

What do places of worship teach us about religions? Christianity and Islam – Year 5

About the unit

This unit suggests activities that can be used in teaching and learning about places of worship. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This unit is about the importance and significance of the place of worship in a community and gives examples for Christianity and Islam. It explores the themes of worship, pilgrimage and sacred places, religion, family and the community and symbols and religious expression. Children have the opportunity to encounter religion through visits to places of worship, to express their own insights through art and design and to develop their use of information and communication technology (ICT) to enhance their awareness of religions nationally and globally.

This unit has a Christianity strand and an Islam strand. Each strand can be taught independently, or can be combined, according to your agreed syllabus or other guidelines.

- Sections 1 to 5 and 10 are for the Christianity strand.
- Sections 1 and 6 to 10 are for the Islam strand.
- Sections 1 to 9 and either 10 or 11 are for the combined strands.

This unit can be adapted for other religions and communities – including Buddhism, Hinduism, Judaism, Sikhism, the Bahá'í faith, Jainism and Zoroastrianism, and their places of worship – according to your agreed syllabus or other guidelines.

This unit should take seven to eight hours for each strand and 14 to 16 hours for the combined strands.

Prior learning

It is helpful if children have:

- talked about what it means to have a sense of belonging
- explored the concept of community
- encountered some vocabulary associated with places of worship.

Future learning

Children could go on to:

- know and understand the use of symbolism and symbolic actions in other forms of worship
- discover connections between worship and commitment for Christians, Muslims and others.

Where the unit fits in

This unit links with the following key stage 2 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1e, 1g
- Learning from religion: 2a, 2b, 2e
- Religions and beliefs: 3a, 3b
- Themes: 3g, 3i, 3k, 3l
- Experiences and opportunities: 3n, 3r.

This unit could build on what children might have already learnt about the impact of religion on believers' lives. It could be especially relevant to previous units about how religion makes a difference to a community. It could be a foundation for further units about worship and community.

Attitudes in the unit

This unit helps children develop the following three attitudes outlined in the non-statutory national framework for RE.

Respect for all

- being sensitive to the feelings and ideas of others, *eg about different places regarded as sacred by members of religious communities*
- being ready to value difference and diversity for the common good, *eg in the way religious communities worship*

Open-mindedness

- being willing to learn and gain new understanding, *eg about different places of worship*

Appreciation and wonder

- appreciating the sense of wonder at the world in which they live, *eg in places of worship.*

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 2 could:

- use religious words such as altar or communion table, font and pulpit and/or mihrab, minaret and minbar to identify some features of places of worship
- suggest meanings for some symbols and for the different ways in which religion is expressed through the place of worship
- recognise the value placed on buildings by believers and the things that are of value in their own lives
- recognise their own experiences of commitment and community and those of others.

Children working at level 3 could:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to identify some features of places of worship
- make links between the features and the beliefs they represent
- describe some forms of religious expression, including symbols represented in them
- make links between the value placed on buildings by believers and others and the things that are of value in their own lives
- make links between their own experiences of commitment and community and their attitudes and behaviour
- identify a place that is important or sacred to them.

Children working at level 4 could:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to describe and show understanding of the meaning of a range of forms of religious expression in places of worship, including symbols
- make links between features of places of worship, the belief they represent and the impact they have on a believer's life
- ask questions and suggest answers to questions about the value placed on buildings by believers and how believers may show their commitment through their behaviour in them
- describe how buildings inspire believers and others, and describe places that are important or sacred to them.

Children working at level 5 could:

- use an increasingly wide religious vocabulary to explain how features of places of worship, including symbols, illustrate distinctive beliefs and suggest possible reasons for those

beliefs

- describe links between the features, the beliefs they represent and the impact they have on a believer's life
- ask questions and suggest answers to questions about the value placed on buildings by believers and how believers may show their commitment through their behaviour in them. Explain how buildings inspire believers and others and why a particular place is important or sacred to them.

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg community, place of worship, worship*
- Christianity, *eg altar, baptistery, Bible, candle, chalice, clergy, communion set, communion table, cross, crucifix, font, icons, lectern, Lord's table, minister, organ, paten, pews, sanctuary lamp, stained glass window, Stations of the Cross, tabernacle, vestments*
- Islam, *eg ablutions, imam, Ka'bah, Makkah, mihrab, minaret, minbar, mosque, prayer hall, qiblah, Qu'ran, shahadah, ummah, women's gallery, wudu, zakah*
- religious and human experience, *eg awe, belonging, commitment, calligraphy, community, immensity, inspiration, sacred space, uplifting.*

Resources

Buckfast Abbey – this monastic community's website contains downloadable education resources.

