

## Ways of Worship - Year 5/6

### **About the Unit**

This unit begins from the idea that some people, places or events make people feel awe, wonder or a sense of mystery. Pupils are given opportunity to consider personal experiences of this kind. The religious focus is on what Christians and Sikhs do in response to such feelings, which for them, comes from their sense of the presence of God, and their desire to be close to God. The unit explores the different ways in which worship is expressed – through hymns, music, prayers, words, private and communal rituals - such as Holy Communion and Karah Parshad and the feelings involved. Finally pupils are encouraged to employ the arts in response to their own feelings of awe, wonder or mystery.

### **Key Concepts**

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

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives
- b) Understanding that religious practices may have similarities, are diverse and can change

#### **1.3 Expressing meaning**

- a) Exploring different ways people express beliefs and values.

#### **1.5 Meaning, purpose and truth**

- a) Exploring some of the ultimate questions that confront humanity

### Key Processes

|      |  |   |
|------|--|---|
| 2.1a | <b>Importance/Impact of Religion &amp; Religious Diversity</b> | (ii) identify and begin to describe similarities and differences within and between religions   |
| 2.1b | <b>Specialist Vocabulary</b>                                   | use specialist vocabulary in communicating their knowledge and understanding  |
| 2.1d | <b>Sources</b>   | use and interpret information about religions from a range of sources and understand why they are important in religion   |
| 2.1e | <b>Religious/Spiritual Expression</b>                          | interpret a range of forms of religious expression and understand why they are important in religion  |
| 2.2d | <b>Responses to Ethical and Philosophical issues</b>           | Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives |

### Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

e) **Symbols and religious expression:** how religious and spiritual ideas are expressed.

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:

Literacy – to write their own, personal, prayers. Write poems/letters/stories to express praise of someone or something.

DT – to design and make biscuits, to be shared with friends

Music – Respond to music from different religious traditions. Compose own music to express praise of someone or something.

Art – Make collages to express praise of someone or something.

ICT – To use websites for virtual tours of places of worship.

Outside of the classroom – Visit local Church/Gurdwara

### 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:

|                  | <b>Year 5</b>  | <b>Year 6</b>   |
|------------------|--|---|
| <b>Basic</b>     | Pupils can recall events/people that were important to them. They can name different forms of worship. They Identify that these forms of worship are important to members of different religions. Pupils suggest ways of expressing their feelings for people/significant events.<br><b>Level 2</b>  | Pupils can describe events or people that were important to them. They make links between different forms of worship and describe why they are important. Pupils produce descriptions that represent their feelings for people/significant events.<br><b>Level 3</b>  |
| <b>Developed</b> | Pupils can describe events or people that were important to them. They make links between different forms of worship and describe why they are important. Pupils produce descriptions that represent their feelings for people/significant events.<br><b>Level 3</b>   | Pupils understand why people or events can have personal significance that can produce feeling of awe, wonder and mystery. They can make links between different forms of worship, both individual and communal, and begin to understand differences and similarities. They can effectively use the creative arts to express their feelings.<br><b>Level 4</b>                                  |
| <b>Extended</b>  | Pupils can understand why people or events can have personal significance that can produce feeling of awe, wonder and mystery. They make links between different forms of worship, both individual and communal, and begin to understand differences and similarities. They can effectively use the creative arts to express their feelings.<br><b>Level 4</b> | Pupils can explain that there are times when people feel great awe, wonder and mystery. They are able to make comparisons between their own experiences of spiritual significance and those of Christians and Sikhs. They can explain how worships brings people closer to God. They can produce a piece of creative work that is their own individual expression of worship.<br><b>Level 5</b> |

### **Possible assessment tasks:**

- Orally can explain why an experience is important to their partner.
- Write a personal prayer
- Observe behaviour as they share a 'communal' biscuit and good wish.
- Identify prompts to worship that are found in places of worship
- Can create a piece of work that expresses their feelings towards a person or experience.

