



### RE Year 3 MTP – Y3A: Holy Buildings and Sacred Spaces: Visiting Places of Worship

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by building on all prior learning. It enables children to visualise the concept of a sacred place, what it means to them and to others. This unit explores virtual tours of sacred places, however where possible children will be given the opportunity to visit these sacred places for themselves allowing them to engage all their senses through a first-hand experience. The unit provides an important way of enabling children to see religious diversity clearly: if it is well taught, teaching will refer back to it in many future units of RE.

SACRE Guidance	Week	SACRE Coverage/Lesson ideas	Learning Outcomes (Intended to enable pupils to meet the end of key stage outcomes)
<p><b>About this unit</b> This unit provides teachers and learners with an enquiry focus approach to learning from visits to sacred places. The emphasis on learning outside the classroom and exploring questions through a visit provides for learning about sacred places as spaces to worship God. Children are given an opportunity to discover, experience and reflect on the communities, features</p>	<p><b>Autumn 1 Week 1</b></p>	<p><b>What makes a place special? What is a sacred place? Are all places sacred?</b></p> <ul style="list-style-type: none"> <li>• Read an extract from the beginning of the Lion the Witch and the Wardrobe where the children discover the doorway via the wardrobe to Narnia.</li> <li>• Talk about the excitement of the discovery of new places, what do the pupils think is behind the door?</li> <li>• Get the children to brainstorm their feelings when they think about their special place.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A1. To be able to describe and make connections between worship and Holy places.</b></li> <li>• <b>C1. To be able to discuss the views on questions about belonging, faith, worship and special places.</b></li> <li>• <b>C2. To be able to consider and apply ideas</b></li> </ul>



<p>and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. The unit will work best if pupils can visit the sacred buildings of 2 religions, minimum of 1, and explore others through a virtual visit in some other way.</p>		<ul style="list-style-type: none"> <li>• Through class discussion allow the children to explore different places which have a special importance to themselves and their peers. Ideas on short term plan.</li> <li>• What does sacred mean? Discuss how special places for individuals within a faith are considered to be sacred places.</li> <li>• Can the children draw a place that is important or sacred to them and write why.</li> </ul>	<p>about respect for each other's sacred spaces.</p>
<p><b>Religions covered:</b> Islam, Sikhism, Judaism and Christianity.</p> <p><b>Prior Learning:</b></p> <p><b>Which unit does this build from?</b> <b>FS:</b> Special places: what places are special and why? <b>Y1D:</b> Beginning to learn from Sikhs <b>Y2B:</b> What does Easter mean to Christians? <b>Y2C:</b> Beginning to learn from Islam</p> <p><b>Key RE Themes, Concepts and Vocabulary:</b></p> <p><b>Key Strands addressed by this unit:</b></p> <ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Week 2</b></p>	<p><b>Can any place be spiritual? What is a spiritual space for me?</b></p> <ul style="list-style-type: none"> <li>• "Purple headed mountains, river running by, sunset and the morning that brightens up the sky."</li> <li>• Consider the natural world is a better environment in which to worship or express your spiritual side than any Holy buildings made by humans.</li> <li>• Show the pupils images of beautiful and inspiring natural environments- ask the children which is their favourite and get them to write a persuasive text explaining why. Can also be done as a debate.</li> </ul>	<ul style="list-style-type: none"> <li>• A1.To be able to describe and make connections between ideas about worship and spiritual space.</li> <li>• B3. To be able to observe and consider similarities and differences between worship in different places.</li> <li>• C1. To be able to discuss their own and others views on questions about worship and Holy spaces.</li> </ul>



