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|  | Ealing Agreed Syllabus: guidance for teachers | |
| **KS1.2: Special places** | **Overall aim:** to explore the concept of ‘sacred space,’ i.e. places that people respond to—and alter their behaviour in—in a manner different from normal. |

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| Introduction | Pupils will | understand that people feel differently about places they consider special, and that they expect other people to behave in a respectful way in these places; think about the places that are special to them—how these places make them feel and how they behave there. | |
| ***Aim:*** to introduce the idea of ‘sacred’ space. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| *Note:* it is hoped that the class will visit at least one place of worship during the course of this lesson. If the class is visiting a gurdwara, Hindu temple or synagogue, the lesson on the church or the mosque should be adapted accordingly. For ideas, have a look at KS 2.17: Religious Buildings. | | | |
| **Starter:** Get pupils to share their pictures and talk about their favourite place. How do they feel when they are in that place? | | | *Before the beginning of the first lesson:* Ask children to bring in pictures or images from the internet of their favourite place. Paste these images into a large display that can eventually be put in the classroom ‘reflective corner’.  Pictures of special/favourite places |
| **Activity 1**   * Pupils to imagine taking a friend to their special place. How do they expect their friend to behave? Would they like it if their friend made fun of their special place? * Introduce the concept of ‘respect’: for places that other people consider special and for other people’s feelings. * Introduce the concept of ‘sacred’, that this is a word that many religious people use to describe their place of worship or some of the artefacts and practices related to their beliefs. * Talk about the classroom as a special place. What is unique to the classroom? What sets it apart from other areas in the school? Talk about the rules that pupils are expected to follow in the classroom, in the assembly hall, in the corridors and in the playground. How do these rules differ? | | |
| **Activity 2:** Ask class to volunteer some names of places of worship: church, gurdwara, mosque, synagogue, temple. Do they regularly go to a place of worship with their family? If so:   * + What kinds of sights, sounds and smells do they experience? (e.g. stained glass, incense, bells)   + How do they feel when they enter a place of worship? Do they feel differently is it is their place of worship? If it is an unfamiliar place of worship? | | |  |
| **Activity 3:** Talk about rules associated with places of worship, e.g.   * + Need to remove shoes   + Need to cover head   Be sure and highlight the fact that different cultures show respect in different ways, e.g. men in a synagogue or mosque are expected to wear a topi, hat or yarmulke, but in a church they are expected to remove any hat. | | |  |
| **Activity 4:** Talk about special places that aren’t associated with a religion, for instance libraries or museums. Are there rules to be observed in these places? Point out that in art museums you are required to treat the art with respect, that with a few exceptions (e.g. certain sculptures) you aren’t allowed to touch the art. Ask: are there any places in nature or around where you live that you consider extremely special and that you would like treated with respect? Why is this? | | |  |
| **Plenary:** Role-play taking a friend from another religion or belief to your family’s place of worship. How would you prepare them? What rules would you explain so that their friend would know how to show respect but also would feel comfortable being there? | | |  |

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| Why is a church building special for many Christians? | Pupils will | learn that many Christians worship in a building called a church, but that the word ‘church’ also applies to the community of believers; think about the similarities and differences between a church and places that are special to them and their family. | |
| ***Aim:*** to familiarise pupils with the Christian place of worship. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Give each pupil a folded piece of A4 paper. At the bottom of the front page, ask them to write any words that come into their head when they hear the word ‘church’. Then get them to draw their impression of a church building. On the inside of the paper, ask them to draw any items they expect to find *inside* a church. | | | The LGfL espresso for schools site has many short videos on various aspects of worship that can be shown to the class via an interactive white board. In order to access this material, you will be required to log on using your LGfL password (if you don’t have one, you can get one from your school’s ICT co-ordinator).  For three short videos about worship in a church:  <http://content.lgfl.org.uk/secure/faiths/t2_faiths/christianity/index.html>  Virtual tours of various churches and cathedrals:  <http://www.request.org.uk/main/churches/buildings/buildings.htm>  REonline’s “Places of Worship” website contains a video about worship and artefacts in an Anglican church: <http://www.reonline.org.uk/specials/places-of-worship/christianity_anglican_video.htm> |
| **Activity 1**: Show photographs of churches that are likely to be different from pupils’ expectations (e.g. Quaker meeting house, a hall, cathedral, small chapel). What do all these places have in common?  Look at an online virtual tour of a church (this can be useful if you are going to visit a church to prepare class for the things they might see). | | |
| **Activity 2**: Write the word ‘class’ on the IWB. Introduce the idea that this word can refer to the actual room, but it can also refer to the member (i.e. the class mates). In a similar way, Christians use the word Church to refer to both the building and believers, i.e. Christians across the world. | | |
| **Activity 3:** Talk about how churches usually perform other functions for the community. Ask what some of these functions are, e.g. baptism, weddings, worship, meetings, church dinners. | | |
| **Plenary:** If the class has been to a church, what did the pupils find most interesting? Or if they are going to visit a church, what are they curious about? What questions might they ask? | | |

