

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 3 KS1: Unit 1.8 What makes some places sacred to believers?

<u>Gloucestershire Agreed Syllabus for RE</u> Make sense of belief <ul style="list-style-type: none">❖ Recognise that there are special places where people go to worship, and talk about what people do there.❖ 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.❖ Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Understand the impact <ul style="list-style-type: none">❖ Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.❖ Give simple examples of how people worship at a church, mosque or synagogue.❖ Talk about why some people like to belong to a sacred building or a community. Make connections <ul style="list-style-type: none">❖ Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions giving good reasons for their ideas.❖ Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	<u>Substantive knowledge</u> Pupils will know that: <ul style="list-style-type: none">❖ Places of worship are important to the local community and say why.❖ There are special objects in a Church and say how they are used and what they mean to believers.❖ There are special objects in Synagogues and say how they are used and what they mean to believers.❖ There are special objects in a Mosque and say how they are used and what they mean to believers.❖ Places can be extremely important to people.❖ Most people have different places in their lives that are special to them.❖ Different places are special to different people. Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.	<u>Vocabulary</u> Jewish: Relating to the religion of Judaism. Holy: Something that is considered to be good because it relates to religion. Christian: Anything that is part of, or someone who follows Christianity. Place of Worship: A building where religious people gather to praise and worship God. Muslim: A person who submits to the will of Allah by following the religion of Islam or something relating to the religion of Islam. Community: A group of people who have something in common. Sacred: Something connected with God or dedicated to a religious purpose. Worship: To praise and follow God. Church: The Christian place of worship. Mosque: The Muslim place a worship. Shabbat: A day of rest for Jewish people, the seventh day of the week. Synagogue: The Jewish place of worship, sometimes called a shul.	
	<u>Christian Values</u> <ul style="list-style-type: none">❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences.❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness.	<u>British values</u> <ul style="list-style-type: none">❖ Mutual respect and tolerance for those with different faiths.❖ Rule of law – all people are equal before the law.❖ Democracy – everyone has the right to give their own opinion.	<u>Links to Holy Texts</u> Children will know that <ul style="list-style-type: none">❖ The Bible is special to Christians.❖ The Torah is special to Jews.❖ The Qur’an is special to Muslims.

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	<p>❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs.</p> <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>	<p>❖ Individual liberty – We are free to make choices about our own beliefs and values.</p>	
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Talk about somewhere that is special to themselves, saying why. ❖ Recognise that some religious people have places which have special meaning for them. ❖ Talk about the things that are special and valued in a place of worship. ❖ Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. ❖ Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. ❖ Express a personal response to the natural world. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ Which places are special to me? ❖ Where is a sacred place for a believer to go? ❖ Which place of worship is sacred for Christians? ❖ Which place of worship is sacred for Jewish people? ❖ Which place of worship is sacred for Muslims? ❖ How are places of worship similar and different? ❖ Why are places of worship important to our community? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali). ❖ Identify some different ways in which Hindus worship. ❖ Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. ❖ Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). ❖ Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). ❖ Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. 	

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SEN Support

- ❖ Key vocabulary given and explained in every lesson (My turn your turn).
- ❖ Help desk for any children requiring adult support.
- ❖ Targeted paired work and groupings which support learning when needed.
- ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE.

Deeper thinking

Children can recognise some ways that religions are about big questions such as why people in communities search for special places and what impact this has on how people live together in community.

Pupils can ask good questions about God and values, and can understand how these might be reflected by places, objects and ways of worship.