<ul style="list-style-type: none"> <li>• Ways of expressing meaning</li> <li>• Questions of identity and diversity</li> <li>• Questions of values and commitments</li> </ul> <p><b>Key Vocabulary:</b> Holy, sacred, worship, spiritual, Mosque, Minaret, Gurdwara, Langar, Church, Altar, Mandir, Shrine.</p> <p><b>Potential curriculum links:</b> Learning outside of the classroom, geography, history, English, music, art.</p> <p><b>End of unit expectations:</b> <b>Nearly all will be able to:</b> A1: Identify some of the main features of the sacred places we have visited and/ or studied.</p>		<ul style="list-style-type: none"> <li>• Use the song ‘It’s a wonderful world’ to allow the children to explore questions relating to the wonders of the world and creation.</li> <li>• Get the children to brainstorm their feelings towards the song as it plays, and their interpretations of the singers belief via the song.</li> <li>• Explain to the children, that some people have a spiritual belief, where they do not follow a religion but do believe in spirituality- where is a non-religious place that is special to you?</li> <li>• Additional task on STP- Place of worship feelings activity.</li> </ul>	
<p>A2: Identify symbols and recognise their meaning.</p> <p>C1: Respond sensitively to the idea of a special place of my own and its importance.</p> <p><b>Many pupils will be able to:</b> A1: Describe and make connections between worship and holy buildings in two or more religions.</p>	<p><b>Autumn 1</b></p> <p><b>Week 3</b></p>	<p><b>What can we learn from visiting a place of worship? Process, enquiry, outcomes.</b></p> <ul style="list-style-type: none"> <li>• Talk to the children about the school building and its grounds. (Go for a walk around grounds- inside &amp; out) See questions for children to contemplate on <b>short term plan</b>.</li> <li>• Plan a visit to a local church (or alternate sacred place)- What do the children think they are going to see or find there? Whilst considering the 5 enquiry questions.</li> </ul>	<ul style="list-style-type: none"> <li>• A1. To be able to discuss and make connections within 2 or more religions between worship and Holy buildings.</li> <li>• A3. To be able to explore a range of symbols and a way of expressing their</li> </ul>



<p>A2: Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.</p> <p>B2: Understand the challenges of commitment to worship in a community.</p> <p>B3: Observe and consider similarities and differences between worship in different holy places.</p> <p>C1: Discuss their own and others' views on questions about belonging to a faith community.</p> <p>C2: Consider and apply ideas about respect for each others' places of worship.</p> <p><b>Some pupils will also be able to:</b></p> <p>A2: Explain similarities and differences between different examples of holy places and sacred spaces using vocabulary accurately.</p> <p>B3: Argue for their own ideas about questions such as: is a place of worship essential for a religious community?</p>	<p><b>Autumn 1</b></p> <p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Play the children some well known hymns and religious songs that would be played/sung in a church. How does this music make the children feel? And what instruments can they hear?</li> </ul> <p><b>What can we learn from visiting a place of worship? Process, enquiry, outcomes</b></p> <ul style="list-style-type: none"> <li>• Go on a visit to a local church (virtual if not possible)</li> <li>• Whilst at the church encourage the children to make notes in relation to the 5 enquiry questions and also encourage to use all senses whilst there.</li> <li>• How do the Christians use the church? How do they make it a special place?</li> </ul>	<p>meanings within the Holy buildings.</p> <ul style="list-style-type: none"> <li>• C2. To be able to consider and apply ideas relating to respect for each other's place of worship.</li> <li>• A1. To be able to discuss and make connections within 2 or more religions between worship and Holy buildings.</li> <li>• A3. To be able to explore a range of symbols and a way of expressing their meanings within the Holy buildings.</li> <li>• B2. To be able to understand the challenges of the commitment to worship in the Christian community.</li> </ul>
--	---	--	---



<p>What matters most in a place of worship?</p> <p>C2: Describe what kind of sacred space would inspire me or influence my sense of vales.</p>			<ul style="list-style-type: none"> <li>• C1. To be able to discuss views on questions about belonging to a faith community.</li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <p>This unit enables pupils to develop:</p> <p><b>Spiritually</b> through an exploration of ways in which people express what matters most to them through images, words, action, and sacred spaces.</p> <p><b>Morally</b> by thinking about goodness and spiritual life.</p> <p><b>Socially</b> through developing their awareness of the similarities and differences between places of worship and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities.</p>	<p><b>Autumn 1</b></p> <p><b>Week 5</b></p>	<p><b>What can we learn from visiting a place of worship? Process, enquiry, outcomes</b></p> <ul style="list-style-type: none"> <li>• Continuation of week 4 – Can the children write a diary recount of their visit to the church, a letter to a fictional character or similar- explaining what a Church is, why it is a Sacred place, who it is sacred for and what they can find inside.</li> <li>• Optional: To incorporate crafts links to the sacred place I.E stained glass window etc.</li> </ul>	<ul style="list-style-type: none"> <li>• A1. To be able to discuss and make connections within 2 or more religions between worship and Holy buildings.</li> <li>• A3. To be able to explore a range of symbols and a way of expressing their meanings within the Holy buildings.</li> <li>• B2. To be able to understand the challenges of the commitment to worship in the Christian community.</li> <li>• C1. To be able to discuss views on questions</li> </ul>