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| Preparing for a visit | Pupils will | learn that there are special rules to observe when visiting certain special places; they think about respectful ways to ask questions. | |
| ***Aim:*** to prepare pupils for a visit to a place of worship or special library/museum. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| ***Note:*** This lesson should be adapted to come after the lesson relevant to the place of worship to be visited, and before the actual visit. If the class is planning a trip to a museum or library it would be the ideal time to introduce humanism. | | | |
| **Starter:** Review the relevant points from the previous lesson and set the scene for the visit, reminding class that for members of the particular faith congregation—or for many humanists, if it is a museum or library that you are visiting—this place is considered special. | | | As human knowledge and creative endeavour are important to humanists, museums and libraries are valued by many humanists. The British Humanist Association will arrange for an educationalist to meet classes at museums to explain why <https://humanism.org.uk/education/teachers/request-volunteer-school/>  Such a visit is a good way to introduce the idea of humanism. Of course many religious people also value these places and treat them with respect. However if a school makes a point of taking pupils to visit a range of places of worship, including a museum or special library in this programme is a way to make children from non-religious backgrounds feel included. |
| **Activity 1:** Review the keywords/images of features both inside and outside the place of worship. | | |
| **Activity 2:** Discuss any special preparations that are required, e.g. heads covered, shoes removed, emphasising that these are demonstrations of respect. Point out that it is important to ask whether one can take photographs in a place of worship before taking any pictures. Explain that in many places respect is shown by being quiet. | | |
| **Activity 3:** Depending on the place of worship, explain that hospitality (=sharing good things and making people feel welcome) is often an important part of the way of life for some religious groups. That the children may be offered food and they should accept or decline respectfully. That they can accept the food without participating in an act of worship (which might be a concern of some parents). | | |
| **Activity 4:** Prepare pupils for seeing members of the faith community engaged in worship during the visit, and that they should view this behaviour respectfully. | | |
| **Plenary:** Ask pupils to prepare questions in case they get a chance to speak to a member of the congregation or an official, e.g. priest, granthi, imam, rabbi. Using role-play, practice asking these questions. | | |

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| Why is a mosquespecial to Muslims? | Pupils will | learn some of the key features of a mosque; think about their own beliefs about prayer and/or quiet reflection. | |
| ***Aim:*** To look at the role of the mosque in Muslim worship. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Mind-map the concept of prayer, including ideas about who people pray to, what they pray for, what helps people to pray, whether people pray alone or together, and the places where people pray. Focus on physical positions that people use when praying; discuss how you can tell people are praying and what the different gestures might mean. Introduce the term ‘reflection’: do pupils ever just sit quietly and think? Explain that for some non-religious people, reflection serves the same purpose as prayer. | | | Muslim artefacts: prayer mat, topi (traditional cap), qibla compass, prayer beads, Qur’an stand  REonline’s “Places of Worship” website video about Birmingham mosque: <http://www.reonline.org.uk/specials/places-of-worship/islam_video.htm>  For two short videos about Muslim worship in a mosque: <http://content.lgfl.org.uk/secure/faiths/t2_faiths/islam/video_worship_1.html>  Video of the wudu (wuzu) ritual from the CLEO website: <http://www.cleo.net.uk/resources/index.php?cur=15&ks=2> (Note: be sure and allow time for the video to download.) |
| **Activity 1:** Look at different pictures of mosques and see if there are any similarities or differences, such as the dome and minaret. | | |
| **Activity 2**: Look at a collection of Muslim religious artefacts, such as a prayer mat, prayer beads (*tasbih*), *qibla* compass, *topi*, headscarf. Share knowledge of what they are and how they might be used. Carefully observe the prayer mat and share what you can see on it, e.g. image of a mosque, the *Ka’bah*, the alcove representing the direction of Makkah, arabesque patterns around the edge. Discuss how a prayer mat is used and how a *qibla* compass might be used to find the direction of Makkah. | | |
| **Activity 3:** Get Muslim visitor or member of staff to talk about the importance of washing before prayer (*wudu*), the significance of removing footwear to pray and the different prayer positions. Show pictures or video of the special room in a mosque for wudu. | | |
| **Plenary:** On the IWB play a YouTube video of the *adhan*, the Muslim call to worship. Tell class that like a tolling church bell or the sound of a conch shell trumpet this reminds Muslims to pray. As a class pick a sign (visual or auditory) that can be used as a signal for quiet time. | | |

