

Thorpepark Academy

Religion, Belief and Values



Year Group: 3	Unit 3.3	Religion: Christianity, Hinduism, Islam	
Term: Summer 1	Theme: Sacred Places	Worldview: Humanism	
Concept: sacred, holy, belief, worship			
Key Question: What is sacred?			
About this unit:			
Build on work in Unit 1.2 Worship and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community.			
By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.			
Links to British Values			
Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓
Links to SMSC			
S ✓	M ✓	S ✓	C ✓
Hull and East Riding Agreed Syllabus			
Relate end of Key Stage 2 expectations pupils should be able to...			
Exploring	Learning outcomes by the end of KS2 pupils should be able to		
Theology What makes a place sacred?	Show understanding of what is sacred for believers in religious places Describe the uses of sacred places, symbols and artefacts by believers and the community Explain how activities at local places of worship create a sense of community		
Social Sciences Which religious rituals show identity and belonging for different traditions?	Suggest how the milestones of life give a sense of identity and belonging for faith members		
Social Sciences How do people express their beliefs?	Identify symbols and artefacts which are important for at least two different faiths Explain how artefacts and symbols express the beliefs of faith members Recognise different forms of religious and spiritual expression		
Skills			
Theology Recognise	Social Sciences Discover more and express ideas		

Retell and make links Observe similarities and differences		Discover and respond Express ideas
Prior Learning		Future Learning
Recollection of previous visits to sacred places and ways of showing respect; recall the ritual of baptism in Year 1 Autumn term - Belonging as a first milestone Year 2 Summer term Big Questions		Year 3 Summer term - Sacred places Year 4 Summer term - Our World Year 5 Summer term – Why pilgrimage Year 6 Summer term – Hopes and visions
Sticky knowledge		Key Vocabulary
<p>Something sacred is holy, devoted to a religious ceremony, or simply something important and worthy of awe and respect.</p> <p>A sacred place can be a holy place or it can be an important place which inspires awe and wonder.</p> <p>A church is a sacred building in Christianity. A Hindu temple is a sacred place in Hinduism. A mosque is a sacred place for Muslims.</p> <p>Hindus remove footwear before entering a temple. Muslims remove their shoes before entering the mosque. Christians make the sign of the cross upon entering the church. All faith members are quiet when entering the place of worship.</p> <p>During a Christian church service, Christians make the sign of the cross, kneel to pray and sing hymns. Before puja, Hindus will offer light, incense, flowers and food to the deities (the gods). During Puja, Hindus will chant mantras.</p> <p>A pilgrimage is a special journey undertaken to a holy place.</p> <p>A cross is the main symbol in Christian Church. The symbol 'Om' (Aum) is the main Hindu symbol in a temple. In Islam, a crescent moon and star are symbols in a mosque.</p> <p>For Christians, a cross represents the crucifixion of Jesus. For Hindus, the symbol 'Om' (Aum) represents Brahman and is believed to be the sound made when the world was created. For Muslims, the crescent moon and star represent the greatness of Allah and the 5 pillars of Islam.</p> <p>Wedding rings are exchanged in a Christian wedding ceremony and represents eternal love and commitment in a marriage. In a Hindu wedding, the couple exchange the Jai mala (flower garlands) and this symbolises welcoming each other into their families.</p> <p>Sacred places make people feel closer to their faith</p>		<p>sacred places, ceremony, symbols, artefacts, milestones of life – marriage, temple, church, sacred, holy, belief, worship, Christianity, Hinduism, Islam, Christians, Hindus, Muslims, Puja, pilgrimage, church, mosque, temple, Jesus, Brahman, Allah, faith</p>
Resources		
	LO	Lesson outline
Lesson 1 Asking questions	<p>LO: To understand what sacred means.</p> <p>Sticky Knowledge: Something sacred is holy,</p>	<p>Mini Question: What does the word sacred mean?</p> <p>Recap: What does special mean?</p> <p>Lesson Outline:</p>