### **Resources**

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

- The song 'What a Wonderful World' by Louis Armstrong. Selection of images that correspond to the words of the song. There are examples on YouTube.
- Large sheets of paper
- Personal artefacts which recall people who are, or have been special.
- Recording of Kirtans.
- Recordings of popular Hymns.
- Copies of the Mool Mantar and The Lords Prayer.
- <http://www.reonline.org.uk/> (many uses, but particularly useful for virtual tours of places of worship.)
- <http://www.request.org.uk/> (A free website for teaching about Christianity in Religious Education, useful for information on Holy Communion and places of worship)
- Biscuits
- <http://www.bbc.co.uk/religion> (useful for finding concise information about religions also photographs.
- Video/DVD Pathways of Belief, Video Plus BBC Active. Christianity programme 4. (Holy Communion and The Church as a Place of Worship.
- Video/DVD Pathways of Belief, Video Plus BBC Active. Islam, Hinduism and Sikhism.
- Curriculum Visions: Sikh Gurdwara. Teachers Guide ISBN 1862144478
- Curriculum Visions: Church Teachers Guide ISBN 1862143072
- Art materials
- Special objects from session 2/or photos.

## **Vocabulary**

|             |               |                |          |        |        |          |           |               |
|-------------|---------------|----------------|----------|--------|--------|----------|-----------|---------------|
| Awe         | Wonder        | Mystery        | Hymns    | Kirtan | Prayer | Petition | Penitence | Lord's Prayer |
| Mool Mantar | Karah Parshad | Holy Communion | Gurdwara |        |        |          |           |               |

## **Glossary of Key Terms**

Gurdwara – Sikh place of worship. Literally the 'doorway to the Guru'.

Holy Communion – Central liturgy service observed by most Churches (see Eucharist, Mass, Lord's Supper Liturgy). Recalls the last meal of Jesus and celebrates his sacrificial and saving death.

Karah Parshad – Sanctified food distributed at Sikh ceremonies

Kirtan – Devotional singing of the compositions found in the Guru Granth Sahib

Mool Mantar – The basic statement of belief at the beginning of the Guru Granth Sahib

The Lords Prayer - The Lord's Prayer is the model of prayer that Jesus taught his followers, as recorded in the gospels of Matthew and Luke.

### **Further Guidance**

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

This unit allows for traditions other than the Sikh tradition to be substituted as an alternative. Although different traditions worship in different ways, eg Muslims don't employ music on the whole, most involve themselves in prayer and praise of God.

The exception is the Buddhist tradition. Eg Theravada which does not consider the possibility of God and would , therefore, not be suitable for this unit.

If the visits to places of worship are made, ensure the focus is on atmosphere and the prompts to worship to be found in the building and its decoration or absence of decoration.

**Teaching the Unit:**

| Learning objectives  | Key questions  | Content  | Teaching and Learning Activities   | Learning Outcomes   | Resources   |
|--|--|--|--|---|---|
| <p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives.</p> <p><b><i>To be able to investigate images and experiences that can create awe, wonder and mystery.</i></b></p> <p><b><i>To be able to recognize moments in their own life that have been significant.</i></b></p> | <p><b>What fills me with wonder?</b></p> <p><b>What occasions raise questions I still don't know the answers to?</b></p> | <p>Offer children an opportunity to experience (and reflect on other experiences) of a moment of spirituality, such as awe. Wonder or mystery.</p> | <p>Start with brainstorming the meanings for the words awe and wonder. Show children a series of awe inspiring images, accompanied by inspirational music (e.g. Louis Armstrong, What Wonderful World)</p> <p>Ask them to discuss, in pairs, the most awe inspiring thing they have ever encountered, the place time or event that made them feel most happy. Model an event from your own life to help them understand. Ask them to share with the class what their partner's most special experience was.</p> <p>Discuss experiences which left them with unanswered questions. E.g. How was the world made? What lies beyond the stars? Why do bad things happen in the world? Ask them to record these questions on large sheets of paper. Share, compare and discuss questions.</p> <p>For Homework ask the children to bring in an object/piece of music/photograph, that reminds them of a special time or person. Model an object of your own.</p> | <p>Children are able to offer a personal experience of a special time.</p> <p>Children can write a question that doesn't have an absolute answer.</p> | <p>The song 'What a Wonderful World' by Louis Armstrong. Selection of images that correspond to the words of the song. There are examples on YouTube.</p> <p>Large sheets of paper.</p> |

