

What does it mean to belong to a church or mosque?

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About this unit: The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there. Although the planning here is designed around Islam and Christianity, it may be appropriate to extend this to other places of worship, particularly if the class or local community reflects that diversity.



Where this unit fits in: This unit could be delivered in Year 1 or 2 with appropriate adjustments. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:

- A. Investigate the beliefs and practices of religions and other world views, including:
 1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.
- B. Investigate how religions and other world views address questions of meaning, purpose and value, including:
 2. Ultimate Questions of belonging, meaning, purpose and truth.

The religion studied in this unit: *Christianity and Islam, but could be extended.*



Estimated teaching time for this unit: 8-10 hours

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • The parts of a mosque and a church • The importance of belonging to a Christian or Muslim community • Ceremonies and rituals related to membership of a religious community 	<p>A resource pack is included. This contains, among other things, examples of signs and symbols.</p> <p>Many schools will be able to arrange a visit to their local church. Other churches will offer an educational service including Halifax Minster http://www.halifaxminster.org.uk/learning/</p> <p>Pennine learning also produces a list of visits and visitors and can be found on the resources page of www.penninelearning.com</p>

1.3 What does it mean to belong to a church or mosque?

EXPECTATIONS – informed by ongoing assessment throughout the unit:

<p>Pupils working towards the age related expectations will:</p> <ul style="list-style-type: none"> • Explore places of worship and look at special objects and symbols. 	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <ul style="list-style-type: none"> • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Talk about why places of worship are special for some people and say how this is demonstrated. • Explore details of customs, symbols and practices and ask questions.
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ASSESSMENT SUGGESTIONS

Optional assessment activities.

- Use photos and sorting hoops to talk about the church and/or the mosque.
- Use photos of features, artefacts and rituals to play 'Odd one out'.

CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from experiencing quietness and thinking about the way reverence and ritual add to the worship experience of Christians and Muslims.
- Opportunities for **moral development** come from considering issues of respect when visiting other places of worship, and hearing about how other people live.
- Opportunities for **social development** come from exploring questions about the lives of our friends, the school community and the area in which we live.
- Opportunities for **cultural development** come from visiting places of worship and meeting representatives of a worshipping community.

1.3 What does it mean to belong to a church or mosque?

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<p>What does it mean to belong?</p> <p>What symbols and signs do we recognise? How do they show we belong?</p> <p>What are important symbols for Christians and Muslims and what do they mean?</p>	<p>Know what it means to belong</p> <p>Understand that symbols have meanings</p> <p>Recognise and talk about some Christian and Muslim symbols</p>	<p>What groups do you belong to? My family, School, Clubs, Brownies etc. How do you know you belong? Uniform, believe the same things, do the same things, meeting place, rules and regulations. What do you do? What do you wear? How does this show that you belong? How would other people know that you belong?</p> <p>Split the page into four boxes - school, family, clubs, and one blank for pupils to complete by themselves. Complete the sentence for each one 'I belong to...', and draw a picture inside each box to illustrate. Then in each box they could record the main features of each group – eg what you wear, beliefs etc.</p> <p>Show some symbols that children recognise e.g. school logo, McDonalds, road signs etc. Why were these symbols used? What do they mean? Which give information about belonging to a group? Explore the symbolism associated with some groups, e.g. trefoil symbol in Brownies, football club badges.</p> <p>Discuss symbols that might be seen in everyday life perhaps on signs – explore how a picture can give information. Pupils could look at a variety of examples of signs and symbols and sort them into groups. Children try to explain what they mean.</p>	<p>Talk about the different groups to which they belong</p> <p>Design a symbol and say what it means</p>	<p>The teacher should spend some time exploring with the pupils how symbols have meanings, using familiar ones to start with. This is an important precursor to the exploration of religious symbolism.</p> <p>Examples of Christian signs and symbols can be found in the Resource Pack - Photo file</p> <p>Examples also available on RE:quest website</p> <p>https://request.org.uk/ife/spirituality/christian-symbols/</p> <p><u>Outdoor learning:</u></p>

1.3 What does it mean to belong to a church or mosque?

		<p>Design a symbol (or logo) for your group – what does it mean? How does it show that you belong?</p> <p>Explore Christian and Muslim symbols. Look carefully at artefacts such as a cross, candle or fish symbol. Where might they be seen? (eg: in church, mosque, people might wear them) Do children know any stories associated with them? What ideas do the children have about where and why they are used?</p>		<p><i>Design a prayer flag with logo/symbols to represent your group. Use it to decorate an area outside.</i></p>
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1.3 What does it mean to belong to a church or mosque?