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| Peace pagodas and gardens | Pupils will | learn that many people seek the spiritual through nature; they think about the places that make them feel peaceful. | |
| Aim: To explore the idea of inner peace. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** On the IWB, write words such as: ‘depressed’, ‘excited’, ‘hopeful’, ‘sad’, ‘peaceful’, ‘spiritual’, ‘comforted’. Spider-diagram the words to show places that conjure these feelings (e.g. a ruined or burnt out area might make a person feel depressed; a sunny meadow with flowers might make you feel joyful). How does the atmosphere in a church differ from the atmosphere in a football stadium? Talk about places that make you feel peaceful. | | | World Peace Gardens Network  <http://www.worldpeacegardensnet.org/about.htm>  Sugar paper and drawing pens |
| **Activity 1:** On the IWB show class pictures of peace pagodas, including the one in Battersea park. Tell them a bit of the history of how these started (see background information). What feelings do they have when they look at one of the peace pagodas? What images or places make them feel ‘peaceful’? | | | London Peace Pagoda <http://news.bbc.co.uk/local/london/hi/people_and_places/religion_and_ethics/newsid_8091000/8091765.stm> |
| **Activity 2:** As a class, brainstorm a design for a ‘peace garden’, i.e. a place where people might spend time in meditating, praying or simply reflecting on the beauty of nature. How would the garden reflect spiritual and community values? How would it appeal to the senses? What would you have in the centre of your garden? A fountain? A pagoda? Show class the ‘Imagine’ mosaic in the Strawberry Fields area of Central Park, and (in an appropriate way for the age group) relate this to John Lennon and his song. | | |  |
| **Activity 3:** Make a schematic layout for a peace garden, dividing it into sections. As a class choose what to have in the centre of the garden. Separate the class into table groups and give each group a ‘section’ of the garden to design. What would they put in their section of the garden to make it restful to visit? The children can design signs with sayings on them that they would have in their section. | | |  |
| **Plenary:** Each group to ‘present’ their section of the garden. If the whole works well, maybe these ‘peace gardens’ could be displayed elsewhere in the school. | | |  |

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| A special corner | Pupils will | create their own ‘reflective’ corner; be able to relate the rules they design to behaviour expected in when visiting places of worship. | |
| ***Aim:*** to create a ‘special place’ in the classroom. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Mind-map the concept of reflection or ‘quiet thinking time’. How does reflection differ from prayer? Make sure that pupils understand that all people need quiet time, and for non-religious people reflection can serve a purpose in their lives similar to prayer. Point out that there are many places now—e.g. chapels in hospitals and airports and university interfaith chapels—that are places for people of all traditions, religious and non-religious, to sit together in prayer or quiet contemplation. | | | Byron Street Nursery and Infant Virtual Reflective area:  <http://www.reonline.org.uk/specials/reflective-area/>  (Note: Byron Street Nursery and Infant school has now closed, but you can still get ideas from the website, which has been preserved on REOnline.)  Sugar paper, coloured pens, etc. |
| **Activity 1:** Select a corner of the classroom to be the reflective corner. How would you re-arrange the furniture there to show that this corner of the room was special? | | |
| **Activity 2:** What rules should apply with respect to the class reflective area? Make sure that the rules can be followed by everyone: everyone should feel safe and welcome there regardless of their beliefs or religious practices. Remind class of the ‘quiet time’ signal (e.g. a special bell or gong) discussed previously. | | |
| **Activity 3:** On the IWB explore the virtual reflective area on the link at right. (Be sure and look at this before the lesson so that you can choose appropriate examples.) Does this give the pupils ideas of things they might want in their reflective area? The children can design signs with sayings on them that they would have in their section. | | |
| **Activity 4:** Break into groups. Each group to come up with a ‘thought for the day’. Using sugar paper and coloured pens write out and decorate the thought for posting in the reflective area. | | |
| **Plenary:** Pupils to volunteer one special thing they would like to have in the reflective area, saying why this makes them reflect or helps them to pray or gives them peace. If you have a daily act of reflection in the classroom, discuss as a class how can you make it more special, e.g. gathering round the ‘reflective corner.’ | | |