| Learning objectives  | Key questions   | Content  | Teaching and Learning Activities   | Learning Outcomes  | Resources  |
|--|---|--|--|--|--|
| <p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><b><i>To be able to share an object/song/photo that holds a special memory.</i></b></p> <p><b><i>To know that objects/songs/icons can be used in worship and help some people feel closer to God</i></b></p> | <p><b>When did I feel close to someone who wasn't physically there?</b></p> | <p>Children discuss how objects can hold memories for them.</p> <p>Relate this to religious practice of worship.</p> | <p>Children show their objects and explain what they remind the children of. Draw out, that objects/songs/photos can represent happy times from the past and the people who shared those times.</p> <p>Under the title 'I saw this and thought of you' ask the children to draw an image that represents their special object and write a description of its meaning.</p> <p>The children could also be photographed with their objects to make a class display.</p> <p>Draw to a close by explaining that for some people, when they hear songs/see images/objects it makes them feel close to God just as the children's objects held special feelings for them.</p> <p>When would people seek to feel close to God? Challenge the children, working in groups, to find 5 times when they think people would want to feel close to God. Share and draw up top 5 times.</p> | <p>Children are able to express why an object/photograph/song holds a special memory for them.</p> <p>Children will demonstrate some understanding of how some object/images/songs can make people feel closer to God.</p> | <p>Personal artefacts which recall people/or events who are, or have been special.</p> |



| Learning objectives   | Key questions  | Content   | Teaching and Learning Activities   | Learning Outcomes   | Resources   |
|---|--|---|--|---|---|
| <p>2.1a. (ii) identify and begin to describe similarities and differences within and between religions.</p> <p>2.1 e interpret a range of forms of religious expression and understand why they are important in religion.</p> <p><b><i>To know that Sikh Kirtans and Christian Hymns are both forms of worship.</i></b></p> <p><b><i>To be able to make comparisons between the Lords Prayer and the Mool Mantar</i></b></p> <p><b><i>To be able to write their own personal prayer.</i></b></p> | <p><b>How do we Worship?</b></p> <p><b>What are the most popular messages in a prayer?</b></p> | <p>Understand Prayer and Hymns as a form of worship, which brings people closer to God.</p> <p>The common elements of prayer. Introduce the Mool Mantar and the Lords Prayer.</p> | <p>Before this lesson, prepare any Sikh children in the class, about the area of study, invite them/or their families to support the topic – or establish whether they are comfortable contributing.</p> <p>Play a Kirtan, challenge the children to explain what they have heard. Who is singing, why are they singing? Explain it is a song that praises God, which tradition do they think it comes from? Take some time to discuss what the children already know about Sikhism.</p> <p>Play a popular hymn – what is the message of the hymn. Thanking, saying sorry (penitence), asking for something (petition) or praising. Explain that Christians and Sikhs feel the need to respond to the presence of God through prayer and hymns/kirtans. This is an important form of worshipping God that both traditions share.</p> <p>Look at the Lord's Prayer and the Mool Mantar. Can the children identify in both prayers: thanksgiving, praise, penitence and petition? Remind children of these words and their meaning. Can they write their own personal prayers that include those four ideas?</p> | <p>Children are able to write a personal prayer, that includes praising god, thanking him for something, asking for something and apologising for some wrong doing.</p> | <p>Recording of Kirtans.</p> <p>Recordings of popular Hymns.</p> <p>Copies of the Mool Mantar and The Lords Prayer.</p> |

