



Lego Church, by Ashley and Jonny (both 8)

**In what ways are Churches and Synagogues important to believers?  
What can we find out?**

**YEAR GROUP: 1  
Unit 1.4**



A Lego Menorah by Ruthie (7)

**Religious Education:  
Support for Schools**

**Non-statutory  
exemplification**

Lat Blaylock  
[Lat@retoday.org.uk](mailto:Lat@retoday.org.uk) for  
Nottingham City and County

## In what ways are churches and synagogues important to believers? What can we find out?

YEAR GROUP: 1

### About this unit:

Children discover the uses and designs of holy buildings and how to enquire into them, building their knowledge of worship through visits, visual learning, models and creative work. This unit enables pupils to explore, question and respond to learning about sacred buildings: they are introduced to key vocabulary and ideas. The focus is on developing learners understanding of what makes a sacred building, using the examples of synagogue and church for Jewish and Christian communities.

### Where this unit fits in:

The emphasis is on understanding worship through studying Christianity and Judaism. Children may need to keep reviewing the meanings of terms like 'Jew' and 'Christian' to build up their understanding of what a religious identity means. This unit will help teachers to implement 'Better RE' by providing them with well worked examples of teaching and learning about sacred buildings and special places. The focus on 'finding out' emphasises the syllabus's intentions to make investigative learning, driven by curiosity, a motivating aspect of RE for every child. If you are studying another religion at KS1, many of these ideas can still be used.

**Estimated teaching time for this unit: 6-7 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 6-7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

### KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Questions of Identity, Diversity and Belonging
- Questions of Values and Commitments

### ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to the place of beliefs in our lives;
- **Respect for all** by developing a willingness to learn from people whose religion they do not share;
- **Open mindedness** by engaging in 'finding out' activities with regard to diverse worship practice in two religions;
- **Appreciation and wonder** by developing their capacity to respond to the sense of worship, wonder, mystery and devotion for themselves.

### The unit will provide these experiences and opportunities

- Pupils have opportunities to begin to learn to use the concepts of 'sacred' and 'holy' as a 'religious kind of special.'
- Pupils have opportunities to make and create, using their imagination and team skills;
- Pupils will be able to think about their own experiences and views in relation to questions of worship, special places and sacred-ness.

### Background information for the teacher:

In **Christian** thinking a Church is body of people first and foremost, a building second. Church buildings are very numerous all across the UK, expressing the long history and present place of Christianity in our national life. The buildings vary as much as the communities that use them – some are beautiful, ancient, historic or huge. Others are functional, contemporary and small. In common, though, is the idea of making space and time for the presence of God in the life of the community, and for the worship of God. So a church may be called a 'house of God'. The work in this unit goes well if this variety is the automatic backdrop of the planning. There are about 50 000 Christian congregations across the UK.

In **Jewish** practice the Synagogue, a place for community meeting, is ancient – over 2100 years. In the UK there are about 400 synagogues (see [www.kosherdelight.com](http://www.kosherdelight.com) for basic details). A synagogue provides for Shabbat services, and acts a community focus. The Torah scrolls are kept in an elevated ark (box) and dressed with beautifully symbolic practice. Read from a Bimah (desk), the reader uses a Yad (silver finger pointer) to avoid touching the precious scroll and text with dirty fingers. The Ner Tamid (eternal light) burns as a symbol of divine presence (a lovely range of examples at: [www.clauderiedelart.com](http://www.clauderiedelart.com))