<p><b>Culturally</b> through a growing understanding of the stories, symbols and actions that are integral to the lives of a range of religious communities in your locality.</p> <p><b>National guidance:</b> The DfE’s EYFS guidance on positive relationships, still relevant in Year 3, says:</p> <ul style="list-style-type: none"> <li>• Children experience a wide range of feelings. Children gradually learn to understand and manage their feelings with support from the adults around them.</li> <li>• Recognising their own feelings helps everyone to understand other people’s feelings and to become more caring towards others.</li> <li>• When each person is valued for who they are and differences are appreciated, everyone feels included and understood, whatever their</li> </ul>	<p><b>Autumn 1</b></p> <p><b>Week 6</b></p>	<p><b>Consolidation / assessment</b></p> <ul style="list-style-type: none"> <li>• Can the children compare spiritual places to a sacred place such as a church?</li> <li>• Poster, newsround, comparison table, poem.</li> <li>• Senses sheet- Compare school to the church- listing similarities and differences using senses. I.E. See multicoloured stain glass windows, compared to normal.</li> </ul>	<p>about belonging to a faith community.</p> <ul style="list-style-type: none"> <li>• To be able to make connections between buildings of importance.</li> <li>• To be able to explore a range of symbols and their meanings within the buildings.</li> <li>• To be able to discuss similarities and differences between worship and different Holy buildings.</li> <li>• To be able to discuss views about belonging to a faith community.</li> <li>• To be able to consider and apply ideas about respect for each others ideas of worship.</li> </ul>
<p><b>Half Term</b></p>			



<p>personality, abilities, ethnic background, or culture This unit helps learners in all these areas.</p>	<p><b>Autumn 2</b> <b>Week 1</b></p>	<p><b>Why is a mosque a special or sacred place for Muslims? What can we learn from it?</b></p> <ul style="list-style-type: none"> <li>• Take a virtual tour of a mosque and explain that this is a special place for Muslims. <a href="http://www.almanaar.org.uk">http://www.almanaar.org.uk</a></li> <li>• Listen to an extract of an Imam reading from the Qur'an or making the call to prayer. Explore the feelings that come from the voice, even if the words are not understood. (prayer mat artefact in RE resources)</li> <li>• What did you see in the Mosque? Are there any similarities or differences in comparison to places we have looked at prior? Children to compare similarities / differences.</li> <li>• Questions on <b>Short Term Plan</b> to use with children.</li> <li>• Can the children label different parts of the Mosque?</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe worship at a Mosque.</li> <li>• To be able to explore and describe a range of symbols and the ways of expressing the meanings seen at Muslims holy building.</li> <li>• To be able to understand the challenges of commitment to worship in a Muslims community.</li> <li>• To be able to discuss views on questions about belonging to a faith community.</li> </ul>
	<p><b>Autumn 2</b> <b>Week 2</b></p>	<p><b>Why is a mosque a special or sacred place for Muslims? What can we learn from it?</b></p> <ul style="list-style-type: none"> <li>• Remind the children of last lessons learning. What did we find in a Mosque?</li> <li>• Ask the pupils to identify 10 different ways that respect is shown to Allah, the Prophet</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe worship at a Mosque.</li> <li>• To be able to explore and describe a range of symbols and the ways of expressing the meanings</li> </ul>