	<p>devoted to a religious ceremony, or simply something important and worthy of awe and respect.</p> <p>Skill: Express ideas</p>	<p>Watch the video What is Sacred? https://www.truetube.co.uk/resource/what-is-sacred/</p> <p>Watch until 2:10</p> <p>Discuss how for Christians a bible is sacred. This is because sacred items are considered to be important and so should be treated with respect, not interfered with or changed.</p> <p>Show the children a variety of objects which are considered sacred to others (not for religious reasons), e.g. a family photograph, a child's teddy bear, etc.</p> <p>Activity</p> <p>Children to draw something which is sacred to them. They then write a sentence/sentences explaining why it is sacred. EXS/GD: To write a sentence explaining how they would feel if someone else did not treat it with respect.</p> <p>Write class acrostic poem for the word SACRED.</p> <p>Challenge:</p> <p>What might be considered sacred to a Christian/Hindu/Sikh/Muslim/etc?</p>
<p>Lesson 2</p>	<p>LO: To understand what makes a place sacred</p> <p>Sticky knowledge:</p> <p>A sacred place can be a holy place or it can be an important place which inspires awe and wonder.</p> <p>Skill: Recognise</p>	<p>Mini Question: What makes a place sacred?</p> <p>Recap: Tell your partner something that is sacred to you.</p> <p>Lesson outline:</p> <p>Read an extract or show a clip from the early part of 'The Lion, the Witch and the Wardrobe' where the children discover a door through a wardrobe to Narnia.</p> <p>What could be behind the door? In the story it was magical. Some places, when we go in, feel like this. Discuss the excitement of discovering new places.</p> <p>Ask children to think of a special place which they enjoy. Brainstorm their feelings when thinking about it. Link to the language of emotions: excited, full of wonder, curious, inspired, anxious.</p> <p>Discuss places of special importance. If they could go to one place, where would it be and why? Where are the special places they have been to and what is special about them? Are they places to be alone or to share with others? Outdoors or inside?</p> <p>Activities</p> <p>Create a mind map of sacred places.</p> <p>Complete the sentences:</p> <ul style="list-style-type: none"> • A special place I'd love to visit is... because... • A place where I feel very good is... because... • A place that is sacred for others, but not for me is... • Some people think the whole earth is sacred because... I think... <p>(These sentences could be looked back on at the end of the unit, to see if children's responses have changed.)</p>

		<p>Share how the need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places. What happens in a sacred place? What places are sacred in different religions? Is a focus to a sacred place important? Do some people worship without a special building? Explain that we will focus on this in more detail next lesson.</p> <p>Challenge: I believe that religious buildings are all sacred / are not all sacred because...</p>
<p>Lesson 3 Investigate and dig deeper</p>	<p>LO: To understand what makes a building sacred.</p> <p>Sticky Knowledge: A church is a sacred building in Christianity. A Hindu temple is a sacred place in Hinduism. A mosque is a sacred place for Muslims.</p> <p>Skill: Retell and make links Recognise</p>	<p>Mini Question: Why are some buildings considered sacred? What happens there?</p> <p>Recap: Share how the need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places.</p> <p>Lesson Outline: What places are sacred in different religions? Is a focus to a sacred place important? Do some people worship without a special building. How do we know which places could be special or sacred? Do they look different from the outside?</p> <p>Share information about sacred places for Christians- church, Sikhs – gurdwara, Hindus- temple/mandi, Muslims – mosque</p> <p>Use following videos: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39</p> <p>https://request.org.uk/resource/restart/2015/01/12/tour-of-a-church/ (Part 1 & 2)</p> <p>Activity Around an image of the sacred buildings write key facts/ information about why it is considered to be sacred.</p> <p>Challenge: Why do you think religions build places of worship when they believe God is everywhere?</p>
<p>Lesson 4 Investigate and dig deeper</p>	<p>LO: To understand how respect is shown in sacred places.</p> <p>Sticky Knowledge: Hindus remove footwear before entering a temple. Muslims remove their shoes before entering the mosque. Christians make the sign of the cross upon entering the church. All faith members are quiet when entering the place of worship.</p> <p>Skill: Observe similarities and differences Recognise</p>	<p>Mini Question: How do faith members show respect when they are in a sacred place?</p> <p>Recap: What is the name of the sacred building for Christians? ...Hindus? ...Muslims?</p> <p>Lesson Outline: What happens in these places? Watch videos/ visit/ have a virtual tour. Research/ share information about how Christians show respect when they are in a church or another sacred place. Repeat for members of Hindu faith. For example, bowing, bringing offerings, singing, dancing, ...</p> <p>Discuss the type of behaviour needed in a sacred place and how people might show their respect when they enter - clean clothes, cover heads, quiet etc.</p> <p>Imagine how you would feel if you went to your special place, and you found it spoilt or polluted or desecrated or if someone didn't behave in your special place.</p> <p>Activity:</p>