Vocabulary + concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Specific religions:</b>  <b>Christianity</b>  <b>Church</b></p> <p><b>Judaism</b>  <b>Synagogue</b></p> <p><b>Religious studies</b>  <b>Sacred</b>  <b>Holy</b></p>	<p><b>Teachers might use:</b></p> <p><b>Web:</b>  <a href="http://www.request.org.uk">www.request.org.uk</a> – a useful website for learning about churches.                      There's a useful synagogue animation and information idea at:  <a href="http://www.refuel.org.uk/projects/ks2_judaism/synagogue_scheinerman_net.php">www.refuel.org.uk/projects/ks2_judaism/synagogue_scheinerman_net.php</a>                      Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.                      Watch- BBC. 2 excellent programmes for KS1 on the Church and Synagogue.                      Developing Primary RE: Special Places and Symbols of Faith edited by Joyce Mackley, RE Today                      Exploring a Theme in RE: Religion around Us / Journey of life and death / Worship, edited by Joyce Mackley, RE Today                      Opening Up RE: Belonging ed. Mackley, RE Today, 2010                      Christianity Poster Pack-Folens ISBN 1852766913                      Christian Church by Alan Brown ISBN 0713643358                      Places of worship-Protestant Churches pub. Heinemann ISBN 0431051801                      Video clips – short, searchable and free, from <a href="http://www.bbc.co.uk/learningzone/clips">www.bbc.co.uk/learningzone/clips</a>                      Dottie and Buzz: Channel 4 video for 4-7s (Christianity). Details from Culham Institute (<a href="http://www.culham.ac.uk">www.culham.ac.uk</a>)                      Video-pathways of Belief-BBC Judaism                      Jewish Synagogue by Laurie Rosenberg pub. A&amp;C Black ISBN0713643382                      Places of worship: Synagogues pub. Heinemann ISBN0431051798                      Poster packs on Christianity and Judaism from Nelson Thornes include aspects on buildings and worship. Watch-BBC Excellent programmes for KS1 on the Church.                      Be a Church Detective, Clive Ferwins, ISBN 0715147900 Church House Publishing</p>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from thinking about how people express their beliefs and responses to God</li> <li>• Opportunities for <b>social development</b> come from working collaboratively and in teams</li> <li>• Opportunities for <b>cultural development</b> come from exploring how two religions make and use their holy buildings.</li> </ul> <p>This work builds cultural capital, introducing pupils to the huge range and community values of places of worship, locally and nationally.</p>	

<p><b>As the syllabus says:</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• learn from visiting sacred places. Linking to English and computing, pupils <b>recount</b> a visit to a local church and a synagogue using digital photographs. They <b>find out</b> about the symbols and artefacts that they saw there and suggest meanings for them. (A1);</li> <li>• <b>learn about and remember</b> what happens at a church or a synagogue, including special events such as weddings (A1);</li> <li>• <b>discuss reasons</b> why some people go to synagogues or churches often, but other people never go to holy buildings. (B1);</li> <li>• choose to <b>find out</b> about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water. (A3);</li> <li>• use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to <b>sort and order</b>, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. (B3).</li> <li>• <b>recognise</b> that some people prefer to be spiritual but not go to a holy building – e.g. people who are non-religious, or who sense the spiritual in the open air. This could link to some work in the style of 'Forest Schools' and is a n opportunity for outdoor 'natural world' reflection in RE.</li> <li>• <b>talk about and remember</b> key items from the worship of Christians and Jews and the main things they have learned about what happens in holy buildings, <b>suggesting meanings</b> for the symbols they have noticed.</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Recall and name key objects from a church and a synagogue</b></li> <li>• <b>Suggest a meaning for some Jewish and Christian symbols</b></li> <li>• <b>Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the se connections</b></li> <li>• <b>Ask questions about what happens and why in holy buildings</b></li> <li>• <b>Recount their visit to a holy building, e.g by talking about photographs taken there.</b></li> <li>• <b>Express an idea of their own about why some people go to holy buildings</b></li> <li>• <b>Give an example of a sacred space that is out of doors, and talk about their own ideas of sacred spaces.</b></li> </ul>
---	---