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<p>What makes a place special?</p> <p>Why are some buildings special for Christians and Muslims?</p> <p>What are these buildings called?</p> <p>What is similar and different between belonging to school and belonging to a church or mosque?</p>	<p>Talk about what makes a place special.</p> <p>Name a church and a mosque as a special place for Christians and Muslims.</p> <p>Explore the idea that all churches/ mosques do not look the same.</p>	<p>Show the pupils two boxes, one wrapped in a very decorative way, and another very plain one. Include a symbolic 'treasure' in the plainly wrapped one. Which is special? The treasure is in the plain box!</p> <p>Teacher may talk about some special places for themselves. Lead children through a visualisation exercise about a visit to a special (real or imaginary) place. Close your eyes and listen about the special place. Can you see a picture in your mind about it? Who else is there with you? Would it be as special if you were there by yourself? It is good to share special times and places with other people who think the same way as you. Pupils talk about a special place for them. They could write about this or draw and label a picture with emotions and feelings.</p> <p>Show some pictures of different special buildings – these might include a school, hospital, football ground, etc. Also include a church and a mosque. Pupils can match building with its name. What is the name of the special places that they go to?</p> <p>What happens inside the school? What do children do? What routines do they all follow? How do they know what to do? What do visitors see when they come to our school? (behaviour and attitudes) How does this show that we belong? What happens if someone new arrives in school/class? How do we make them</p>	<p>Talk about a special place.</p> <p>Talk about what happens in school and what it means to belong to school.</p> <p>Name a church and mosque.</p> <p>Talk about the similarities and differences between belonging to a school and a faith community</p>	<p><u>Outdoor learning:</u></p> <p><i>Walk around the outdoor environment – man-made and natural. Does it feel special? How? Collect items, draw pictures, make rubbings, make a print in clay/playdough of a special item.</i></p> <p><i>Story circle: reflect on special places. Can outdoors be as special as indoors?</i></p> <p><i>Use all the senses to create a thank you prayer using the things we enjoy around us.</i></p> <p><i>Story circle : Time for reflection – how do we</i></p>

1.3 What does it mean to belong to a church or mosque?

		<p>welcome? What activities do we do in school? The following may be helpful when considering this – learning, working together, singing, supporting each other, reading, praying, music, thinking time, meeting friends. Do you do these anywhere else?</p> <p>Choose either a church or a mosque – or include both. What do you think happens inside the place of worship? What do believers do? How is this similar to school? How is it different? How do believers show that they belong? How do they welcome new members?</p> <p>Produce a Compare and Contrast sheet to draw out similarities and differences between school and church or mosque.</p>		<p><i>show we belong? How do we welcome others?</i></p> <p><i>Den building: create a special place.</i></p>
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<p>Why do most Christians go to church on a Sunday?</p>	<p>Learn that Sunday is a special day for Christians, when they meet together as a community</p>	<p>Which days do we come to school? Stay at home? How do you feel about certain days? Do you have a favourite day? Why? Think – pair – share.</p> <p>Look at the pattern of the week in the class. Which days do we do particular activities e.g. PE, ICT etc. We all do the same things because we belong to the same class.</p> <p>Christians have Sunday as their special day. Why do you think Christians try to meet together on the same day? Explore the idea of a community meeting and learning together. Recap on what Christians do.</p> <p>Watch video clip of a Sunday service or use photographs.</p> <p>Note that Christians go to church on other special occasions (eg baptisms or christenings, weddings etc),</p>	<p>Talk about why Sunday is special for Christians.</p>	<p>see www.request.org.uk</p> <p>Sunday is the day Jesus rose from the dead. This is why, in the past, Christians chose the first day of the week - a day to worship God, a day to feel happy, rest, meet other Christians.</p>

1.3 What does it mean to belong to a church or mosque?

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<p>What do Christians do in Church to show they belong?</p>	<p>Find out what some Christians do at church to show they belong.</p>	<p>Religion neutral activity: Share a community meal. Use a cake which is representative of the class (e.g. a cake with the class number/name on) Each child has a piece and a drink. How did it feel to share this meal together? Explore the symbolism of the shared cake.</p> <p>Look at pictures of a communion service/ Eucharist. Also look at pictures of Christians sharing coffee at the end of the service. What is happening? What objects are used? What food and drink are used? Explore the concept of belonging through a shared meal. If appropriate, draw out the distinction between the communion ritual, which is formal and structured, and the informal coffee time. Both are different and important ways of showing belonging.</p> <p>Are there examples from other faiths of food being used to show that people belong?</p>	<p>Talk about what Christians do in Church to show they belong</p>	<p>A Religion-Neutral activity is one the teacher devises to parallel a ritual that believers participate in. It should enable pupils to feel something similar to the believer.</p> <p><u>Outdoor learning:</u></p> <p><i>Create a special/sacred area outside. Make a sign/logo. Is it possible to create a spiritual place that is acceptable to all?</i></p> <p><i>Create a symbol of unity using natural materials- maybe a large scale collage or a weaving; ‘a little bit of me and a little bit of you...all of us together’.</i></p> <p><i>Story circle: Share a community meal and reflect on ideas of belonging.</i></p>