		<p>Muhammad PBUH and the holy Qur'an at the mosque.</p> <ul style="list-style-type: none"> <li>• These might include visible signs: removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly. Some signs take place in the heart or mind: sincere intentions, dutiful obedience, submission.</li> <li>• Ask pupils to discuss whether some of these are more important than others- can they rank them?</li> <li>• Children to use a hierarchy pyramid or debate to put forward which they think are most important.</li> </ul>	<p>seen at Muslims holy building.</p> <ul style="list-style-type: none"> <li>• To be able to understand the challenges of commitment to worship in a Muslims community.</li> <li>• To be able to discuss views on questions about belonging to a faith community.</li> </ul>
	<p><b>Autumn 2 Week 3</b></p>	<p><b>What makes a Gurdwara holy for Sikhs? What can we learn from it?</b></p> <ul style="list-style-type: none"> <li>• Remind the children what places are special for Muslims and Christians. Talk about what you find in both buildings. Introduce pupils to learning about the Sikh holy building, the Gurdwara.</li> <li>• Listen to some music from Sikh singers if you can- ask children to listen carefully: what feelings and emotions go with this music?</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe and make connections between worship and holy buildings in Sikh life.</li> <li>• To be able to explore and describe a range of symbols and ways of expressing meaning</li> </ul>





		<p>Ask how the music makes us feel? Is it joyful, calming, peaceful, different?</p> <ul style="list-style-type: none"> <li>• Visit or look at a Gurdwara online- look outside the Gurdwara. Are there domes? Symbols? A flag? Go inside; focus on the place give to the Guru Granth Sahib. What kind of book might be given such special treatment? It is treated as living Guru, not merely a book. Discuss with the children how the Sikh people will attend services and listen to a reading from the Guru Granth Sahib.</li> <li>• Take the children on a walk around school to the kitchens, think of all of the people who work hard to prepare and provide school dinners.</li> <li>• Focusing on the Langar, discuss the principle of sharing food and everybody eating together. Could it be seen as a kind of family? Everyone helps each other and looks after the Gurdwara.</li> <li>• Children could labell a diagram of a gurdwara, or role play sharing food and sitting all one level, discussing the</li> </ul>	<p>seen at Sikh holy buildings.</p> <ul style="list-style-type: none"> <li>• To be able to understand the challenges of commitment to worship in a Sikh community.</li> <li>• To be able to discuss their own and others' views on questions about belonging o a Sikh faith community.</li> </ul>
--	--	--	---



		<p>importance of community, equality and friendship.</p>	
	<p><b>Autumn 2 Week 4</b></p>	<p><b>What makes a Gurdwara holy for Sikhs? What can we learn from it?</b></p> <ul style="list-style-type: none"> <li>• Recap last lessons place of worship.</li> <li>• The Gurdwara is the ‘Guru’s house’. This is an important idea- any building in which the Guru Granth Sahib lives becomes a Gurdwara- so the book is not kept in places such as libraries.</li> <li>• Learn about the Guru Granth Sahib (the scriptures of Sikhism, the ‘living Guru’) and how it is looked after and treated in the Gurdwara when it is read. Find out about how worship is carried out in the Gurdwara, involving hymns and prayers and readings from the Guru Granth Sahib.</li> <li>• Learning from sacred writings: Discuss what books and words are special to pupils, why and what specifically they have learnt from them. Are these words sacred, or holy? Perhaps they are better described as inspiring or moving?</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe and make connections between worship and holy buildings in Sikh life.</li> <li>• To be able to explore and describe a range of symbols and ways of expressing meaning seen at Sikh holy buildings.</li> <li>• To be able to understand the challenges of commitment to worship in a Sikh community.</li> <li>• To be able to discuss their own and others’ views on questions about belonging to a Sikh faith community.</li> </ul>



**Autumn  
2  
Week 5**

**Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn from this?**

- **What is it like to have a shrine at home for family worship:** Find out from the children what they already know about Hindus through discussion. Talk about the fact that Hindus believe there is only one God, but that God has many forms. A Hindu chooses one or more of these forms to worship. Look at pictures of some of the gods and goddesses (Statue artefacts available in RE resources cupboard). If appropriate, collage some examples of these murtis.
- Watch BBC Faith Stories to develop children's knowledge of Hinduism.
- **Saying thank you in Hindu worship: How and Why:** Explore the importance of saying thank you with the children. Can they think of five times in the day when it is good to say thank you? Talk about who we thank- and that some people thank Gods and Goddesses for lie, food, love, friendship and lots of other things.

- To be able to describe Hindu worship and holy buildings.
- To be able to explore and describe a range of symbols and ways of expressing meaning seen at Hindu holy buildings.
- To be able to understand the challenges of commitment to worship in a Hindu community.
- To be able to discuss their own and others' views on questions about belonging to a Hindu faith community.