<b>EXPECTATIONS: At the end of this unit</b>		
<p><b>Pupils working towards the expected outcomes for 7 year olds will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Name a Jewish and a Christian place of worship.</li> <li>▪ Talk about the worship in two religious buildings, naming some of the things found in a church or synagogue.</li> </ul> <p><b>Consider and answer questions such as:</b></p> <ul style="list-style-type: none"> <li>▪ What I have learnt about a synagogue? A church?</li> <li>▪ What did I enjoy the most on my visit(s)?</li> <li>▪ What I would like to find out more about?</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Recall and name key objects from a church and a synagogue</b></li> <li>• <b>Suggest a meaning for some Jewish and Christian symbols</b></li> <li>• <b>Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the se connections</b></li> <li>• <b>Ask questions about what happens and why in holy buildings</b></li> <li>• <b>Recount their visit to a holy building, e.g by talking about photographs taken there.</b></li> <li>• <b>Express an idea of their own about why some people go to holy buildings</b></li> <li>• <b>Give an example of a sacred space that is out of doors, and talk about their own ideas of sacred spaces.</b></li> </ul>	<p><b>Pupils working beyond the expected outcomes for 7 year olds will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the worship that place in a church and in a synagogue</li> <li>▪ Use religious or spiritual vocabulary such as sacred, holy, worship, community;</li> <li>▪ Make links between the worship of two different communities.</li> </ul> <p><b>Consider and answer questions such as:</b></p> <ul style="list-style-type: none"> <li>▪ What happens on Sunday at a Church?</li> <li>▪ What happens on Shabbat at a Synagogue?</li> <li>▪ Why do religious people need a special building?</li> </ul>
<p><b>Assessment suggestions</b></p> <p>A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. These two are suitable for teachers to observe the levels at which children are working.</p> <p><b>A. Sorting out</b></p> <ul style="list-style-type: none"> <li>• Prepare an envelope for children in groups containing two simple pictures, one of Jewish worship, one of Christian worship. Both pictures should be cut up into 6 or 8 pieces, and mixed up. Ask children in 4s to sort out the cut up pieces of pictures and stick them back together as a church picture and a synagogue picture (it's not a race).</li> <li>• When groups have finished, ask them to label their picture with as many words as they can that they have learned in this RE work about holy buildings (after a couple of minutes, you might show the groups a word list to help them with key vocabulary).</li> <li>• Ask the children what they think about the idea that each of these buildings is sacred, to different people. Tell them how important it is to keep the two separate, even though they are similar.</li> </ul> <p><b>B. Considering questions about worship with the children:</b></p> <p>Arrange small group conversation for 6 children with an adult about these questions</p> <ul style="list-style-type: none"> <li>▪ Where is your special place? What do you do there? Why is it special to you?</li> <li>▪ What special places have you visited? What made them special?</li> <li>▪ What special places do Christians go to? What does the place look like? What do they do there, and why? Why do you think they go there?</li> <li>▪ What special places do Jewish people go to? What does the place look like? What do they do there, and why? Why do you think they go there?</li> <li>▪ What are the similarities and differences between different peoples' special places?</li> </ul>		

Key question for this lesson: What makes a place special? Is 'holy' a religious kind of 'special'? What happens in holy buildings?			
Intentions: Learning objectives	Implementation: teaching and learning suggestions	Impact: learning outcomes	Points to note
<p>Pupils begin to learn why Christians and Jews go to places of worship, and what happens there.</p> <p>Talk about the importance of items in a church, or synagogue and why they are important to believers,</p>	<p><b>Teaching might include:</b></p> <ul style="list-style-type: none"> <li>▪ <b>What makes a place special?</b> Discuss with children their favourite part of the classroom, school or playground. Why is it special to them? (e.g. it has interesting features / it makes them feel happy) Do they have a special place at home? Encourage children to describe how they feel when they go there (e.g. bedroom, quiet, calm: kitchen, warm, loved) Pets have favourite places too. Where does your pet like to go? Why do you think they like to go there?</li> <li>▪ <b>Where are the special places in our school?</b> Ask children to choose the places that make them feel calm, feel happy, feel like singing, feel excited, in the school. Go as a class to these places, and be calm, or happy, musical, or excited there together. Talk about this activity in relation to Synagogue and church later on.</li> <li>▪ <b>What makes a place special?</b> Introduce the concept of buildings with a special purpose and function e.g.: swimming pool, supermarket, surgery, library and fire station. Provide photographs of buildings with a special purpose in your area. Create a class frieze of special buildings in your area. Include churches in the display.</li> <li>▪ <b>Sacred buildings:</b> what are they for? People of faith have special places where they go to worship God, to meet other believers and to share life together. Christians go to a building called a church, Jews to a Synagogue. Look at photos and film clips (there are good pictures and virtual tours on line – try <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> )</li> <li>▪ <b>What do you value?</b> Teacher to bring in items of special value e.g. books, shells or stones, childhood toys, sentimental gifts. Explain why they are special, with an emphasis on symbolism – what does it remind me of? What does it mean to me? Why is it worth more than money? Children then talk about what things are special to them and why. Arrange a 'special items' table. Compare this to special items in a church. Create a similar display e.g: Chrsitain objects - Bible, candles, hymn book, bread, wine, crosses. Jewish objects – a mezuzah, a menorah, candles, a prayer book, a star of David.</li> </ul>	<p>Pupils will:</p> <p>Recognise that some places have special significance, and that for people of faith, the place of worship is special (Most pupils, Step 1)</p> <p>Know that a church is the special place for Christians (Most pupils, Step 1).</p> <p>Know that a Synagogue is a special place for Jewish people (Most pupils, Step 1).</p> <p>Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' (Some pupils, Step 2).</p> <p>Respond sensitively to things that happen in holy places (Some pupils, Step 2)</p>	<p>Good RE for young children uses play, talk and action much more than it uses the written word.</p> <p>In a child's vocabulary, the word 'special' is a good starting point for RE, but it is also good</p>