| Learning objectives  | Key questions  | Content   | Teaching and Learning Activities  | Learning Outcomes   | Resources   |
|--|--|---|---|---|---|
| <p>2.1 a (ii) identify and begin to describe similarities and differences within and between religions</p> <p>2.1b use specialist vocabulary in communicating their knowledge and understanding.</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><b><i>To begin to understand the practices of sharing Holy Communion and Karah Parshad.</i></b></p> <p><b><i>To be able to use the language associated with these rituals correctly</i></b></p> <p><b><i>To begin to understand why</i></b></p> | <p><b>How do Christians feel during Holy Communion?</b></p> <p><b>How do Sikhs feel about Sharing Karah Parshad?</b></p> | <p>The sharing of Holy Communion and Karah Parshad.</p> | <p>Introduce the Idea of Communion by watching video extracts. Establish if anyone has taken communion. Watch extracts that show Sikhs taking Karah Parshad. Explain that these are group forms of worship that bring people closer to God.</p> <p>Re-create a similar experience for the children by sharing biscuits (Children could make their own biscuits). They must pass a biscuit to their neighbour. They should have also prepared a good wish to pass with the biscuit. Children need to respond to the good wish and describe how it made them feel.</p> <p>Discuss how sharing communion and Karah Parshad are similar to and different from their biscuit experience.</p> | <p>Children understand what Holy Communion is and Karah Parshad.</p> <p>Children know these are forms of worship that bring people as communities, as well as individuals, closer to God.</p> | <p>Pathways of Belief: Christianity 4 The Church , BBC</p> <p>Pathways of Belief: Islam, Hinduism and Sikhism.</p> <p><a href="http://www.reonline.org.uk/">http://www.reonline.org.uk/</a></p> <p><a href="http://www.reonline.org.uk/">http://www.reonline.org.uk/</a></p> <p><a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a></p> <p>Biscuits</p> |

***Holy Communion  
and Karah Parshad  
are important  
rituals.***

| Learning objectives   | Key questions  | Content   | Teaching and Learning Activities   | Learning Outcomes  | Resources   |
|---|--|---|--|--|---|
| <p>2.1a (ii) identify and begin to describe similarities and differences within and between religions</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p><b><i>To be able to experience a place of worship (either by making a visit, or a virtual tour).</i></b></p> <p><b><i>To be able to compare the prompts for worship found in a Church and a Gurdwara.</i></b></p> | <p><b>Why does it help to worship in a special building?</b></p> | <p>Visits – real or virtual to places of worship.</p> | <p>Organise a visit to local church/Gurdwara to experience how a special place can enhance the experience of worship. Take digital camera then annotate images.</p> <p>If visiting isn't possible take virtual tours of Church/Gurdwara to explore the contribution of buildings to worship.</p> <p>Discuss the atmosphere inside these buildings/ or if unable to visit, what the children would expect. When might it be noisy? When quiet? What activities go on inside – are they all forms of worship? How does it become a place of individual worship and communal worship?</p> | <p>Children have experienced places of worship and can identify how these contribute to how individuals and communities worship God.</p> | <p><a href="http://www.reonline.org.uk/">http://www.reonline.org.uk/</a></p> <p><a href="http://www.request.org.uk/">http://www.request.org.uk/</a></p> <p><a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a></p> <p>Curriculum Visions: Sikh Gurdwara</p> <p>Curriculum Visions: Church</p> |

| Learning objectives  | Key questions                                | Content                                    | Teaching and Learning Activities   | Learning Outcomes  | Resources   |
|--|--|--|--|--|---|
| <p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives.</p> <p><b><i>To be able to express their feelings of praise through the creative arts</i></b></p> | <p><b>How can I express what I feel?</b></p> | <p>Pupils own expression in art forms.</p> | <p>Bring the unit to a close by summarising what it means to worship. Sikh and Christians have many different ways of praising God. They speak, sing, about how good and powerful he is. They build places of worship to come together as communities to worship.</p> <p>Ask the children, how they would express their feelings of awe, wonder about the people or their experiences of the world around them. Going back to the objects/experiences they discussed at the beginning of the unit.</p> <p>The children are to create either in words (poem/letter/story) or abstractly, (through collage of images), or musically (in song or dance), a piece of work that celebrates and praises the person/experience that has been the most significant in their lives. Create a class display/ or a class performance.</p> | <p>Children are able to create a piece of work that expresses their feelings towards a person or experience.</p> | <p>Art materials</p> <p>Special objects from session 2/or photos.</p> |