



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 2	TERM: Summer 2	Theme: What makes some places special to believers?
SACRE:		
<p>Context: Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.</p>	<p>Concepts:</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Worship • Jewish • Holy • Christian • Muslim • community • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat
<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?) Y1 – What does it mean to belong to a faith community?</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?) Y3 -How and why do people try to make the world a better place?</p>	
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <p>Which places are special to me? Where is a sacred place for a believer to go?</p> <p>How are places of worship similar and different? Why are places of worship important to our community?</p>		

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p><u>1 Which places are special to me?</u> <u>Where is a sacred place for a believer to go?</u></p>	<p>STEP 1: Tell pupils that for the next few weeks we are going to be thinking about places that are special to people from different worldviews. Show pupils a selection of special places that they might know (e.g Buckingham Palace, Big Ben, Disneyland etc). What makes these places special to lots of people? Why do people visit them? Show pupils some pictures of places that are special to you and explain why they are special (you might like to use a childhood home, neighbourhood or somewhere that you have visited with your family).</p> <p>STEP 2: Talk to pupils about special places that they have. Encourage pupils to share their special place with a partner, saying why it is special and how they feel when they are there. Bring the class back together as a whole and encourage pupils to share their special place with the class. Are the special places that pupils have all the same? Why might they be different?</p> <p>STEP 3: Ask pupils to draw a picture of their special place and write about why it is special to them.</p> <p>STEP 4: Bring the class back together as a whole. Show pupils diverse selection of photographs of different mosques, synagogues, and churches. Who are these places special to? Why might someone go to them? Does it just have to be a believer that these places are special to? Why do these places of worship look different to each other? Explain that this term, we are going to be finding out about various places of worship, how they are the same, how they are different and why they are important to believers.</p>		

<p><u>2 Which place of worship is sacred for Christians?</u></p>	<p>STEP 1: Recap the last lesson with pupils. Ask: Why were various places special to believers? Can you remember any of the names of the places of worship? Share the big question for the lesson with pupils. Ask: What do you already know about churches? What might you find within a church?</p> <p>STEP 2: Show pupils a diverse range of photographs of different churches (ensure that you share traditional churches and cathedrals alongside house churches, Baptist churches* and methodist churches, drawing attention to the baptistry). Send pupils to table groups and ask them to work in small groups to record the similarities and differences that they notice between the different churches. Bring the class back together and discuss the key features. Ask pupils if they know why some churches have a font and some have a baptistry. Explain that some Christians believe that babies should be baptised to be welcomed into the church whilst others believe this is a decision that you make when you are older.</p> <p>STEP 3: Take a church tour of an Anglican church or cathedral. You might like to use the following link to look around an Anglican church**. Talk through the key features and share some photos*** of these using the PowerPoint slides.</p> <p>STEP 4: Give pupils four puzzle pieces, ask them to go back to their tables and carefully draw and label four things that they might see in an Anglican church in each box.</p> <p>STEP 5: Bring the class back together again and show pupils photographs of the inside of a Baptist and methodist church. What do pupils see that they saw in the Anglican church? What do they not see that was in the Anglican church? Talk with pupils about personal choice of where different Christians go to church due to their beliefs and where they feel comfortable. *Search</p>		
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	<p>church cutaway in resources on the NATRE website to see a picture of a Baptist church ** Tour of an Anglican church from RE: Quest https://youtu.be/9lZlOIy5COU *** Big Questions Big Answers: Worship p9-14 PPT and pictures What happens in Church and Synagogue</p>		
<p><u>3 Which place of worship is sacred for Jewish people?</u></p>	<p>STEP 1: Recap the last lesson with pupils using the sticky knowledge quiz slides. Which place was sacred and holy for a Christian? Encourage pupils to share their knowledge of different churches and talk about what they might find inside them, saying why some might be the same and some might have differences. Explain that today we are going to be finding out about the place of worship for Jewish people.</p> <p>STEP 2: Show pupils' pictures of a mosque, synagogue, and a church*. Ask: Can you identify the synagogue? How do you know that this is a synagogue? Are there any signs or symbols on the outside of the building that help you to identify that this is a special place for Jewish people?</p> <p>STEP 3: Show pupils a selection of photographs of the inside and the outside of different synagogues. Encourage pupils to pick out the similarities and differences that they see between the buildings. Watch a virtual tour of the synagogue** When pupils have finished watching, show them the cross section of the synagogue from 'What happens in a...;' *** can they identify the key areas from the synagogue?</p> <p>STEP 4: Give pupils the cross section of the synagogue in the middle of their tables and key word mats, encourage them to draw a synagogue themselves, labelling the key areas and rooms that they would find there.</p> <p>STEP 5: Bring the class back together and look carefully at the different synagogue designs that the children have created. Do they have any questions that they might like to ask a Jewish person about how the</p>		