Key question for this lesson: What can we find out about churches?			
Intentions: Learning objectives	Implementation: teaching and learning suggestions	Impact: learning outcomes	Points to note
<p>Learn about places of worship in Christian communities</p> <p>Find out about the church as a place of worship for Christians</p> <p>Experience at first hand a place of worship, recognizing its key features.</p> <p>Understand how these features are used in worship.</p> <p>Understand that a place of worship is of special significance to believers, and is to be respected.</p>	<p><b>CHRISTIANITY</b></p> <ul style="list-style-type: none"> <li>▪ <b>What are churches like?</b> Look at posters or photographs of the local church and identify its main features. In what ways do the pupils think it is used? What can the pupils deduce from its shape, from the windows, from the surroundings? In a Church of England, focus internally on the font, the altar, the pulpit and the lectern. In a Roman Catholic Church, focus in addition on statues of Mary and the saints. In a non-conformist church, such as a Baptist church or a Pentecostal church, focus on the simplicity of the building, the place given to the Bible and on the Baptistry.</li> <li>▪ <b>How can you show respect for a holy place?</b> Prepare pupils for a visit to the church. Discuss appropriate behaviour and respect for a place of worship. Pupils could work out a list of questions, prior to the visit, about the uses of the building. Arrange for members of the church, clergy or lay, to answer the questions. During the visit, emphasis should be placed on allowing the pupils to focus on the atmosphere in the church, and to reflect on their feelings, as well as learning about the purposes and activities of the congregation – they might sit quietly and listen to music, or a short Bible story.</li> <li>▪ <b>What do Christians say about their holy places?</b> Arrange in advance with the community to provide a hands' on experience for the pupils. Eg in a church, the pupils could smell incense, taste bread, eat hot cross buns (at Easter time), hear music, feel carvings, ring bells, light candles, dress in a wedding dress, or choir robes, listen to a short passage being read from the Bible. Mutli sensory RE is powerful learning.</li> <li>▪ <b>What atmosphere do churches have?</b> Pupils could make a booklet explaining what they have learnt following their visit and what they would like to find out more about. They should be encouraged to describe the atmosphere in church, and to remember how they felt. Why do they think that Christians go to church? In what ways is a church like a library, or a community centre, or a home? And how is it different? Why do Christians sometimes speak of Churches as 'the house of God'?</li> <li>▪ <b>Coloured Glass:</b> a special kind of art for churches. Show children some stained glass art of the life of Jesus. Ask them to design and make a stained glass window of their own. Give them an A4 plain paper template (with several sections in it is best), and a choice of titles, which might include these: Jesus the Good Shepherd / Thank God for the Beautiful World / The Light of the World / Love, Joy, Peace. Ask pupils to use colour to make their window as good as they can, and use less than ten words to describe them. Then copy the paper windows onto acetate – your school photocopier can do this. Display the class's work in a window where the sun shines.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Recognise some Christian symbols (most pupils)</li> <li>▪ Talk about some features of worship at a church (most pupils)</li> <li>▪ Talk about what they find interesting or puzzling in worship (most pupils).</li> <li>▪ Consider what things are 'most precious' to them (many pupils).</li> <li>▪ Recognise that churches have special significance for Christians (many pupils)</li> <li>▪ Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' (Some pupils)</li> <li>▪ Respond sensitively to things that happen in holy places (Some pupils)</li> </ul>	<p><i>Visual, online, video and visiting resources are important here. The website REQuest has a great set of free resources.</i></p>