Chris Kington Publishing – this publisher's website includes the resource 'Thinking through primary teaching', which contains templates for various activities.

Christian banners for praise and worship – this website features examples of different banners.

Cumbria and Lancashire education online – this website contains online lessons and visual and digital resources for use at key stages 1 to 4.

Educhurch: an RE resource for schools – created by Sir Robert Hitcham's Primary School and supported by The Stapleford Centre, this website contains resources for schools including a virtual visit to a church.

English Heritage – this website contains information about church restoration.

Excellence and enjoyment: social and emotional aspects of learning – published by the Department for Education and Skills, this resource contains thinking skills strategies and a description of the community of enquiry technique.

Glencairn Methodist Church – this church's website contains illustrations of church banners and information on the church's activities

'I am the Church' – words and music by Richard Avery and Donald Marsh.

Places of worship in Wales – this website contains virtual visits to places of worship, including a mosque, in Wales.

Professional Council for Religious Education – this subject association's website contains resources and support for teaching RE.

Qualifications and Curriculum Authority – the regulatory authority's website includes 'Religious education' pages, which contain a downloadable list of religious terms with definitions.

Religious believers visiting schools – produced by the Professional Council for Religious Education, this is an eight-page leaflet.

Religious education exchange service – this website contains resources for teachers including a virtual visit to a church.

RE online for juniors – this website includes resources and virtual visits to places of worship.

Sir Robert Hitcham's Primary School – this school's website contains information about the Jamia Mosque in Derby.

St Mary Magdalene – this church's website contains illustrations of stained glass windows and information on church activities.

Staffordshire learning net – this website contains news, views, information and support for RE teachers.

The Islamic Cultural Centre and the London Central Mosque – this website contains Zakah committee resources and information on the mosque's activities.

'The Prophet Muhammad¹ and the bald-headed snake' – Narrated by Abu Huraira, Bukhari Hadith, Vol 2, Book 24, Number 486.

Visual learning software – there are various commercially available visual learning software packages.

William Morris gallery – this website includes examples of stained glass in its online exhibition.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

¹ Muslims refer to Muhammad as 'the Prophet', and use the phrase 'Peace be upon him' after his name.

Teaching and learning activities

1. Introduction: What is a 'community'?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know the meaning of the words 'commitment' and 'community' understand that religious communities often have a significant impact on believers' lives reflect on the communities to which they belong and the rights and responsibilities they involve. 	<ul style="list-style-type: none"> List examples of communities with which the children are familiar. Ask the children to list the communities to which they belong. Ask the children to work in pairs to think about what they gain from being part of a community and what they give to that community. Introduce the word 'commitment' and invite the children to suggest what it means. The word 'loyalty' might be a way of introducing this idea. Discuss how the children show commitment to their communities. For example, they might show commitment to a sports team by attending every week, whatever the weather. Many people believe it is important to show commitment to their faith by meeting regularly with people who share their beliefs. Ask the children to work in groups and identify reasons why people of the same religion might want to meet regularly, eg to worship, to celebrate, to participate in or contribute to a community, to learn, 	<p>Children:</p> <ul style="list-style-type: none"> describe what it means to show commitment to a community describe the impact of being involved in a community, including a religious one make links between their own experiences of community and commitment and those of other people. 	<ul style="list-style-type: none"> Get a simple floor plan of the place of worship you intend to visit. Take digital images of features in a local place or places of worship. Be aware that many features of churches have names that are specific to the denomination, eg communion table, Lord's table, altar. These words are not interchangeable and refer to significant differences in theology that are more appropriately addressed at a later stage. It may be helpful to use the name that is used in the particular church that you intend to visit. Keep a log of questions that the children raise throughout this unit. Consider examples of how the children might show commitment to their school as a community, for example