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| Key words | Church, gurdwara, mosque, synagogue, temple, peace pagoda, dome, qibla, minaret, reflection |
| **Points to note** | When planning a trip to a place of worship please make it clear to parents that this is solely an educational visit, and that no child will be expected to participate in an act of worship. |
| Sample assessment activities | |
| Children are asked questions both during and after a visit to a museum or place of worship. Examples might include:   * To what groups of people or individuals is this place special? * Why is it special to them? * How did you feel visiting this place? * What did you find the most interesting about the place? * Did you come away with unanswered questions?   *Children are working at an emerging level if:*   * They can make simple statements about how they felt during the visit. * They can identify the religion belonging to that particular place. * They can name one thing they found interesting.   *They are working at an expected level if:*   * They reference certain aspects of the religion appropriate to the place (e.g. the boards on the walls tell Muslims what time they have to pray). * Their questions indicate they were thinking about what happens there. (E.g. “I wanted to ask whether they sang songs during the service.”) * Their opinions show appropriate conclusions. (E.g. “People talk to God when they pray in that place.”)   *Children are exceeding expectations if:*   * They compare what they saw during the visit to other places of worship they’ve visited, or the place of worship their family attends. * Their comments indicate a thoughtful engagement (e.g. “The stained glass windows/crucifix made me think about Jesus dying on the cross.”) * They asked—or wanted to ask—probing questions (e.g. “Why do Muslims have to pray like that?”) | |

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| Background information | | |
| *The church*   1. The communion table is most often called the altar. 2. The chancel railing, also known as the communion railing, has provisions for kneeling. 3. Clergy use the pulpit for gospel readings and sermons. 4. Lay readers use the lectern for scripture readings. 5. The sanctuary/chancel is often on a higher level than the nave. This boundary is occasionally marked by a gate. In Orthodox churches, the boundary may be in a slightly different location and may consist of a screen covered with icons. 6. Western churches have pews in the nave but in most Orthodox churches the congregation stands. 7. In the Roman Catholic, Orthodox and Church of England traditions, the church is often built in the shape of a cross, with the font for baptism at the entrance and the altar for communion at the far end. Symbolically, this suggests the entry, passage and goal of the Christian life journey. 8. In Protestant Churches, the shape, furniture and decorations are not usually regarded as aids to worship. These buildings are kept simple to reflect the belief that the place where God is worshipped should have as few distractions as possible. In such churches the pulpit is often prominent, reflecting the fact that preaching God’s word is the most important feature of worship.   ***If the class is visiting a church:*** make sure they understand that 1) most churches will expect visitors to behave respectfully, 2) in some churches there are parts that only clergy can enter (e.g. the sanctuary), 3) men and boys do not wear hats or caps in the church and 4) in some churches women and girls are expected to cover their heads. | | |
| Central Jamia Masjid, Southall  Interior of dome | *The mosque (masjid)*  The Arabic word *masjid* means *place of worship* and is derived from the verb *sajada* (root *s-j-d*, meaning ‘to bow’ or ‘to kneel’) in reference to the prostrations performed during Islamic prayers. The modern-day English word *mosque* comes from Spanish *mezquita*.  The mosque is the centre of the Muslim community. It is here that the five daily prayers and other forms of religious and social activities are performed in accordance with the teachings and practices of the prophet Muhammad. The mosque serves as an information and education centre (*madressah*), and in most mosques Qur’anic studies are regularly provided for both young and old.  Muslims entering the mosque carry out a strict sequence of ablutions in the designated washing area (*wudu*). Shoes are removed and the head, nostrils and ears, the hands and arms (up to the elbows) and the feet (up to the ankles) are washed in running water.  Although mosques do not contain religious pictures or statues—which are proscribed in the Qur’an—there is usually a board marking the times of the five daily prayers, and the niche (*mihrab*) which indicates the direction (*qiblah*) of Mecca, towards which all Muslims face when they pray.  To the right of the *mihrab* can be found a *minbar*, a set of steps leading to the platform used by the imam when he gives the *jumu’ah*, the sermon during the important midday Friday prayer. Boxes outside the prayer hall are for *zakah*, the duty to provide alms which is one of the five pillars of the faith.  ***If the class is visiting a mosque:***all should dress modestly, with both boys and girls wearing loose-fitting clothes that cover their arms and legs. Women/girls should cover their head with a scarf; men/boys may wear a cap. All will be required to remove their shoes on entering. Pupils should be told that they should not walk in front of people who are praying, or sit with their feet pointing towards the *qiblah*. Although it is usually permissible, always ask before taking photographs. | Wudu room  Central Jamia Masjid, Southall  Qiblah, Prophet’s mosque, Madinah  [www.mideasti.org](http://www.mideasti.org/indepth/islam/schools.html) |

