of different responsibilities; to draw building in which they feel 'at home'; as part of presentations about what happens in churches and gurdwaras

Literacy- To read about refugees; to write questions and record observations; to present findings about what happens in churches and gurdwaras

### 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 3	Year 4
<b>Basic</b>	Pupils will be able to name some of the things that take place inside the places of worship they have observed. They will begin to identify things that are similar to life at home and in school <b>Level 1</b>	Pupils will be able to put simple questions to gain information about the forms of service which Sikhs and Christians give at their places of worship that relate to their observations. They will draw simple comparisons with the responsibilities they have at home or in school. <b>Level 2</b>
<b>Developed</b>	Pupils will be able to put simple questions to gain information about the forms of service which Sikhs and Christians give at their places of worship that relate to their observations. They will draw simple comparisons with the responsibilities they have at home or in school. <b>Level 2</b>	Pupils will give reasons why co-operation can lead to constructive results, and predict the outcome of its absence. They will be able to give relevant reasons related to belief about why Christians and Sikhs engage in service to their communities. <b>Level 3</b>
<b>Extended</b>	Pupils will give reasons why co-operation can lead to constructive results, and predict the outcome of its absence. They will be able to give relevant reasons related to belief about why Christians and Sikhs engage in service to their communities. <b>Level 3</b>	Pupils will be able to talk about the value of inter-dependence, relating what they have learned to a range of situations. They will relate the actions of Sikhs and Christians to beliefs gained from particular teachings of the traditions. <b>Level 4</b>

### **Possible assessment tasks:**

- Drawings of own buildings where they feel 'at home'
- Research projects and presentations about church and gurdwara
- Questions asked during visits
- Contracts detailing commitment to being part of school community

### **Resources**

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

- Appropriate stationery and drawing materials.
- Books such as *Human Rights: Shelter*, Kate Hancock, Wayland.
- News footage of refugees from suitable sources such as Newsround
- Large paper and drawing materials
- A visit to a church should be arranged ensuring that there will be several church members available to help the pupils' research if possible.
- Books and websites for researching churches and gurdwaras e.g. <http://www.reonline.org.uk/index.php>
- Clipboards and paper
- Digital cameras
- A range of books about churches should be available, e.g. *Discovering Churches*, Lois Rock, Lion. *Christian Church*, A Brown & A Seaman, Black.
- Writing paper and materials
- Books and DVDs about the Sikh gurdwara e.g. *My Sikh Faith*, *Pathways of Belief* DVD
- Visit to a gurdwara to be arranged ensuring pupils can observe some activity and ask questions.
- Paper for recording children's statements of commitment
- Possible visit of church and gurdwara members to see work arising from the visit.
- Card and art materials for thank you cards

## **Vocabulary**

community	responsibility	church	Sunday School	Junior Church
gurdwara	Punjabi classes	langar		

## **Glossary of Key Terms**

### Gurdwara

The gurdwara is the Sikh holy place of worship.

### Junior Church/Sunday School

These are terms used in different Christian denominations for the groups that are held to teach the children in the church community about the Christian faith. These groups may be held during the adult service or at a different time. Children typically learn Bible stories, Bible verses, children's hymns and worship songs and partake in activities and crafts that express aspects of the Christian message.

### Langar

The langar is a special meal that is cooked in the gurdwara each day and that all, Sikh or otherwise, are invited to partake in. It is cooked in the langar kitchen and served in the gurdwara's langar hall.

### Punjabi classes

Gurdwaras often hold Punjabi classes to teach Sikh children the language spoken by the majority of Sikh people. The Sikh holy book, the Guru Granth Sahib, is written in an old language which is very close to Punjabi. The children will also learn songs and prayers in Punjabi. Many signs within the gurdwara will be written in Punjabi also.

### **Further Guidance**

**Please see WAS Guidance on using these units ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE))**

This unit of work could be adapted to look at any other tradition alongside Christianity. Do not however look at more than one. In choosing your Christian church try to vary the denomination in your area if that is possible to do without travelling too far.

When making a visit to a gurdwara ensure that everyone has something to wear to cover their heads. Scarves are more appropriate than hats. Prepare pupils to know how to respond if they are offered food or drink and to be aware that they will need to remove shoes.

It is important to give places of worship some feed-back. Write to them, send examples of work produced or invite those you have interviewed to come into school.

**Teaching the Unit:**

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><b><i>To be able to identify the responsibilities of belonging to a community and the pros and cons of belonging</i></b></p>	How do people work together in my home/school?	Roles within the pupils' homes and school which show interdependence.	<p>Discuss the expectations pupils have of others at home/school and that others have of them practically on a day-to-day basis.</p> <p>Make individual lists of pros and cons of belonging to their particular household or class. Draw out from these the idea of rights and responsibilities in communities.</p> <p>Write or make a comic strip about the day 'X' forgot to do some small important task, e.g. unlock school, ring the bell for playtime. Look at the consequences.</p>	<p>Children can identify a community they belong to (school, home or other) and can identify the responsibilities and expectations that are a part of belonging</p> <p>Children can evaluate the pros and cons of belonging and the consequences of ignoring these</p>	Appropriate stationery and drawing materials.