	<p>to support.</p> <ul style="list-style-type: none">• Ask the children to focus on what makes their school a community. Ask the children to work in pairs to make a poster or leaflet to be displayed in the school foyer showing why their school is a community. Include ideas about how people can show commitment to the school as a community.		<p>participating in school teams, festivals and concerts, sharing a set of rules, raising money, older children working with younger children.</p>
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2. How is a church a community?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the different meanings of the word 'church' • understand that belonging to a Christian community signifies the sharing of a set of beliefs and a commitment to follow Jesus² example • reflect on the way that belonging to a Christian community might affect a person's daily life. 	<ul style="list-style-type: none"> • Play the CD or read the lyrics of 'I am the Church' while displaying the lyrics on an interactive whiteboard. Ask the children to suggest what the song is saying about the meanings of the word 'church'. • 'I am the Church' (Words and Music by Richard Avery and Donald Marsh) I am the church. You are the church. We are the church together. All who follow Jesus, All around the world, Yes we're the church together. The church is not a building, the church is not a steeple, The church is not a resting place, the church is a people. I am the church! You are the church! We are the church together! All who follow Jesus, all around the world! 	<p>Children:</p> <ul style="list-style-type: none"> • suggest meanings for the word 'church' • describe some of the ways in which members of the Church follow Jesus' example in the community • describe the type of community activities in which they might be inspired to get involved. 	

² Christians refer to Jesus as 'Lord', and believe he is the Son of God.

	<p>Yes, we're the church together!</p> <ul style="list-style-type: none"> • Annotate the text with the children's ideas about the meaning of the song. Explain that the song is talking about the Church being a community of Christians who have their own beliefs and want to follow Jesus together. • Ask the children when during the week they might expect to find Christians in church. Discuss that although most Christians meet to worship on Sundays, this isn't the only time that the community meets or works together to follow Jesus. • Give the children a church notice sheet or access to a church website. Ask them to work in pairs to list the different things that happen during the week and explain why they think these activities take place. • Ask the children to draw and describe a community activity in which a Christian might choose to participate and explain what might inspire them to do so. • Ask the children to draw and describe a community activity in which they might participate and ask them to describe what inspires them 		
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	to take part in it.		
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3. How does a church help Christians to remember their beliefs about Jesus?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know some of the key Christian beliefs about Jesus, eg Son of God and Saviour, and persons of the Trinity understand how, in their places of worship, Christians show what they believe about Jesus reflect on how the images of a significant person can inspire them and others. 	<ul style="list-style-type: none"> Use images of Jesus in places of worship, including images of stained glass windows in various churches, to talk about the importance of Jesus to Christians. After discussion, ask the children to match each picture with a label describing a Christian belief about Jesus, eg Son of God, Saviour. Discuss the use of colour and pattern, eg in the window, and how it expresses Christian beliefs about Jesus. Ask the children to speculate about why these images might be in a church. What might be the advantages and disadvantages of expressing beliefs through images? Show examples of banners hung in churches, and discuss the roles of banners and stained glass windows. Ask the children to design a banner or window for the school hall, showing someone in the school following the teaching of Jesus or following the teaching of another person who is significant to them. Ask the children to speak about 	<p>Children:</p> <ul style="list-style-type: none"> describe a stained glass window or other image of Jesus make links between images and beliefs about Jesus describe a source of inspiration in their lives and the lives of others. 	<ul style="list-style-type: none"> Aspects of Jesus' life and teaching that might be found in windows or banners include: his birth, death and resurrection; parables such as the Good Samaritan; sayings such as the 'I am' sayings or the Sermon on the Mount. There are various websites that show images of stained glass windows and banners (see 'Resources').

4. What can we learn from a visit to a church? (Preparation for a visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know that going to church might support a Christian's faith • understand how different features in a church help Christians in their worship • understand how different features in a church might help a Christian to understand what it means to be a follower of Jesus • reflect on why people attend church. 	<ul style="list-style-type: none"> • Show the children a collection of pictures of church features such as an altar or a communion table, font, pulpit, lectern, cross, music books, stained glass window, banner, collection plate or noticeboard. Invite the children to explore these pictures and share their observations and any knowledge they have of the features. Ask the children to speculate on the meaning and symbolism of unfamiliar items. • Using an interactive whiteboard, take the class on a virtual visit to a church. Ask the children to consider their original ideas and adjust them as necessary. • Explain to the children that most Christians want to try to follow the example of Jesus' life. When Christians go to church they are supported and reminded how to do it. • Look for features in the church that might help Christians to follow Jesus' example or follow his instructions. 	<p>Children:</p> <ul style="list-style-type: none"> • describe and suggest meanings and purposes for a range of church features • make links between church features and beliefs about Jesus • raise questions about why a Christian might attend church. 	<ul style="list-style-type: none"> • Consider making a virtual visit to a church (see 'Resources'). • Consider some examples of how different features help Christians to follow the example of Jesus. For example: 'communion table' – Jesus said that celebrating Eucharist / Eucharist / Mass / the Lord's supper (re-enacting the Last Supper) was a way of remembering him, so many churches have a communion table (altar) on which they prepare this 'holy meal'; 'font' – Jesus was baptised (immersed in a baptismal pool or a font with water) at the beginning of his ministry, so many Christians believe they should start their lives Christian lives with baptism; 'collection bag or basket' – used to collect donated money, which helps the Church follow Jesus' instruction to care for people in their community; 'noticeboard' – reminds people of their responsibilities and of putting

