



Medium Term Unit Planning

Topic Name: - R.E (What makes some places sacred to believers?)

Learning outcome:

The children will recognise that there are special places where people go to worship, and talk about what people do there. They will be able to identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. The children will identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. They will be able to give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. The children will learn simple examples of how people worship at a church, mosque or synagogue. I can talk about why some people like to belong to a sacred building or a community

Hook:

Talk from religious leader or practising Christian/Muslim.

Topic Showcase

Speak to younger children about the special places where people worship. Show information posters.

Oracy:

Stand and deliver presentations.
Discuss in groups.

Key Vocabulary:

Muslim, Christian, sacred, holy, church, mosque, worship, friendly, thoughtful, peace, symbols, artefact, Talk about what makes some places special to people, and what the difference is between religious and non-religious special places, synagogue: ark, Ner Tamid, Torah scroll, tzizit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah, bimah; mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin, prayer, Qur'an, community.



Medium Term Unit Planning

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

The Holy Bible

The Torah

The Qur'an

Citizenship/Community Opportunities:

Information posters about different religious places of worship.

Experiences/Visits/Visitors

Visit from practising Christian/Muslim.

Main Subjects covered: RE

RE threshold concepts:

Understand beliefs and teachings

This concept involves understanding the key teachings of various religions

Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.



Medium Term Unit Planning

Notes:			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. I can talk about the word special and what it means in my life and in the lives of Christians.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	I can recognise, name and describe some religious artefacts, places and practices.	Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to children and their families, and why. Do they have any things that are holy and sacred?
2. I can describe different holy buildings and objects.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	I can recognise, name and describe some religious artefacts, places and practices.	Look at photos of different holy buildings and objects found inside them: can children work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.
3. I know why we show respect to other people and their beliefs.	Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.	I can explain how actions affect others. I can show an understanding of the term 'morals'.	Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways).
4. I can ask relevant and interesting questions using the correct vocabulary.	Understand practices and lifestyles	I can recognise, name and describe some	Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.



Medium Term Unit Planning

	This concept involves understanding the day to day lives and practices of various religions.	religious artefacts, places and practices.	While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords.
5. I can draw and describe objects found in a sacred building	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	I can recognise, name and describe some religious artefacts, places and practices.	Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners.
6. I can compare and contrast different places of worship.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	I can recognise, name and describe some religious artefacts, places and practices.	Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God.
7. I can identify and sort different artifacts from religions and say how they are used in worship.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	I can recognise, name and describe some religious artefacts, places and practices.	Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross,



Medium Term Unit Planning

			baptismal pool, pulpit; synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah, bimah; mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.
8. I can explain how much can help with worship.	Understand beliefs and teachings This concept involves understanding the key teachings of various religions	I can describe some of the teachings of a religion. I can describe some of the main festivals or celebrations of a religion.	Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways.
9. I can think about the emotions related with a piece of music.	Understand beliefs and teachings This concept involves understanding the key teachings of various religions	I can describe some of the teachings of a religion. I can describe some of the main festivals or celebrations of a religion.	Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.



Medium Term Unit Planning

<p>10. I can describe why holy buildings are a place for everybody and what makes them holy.</p>	<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<p>I can recognise, name and describe some religious artefacts, places and practices.</p>	<p>Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school.</p>
--	--	---	--