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p><b><i>To begin to understand the merits of a community having a building they can call 'home'</i></b></p> <p><b><i>To be able to identify a building where they feel 'at home' and ways in which the building's features are important to the community</i></b></p>	<p>Does a community need to have a base?</p> <p>Does this involve responsibilities?</p>	<p>Buildings which give communities an identity.</p>	<p>Consider the need for a 'home' for a group. Look at what it would be like to be a refugee (you can use archived news footage from suitable sources such as Newsround for this).</p> <p>Ask the children to draw a building where they feel 'at home', labeling important features and saying why they are important to the 'community' that uses it e.g. a dining room with a large table for eating together</p>	<p>Children can discuss the need for a home</p> <p>Children can identify a building in which they feel 'at home' and can match the features of the building to its importance for the community that uses it</p>	<p>Books such as <i>Human Rights: Shelter</i>, Kate Hancock, Wayland.</p> <p>News footage of refugees from suitable sources such as Newsround</p> <p>Large paper and drawing materials</p>



Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1e Interpret a range of forms of religious expression and understand why they are important in religion</p> <p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><b><i>To be able to investigate the tasks carried out to keep a church running</i></b></p> <p><b><i>To be able to identify the purpose of the Junior Church/ Sunday School</i></b></p>	How do Christians co-operate as members of a church?	Christian churches, their care and upkeep, preparation for worship, care for the members, decision-making and nurture of the children who belong to the community e.g. Junior Church.	<p>Use individual/small group research to put together a list of things which need to be done to keep a Christian church running as a place of worship and a centre for a community. Books and the Internet could be used for this.</p> <p>Make a visit to a church and use investigative methods to discover how the tasks are carried out and by whom.</p> <p>Question members of the church, look at notice-boards, written notices, church magazines etc. Take photographs of evidence. Different groups may be given specific questions to answer or pieces of research to undertake about the running of the building and the services it provides. How is everything paid for?</p> <p>As part of this research discover how the church nurtures its children through Sunday School/Junior Church and sharing in activities with the adults.</p>	<p>Children can use investigative techniques to identify the tasks that are carried out to keep a church running and by whom</p> <p>Some children will know the purpose of the Junior Church/Sunday School and how it is run</p>	<p>A visit to a church should be arranged ensuring that there will be several church members available to help the pupils' research if possible.</p> <p>Books and websites for researching churches</p> <p>Clipboards and paper Digital cameras</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><b><i>To begin to understand what is involved in running a church</i></b></p> <p><b><i>To be able to identify the importance of the Junior Church/Sunday school and make suggestions for other possible children's work</i></b></p>	How do Christians help children to become part of the worshipping community?	The roles of people who are involved and their cooperation.	<p>Back in school share the outcomes of all the research by producing a class manual 'Running a Church' or a display, with individual writing in answer to particular questions the pupils had raised on the visit. Discuss with the pupils why members of the church choose to take on different responsibilities.</p> <p>Spend some time reflecting on the role of the Junior Church/Sunday School. Why is it important? Why might people choose to do this work? Remind the children about Jesus wanting the children to come to him in the Bible. Is this a possible motivation for others?</p> <p>Think about other possible activities a church might want to run with or for children. Write them on slips and post them in a suggestion box. Discuss the feasibility of the suggestions and who might help to carry them out. Would they all be adults?</p>	<p>Children can present their findings in the form of a class book or display</p> <p>Children can begin to understand the role of the children's work in a church</p> <p>Children can suggest new ideas for church activities for children</p>	<p>A range of books about churches should be available, e.g. <i>Discovering Churches</i>, Lois Rock, Lion. <i>Christian Church</i>, A Brown &amp; A Seaman, Black.</p> <p>Writing paper and materials</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) Investigate the significance of religions in local, national and global communities</p> <p>(ii) Identify and begin to describe similarities and differences within and between religions.</p> <p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p><b><i>To be able to identify what happens in a gurdwara and who takes on different responsibilities</i></b></p>	<p>How do Sikhs share responsibilities at the gurdwara?</p> <p>How do Sikhs involve children in learning and taking part in their community?</p>	<p>Sikh gurdwaras, worship, langar, cleaning, decision-making, care for the community.</p> <p>Punjabi classes for children.</p>	<p>Repeat the previous activities on a visit to the Sikh gurdwara. It may not be possible to be quite so active and so a list of questions may be prepared in advance (e.g. notices etc. may be in Punjabi and therefore not easily accessible to all pupils).</p> <p>Pupils will probably visit the langar hall and may discover who cooks, serves, washes up etc. Discover where Punjabi classes are held and what the Sikh children learn.</p> <p>Compare what happens in the gurdwara to what happens in a church. Make a list of similarities and differences with the children.</p>	<p>Children can identify the things that happen in a gurdwara and who is responsible for them</p> <p>Children know how the gurdwara teaches Sikh children</p> <p>Children can compare what happens in a gurdwara and a church and identify similarities</p>	<p>Books and DVDs about the Sikh gurdwara</p> <p>Visit to a gurdwara to be arranged ensuring pupils can observe some activity and ask questions.</p>

***To be able to  
compare what  
happens in a  
gurdwara to  
what happens in  
a church and  
identify  
similarities***

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><b><i>To be able to identify own commitments as member of the school community</i></b></p>	<p>What do I expect of others, especially adults, and what can they expect of me?</p>	<p>Pupils experience of co-operation with adults.</p>	<p>Discuss and then write a contract to say what the children are prepared to do as members of their school and what they can expect of the adults in that setting.</p> <p>Consider how they as a class can show their gratitude for the time and effort the people at the places of worship gave for them. This might be sending thank you cards and pieces of work or by inviting members of the two faith communities into school.</p>	<p>Children can identify the things they would be willing to do as part of their commitment to the school community</p>	<p>Paper for recording children's statements of commitment</p> <p>Possible visit of church and gurdwara members to see work arising from the visit.</p> <p>Card and art materials for thank you cards</p>