	<ul style="list-style-type: none">• The children should work in groups of three to create a card matching game for younger children called 'triples'. Each triple should include the name of a feature, a picture of it and an explanation of how it might help a Christian to follow Jesus.• Ask the children to consider questions they might ask on their visit. The questions should help them to understand why people get involved in their church community.		Jesus' teachings into practice.
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5. What can we learn from a visit to a church? (A visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that for many Christians a church is a sacred place understand the impact the church has on believers' lives understand the significance of church features and their position in a church reflect on believers', and, possibly, their own, feelings about what is sacred. 	<ul style="list-style-type: none"> For many Christians church is a significant or important place. Discuss with the children whether they have a particular place that is significant to them and why that place is significant. For example, it might bring back certain memories, remind them of particular times or just be a good place to think. When you first enter the place of worship, give the children an opportunity to sit quietly and observe. Then ask the children what they notice. What do you want to find out about this place? Do you think the atmosphere is different during worship? What does this place make you think about? Explain to the children that this is a place where some people come to worship God. For many people it might be described as a 'sacred place'. Introduce the word sacred and explore its meaning in the use of the term 'sacred space' as an area set apart for the worship of God. Ask the children why they think a church might be described 	<p>Children:</p> <ul style="list-style-type: none"> suggest reasons why Christians might call a church a sacred place describe how the church members' lives are affected by their connection with the church describe and suggest meanings for the position of different features in the church describe their emotions when sitting quietly in a church make connections between places that are significant to them and the feelings of the sacred that Christians might experience in places 	<ul style="list-style-type: none"> Explain to the children about appropriate behaviour and how to ask questions. In addition, it is important to brief church members so that they can respond to the children's questions. They will need to explain links between symbolic objects and Christian beliefs, values and traditions. Church members should be told about the types of questions that the children will be exploring and understand that they might be asked to express their opinion about, for example, the most important aspects of the church or how they try to live their life like Jesus. There is useful guidance on working with visiting or guest speakers (see 'Resources'). It is important that the children have an opportunity to discuss their feelings and responses during their visit rather than waiting until they are back in school. Explain to the children that

