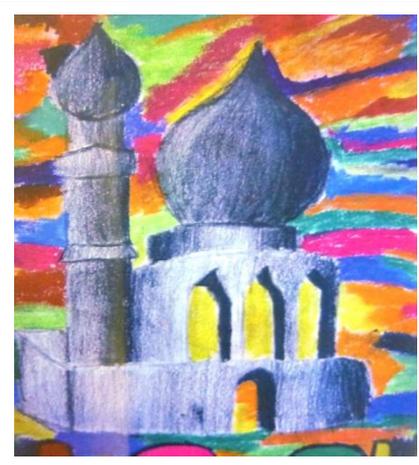


**The Cumbria SACRE RE
Agreed Syllabus
Support for Teachers
through Planned
Investigations**



**Unit title:
What can we
learn from visiting
sacred places?
Age Group:
age 7-11**



Title of the Investigation:
What can we learn from visiting sacred places?
Year Groups: 3/4/5/6

ABOUT THIS UNIT:

This unit provides teachers and learners with an enquiry focused approach to learning from visits to sacred places. The emphasis on learning outside the classroom, and exploring questions through a visit, provides for learning about sacred places as spaces to worship God, or spaces to pursue spiritual life. Children are given opportunities to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. The unit works best if pupils can visit the sacred buildings of two or three religions (and this could be a Cathedral and a chapel), and a virtual tour of two other places of worship.

The work poses questions about whether a place of worship is the best kind of spiritual space, considers the idea that a natural environment is a spiritual space for some, and many people are more inspired to spiritual life by rivers and mountains than by churches or temples.

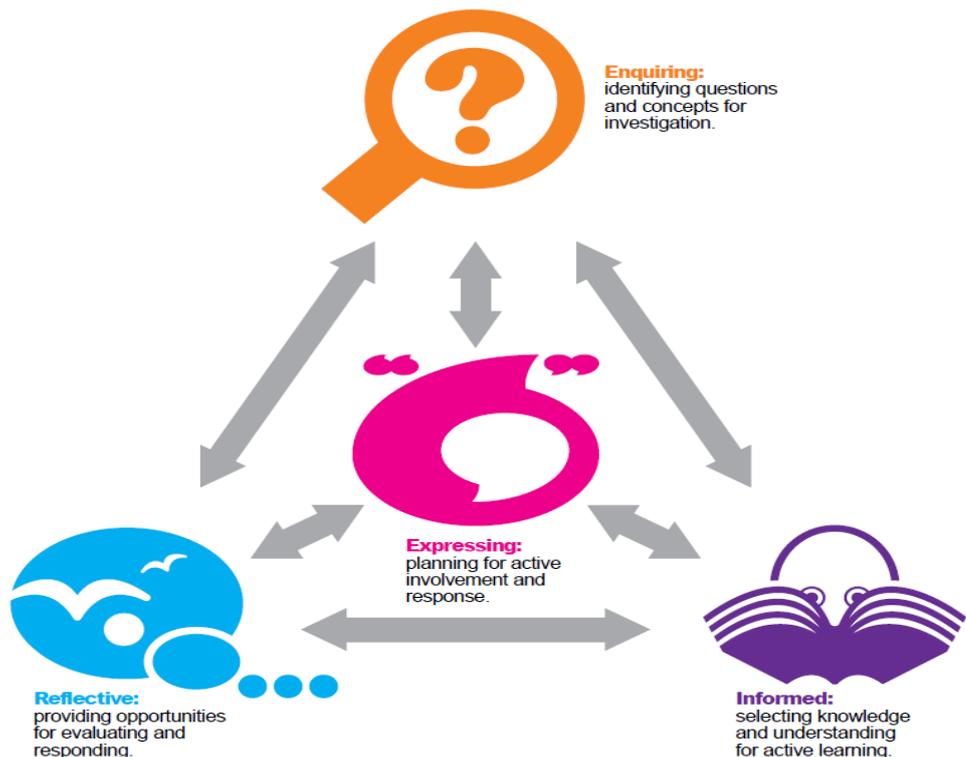
The fact that the unit includes all six religions does not mean that teachers should teach six religions one after another. The Cumbria Agreed Syllabus requires schools to be selective about the religions from which they teach. Teachers at KS2 should focus on Christianity and two religions--plus some knowledge of aspects of others. This plural learning demands that teachers take care to avoid confusing children and aim to make space for good learning about religious diversity.