		<ul style="list-style-type: none"> <li>• Teach children about the idea that worship is a kind of thank you- demonstrate how Hindi's may worship at home. Talk about the different ways people think of God: Muslims have 99 names for Allah, Christians see God in Jesus, Hindus have many murtis or statues for the different forms of the divine.</li> </ul>	
	<p><b>Autumn 2 Week 6</b></p>	<p><b>Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn from this?</b></p> <ul style="list-style-type: none"> <li>• <b>Hindu worship at home and mandir: similar and different:</b> Teach the pupils that many religious people worship in a special place, but it is also possible to make an 'ordinary space' special or holy.</li> <li>• Show the children some comparison photos of worship at home and one of worship at the mandir. What is the same? What is different? 'double bubble' strategy to sort ideas.</li> <li>• Then using artefacts available and images, introduce them to things that might be seen if you looked 'through the keyhole' into a Hindu family home. These could be: a picture of the child Krishna, a murti or statue of</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to describe Hindu worship and holy buildings.</li> <li>• To be able to explore and describe a range of symbols and ways of expressing meaning seen at Hindu holy buildings.</li> <li>• To be able to understand the challenges of commitment to worship in a Hindu community.</li> </ul> <p>To be able to discuss their own and others' views on questions about belonging to a Hindu faith community.</p>



		<p>Lakshmi, goddess of wealth and luxury, a puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets.</p> <ul style="list-style-type: none"> <li>• <b>What is precious? How do we say thank you?</b> Talk about the objects and discuss what they know about the objects. Can the children draw 2 key holes and write what they would find in a Hindu home V's their own home?</li> <li>• <b>Simple writing sentence frame available on Short Term Plan.</b></li> </ul>	
	<p><b>Autumn 2 Week 7</b></p>	<p><b>Consolidation: Investigate what have we learned about places that are special or holy to different people? Possible assessment/ consolidation tasks:</b></p> <ul style="list-style-type: none"> <li>• Bring the work of the unit together in a group task: Prepare a presentation or an assembly to share with younger children in school. Children could work in small groups each looking at different aspects of the sacred places studied. They could work in character as a believer and make important resources or show ones they have learnt about, choose readings and music that sums up their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to design and make connections between worship and holy buildings in two or more religions.</li> <li>• To be able to explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.</li> <li>• To be able to describe similarities and differences between</li> </ul>



		<ul style="list-style-type: none"> <li>• What would you see through the keyhole in a sacred place? Choose 2 religions to focus on. Give children a large A3 keyhole template and ask the children to look through the keyhole into a sacred place and draw/ label what they would expect to see: artefacts, people, activities of worship, emotions, feelings/ beliefs. Discuss what they have drew and why.</li> <li>• Camera, Action: Use digital photography from the visits and virtual tours to produce a recount of the visit, enabling children to explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God’s presence.</li> <li>• Extended writing task on <b>Short term plan</b> (titled three out of six)</li> <li>• Design a new chapel for a chosen religion that would be located in a school/ hospital. What should it be like and why? <b>See Short term plan.</b></li> </ul>	<p>worship in different holy places.</p> <ul style="list-style-type: none"> <li>• To be able to discuss their own and others’ views on questions about belonging to a faith community.</li> <li>• To be able to consider and apply ideas about respect for each other’s places of worship.</li> </ul>
		<p><b>Key aims addressed by this unit:</b> Children will build up their knowledge of religious practices and ways of life, including celebrations:</p>	



- A1. Describe and make connections between worship and holy buildings in two or more religions.
- A3. Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.
- B2. Understand the challenges of commitment to worship in a community.
- B3. Observe and consider similarities and differences between worship in different holy places.
- C1. Discuss their own and others' views on questions about belonging to a faith community.
- C2. Consider and apply ideas about respect for each others' places of worship.

**Attitudes Focus:**

Pupils will explore the development of these attitudes:

- Developing a realistic and positive sense of their own religious and spiritual ideas: clarifying their ideas through exploring other people's ways of worship.
- Being sensitive to the feelings and ideas of others: developing tolerance though deepening understanding of others.
- Being willing to learn and gain new understanding about people different to themselves.
- Developing their imagination and curiosity: enquiring into aspects of worship they don't yet understand.
- Being willing to ask intelligent questions and notice diverse viewpoints and answers: developing critical attitudes.