		<p>Children answer key questions about how respect is shown in different places of worship, for example</p> <p>How do people show respect in a church?</p> <p>How do people show respect in a Hindu temple?</p> <p>How do people show respect in a mosque?</p> <p>Challenge: How do you show respect in your own sacred place, religious or otherwise?</p>
<p>Lesson 5 Investigate and dig deeper</p>	<p>LO: To understand the rituals performed in some acts of worship</p> <p>Sticky Knowledge: During a Christian church service, Christians make the sign of the cross, kneel to pray and sing hymns. Before puja, Hindus will offer light, incense, flowers and food to the deities (the gods). During Puja, Hindus will chant mantras.</p> <p>Skill: Observe similarities and differences</p>	<p>Mini Question: <i>What rituals are part of worship?</i></p> <p>Recap:</p> <p>Lesson Outline:</p> <p>Show children images of rituals taking place, but don't explain them e.g., prayer, baptism, reading a holy book, taking off shoes and washing feet before entering a place of worship, graduation, Haka, watching your favourite TV programme every night, waking up and brushing your teeth first then having a shower etc. What do they notice about the pictures? What do they have in common? How are they different?</p> <p>Explain to children that these pictures show different rituals that are taking place. Ask them to think what the word 'ritual' means.</p> <p>Tell children the definition of a ritual - "is a sequence of activities involving gestures, words, and objects, performed in an appropriate place, and performed according to set sequence." Rituals may be given by the traditions of a community, including a religious community.</p> <p>Discuss:</p> <p>Can only religious groups take part in rituals and routines?</p> <p>Recap sacred places for the main religions we are learning about.</p> <p>Discuss the type of worship Christians carry out in these sacred places. Show images/ objects to support, for example bible, hymns, organ, candles, kneeling mat. Create a mind map of types of worship. Focus on a Sunday service which Christians may attend and the rituals that happen here.</p> <p>Repeat for types of worship in a Hindu sacred place, focusing on Puja. Explain Puja and what happens during this ritual.</p> <p>Activity:</p> <p><i>Children sort sentences about types of worship to show if they are Christian, Hindu or both.</i></p> <p>Challenge: <i>Do you think it is important to have rituals as a part of worship? Explain why.</i></p>
<p>Lesson 6 Investigate and dig deeper</p>	<p>LO: To understand pilgrimage</p> <p>Sticky knowledge: A pilgrimage is a special journey undertaken to a holy place.</p> <p>Skill: Discover and respond</p>	<p>Mini Question: Why are some places special enough to merit a long journey?</p> <p>Recap: Name two rituals performed during Christian worship and two during Hindu worship.</p> <p>Lesson outline:</p> <p>Discuss special journeys and where pupils have travelled to visit special places. Why is it worth travelling a long way to get to these places?</p> <p>Introduce the concept of pilgrimage using the Bible Quest video. https://request.org.uk/resource/f960f6c569d68ea9bd2651356868e7/</p> <p>Ask: Why might a religious person make a journey to a sacred site?</p> <p>Find out information about Pilgrimages people of different faiths may make.</p> <p>Christianity - Canterbury, Lourdes, Vatican City, Jerusalem, Santiago de Compostela</p>