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<p>What special clothes are worn by Muslims?</p>	<p>How do some Muslims show that they belong by what they wear?</p>	<p>Look at the different clothes people wear for different activities, e.g. uniforms, best clothes, school uniform etc. Photo sorting activity</p> <p>Why are different clothes used for different purposes? What do clothes tell us about the wearer and the groups to which they belong?</p> <p>Show some photos of Muslims going to Mosque and praying. Ask children what they notice- think-pair- share. What clothes do Muslims wear to go to the mosque/ to pray? Is this important, why? Why do you think they wear these clothes? How do the clothes show that they belong?</p> <p>Explain that some Muslims choose to wear Muslim dress at other times too, while others don't.</p>	<p>Talk about why Muslims wear special clothes to go to the Mosque.</p>	<p>Pictures from Resource Pack – as a Word document, as separate jpegs (for use on Interactive Whiteboard), as a PowerPoint</p> <p>Note- There are cultural reasons for the choice of dress by different Muslims.</p>

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<p>How do Muslims show they belong by what they do when they pray?</p>	<p>Learn about Muslim prayer and name the objects used in Muslim prayer</p>	<p>If you were going to visit a special person e.g. the Queen, how would you prepare? Getting ready – bath/shower, special clothes, preparing your mind – thinking about how you will behave/say/act.</p> <p>Explain that the children are going to explore how Muslims prepare to pray and how this helps to show how they belong. Firstly ask the children what they think prayer is. Reminder of talking to God. Do they pray? Have the children seen other people praying?</p> <p>Now show photos of Muslims praying. What do the children notice? Look at artefacts associated with prayer: prayer mat, beads, head covering etc. How do Muslims show that they belong when they cover their head, take their shoes off and wash before praying/entering the mosque? Why do you think they do this? How have they prepared themselves for prayer?</p>	<p>Talk about why and how Muslims pray.</p> <p>Name Muslim artefacts.</p>	<p>Play video clips of prayer on the Interactive Whiteboard. Children to record questions</p> <p><u>Outdoor learning:</u></p> <p><i>Make a prayer/wish tree. Tie ribbons and prayers onto the tree to symbolise our prayers and hopes. (See picture in resource pack)</i></p>

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<p>What might you see inside a church or mosque?</p> <p>What do people do in the mosque or the church?</p> <p>What does it mean to belong to the church or mosque?</p>	<p>Identify some important parts of a church and why there are important.</p> <p>Explore what goes on inside a church</p> <p>Think about why people want to belong to the church</p>	<p>If possible arrange a visit to a church or mosque or both as part of the unit of work.</p> <p>Identify the most important parts/ furniture of the church or mosque but be careful to link these to the activity or belief that they reflect.</p> <p>Find out what happens in the church and mosque. Adapt a copy of a church magazine that lets people know what is happening. Look at a notice board or website. Can the children list things that happen in a church e.g. singing, prayer, silence and reading.</p> <p>Invite pupils to share their own experiences of going to mosque or church, either as regular members or to attend a family event such as a baptism or a special event such as Eid or harvest festival.</p> <p>Widen this discussion to include children from other faiths.</p> <p>Are there particular welcoming ceremonies to show that people belong?</p>	<p>Talk about what they might see in a church or mosque</p>	<p>Many schools will be able to arrange a visit to their local church.</p> <p>The list of faith visits and visitors can be found on the resource page of www.penninelearning.com</p> <p>Of key importance is that the visit supports the learning objectives and is not simply a guided tour.</p>

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<p>What does it mean to belong to the church or mosque?</p>	<p>Explore what goes on inside a church or a mosque.</p> <p>Think about why people want to belong to the church / mosque.</p> <p>Compare what it means to belong to a church and a mosque</p>	<p>Suggest ways people in a faith community might help each other? Include practical examples like visiting the sick. Widen this to explore how Christians and Muslims belong to worldwide community. Look at examples of charity such as Christian Aid or Muslim Aid, or their involvement in local campaigns or charity.</p> <p>Invite a Christian or Muslim to explain what it means to belong to the church or mosque. How does it help them? Why do they belong? How do they help the work of the church or mosque? Children could prepare questions beforehand. The visitor could be a member of staff, member of the local community. This needs careful preparation and briefing beforehand.</p> <p>Can you tell which religion a person practises just by looking at them? Show a variety of pictures of people – different skin colours, clothes, ages etc. Some with religious dress/symbols, some without. Can the children sort the images? Children should begin to recognise that religious faith is not always outwardly visible.</p> <p>Optional assessment activity. Use a Venn diagram to compare and contrast how Christians and Muslims show that they belong to their faith communities.</p>	<p>Talk about the similarities and differences between what believers do at the church and the mosque.</p>	<p><u>Outdoor learning:</u></p> <p><i>Chalky church/mosque. Draw a big outline of a church/mosque on the playground. What needs to be included? What happens here?</i></p>