Key question for this lesson: What can we find out about synagogues?			
Intentions: Learning objectives	Implementation: teaching and learning suggestions	Impact: learning outcomes	Points to note
<p>Identify a Jewish place of worship.</p> <p>Talk about what happens at a synagogue, using new words they have been taught.</p> <p>Use the words 'holy' and 'sacred' to describe why the objects in a synagogue matter to Jewish people</p> <p>Begin to be sensitive to others' beliefs, values and experiences.</p> <p><b>So that they can</b> identify some beliefs about worship and suggest some meanings of symbols in church or synagogue, beginning to be sensitive to others' beliefs, values and experiences.</p>	<p><b>JUDAISM: A special place for Jewish people</b></p> <ul style="list-style-type: none"> <li>▪ <b>What is a synagogue like?</b> If possible, arrange to visit a local synagogue. Alternatively, use a video, online virtual tour or set of photographs. Show the pupils artefacts and photographs of a synagogue, for example the Torah scrolls, the Yad, the Ark, the Bimah. What do they think all these things are for? How might they be used?</li> <li>▪ <b>What do Jewish people say about their places of worship?</b> Pupils could work out a series of questions, to be answered by a member of the local Jewish community. For example, how important is worship in the synagogue to a Jew? What happens in the building on Saturdays? Emphasis again should be placed on asking the pupils to reflect on their observations and feelings in the synagogue.</li> <li>▪ <b>What do the symbols at a synagogue mean?</b> Pupils could label a diagram or photograph or a model of a synagogue, placing the Bimah, the Ark, the Torah scroll and the Yad in their place, and talk about the meaning and significance of each one. Can they make simple versions of these out of lego (see next lesson)?</li> <li>▪ <b>What happens at synagogue on the Sabbath?</b> Pupils could talk about what happens in the synagogue on Sabbath days, and find out how Jewish people feel when they go to worship. Simple Jewish prayers or songs will inform this conversation. Ask them to watch a video example of a service in a synagogue, e.g. the one from: <a href="http://www.bbc.co.uk/learningzone/clips/celebrating-shabbat-at-the-synagogue/3877.html">www.bbc.co.uk/learningzone/clips/celebrating-shabbat-at-the-synagogue/3877.html</a></li> </ul> <p><b>A lego lesson</b> Put the children in small groups and tell them we are going to make some models of holy buildings from lego and duplo. Borrow all you can from other classroom for this lesson. Ask children to make lego models of all the inside and outside things they are learning about, working from pictures or from artefacts. Label and caption the models.</p>	<p>Pupils will:</p> <p>Recognise that some places have special significance, and that for people of faith, the place of worship is special (Most pupils)</p> <p>Know that a church is the special place for Christians (Most pupils).</p> <p>Know that a Synagogue is a special place for Jewish people (Most pupils).</p> <p>Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' (Some pupils).</p> <p>Respond sensitively to things that happen in holy places (Some pupils)</p>	<p><i>There may be no Jewish pupils in the class – or school. So this activity is important in new learning. Emphasises the 'find out' elements of the work by giving children a quiz of 10 questions at the start that they will be able to answer by the end. Keep it light: a quiz is not a test!</i></p> <p><i>If you know this lego idea is impractical for your pupils, then think of another way of setting a model making challenge – could you provide a basic model shape in a cut down cardboard box? Could children make items to go inside from simple materials? Play doh? Do what works for your classroom.</i></p>

Key question for this lesson: What does worship mean? What does it mean to me?			
Intentions: Learning objectives	Implementation: teaching and learning suggestions	Impact: learning outcomes	Points to note
<p>Pupils will consider the concept of worship for themselves, collecting ideas from Jewish and Christian worship and thinking about what matters most.</p> <p>They will consider what is valued most in a church and in Christian worship.</p> <p>They may also consider what is valued most in a synagogue and in Jewish worship.</p>	<p><b>What does worship mean to me?</b></p> <ul style="list-style-type: none"> <li>• Towards the end of this unit of work, remind pupils about their own special places and special objects, noting similarities and differences with the sacred objects of worship they have studied.</li> <li>• Children could make a model of a church in small groups, talking about such features as the spire and the cross.</li> <li>• Children could use 'playmobile' or other figures to play out some stories about worship at Church or Synagogue.</li> </ul> <p><b>What do people value in church and synagogue?</b></p> <ul style="list-style-type: none"> <li>• Either use large photographs of items from your local church and a synagogue or use photo-packs or line drawings of: a font, pews or seats, a cross. An Ark, Torah scroll, Bimah, menorah, Star of David. Find out if your local church has any special symbols eg a carved mouse, which are unique. What is distinct about the synagogue you have been looking at? Tell the story of the Saint and any stories, which are shown in stained glass, such as Bible stories. Create a display of a 'Guide to our local church / synagogue.' Arrange a visit from the Vicar or Rabbi and a member of the congregation. Ask them to describe what happens in these places of worship and why people go there. What do children do in church and synagogue? Play different kinds of Christian and Jewish music. If possible, take a walk with the children to the church nearest school, or see if a visit can be arranged.</li> </ul> <p><b>Why is the Bible important in church? Why is the Torah important in the synagogue?</b></p> <ul style="list-style-type: none"> <li>• Show the children some different Bibles and Bible story books for children, and ask if anyone has a Bible at home. Explain that the Bible is a special book for Christians and that it tells believers about God. Tell a Bible story in a dramatic and exciting way. Teach the children that there are often a hundred Bibles or more in a Church. Why? How are they used? Find out.</li> <li>• Look at a Synagogue, following the same key questions as above. Children could visit either a church or a Synagogue.</li> <li>• Key points for the unit if Islam is included would explore the role of a mosque using similar questions and strategies as for the other two buildings. Teach pupils these keywords: place of worship; The Qur'an as the holy book, Friday as a special day for prayer, domes, minarets and a mihrab (to show the direction of Makkah)</li> </ul>	<p>Pupils will:</p> <p>Recognise that some places have special significance, and that for people of faith, the place of worship is special (Most pupils)</p> <p>Know that a church is the special place for Christians (Most pupils).</p> <p>Know that a Synagogue is a special place for Jewish people (Most pupils).</p> <p>Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' (Some pupils).</p> <p>Respond sensitively to things that happen in holy places (Some pupils)</p>	<p>This is the hardest concept of the unit of work, so use simple activities: ask pupils to rank what matters most using pictures and simple words:</p> <ul style="list-style-type: none"> <li>• Love</li> <li>• God</li> <li>• Pets</li> <li>• People</li> <li>• Food</li> <li>• Water</li> <li>• Playstation</li> <li>• Kindness</li> <li>• Friends</li> </ul> <p>The answers are different for everyone, but we can all answer. Is the thing at the top of our list what we worship? In a way, yes. Talk about the idea of the thing we worship as the thing we think is most valuable of all.</p>