		<p>Islam - Hajj to Mecca Hindu- Kumbh Mela</p> <p>Watch videos of Pilgrimages which show people of faith talking about their journeys and why they are partaking in them.</p> <p>Muslim pilgrimage- Hajj Newsround- Hajj Visiting Jerusalem Hindu pilgrimage Newsround- Hindu pilgrimage Pilgrimage to Lourdes National Trust Pilgrimage sites Newsround- Christian pilgrimage The Golden Temple</p> <p>Activity: Children write as much information as they can about each pilgrimage we have learnt about, including 5 W's (who, what, where, when and why). One religion per table. Children then share their findings with the rest of the class.</p> <p>Challenge: Write one word to describe the significance of making a pilgrimage. Why have you chosen this word?</p>
<p>Lesson 7 Investigate and dig deeper</p>	<p>LO: To name some symbols and artefacts found in sacred buildings.</p> <p>Sticky Knowledge: A cross in the main symbol in Christian Church. The symbol 'Om' (Aum) is the main Hindu symbol in a temple. In Islam, a crescent moon and star are symbols in a mosque.</p> <p>Skill: Observe similarities and differences</p>	<p>Mini Question: What symbols or artefacts can be found in a sacred building?</p> <p>Recap: What is a pilgrimage? Who might go on one and to where?</p> <p>Lesson Outline: Look at images/ artefacts from different sacred buildings. What do they have in common? What is different about them? Do you already know anything about these objects?</p> <p>Symbols and artefacts to consider may include: Symbols and artefacts in Churches- candles, Bible, altar, pews, biblical scenes, flowers, cross, font, stained glass windows,</p> <p>Symbols and artefacts in Mandirs- lotus flower, The Vedas, murti, prayer beads, incense, lamps, puja tray and contents</p> <p>Church: Vicar Robes Christian symbols Mandir and artefacts video RE Online- Places of worship Inside a Hindu temple video</p> <p>Activity Match the symbols and artefacts to different places of worship.</p> <p>Challenge: How is a ...used in a ...?</p>
<p>Lesson 8 Interpret and analyse</p>	<p>LO: To understand the meaning of artefacts and symbols in sacred places.</p>	<p>Mini Question: What meaning is given to the artefacts and symbols in a sacred place?</p> <p>Recap: Tell your partner a Hindu, Christian and Muslim symbol. Use different symbols.</p> <p>Lesson Outline:</p>

	<p>Sticky Knowledge: For Christians, a cross represents the crucifixion of Jesus. For Hindus, the symbol 'Om' (Aum) represents Brahman and is believed to be the sound made when the world was created. For Muslims, the crescent moon and star represent the greatness of Allah and the 5 pillars of Islam.</p> <p>Skill: Discover more and express ideas</p>	<p>Recap which symbols and artefacts can be found in sacred buildings by sorting into groups. You may wish to focus on two or three religions for this (as in last session).</p> <p>Talk about the symbols and artefacts and how they are used within sacred places. What is the meaning behind them? Do they mean the same for everybody? Will everybody use them in the same way?</p> <p>Children could conduct their own research to find out the meaning behind objects/ read information texts/ visit a library/ speak to a faith member.</p> <p>Symbols and artefacts to consider may include:</p> <p>Symbols and artefacts in Churches- candles, bible, altar, pews, biblical scenes, flowers, cross, font, stained glass windows,</p> <p>Symbols and artefacts in Mandirs- lotus flower, The Vedas, murti, prayer beads, incense, lamps, puja tray and contents</p> <p>Activity</p> <p>Children draw lines to match names to images to definitions of their meaning. Or give the children images of the symbols, children name them and explain their meaning.</p> <p>Challenge:</p> <p>Do sacred places need to have these symbols and artefacts inside them? Why? or</p> <p>What if sacred places were empty buildings? How could that impact on faith members visiting/ using them?</p>
<p>Lesson 9 Investigate and dig deeper</p>	<p>LO: To understand how symbols and artefacts represent belief</p> <p>Sticky knowledge: Wedding rings are exchanged in a Christian wedding ceremony and represents eternal love and commitment in a marriage. In a Hindu wedding, the couple exchange the Jai mala (flower garlands) and this symbolizes welcoming each other into their families.</p> <p>Skill: Retell and make links Discover more and express ideas</p>	<p>Mini Question: How do symbols and artefacts in rites of passage represent belief?</p> <p>Recap:</p> <p>Lesson outline:</p> <p>What are rites of passage? Look at images of events in a person's life, such as:</p> <p>Share video of a Christian wedding.</p> <p>Discuss the events of the ceremony and the rituals which occurred. What symbols and artefacts did you notice?</p> <p>Now compare to a Hindu wedding ceremony.</p> <p>What is similar and different about these wedding ceremonies?</p> <p>What rituals and routines were carried out? What symbols and artefacts were seen?</p> <p>What happens in a Christian wedding? Video Rites of passage- Marriage RE Quest- Rites of passage- Marriage Christian rites of passage Milestones in the life of a Christian Rites of passage- Baptism Rites of passage- Funeral Rites of passage- Confirmation Rites of passage- Roman Catholic sacraments</p>