	<p>synagogue is used? Record some of the children's responses and if you can email them to the local synagogue to find out more. *Big Questions Big Answers: Worship p9-14 PPT and pictures What happens in Church and Synagogue **A good one is the New Holy Cribs synagogue video that you can find using this link https://youtu.be/ZgFxp8TfXl8). ***'What happens in...' is available here https://reteachingresources.co.uk/product/what-happens-in/</p>		
<p><u>4 Worship in the church and the synagogue</u></p>	<p>STEP 1: Recap the last lesson with pupils using the sticky knowledge quiz slides. Ask: can you remember the main parts of the synagogue? Why is the synagogue holy and sacred for Jewish people? Explain that today we are going to be finding out about more about worship in the church and the synagogue.</p> <p>STEP 2: Share with the pupils what Christians deem worthy of worship and worth honouring, namely God, and that one of the ways many Christians do this is by coming together regularly – often (but not always) on a Sunday – and taking part in a church service. Ask for suggestions of the different things that might happen in a service to worship God. Share with pupils the Resource sheet 3.1 on p. 11 of Big Questions Big Answers: Worship by RE Today Services * Look at the photos and the order of service and talk through the different things that are happening. Ask: Can you match the pictures to the order of service? Can you work out what is happening in each picture? Give pupils a selection of the photos of the church service in the middle of their tables. Ask them to write a sentence to predict what is going on in each picture. Bring the class back together and share the description of what is happening in each picture with the pupils. Can they match the pictures to the description of what is happening? Are they similar or different to the predictions pupils wrote?</p>		

	<p>STEP 3: Explain that next we are going to find out more about what happens during worship in the synagogue. Share that while there are services in the synagogue on many days of the week, on the Saturday morning of Shabbat there is a service that lots of Jewish people try to go to. Ask the pupils if they know, or can they predict, what Jewish people might do at this service to worship God. Share with them Resource sheet 3.3 on p. 13*. Look at the photos and the order of service and talk through the different things that are happening. Look at the photos and the order of service and talk through the different things that are happening. Ask: Can you match the pictures to the order of service for the Shabbat service? Can you work out what is happening in each picture? Give pupils a selection of the photos of the Shabbat service at the Synagogue in the middle of their tables. Ask them to write a sentence to predict what is going on in each picture. Bring the class back together and share the description of what is happening in each picture with the pupils. Can they match the pictures to the description of what is happening? Are they similar or different to the predictions pupils wrote?</p> <p>STEP 4: Split the class in half. Ask pupils in one half to create to work individually or in pairs to create a zig zag book titled What Happens during a Church Worship Service. Each page can then show various aspects of the service. Encourage pupils to draw, use photos and write what happens, and use the new vocabulary they have learnt. Ask pupils in the other half to create a poster for the noticeboard outside the synagogue showing what happens during a Saturday morning Shabbat service. Encourage pupils to draw, use photos and write what happens, and use the new vocabulary they have learnt.</p> <p>STEP 5: Bring the class back together and look carefully at the zig zag books and posters the pupils have created. Ask: do you think all church services</p>		
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	<p>would be the same as this? What might be different? Do you think all synagogue services are the same? What might be different? *Big Questions Big Answers: Worship p9-14 PPT and pictures What happens in Church and Synagogue. Available on the NATRE website for members to access. it is part of the PDF document in the 'members only' section currently at https://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-biganswers/investigating-worship/what-happens-during-worship-at-a-church-and-a-synagogue/).</p>		
<p><u>5 Which place of worship is sacred for Muslims?</u></p>	<p>STEP 1: Recap the last lesson with pupils; Ask: Can you remember what happens at a service in some Christian churches? Can you remember the main parts of the Shabbat service at the synagogue? Explain that today we are going to be finding out about the Mosque.</p> <p>STEP 2: Set up pupils' tables with a variety of photographs of the inside and outside of Mosques on them. Send pupils to their tables with post it notes. Ask them to write down something on the post it notes that they find interesting, a question that they would like to ask or something that they know and stick it to the pictures. Give pupils some time to do this and then stop the class. Give each table two minutes to share something that is written on a few of the post it notes.</p> <p>STEP 3: Bring the class back together again and show them the cross section of the Mosque from the 'What happens in a...' resource. * Talk through the key areas of the mosque and for what they are used. As a class, take a virtual tour of a mosque True tube: New Holy Cribs the Mosque** is a good example. Give pupils an enlarged version of the cut out of the mosque *and slips of paper. Ask pupils to create labels for the mosque diagram and then practise leading a tour using their labels.</p>		

	<p>STEP 4: Bring the class back together and encourage each group to share their mosque tour with the class. Are there any edits to the tour that the other children would make to ensure that there is depth in the information that is shared? *Search Mosque in Search resources tab on the NATRE website ** True tube: New Holy Cribs the Mosque https://youtu.be/Ca4X9EpmaOE</p>		
<p>6 How are places of worship similar and different? Why are places of worship important to our community?</p>	<p>STEP 1: Use the sticky knowledge quiz slides to recap the previous lesson. Are pupils able to recall some of the key areas of the Mosque? Explain that this week, we are going to be finding out about how places of worship are similar and different. Show pupils pictures of a mosque, a church, and a synagogue. Ask pupils what they already know about them. Give pupils a large table with three columns headed 'church, mosque and synagogue.' Send pupils to tables in small groups to write down in each column what they know about those places of worship.</p> <p>STEP 2: Look through the information that the children have collected; what are the similarities between these places of worship? What are the differences? Can pupils suggest which six facts might be the most interesting for someone else?</p> <p>STEP 3: Give pupils a cube net and encourage them to write down their six most interesting facts from the unit (one on each face). Look through the facts the children have collected, which of these things is important for the local community? Do these places of worship have impact for non-believing members of the community? Look into local food banks, soup runs, charitable giving etc that link with these places of worship. How do these places of worship support the local community to flourish?</p> <p>STEP 4: Complete the assessment sheet for this lesson.</p>		<p>assessment sheet</p>

	<p>STEP 5: Bring the class back together and talk about places of worship in the school's immediate local area, what do they do to support the community?</p> <p>Pick a place of worship and write a letter of encouragement to them, thanking them for what they do to support the local community.</p>		
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