Key question for this lesson: What have we learned from our work on churches and synagogues?			
Intentions: Learning objectives	Implementation: teaching and learning suggestions	Impact: learning outcomes	Points to note
<p>Pupils will learn to look and discover information from images, and to label and caption images in relation their learning</p> <p>They will learn to think about worship and about what matters most to them</p> <p>They will learn to think about the emotions of worship for themselves.</p>	<p><b>Sorting out</b></p> <ul style="list-style-type: none"> <li>• Prepare an envelope for children in groups containing two simple pictures, one of Jewish worship, one of Christian worship. Both pictures should be cut up into 6 or 8 pieces, and mixed up. Ask children in 4s to sort out the cut up pieces of pictures and stick them back together as a church picture and a synagogue picture (it's not a race: encourage thinking and talking along the way).</li> <li>• When groups have finished, ask them to label their picture with as many words as they can that they have learned in this RE work about holy buildings (after a couple of minutes, you might show the groups a word list to help them with key vocabulary: include words like 'Bible / Torah / Ark / Altar. Also include words for emotions: thankful, sorry, full of love, worshipping).</li> <li>• Teach the children that each of these buildings is sacred, to different people. Tell them how important it is to keep the two separate, even though they are similar.</li> </ul> <p><b>Conclusions: Consider these questions about worship with the children:</b></p> <ul style="list-style-type: none"> <li>▪ Where is your special place? What do you do there? Why is it special to you?</li> <li>▪ What special places have you visited? What made them special?</li> <li>▪ What special places do Christians go to? What does the place look like? What do they do there, and why? Why do you think they go there?</li> <li>▪ What special places do Jewish people go to? What does the place look like? What do they do there, and why? Why do you think they go there?</li> <li>▪ How do people feel in their special places? Do they sometimes feel thankful, sorry or full of love? How do the feelings show? In religious special places, people say they feel close to God. Not everyone has this feeling, but the children might like to talk about the idea of feeling close to God for themselves.</li> <li>▪ What are the similarities and differences between different peoples' special places?</li> </ul>	<p>Pupils will:</p> <p>Recognise that some places have special significance, and that for people of faith, the place of worship is special (Most pupils)</p> <p>Know that a church is the special place for Christians (Most pupils).</p> <p>Know that a Synagogue is a special place for Jewish people (Most pupils).</p> <p>Learn that 'holy' and 'sacred' are two words for 'a religious kind of special' (Some pupils).</p> <p>Respond sensitively to things that happen in holy places (Some pupils)</p>	<p>You could use a simpler matching exercise to see if pupils can identify Jewish and Christian objects: which three photos from inside go with one from outside each sacred building?</p> <p>Children could use an outline of a cross or a Star of David and decorate it with pictures of the things special to people who worship there.</p>