Commented [DH1]:

		<p>A Hindu wedding video Hindu wedding information Slideshare- Hindu wedding</p> <p>Activity: Write captions below images of symbols/ artefacts to explain what they represent in wedding ceremonies for different religions.</p> <p>Challenge: What if no rings were exchanged during a marriage ceremony?</p>
<p>Lesson 10 Evaluate and review</p>	<p>LO: To understand why people of faith have sacred places</p> <p>Sticky Knowledge: Sacred places make people feel closer to their faith</p> <p>Skill: Discover and respond</p>	<p>Mini Question: Why do people choose to hold ceremonies in a sacred place?</p> <p>Recap: What milestones may be marked in a sacred place? Display images to support.</p> <p>Recap a Christian baptism and wedding, and a Hindu wedding. Why do people get married in a church? Does everybody?</p> <p>Lesson Outline: Why do people get baptised in a church? Why do Sikh's visit a Gurdwara for these milestones of life? Why do Hindu's visit a Mandir for milestones in their life?</p> <p>Learn in more depth about a Hindu Sacred Thread ceremony. Look at images to piece together what may happen in this ceremony. Share ideas a class. Watch videos which show the ceremony. What do we know now?</p> <p>Read a boy's description of his sacred thread ceremony: I had my upanayana ceremony when I was nine. I was very excited. First, I had to bathe and have my head shaved. Then I put on new clothes. One of our traditions is that we ask our mother and relatives to give us alms (this may be money or gifts). My guru (spiritual teacher) said the Gayatri mantra – it's a special prayer I have to say three times every day. When the thread, which some Hindus call Jenoi, was placed over my shoulder, I felt so proud. It has three strands which remind me of my duties to God, to my ancestors and my guru. I had to promise to study the Vedas (holy books) with the help of my guru. Then I gave my teacher a present.</p> <p>Activities Discuss as a class: Why do you think he had to promise to study the Vedas (holy books)? How do you think they might help him at this stage in life? Can you suggest a reason why the 'sacred thread' needs to be worn at all times? How is this ceremony similar or different to ceremonies in Christianity?</p> <p>Children given a different question each to answer in their books.</p>
<p>Lesson 11 Reflect and respond</p>	<p>LO: To be able to express our feelings towards the importance of sacred places</p> <p>Skill: Express ideas</p>	<p>Mini Question: Do you have to celebrate milestones of life in a sacred place?</p> <p>Recap: Where is a baptism held? Where is a sacred thread ceremony held?</p> <p>Lesson Outline:</p>

Do all milestones of life have to be celebrated in a church? Put your hand up if you have been christened/baptised in a church? Put your hand up if you have had a different baby welcoming ceremony?

Discuss Humanism and their baby naming ceremony. Show videos. Discuss similarities and differences between this and those baby welcoming ceremonies held in a church.

Activity

Imagine you were to go through a 'growing up' ceremony similar to the boy we read about last week. What promises would you make for your future life?

Who or what would help you keep these promises?

What symbol would you choose to remind you of the promises you made?

Challenge: Is a Humanist baby welcoming ceremony any less important than a Hindu or Christian service? Why/Why not?