	<p>as sacred.</p> <ul style="list-style-type: none"> • Discuss the size of the place and any other features that the children notice. Introduce the term ‘focal point’ and explain that the position of features can provide clues about their importance. Notice the focal point and dominant features of the church you are visiting, eg the communion table is the focal point in many churches and reflects the importance of Eucharist / Mass / the Lord’s supper in many Christians’ lives. • Ask the children to work in small groups accompanied by an adult who can aid their learning. Each group will have a copy of the pictures of the features from the last lesson and work as a team to find them in the church. One member of the group should mark the location of each artefact on a floor plan of the church. • Allow the children to share their thoughts about the significance of each feature with a representative from the place of worship and ask questions. Ask the representative to explain what he or she thinks are the most important parts of the building and why. Explain that in different churches different features 	<p>of worship.</p>	<p>Christians differ in their views of their places of worship. For Orthodox Christians the presence of icons, and the sacramental nature of some worship, makes it appropriate to regard the church as sacred place. For Catholics (and this includes some inside the Church of England, and catholic churches other than the Roman Catholic church) the sacramental character of some worship also makes it appropriate to term the church as a sacred place. Protestant churches are often much loved for their history and traditions but would not normally be described by those who worship in them as sacred places.</p> <ul style="list-style-type: none"> • In a Roman Catholic church, the sacrament (also known as blessed sacrament) is reserved in the tabernacle.
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	<p>may be given greater or less importance. For example, in a Baptist church, a baptistery is important; equally, in a Methodist church a pulpit is important, In a Catholic church a tabernacle is an important focal point, and in an Anglican church an altar is important.</p> <ul style="list-style-type: none"> • Arrange for the children to meet people at a church function or other activity that might take place during the school day, such as a parent and toddler group, and talk to the church members about how and why they come to the church. • Discuss how the different rooms in the place of worship are used. Look at the noticeboards for activities. What can they learn from these noticeboards? 		
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6. How does prayer in a mosque strengthen the Muslim community?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know the meaning of the term ‘ummah’ understand how the practice of prayer and the giving of zakah strengthen the ummah reflect on the advantages of belonging to religious and other communities. 	<ul style="list-style-type: none"> Ask the children to recall some of the ideas they had about how they might show commitment to their school community. Make a table of their suggestions and prompt them to extend their ideas if necessary. Write the definition of the term ‘ummah’ on the board. It means the worldwide community of Muslims. Discuss the meaning of this definition. Tell the children that there are two main aspects of the ummah: a community with shared beliefs and values and a community of people with shared responsibility for one another. Ask the children to suggest how their table of ideas about the school community fits into these two categories. Introduce the idea that prayer helps Muslims remember the first aspect of the ummah – shared beliefs. Explore how different dimensions of the Muslim practice of prayer – five times a day at set times, in a set direction, with set movements, and in a common language – and communal prayers (called salah and jumu’ah) might strengthen the ummah. 	<p>Children:</p> <ul style="list-style-type: none"> suggest meanings for the term ‘ummah’ make links between features of their school community and features of the ummah make links between the idea of the ummah and features of Muslim prayer and the giving of zakah raise questions and suggest answers to questions about belonging to the ummah. 	<ul style="list-style-type: none"> Examples of links between aspects of the ummah and the school as a community include the following. A community with shared beliefs and values: celebrating, eg festivals, leavers’ concerts; sharing set of rules. A community of people with shared responsibility for one another: working together, eg school teams; working for the community, eg raising money; helping one another to succeed, eg older children listening to younger children read. Salah is the prescribed communication with and worship of Allah, performed under specific conditions, in the manner taught by the Prophet Muhammad (peace be upon him) and recited in Arabic. Muslims believe Allah requires prayer at five daily times. The times are

	<ul style="list-style-type: none"> • Give the children a sheet of images that represent these different dimensions of prayer and ask them to write a sentence, eg 'Set movements strengthen the ummah because they are all worshipping God in the same way', for each image. • Play a video clip or display a picture of jumu'ah prayer. Ask the children to share ideas about how the jumu'ah experience might feel, and record their responses on the board over the picture. • Give each child three post-it notes. Ask them to write three questions they would like to ask the Muslims in the video, or in the picture, about prayer. Their questions should try to establish what is special about the way that Muslims pray in helping a person feel that they belong to the ummah. • Organise the children into groups of four. Ask each group to stick all of their questions onto one large piece of sugar paper. Use the 'community of enquiry' technique to debate which two questions each group could ask that would produce the most interesting answers if posed to a Muslim during a visit to a mosque. 		<p>according to the lunar calendar. Jumu'ah is the weekly communal salah and attendance of the khutbah (speech) performed shortly after midday on Fridays.</p> <ul style="list-style-type: none"> • The 'community of enquiry' activity promotes effective discussion and questioning. This enables all children to contribute to group knowledge and discussion.
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7. How does giving zakah in a mosque strengthen the Muslim community?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know what is required in giving zakah understand the meaning of the story of Muhammad (peace be upon him) and the snake reflect on the challenges involved in following a religion. 	<ul style="list-style-type: none"> Read or tell the story 'The Prophet Muhammad (peace be upon him) and the bald-headed snake'. Allah's Apostle [Muhammad (peace be upon him)] said, 'Whoever is made wealthy by Allah and does not pay the zakah of his wealth, then on the Day of Resurrection his wealth will be made like a bald-headed poisonous male snake with two black spots over the eyes. The snake will encircle his neck and bite his cheeks and say, "I am your wealth, I am your treasure".' Then the Prophet recited holy verses from the Qur'an (3.180). Explain to the children that all Muslims are expected to give 2.5 per cent of their savings to those in need each year. This practice is called zakah. Discuss the use of symbolism and simile in the story. Why did Muhammad (peace be upon him) choose the snake? Does this story make the message of zakah clearer? What did Muhammad (peace be upon him) mean when he 	<p>Children:</p> <ul style="list-style-type: none"> describe the meaning and purpose of zakah make links between the story of Muhammad (peace be upon him) and the snake the concept of the ummah raise and suggest answers to questions about the challenges of distributing zakah fairly. 	<ul style="list-style-type: none"> Surah 3:180 can be simply transliterated as: Let not those who are mean with what God has generously given them think that this is good for them. Rather, it is bad for them. That which they hold back shall be hung around their necks on the Day of Resurrection. God is the Lord of the heavens and the earth, and God knows of everything that you do. A more authoritative translation can be found in <i>The meaning of the Holy Qur'an</i>, transliterated by Abdullah Yusuf Ali. Be aware that the Qur'an specifies that zakah can be distributed to any of the following eight causes. the poor the needy those employed to collect zakah people who are sympathetic to Islam to free slaves/captives

