



KS2 Religious Education Year 3 Summer 1 – 7.5 hours



Theme/Unit: Places of Worship

Key concept: Sacred Place

Enquiry: What makes a place sacred?

Unit Summary:

In this unit, children learn the meaning of the word sacred. They think about how Christians and other religious people consider places of worship to be sacred. Children then think about what/where is sacred to them and others.

Prior Knowledge:

Children should be familiar with some different places of worship e.g. a church, synagogue, and mosque. They may be able to name items found in or parts of a church building and explain why they are important.

Year 3/4 Objectives:

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

Key Vocabulary:

<b>Sacred</b>	To be connected with god and consider holy.
<b>Worship</b>	An act of religious devotion usually directed towards a deity.
<b>Church</b>	A building used for public Christian worship.
<b>Atmosphere</b>	The character, feeling, or mood of a place or situation:
<b>Spiritual</b>	Things relating to the human spirit rather than physical.

**Spiritual:** providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.

**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.

Text drivers/Resources:

Church visit/visitor  
Images/virtual tours of religious/sacred places

5-Step Enquiry: <i>What makes a place sacred?</i>		Assessment
Step 1	<p><b>Enquire: What does sacred mean?</b>            Children brainstorm the word <i>sacred</i> in small groups. Feedback and compare ideas.            Children in groups discuss and list what they would need to create a sacred place. Compare ideas.            Individually, or in pairs, children design a sacred place (anything/anywhere not necessarily relating to religion) focussing on their discussion.            Children produce labels (ICT link) which explain how particular features make their place sacred.</p>	<p><b>Basic:</b></p> <ul style="list-style-type: none"> <li>• Draw/paint their sacred place</li> <li>• Create labels to match with their sacred place</li> </ul> <p><b>Learned:</b></p> <ul style="list-style-type: none"> <li>• Design their sacred place (link to DT)</li> <li>• Create their sacred place and label</li> <li>• Create a guidebook that shows the reader around their sacred place and begins to explain why is it sacred</li> </ul> <p><b>Deeper:</b></p> <ul style="list-style-type: none"> <li>• Compare their sacred place to a friend</li> <li>• Discuss similarities/differences</li> <li>• Explain to someone else about what makes their friend's place sacred to them</li> </ul>
Step 2	<p><b>Contextualise: What makes a religious building sacred?</b>            Visit and investigate a church. Children photograph/draw features which they think make a church sacred.            Children produce a guidebook (literacy/ICT link) for a visitor explaining sacred features (stating the <i>why and because</i>).            Repeat above activity for a mosque through a virtual tour or visit.</p>	
Step 3	<p><b>Evaluate: How important is a sacred place to a Christian?</b>            Discuss with children:  <i>Is it important for believers to feel that a place is sacred? Why/why not?</i>  <i>Can a place be sacred on some occasions and not on others?</i>  <i>Do all Christians feel that the church sacred?</i>  <i>Do you think Christians would mind exchanging places of worship? Why/why not?</i>            Hot-seat, volunteer children in role as a Christian who have been offered an alternative place of worship because theirs is being pulled down to make way for a road. <i>How would they react?</i></p>	
Step 4	<p><b>Communicate: What is my sacred place?</b>            Ask children to spend some quiet reflective time imagining being in their own sacred place (play quiet music perhaps). <i>What is it like? What is around you? Who are you with? What can you see, hear, smell, and feel? Why is it sacred? How do you feel when you are in there?</i>            Children draw and annotate their sacred place or create a poem about it.</p>	
Step 5	<p><b>Apply: How should we consider other people's sacred places?</b>            Discuss and compare children's personal sacred places. <i>How do you feel about each other's sacred places? Can you explain why it is sacred?</i> (Eg: place where I was born, a football ground, where the dog was buried.) <i>How do people show a place is sacred?</i>            Discuss: <i>Is it important to show respect for other's sacred places? Why/why not? How can respect or non-respect be shown?</i></p>	

