

Year: 1

Term: SUM 1

Theme/Unit: *Special places (church and mosque)*

Key concept: *Specialness (in relation to places)*

RE KS1

Intended learning outcomes:

Children will be able to:

- Step 1** express creatively their ideas about *special places*
- Step 2** recognise how their ideas about *special places* relate to their own lives and those of others
- Step 3** recognise the concept of *specialness* in relation to *special places*
- Step 4** recognise that the church is a *special place* for Christians and the mosque is a *special place* for Muslims
- Step 5** in simple terms discern something of the value of the church as a *special place* for Christians and the mosque for Muslims

Unit to last 6 hours

Assessment opportunities:

Evidence can be gathered when children:

- Step 1** express creatively their own experience of *special places*
- Step 4** draw, write and talk about what happens in a church and mosque
- Step 5** talk about or describe their own ideas about the value of the church as a *special place* for Christians and a mosque for Muslims

Evidence recorded in books.

Sequence of activities:

Step 1 – Communicate

- Pupils close their eyes and imagine their own special place where they go to feel safe, quiet, peaceful and special.
- Teacher questions: *Is it inside or outside? What colours are there in your special place? Can you sit/lie/snuggle up in your special place? Who else is allowed there? What do you do? How do you feel when you are in there?*
- Pupils share ideas with a partner. A few share with the whole class.
- Pupils draw/paint pictures of their special place & annotate: *"In my special place I feel ..."*

Step 2 – Apply

- Display the pictures and discuss. Pupils ask each other questions about their special places.
- Teacher questions: *Do you have one or a few special places? Is your special place always the same or does it change? Would it matter if it changed? How would you feel if someone came along and smashed up and spoiled your special place? Could you find another? What would you put in a place to make it special?*

Step 3 – Inquire

- Teacher discusses with class what they would need to create a special/holy place in the classroom (in the home corner/role-play area). Pupils suggest ideas. Teacher lists suggestions. Create a special place in the classroom. Consider: *Should there be rules to keep it special/holy? Who should go in there? When can people go in there? What should people do in the special place?*

Step 4 – Contextualise

- A:** Visit a church. (St.James?) Pupils draw/take digital pictures of features in the church which make it special/holy. Or ask Rev.Amanda to come in talk to children. Ask her: *What makes the church special/holy? How do Christians feel when they go there? Is it always special/holy? Some times more than others? How would she/he feel if it was damaged? Identify special features of the church, intro new vocab.*
- B:** Visit a virtual mosque.(see links on attached document) Pupils draw pictures of features in the mosque which make it **special/holy**.

Step 5 – Evaluate

- Draw pupils' attention to their own special place, the church display and the mosque display. Pupils identify and discuss similarities and differences. Pupils, in pairs or threes, sort out cards into *agree with* and *disagree with* piles in response to the question: *Why do people have special/holy places?*
- Put cards in order of priority. (attached to plan)

Resources:

- BBC classroom clips <http://www.bbc.co.uk/education/subjects/zxnygk7> (Great for Christian churches and mosques)
- Images/posters of mosques. See document with links to tour mosques online
- Images/posters of churches (plus visit). See document with links to tour Christian churches online
- Items for making a special place in the classroom.
- Sort cards.

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks

Children will know that:

- The **church** is a special place for **Christians**
- **Churches** can be very different from each other but all are **special** to **Christians**
- **Christians** meet together in church to **worship God**
- They will listen to stories about **Jesus**, sing, pray and sit quietly
- The **mosque** is a special place for **Muslims**
- **Muslims** meet together in the **mosque** to worship
- They will learn about **Islam**, pray, sit quietly and come together

Sorting activity cards to accompany planning on *Special places*

It helps them to feel peaceful.	It makes them sad.
It makes them happy.	They can be with their friends.
They can rush about and make a noise.	They can feel close to God.
They can think about God.	They can say prayers.
They can hear stories about God.	They can have a party.
They can feel safe.	They can feel quiet.
They can feel relaxed.	They can go swimming.