	<p>said 'I am your wealth, I am your treasure'?</p> <ul style="list-style-type: none"> • Discuss ideas about why Muhammad (peace be upon him) was so keen to make sure that the Muslim community understood the value of zakah. Ask the children to suggest what this story might have to do with the ummah. What does it say about how we should use our wealth for ourselves and others? • Help the children to make the link between the story and the second aspect of the ummah, (shared responsibility for each other), eg helping people in need, safety, sharing problems. • Show the children a picture of a zakah collection box in a mosque and ask why it might be there. • Organise the class into groups of six and ask each group to imagine that they are members of a mosque committee that is distributing zakah for that year. • Present the committees with three possible causes that they might support, considering local, national and international options. Give each of the committees a set of guidelines for distributing zakah. 		<p>those who are in debt in the cause of Allah wayfarers (a traveller who is cut off from everything)</p>
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	<ul style="list-style-type: none">• Explain the rules of debating to the class. In each committee, assign a pair of children to take on the role of advocate for one of the causes. Ask them to debate the merits of each of the causes within a set time limit and to record a decision with at least three reasons for that decision.• Listen to the conclusions and the children's accounts of the challenges of the exercise in a plenary session.		
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8. What can we learn about the ummah from a visit to a mosque? (Preparation for a visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the key features of a mosque, including any symbols • know that going to a mosque may support a Muslim's faith • understand how different features in a mosque may help a Muslim feel closer to ummah • reflect on why people choose to attend a mosque. 	<ul style="list-style-type: none"> • Using an interactive whiteboard or digital projector, take the children on a virtual tour of a mosque. • Ask the children to be detectives, identifying features of the building that provide clues about how it might be used. Are there any signs or symbols? Are there any clues about how the building might be used? Does the building have anything in common with other buildings they have seen? • Identify features of the building and discuss the symbolism and meaning of these features. Draw attention to the features of the building that go beyond worship, eg school, library, community centre. • Talk about the use of features of the building and explain that in most large mosques these are well used by the whole community, every day of the week and in the evenings. Ask the children to suggest reasons why people choose to spend time at a mosque. • Discuss the way in which Muslims usually greet each other – 'As-Salamu- 	<p>Children:</p> <ul style="list-style-type: none"> • describe and suggest meanings and purposes for a range of features of the mosque • make links between features of the mosque and beliefs about ummah • ask questions about why a Muslim might attend a mosque. 	<ul style="list-style-type: none"> • Consider making a virtual visit to a mosque (see 'Resources'). • Consider how different features strengthen ummah. For example: the call of the muezzin encourages Muslims to attend communal prayers; clocks remind worshippers that all Muslims pray five times a day at set times; community centre provides an opportunity for Muslims to gather together for occasions such as festivals and weddings, or to break the fast during Ramadan; dome and minaret make a mosque clearly visible to the whole community; mihrab indicates the direction of the Ka'bah in Makkah (Qiblah), which all Muslims face for prayer; minbar is the place from which the Imam gives a speech (khutbah) to the gathered Muslim community during the Friday prayer (jumu'ah); noticeboard encourages worshippers to take part in community projects, donate to charitable causes; prayer hall is

