



<p>What this unit contains</p>	<p>The church or chapel is a place where Christians usually meet to worship. Special ceremonies take place there, e.g. weddings. Prayer and worship is often led by a priest, minister or pastor. Sunday is often the special day for worship. Christians read the Bible and believe Jesus is special.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the fourth Christianity Unit for Key Stage 1. It introduces pupils to a place in the community where Christians worship.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Record similarities and differences between features and / or worship in the place studied and another place of worship. ➤ Find out about the use of music in worship. ➤ Find out about any stained glass windows in the place studied. ➤ Develop information to post on the school website or in the school newsletter about the visit. 		
<p>Vocabulary</p> <p>pastor minister wedding</p> <p>Bible Church chapel</p> <p>hymn Priest worship</p> <p>Sunday service welcome</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Belonging to a faith community. ➤ Belief in God and worship of God are shared between members of the faith community. ➤ Times in life which are marked by shared celebrations. 		



Unit 4 Sessions 1 – 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know about one local Christian place of worship: <ul style="list-style-type: none"> ▪ what it looks like outside, ▪ what it looks like inside, ▪ how it got its name, ▪ who goes there; ➤ know that: <ul style="list-style-type: none"> ▪ special ceremonies take place there, e.g. baptisms, weddings, ▪ prayer and worship is often led by a priest, minister or pastor, ▪ Sunday is often the special day for Christian worship. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>This first session will be used to find out what pupils already know about churches and introduces key vocabulary prior to a visit in lessons 3 & 4.</p> <p>Display a cross or a picture of a cross. Show pupils a photograph of the church to be visited. Pose questions about it – What is this building? Where? Who goes there? When? What can you see, its name etc.</p> <p>As answers are given – clarify; give accurate vocabulary and record for the class.</p> <p>Explain that there will be a visit during lesson 3 of this unit and hand out parental consent letters if necessary.</p> <p>Show pictures of the inside of the place of worship and some appropriate Christian artefacts. Ask if anyone can describe / explain what he or she is seeing.</p> <p>Have pictures and names of items pupils will see inside and outside the church they will visit and play a matching ‘find your partner’ game. Pupils should draw one thing they want to find out more about and record questions they want to ask, one thing you want to find out more about.</p>	<p>Resources Poster/pictures of local church and other churches. Church jigsaw Christian family festivals by Hunt My Christian faith</p> <p>Video: Introducing Sarah and Paul programme 2 Artefacts: Chalice, Cross, paten, priest doll/dress items</p> <p>RE – Quest Website – Faiths 2 CD Rom.</p> <p>N.B. It is important that pupils do not think that all Christian places of worship look the same.</p> <p>Before the lesson, consider whether Christian pupils worship at a building called a church or a chapel and explain why these have different names.</p>



Unit 4 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Objectives as before	√		<p>Prepare for the visit</p> <p>Using ideas generated at the end of the previous lesson - brainstorm questions about the building, people who go there, times when people go there, people who work there etc and develop a class questionnaire. This will be used to support an interview at the Place of Worship.</p> <p>In small groups, draft suggestions for behaviour in the place of worship. Feed back to class and generate a set of agreed class rules for good behaviour.</p>	<p>Resources Badger RE Bk 2 pg 72-73, book 3 p57 Espresso 'Faiths' second CD</p> <p>Floor plan of place of worship to be visited</p>
	√	√	<p>Organise pupils into groups with a set of questions from the questionnaire for them to research/take responsibility for. Give out floor plan of the place and decide where they might find their answers most easily.</p>	



Unit 4 Sessions 3 & 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Objectives as before	√	√	<p>The visit.</p> <p>Recall agreed class behaviour rules and remind pupils of each group's responsibility. The group interviewing the minister / guide can use the tape recorder.</p> <p>In the place of worship, sit and appreciate the atmosphere. Ask pupils for their response to the place and either tape or ask them to record on a short response sheet "In.....I feel. ."</p> <p>Let groups research answers to the questions and write down any more questions the visit generates. Photograph features and give each pupil time to do an observational drawing of something they particularly like. Record locations on their floor plan.</p> <p>Plenary Ask and answer any unanswered / new questions and sit quietly again. Orally share what they feel makes the place special / what they particularly like.</p>	<p>Resources Tape recorder Camera Badger RE Bk 3 pg 58-9 Short Response sheet "In.....I feel" Floor plan of the church</p>



Unit 4 Sessions 5 & 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
Objectives as before	√	√	<p>Follow - up to the visit.</p> <p>Back at school using all the research, pictures etc. make a 'big book' class guide / information text of the place of worship. Include in this evidence of pupils' personal responses to the visit.</p> <p>Give one group the responsibility for writing a class thank you letter and inviting the guide or minister to school to see the book and talk to the children about their visit.</p> <p>Assessment Task Let each member of the class complete a sheet - 'what I now know about.... ' to make their gains in learning explicit.</p>	For Assessment Levels please see next page	<p>Resources Materials for making the big book 'What I now know about....' Summary sheet</p>



Unit 4 Sessions 5 & 6

Assessment Levels

Working at

Level 2

Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings.

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

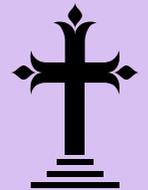


Unit 4 Sessions 3 & 4 Activity Sheet 1

Short response sheet

In.....

I feel.....



Unit 4 Activity Sheet 2

Name:.....

What do I already know about a church at the start of the unit?

At the end of the unit - what do I know now about a church?





Unit 4 Activity Sheet 3

We went to visit.....

I liked the.....

I felt.....

