

<p><b>Question:</b></p> <p>1.5 What makes some places sacred</p>		<p><b>Critical Learning</b></p> <ul style="list-style-type: none"> <li>• Knowing about and understanding religions and worldviews</li> <li>• Expressing and communicating ideas related to religions and worldviews</li> <li>• Gaining and deploying the skills for studying religions and worldviews</li> </ul> <p><b>Key Vocabulary</b></p> <p>Sacred, mosque, synagogue, church, Christians, altar, cross or crucifix, Lord's Table, bread, wine, bible, font, lectern, candles, symbol of light, wuzu/wudu area (washing area), calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin (person who does the call to prayer)</p>
<p><b>Strand</b></p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>		
<p><b>Questions in this thread:</b></p> <p>F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship?</p>		
<p><b>International Baccalaureate Learner Profile Link</b></p> <p><i><b>Inquirer:</b> Learning about other religions from stories.</i>  <i><b>Knowledgeable:</b> Developing an understanding of a range of Religious and moral stories.</i>  <i><b>Thinkers:</b> Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i>  <i><b>Communicators:</b> Sharing ideas and talking about religious stories that they have heard.</i>  <i><b>Principled:</b> Show a strong sense of fairness when it comes to stories that they hear.</i>  <i><b>Open-minded:</b> Appreciating the traditions of others.</i>  <i><b>Caring:</b> Demonstrate empathy, compassion and respect when listening to a range of stories.</i>  <i><b>Risk-Takers:</b> Show an ability to work independently and creatively to explore new ideas.</i>  <i><b>Balanced:</b> Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i>  <i><b>Reflective:</b> Understand our strengths and weaknesses in order to support our learning.</i></p>		
<p><b>Prior Skills</b></p> <ul style="list-style-type: none"> <li>• talk about somewhere that is special to themselves, saying why.</li> <li>• be aware that some religious people have places which have special meaning for them.</li> <li>• talk about the things that are special and valued in a place of worship.</li> <li>• identify some significant features of sacred places.</li> <li>• recognise a place of worship.</li> <li>• get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there (A1).</li> <li>• Identify at least three objects used in worship in two religions (A3).</li> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>	<p><b>Future Skills</b></p> <ul style="list-style-type: none"> <li>• Describe what some believers say and do when they pray (A1).</li> <li>• Describe the practice of prayer in the religions studied (A2).</li> <li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>• Describe ways in which prayer can comfort and challenge believers (B2).</li> <li>• Respond thoughtfully to examples of how praying helps religious believers (B2).</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</li> </ul>

## **Knowledge, Skills and Understanding**

<p><b><u>Emerging</u></b> <b><u>You can...</u></b></p>	<p><b><u>Expected</u></b> <b><u>You can...</u></b></p>	<p><b><u>Exceeding</u></b> <b><u>You can...</u></b></p>
<ul style="list-style-type: none"> <li>• Talk about the why places of worship are important to the local community.</li> <li>• Talk about what happens at the Church.</li> <li>• Talk about what happens at the Mosque.</li> <li>• Talk about what happens at the Church.</li> <li>• Identify three objects that are used in worship in the church.</li> <li>• Identify three objects that are used in worship in the mosque.</li> <li>• Identify three objects that are used in worship in the synagogue</li> </ul>	<ul style="list-style-type: none"> <li>• Say why places of worship are important to the local community and give reasons for your answers.</li> <li>• Identify objects in a church and say how they are used and what they mean to believers.</li> <li>• Identify objects in a mosque and say how they are used and what they mean to believers.</li> <li>• Identify objects in a synagogue and say how they are used and what they mean to believers.</li> <li>• Talk about an object that is used in worship, saying how it is used and how it shows what people believe.</li> <li>• Ask appropriate and respectful questions of believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the ways that Christians worship God and where they might do this.</li> <li>• Describe the ways that Muslims worship God and where they might do this.</li> <li>• Describe the ways that Jewish worship God and where they might do this.</li> <li>• Describe similarities and differences between the ways different people worship God</li> </ul>

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• photographs (school, library, swimming pool, gym, doctors surgery, hospital).</li> <li>• This question will involve a visit to a church and a mosque.</li> </ul>	<p><b>Website/Apps</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> has links to a virtual mosque visit.</li> <li>• Virtual visits and the opportunity to email a believer can be found on RE Online <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></li> <li>• There are also films of different churches on <a href="https://request.org.uk/">https://request.org.uk/</a></li> </ul>
	<p><b>Suggested Quality Texts</b></p> <p>N/A</p>

### **Assessment ideas**

#### **Time for reflection**

- Draw a big question mark on the whiteboard and remind pupils that this is their big thinking time. Tell them that today you would like them to think about the following question... 'why are places of worship important to the local community?' Give pupils time to think carefully about their responses. Pupils to share their ideas and record some responses on post it notes to out in a whole class 'Big Questions Book'.

**Writing Opportunities****Community poster**

Arrange pupils into groups to make a large poster for the church or mosque or synagogue to go outside the building to show people walking past what goes on inside.

**Cross Curricular Links**