	<p>Alaykum' or 'Peace be upon you', and the common practice of addressing fellow Muslims as brother or sister – and what these practices might mean. Make a list of the key points of the discussion.</p> <ul style="list-style-type: none"> • Ask the children to design a guide for a newly built mosque. The guide should help visitors find their way around the mosque and explain how each feature might strengthen ummah. • Give each child a floor plan of the mosque and an incomplete key that lists the features with images of each. The key should not describe the position of the features in the mosque. Ask the children to note, on the key, how the artefacts and features of the mosque might strengthen ummah. • Explain to the children that they will find all of the features and artefacts on their visit to a mosque and that they can use this information to complete the key during their visit. How do you think Muslims feel? What is important about greeting and reverence/respect? 		<p>the place where Muslims perform personal and communal (jumu'ah) prayer; shoerack encourages worshippers to show respect and to keep the place clean; study room and madrasah reminds Muslims that it is a duty to educate yourself and your family, especially to learn to recite the Qur'an.</p>
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9. What can we learn about the ummah from a visit to a mosque? (A visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know the importance of the mosque as a place of worship and as a centre for the life of the Muslim community understand the impact the mosque has on believers' lives reflect on their own feelings and those of believers when visiting a mosque. 	<ul style="list-style-type: none"> When the children arrive and enter the prayer hall, give them some time to be still and experience the atmosphere. Ask the children what words they would use to describe the atmosphere. Give them time to reflect on their thoughts and feelings. The children should become aware that this is a place where some people come to worship God. For many people it might be described as a 'sacred place'. Introduce the word 'sacred' and explore its meaning in the use of the term 'sacred place' as an area set apart for the worship of God. Ask the children why they think a mosque might be described as 'a sacred place'. Discuss the size and any other features of the building that the children notice. Introduce or revise the term 'focal point' and explain that the position of features in a place of worship can provide clues about their importance. Notice the focal point and dominant features of 	<p>Children:</p> <ul style="list-style-type: none"> learn that Muslims regard the mosque as the centre of the ummah describe how the lives of Muslims are affected by their connection with the mosque describe and suggest meanings for the position of different features in the mosque describe their emotions when sitting quietly in a mosque make connections between places that are significant to them and what religious believers might call 'feelings of the sacred'. 	<ul style="list-style-type: none"> The emphasis should be on making sure the children understand the significance of the place of worship for the faith community. Before the visit, the children and any accompanying adults will need to be briefed on how to dress for and behave on the visit. Everyone will be expected to remove their shoes upon entering the mosque. All visitors should bring a scarf or hat to cover their heads as a sign of respect. Everyone should be modestly dressed, eg girls and women should have their arms and legs covered and not wear tight clothing. Visitors should make sure that, when sitting down, their feet are not pointing towards the qiblah wall. The qiblah is the direction Muslims face when performing salah – towards the Ka'bah. Make sure the tour includes different areas of the mosque such as the ablutions area, study room and women's area

	<p>the mosque you are visiting.</p> <ul style="list-style-type: none"> • Ask the children to work in small groups accompanied by an adult. Each child will have a copy of the draft guide to the mosque with the floor plan and key. They should work as a team to find the features in the mosque and mark each feature on their floor plan. • Allow the children to share their thoughts with a representative from the place of worship about the importance of the features to the ummah. Ask them to explain what they think are the most important parts of the building. 		<p>or gallery, if there is one.</p> <ul style="list-style-type: none"> • It is important that the children have an opportunity to discuss their feelings and responses during their visit rather than waiting until they are back in school. Adults working with groups can record their responses.
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Assessment activities

10. Writing about a visit to a place of worship			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what pupils know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Point to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the main features of a place of worship • understand how these features support the faith of believers • reflect on the importance of the place of worship to the believer • reflect on places that are important or sacred to them. 	<p>Step 1</p> <ul style="list-style-type: none"> • Make a concept map that links together a description of each feature, a picture of each feature and a sentence that explains how each feature is used. Some children might be able to add a sentence that explains the importance of the feature or a sentence about their sacred or important place. <p>Step 2</p> <ul style="list-style-type: none"> • Write a paragraph about each feature. You might use a writing frame including phrases such as: 'A ... is a ...' 'In a church it is used ...' Some children might be able to add: 'It is important because Christians believe Jesus...' 'This belief is the reason why 	<p>Children:</p> <ul style="list-style-type: none"> • describe the main features of a place of worship • make links between the features and the beliefs they represent • write about a place that is important or sacred to them. 	