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| [gallery.photo.net](http://gallery.photo.net/photo/5822913-lg.jpg) | Sheffield Peace Gardens lie at the very heart of the city centre. The site was rededicated in the name of peace on 9 December 1998. The garden with its themes of stone, water and metal fuses Sheffield’s tradition of manufacturing excellence with the English gardening tradition.  The gardens are managed to encourage wildlife and to avoid significant impact on the environment. No peat is used, all green waste is composted, chemical use is avoided wherever possible, timber products have been sourced from sustainable sources and low chemical-dosing water treatment are just a few of the methods employed to reduce the environmental impact of the garden. | [www.cabe.org.uk](http://www.cabe.org.uk/AssetLibrary/2868.jpg) |
| Peace Pagoda, Hiroshima  [wikipedia](http://upload.wikimedia.org/wikipedia/commons/0/09/Peace_Pagoda,_Hiroshima,_Japan_February_9th_2013_Nachiuz.jpg) | A **Peace Pagoda** is a Buddhist stupa; a monument to inspire peace, designed to provide a focus for people of all races and creeds, and to help unite them in their search for world peace. Most (though not all) peace pagodas built since World War II were built under the guidance of Nichidatsu Fujii (1885–1985), a Japanese Buddhist monk. Fujii was inspired by his meeting with Mahatma Gandhi in 1931, and preached resistance to the war in Japan, even though this was a dangerous view to espouse.  It was after the atomic bombs were dropped on Japan that he was provoked to devote his life to promoting non-violence. In 1947, he began constructing Peace Pagodas as shrines to World peace. By 2000, eighty Peace Pagodas had been built around the world in Europe, Asia, and the United States. | Peace Pagoda, London  [BBC](http://news.bbc.co.uk/local/london/hi/people_and_places/religion_and_ethics/newsid_8091000/8091765.stm) |
| Memorial mosaic  [wikipedia](http://en.wikipedia.org/wiki/File:StrawberryFieldsJuly2007.JPG)  **Strawberry Fields** is a 2.5-acre section of Central Park that is dedicated to the memory of musician John Lennon. It is named after the Lennon/McCartney song “Strawberry Fields Forever.” | |  |  | | --- | --- | | “Imagine” by John Lennon  Imagine there’s no heaven  It’s easy if you try  No hell below us  Above us only sky  Imagine all the people  Living for today   Imagine there’s no countries  It isn’t hard to do  Nothing to kill or die for  And no religion too  Imagine all the people  Living life in peace | You may say that I’m a dreamer  But I’m not the only one  I hope someday you’ll join us  And the world will be as one  Imagine no possessions  I wonder if you can  No need for greed or hunger  A brotherhood of man  Imagine all the people  Sharing all the world   You may say that I’m a dreamer  But I’m not the only one  I hope someday you’ll join us  And the world will live as one |   The entrance to the memorial is located directly across from the Dakota Apartments, where Lennon lived for the later part of his life and where he was murdered. The memorial is a triangular piece of land falling away on the two sides of the park, and its focal point is a circular pathway mosaic of inlaid stones. In the center of the mosaic is a single word, the title of Lennon’s famous song: “Imagine”.  The mosaic is at the heart of a series of open and secret glades of lawn and glacier-carved rock outcroppings, bounded by shrubs and mature trees and woodland slopes, all designated a ‘quiet zone’ | |