

| Topic: RE: Learning about Religion | Year group | Term Spring |
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| Places of worship                  | Year 5     | 6 sessions  |

### Background knowledge

This unit is designed to help children understand how religious buildings exemplify the beliefs and values of religious communities. It enables them to acquire further knowledge of signs, symbols and metaphors and explore how they are used to extend and deepen religious understanding. This unit builds on work done on religious beliefs and their expression through signs and symbols. It also links with work on symbolism or worship in world faiths and visits to places of worship. children have:

- identified meanings of signs and symbols
- classified information in different ways
- learnt the names of different parts of a church
- interviewed people and made notes of discussion

**Key idea:** That religious identity, beliefs and values can be expressed in a variety of ways including through places of worship and the symbolism within them.

### What should I already know?

I can research different religions in my local area.

I can work with others to create a presentation about one of the religions.

I can discuss what I have learnt.

I can present my work to the class.

I can compare and contrast key features of different religions.

I can evaluate and summarise what I have learnt.

| R.E. Agreed Syllabus / Key Skills                                                                                                                                                                                                                                                                                                                                                                                                                       | The Journey                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>To encounter religion through visitors and visits to places of worship and focus on the impact and reality of religion on the local and global community.</p> <p>To consider a range of human experiences and feelings.</p> <p>To reflect on their own and others' insights into life and its origin, purpose and meaning.</p> <p>To express and communicate their own and others' insights through art and design, music, dance, drama and ICT.</p> | <ol style="list-style-type: none"> <li>1. To classify different types of religious buildings and objects</li> <li>2. Know that religious buildings and objects have meanings for their users</li> <li>3. To use metaphor and symbol as a way of explaining that religious objects and symbols carry multiple meanings.</li> <li>4. Explain how the form of a building and its furnishings are linked to religious worship and beliefs.</li> </ol> |

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| <p>To develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.</p> <p>I can identify different religious buildings.<br/> I can describe objects found in church and explain their meaning.<br/> I understand how reflecting on an object can deepen its meaning for worshippers.<br/> I can identify similarities and difference between two different denominations of the church e.g. Catholic and Methodist.<br/> I can explain the relationship between material objects and beliefs and values.</p> | <p>5. Know how different communities and traditions express religious belief</p> <p>6. Know that beliefs, ideas and feelings can be expressed in a variety of ways.</p> |
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## Outcomes

### An overview of what children will know / can do

**Working towards:** Children can name some parts of Christian religious buildings and religious objects, and say why they have value for members of religious communities. They can suggest meanings for religious objects and words and know that not all such words are taken literally.

**Expected:** children can describe the interiors and exteriors of Christian religious buildings, identifying key features and explaining how they are used in worship and what they mean in terms of the religious beliefs of worshippers. They can identify similarities and differences between two contrasting Christian denominations e.g. Methodist and Catholic. They can explain that metaphors, symbols and objects convey religious meaning identify similarities and differences between one of the buildings visited and a place of worship of another faith tradition.

**Exceeding:** Children can confidently describe interiors and exteriors of Christian religious buildings and explain how the key features of two contrasting features of religious buildings relate to different Christian traditions, beliefs and forms of worship. They can explain why and how metaphors, similes and objects convey meanings to members of religious groups and different faith traditions and how they relate to religious beliefs.

## Key Vocabulary

**Christianity** - Christianity is mostly about the life and teachings of Jesus Christ, in the New Testament and interpreted of prophesied in the Hebrew Bible/Old Testament.

Christianity is the world's largest religion, with 2.1 billion followers around the world. Christians consider the Holy Bible to be a sacred book, inspired by God.

**Worship** - to honour or respect as a divine being. To regard with respect, honour, or devotion

**Prayer** - Prayer is a communication to God.

**God** - the Being worshipped as the creator and ruler of the universe.

**Devotion** - deep love or loyalty.

**Sacred** - Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect.

**Holy** - Something that is sacred can be described as holy. A place, object, or person who has been blessed can be described as holy, meaning "associated with God."

**Font** - A baptismal font is an article of church furniture used for the baptism of children and adults using a non-immersion method.

**Altar** - a platform or table used as a centre of worship.

**Pulpit** - a raised place in which a clergyman stands while preaching or conducting a religious service.

**Vestry** - a small room in a church where a priest dresses for the services and where holy items used during services are kept.

**Ecumenical** - is the promotion of unity, co-operation, or improved understanding between distinct religious groups or denominations within the same religion.

## Timeline / Diagrams

### Starter Activity



All of these building look different, but what do they all have in common?  
Who might visit them?  
What might happen in them?

Photo courtesy of: iStockphoto.com/steve granitz, iStockphoto.com/steve granitz, iStockphoto.com/steve granitz

### Churches throughout the world.

Church buildings throughout the world vary hugely!  
Church buildings reflect the people who built them, when they were built and the needs of the Christians who worship in them.

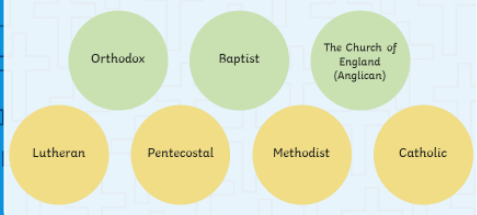


Here are two churches in the UK.  
How might each church reflect who built them?  
How might location have affected how big each church needed to be?

Photo courtesy of: iStockphoto.com/steve granitz, iStockphoto.com/steve granitz

### Denominations

Around the world you'll also find churches belonging to many different denominations.  
A denomination is a group within the church as a whole, who have come together because of a particular set of beliefs. Some of the major denominations are:



Orthodox   Baptist   The Church of England (Anglican)  
Lutheran   Pentecostal   Methodist   Catholic

### Important people or places

Church

Cathedral

Vicar

Priest

Methodist

Catholic

Church of England

Baptist

### Assessment questions / outcomes

How does the form of a place of worship express the beliefs of that faith community?

What sorts of things are found in religious buildings and what meanings do they convey to believers?

What are the similarities and differences in beliefs between different faith traditions and how important are they?

How did I respond to my visit(s) to religious buildings and why?

What do I now understand about the relationship between material religious things and abstract concepts, beliefs and values?