	<p>Christians...' 'A ... is a ...' 'In a mosque it is used ...' 'It is important to the community because Muslims believe ...' 'This belief is the reason why Muslims ...'</p> <ul style="list-style-type: none"> • For example: An altar / communion table is a table in a church. It is used in Eucharist / Mass / the Lord's supper. It is important because Christians believe Jesus said to remember him by sharing bread and wine. This belief is the reason why some Christians include bread and drink wine in their celebration of Eucharist / Mass / the Lord's supper. <p>Step 3</p> <ul style="list-style-type: none"> • Write a paragraph about a place that is important or sacred to them. <i>Why is it sacred? Is it symbolic? How do they behave in their important or sacred place?</i> 		
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Differentiated outcomes

Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.

Children working at level 2 can:

- use religious words, such as communion table, font and pulpit and/or mihrab, minaret and minbar, to identify some features of places of worship
- suggest meanings for some symbols in a place a worship
- recognise the value placed on buildings by believers and the things that are of value in their own lives.

Children working at level 3 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to identify some features of places of worship
- describe the symbolism of some features of a place of worship
- make links between the features and the belief they represent
- identify a place which is important or sacred to them.

Children working at level 4 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to describe and show understanding of features of places of worship
- describe and show understanding of the symbolism of features of places of worship
- make links between the features, the beliefs they represent and the impact it has on a believer's life
- describe a place that is important or sacred to them.

Children working at level 5 can:

- use an increasingly wide religious vocabulary to explain how features of places of worship, including symbols, illustrate distinctive beliefs and suggest possible reasons for those beliefs
- explain the symbolism of features of places of worship
- describe links between the features, the belief they represent and the impact it has on a believer's life
- explain why a particular place is important or sacred to them.

11. How are Christian and Muslim places of worship similar? How are they different?			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what pupils know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know some of the similarities and differences between Christian and Muslim places of worship understand how similarities and differences in features of places of worship might help us identify similarities and differences in beliefs reflect on how their views about features of religion compare with those of others. 	<p>Step 1</p> <ul style="list-style-type: none"> Organise the class into groups. Place a selection of pictures of features and activities of churches and mosques on each group's table. Give each child an 'odd-one-out' template. Model how you might select three pictures. Select one picture related to a church and one related to a mosque and one related to either. Describe how each pair is similar and/or different and which one could be called the 'odd-one-out'. <p>Step 2</p> <ul style="list-style-type: none"> Ask the groups to report their findings to the class. They should explain how the pictures show similarities 	<p>Children:</p> <ul style="list-style-type: none"> describe some of the similarities and differences between Christian and Muslim places of worship make links between the similarities and differences of the features and the beliefs they represent compare their own views about the features of religion with the views of other people. 	

	<p>and or differences in terms of, for example: the appearance of the feature; the way the feature is used; the beliefs of Christians and Muslims.</p> <ul style="list-style-type: none"> • For example, when describing similarities and differences in appearance, the children might select stained glass windows in a church and a picture of calligraphy in a window of a mosque. They might report the following. • ‘They are similar because they are both windows and they both remind people about their beliefs.’ • ‘They are different because there are pictures on the stained glass windows but not in the windows of the mosque.’ <p>Step 3</p> <ul style="list-style-type: none"> • Ask the children to suggest their odd-one-out. Ask other children to suggest a different possible answer using the sentence starter: ‘I disagree with [name] and think the odd-one-out is ...’ 		
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	<p>because ...'.</p> <ul style="list-style-type: none"> Some children might be able to justify their choice of an odd-one-out in a way that demonstrates an understanding of religious beliefs. <p>Step 4</p> <ul style="list-style-type: none"> At the end of the session ask the children to discuss whether the odd-one-out activity helped them to learn more about religious buildings. 		
<p>Differentiated outcomes</p>			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Children working at level 2 can:</p> <ul style="list-style-type: none"> use religious words, such as altar or communion table, font and pulpit and/or mihrab, minaret and minbar, to identify some features of places of worship begin to show awareness of similarities between a church and a mosque respond to questions about which picture they chose as the odd-one-out. 			

Children working at level 3 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to identify some features of places of worship
- recognise similarities and differences between a church and a mosque
- make links between their own suggestions and the suggestions of others about which picture they chose as the odd-one-out.

Children working at level 4 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to describe some similarities and differences between a church and a mosque
- ask questions and suggest answers to questions about the importance of their choice of odd-one-out.

Children working at level 5 can:

- use an increasingly wide religious vocabulary to explain how features of places of worship illustrate distinctive beliefs and suggest possible reasons for those beliefs
- ask questions and suggest answers about the importance of their choice of odd-one-out.