The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

The Enquiring Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

Good RE:

- Informative**
- Knowledge**
- Building**
- Understanding**
- Enquiring**
- Questioning**
- Investigating**
- Expressing**
- Active**
- Responsive**
- Reflective**
- Evaluative**
- Responsive**



Estimated time for this investigation:

At least 10 hours. This unit provides more teaching ideas than a class will cover in 10 hours so be selective, and do the work the Cumbria RE syllabus requires you to cover in depth, rather than skating over the surface of too much content. Less is more in RE, where pupils reflect deeply. 'Don't just answer the question, question the answer.'

Where this unit fits in:

The unit models a particular way of learning in RE: enquiring into the phenomena of religion. By making careful observations of what happens in religion, and by describing these thoughtfully, the artefacts, buildings, shrines and worship of the tradition are revealed in increasing depth. Through this process, the learners gain knowledge and understanding of the ways of life of others, their beliefs, ideas and community life together.

This unit will help teachers to implement the Cumbria Agreed Syllabus for RE by building on all prior learning. It enables children to visualise the concept of a sacred place, what it means to them and to others. This unit explores virtual tours of sacred places, however where possible it is suggested that children are given the opportunity to visiting these sacred places for themselves allowing them to engage all their senses through a first-hand experience. The unit provides an important way of enabling children to see religious diversity clearly: if it is well taught, teaching will refer back to it in many future units of RE.

Key strands of learning addressed by this unit, from the Cumbria RE syllabus:

- Religious practices and ways of life (AT1)
- Ways of expressing meaning (AT1)
- *Questions of identity and diversity* (AT2)
- *Questions of values and commitments* (AT 2)

ATTITUDES FOCUS:

This unit enables pupils to develop:

- A realistic and positive sense of their own religious and spiritual ideas: clarifying their ideas through exploring other people's ways of worship.
- Sensitivity to the feelings and ideas of others: developing tolerance through deepening understanding of others.
- Willingness to learn and gain new understanding about people different to themselves.
- Their imagination and curiosity: enquiring into aspects of worship they don't yet understand.
- Ability to ask intelligent questions and notice diverse viewpoints and answers: developing critical attitudes

Contributions to spiritual, moral, social and cultural development of pupils:

This unit enables pupils to develop:

- **Spiritually** through an exploration of ways in which people express what matters most to them through images, words, action, and sacred spaces;
- **Morally** by thinking about goodness and spiritual life;
- **Socially** through developing their awareness of the similarities and differences between places of worship, and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities;
- **Culturally** through a growing understanding of the stories, symbols and actions that are integral to the lives of a range of religious communities in your locality.

RE in the whole curriculum

This unit provides lots of opportunities for a creative curriculum plan including:

- Creative and well planned learning from visits to places of worship makes RE's contribution to Learning Outside The Classroom (LOTG)
- Geography: the change and development of local communities and the sites of religious buildings makes a space for community cohesion issues to be addressed in both subjects.
- History: the changes in the UK's population in recent decades are a suitable focus for study in both subjects. Use census information to learn about simple demographic change.

- Literacy: Ask pupils to undertake a variety of non-fiction writing tasks throughout the unit, including lists, labelled diagrams, persuasive writing, recounts and others.
- Music: the music made and used in places of worship is often rich and diverse, a source for creative learning. Get pupils to listen, play and sing in the light of the experiences of the visit. Sometimes religious communities don't use music: if this is part of your experience, consider: why not?
- Art: through architecture, art, stained glass, sculpture and in other ways, faith communities express their beliefs and values creatively. From studying such examples, pupils can energise their own creative expression.
- SEAL: Worship and devotion are emotional activities: pupils can use the examples they encounter to clarify their own emotional responses to place and environment. They are social activities too, and places of worship are social spaces as well as worship spaces.

Basic background information for the teacher:

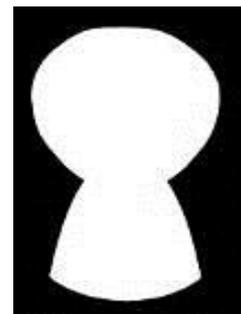
- For **Buddhists**, any place can be the place in which enlightenment is pursued. Buddhist temples are increasingly common in Britain, and there are several small groups of Theravadan Buddhist practitioners in Cumbria, plus a large purpose built Buddhist temple in South Cumbria and a smaller one in Carlisle. There is a large one in Dumfries, not so far from the north of the county. Temples are centres of community life as well as meditation practice and the teaching of the dharma. Inside, there is much to be learned from images of the Buddha and practice of the dharma.
- In **Islam**, a mosque or masjid is a place to prostrate, to bow and submit to Allah, to God – a place of prayer. A Muslim may choose to pray at the mosque, and Friday prayers are usually the biggest occasion for communal prayer. The 5 daily prayers can be made anywhere, and a prayer mat, facing in the direction of Makkah, is a clean place from which to pray. Islamic belief says that Allah is present everywhere, but the mosque is a house of prayer in which the human, heart, body and mind, can be focused on submission to the divine. Allah is always present across the whole earth and near to every human being, so you don't need a mosque to pray.
- **Christian** holy places include many kinds of church and chapel, where believers worship together. Any place can be suitable for prayer, but there are different beliefs and understandings about 'holy ground' in different Christian communities. The idea of the presence of God in Christ, or as the Holy Spirit, in the community, or in bread and wine at Eucharist, or in the whole of creation, is variously expressed. There are tens of thousands of Christian places of worship all over Britain, and in some ways this is the easiest spiritual space to arrange to visit from any school.
- In **Sikhism**, the Guru taught that God, the True Name, is known in the community, through worship. The langar (common kitchen) makes a holy place in which all humanity can eat equally, proclaiming the Sikh belief in the value of every person, under God. A gurdwara, the 'house of the guru' is a building where the Guru Granth Sahib, treated as a living guru in the community, is in residence. Visiting a Gurdwara is often a big experience of hospitality for children: they will see Sikh life, and they will eat as well. Belief in God, whose name is truth, has an impact in Sikh life, because God requires truthful living, care for all humanity.
- **Hindu** worship is often in the home, among the family, so this unit suggest children learn about home shrines as special places. Often a shrine in the home will have a murti (image) of one of the gods or goddesses. Home worship may include singing and prayer by one or more family members. There are also numerous mandirs in the UK, often in urban settings. Mandirs often install murtis of a number of different deities, and the darshan (sight, encounter) of the gods and goddesses is celebrated at daily arti ceremonies, bringing peace, harmony, strength by which to live.
- A **Jewish** place of worship, a synagogue, is in essence a meeting house. The reading of the Torah is central, and the 'Ark' is the cupboard where Torah scrolls are kept. An eternal lamp, symbolising the presence of the Almighty, called Ner Tamhid, burns in front of the ark. Manchester is the second largest Jewish community in the UK, with over 25 000 people (Census, 2011). The Manchester Jewish Museum is a good focus for study for this unit, and has an excellent website.

Expectations	At the end of this unit of work, pupils will show some achievements:
Level 2 Nearly all pupils will be able to...	<ul style="list-style-type: none"> ▪ Identify some of the features of the sacred places we have visited and / or studied ▪ Recognise how these buildings are used by the faith community. ▪ Identify symbols and recognise their meaning ▪ <i>Respond sensitively to the idea of a special place of my own and its importance</i>
Level 3 Many pupils will be able to...	<ul style="list-style-type: none"> ▪ Describe two sacred places and some of the artefacts inside them ▪ Describe some ways in which two sacred places are used ▪ Understand the importance of special places in our lives and the lives of others ▪ <i>Make links between my special place and a sacred religious place, e.g. by discussing what makes(e.g.) mosques or churches special to thousands of people</i>
Level 4 Some pupils will be able to ...	<ul style="list-style-type: none"> ▪ Show an understanding of different examples of holy places and sacred spaces ▪ Describe similarities and differences between two religious buildings ▪ <i>Ask questions and make suggestions to answer about the beliefs and values that are expressed in a synagogue, temple, church, mosque, gurdwara or mandir for myself</i> ▪ <i>Describe what kind of sacred space would inspire me or influence my values</i>
Level 5 Some pupils will be able to	<ul style="list-style-type: none"> ▪ Explain how worship in a community can make a difference to a believer's life ▪ Explain how similarities and differences in worship at a holy place show different beliefs about God and life ▪ <i>Design a shared space for worship and faith that shows they can explain some of the opportunities and the complexities of religions living together in plural societies</i> ▪ <i>Enquire into the reason why the UK has many newer temples, mosques, gurdwaras and mandirs, and many thousands of churches (some of which are much older)</i> ▪ <i>Express my own views on the challenges of worship for a mixed society like ours</i>

Demonstrating progress through learning: assessment suggestions

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 progression in this work by setting a learning task towards the end of the unit. The tasks aim to elicit engaged and reflective responses to the material studied across the ability range. These tasks are a menu: select and adapt the most appropriate ones for your learners.

- ◆ Choose one or two of the religions as a focus. Give children a large (A3) **keyhole** template and ask them to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. This might include artefacts, people, worship activities, and some emotions, feelings and beliefs. Talk about the completed keyholes asking children to identify and describe what they have illustrated and labelled and why.
- ◆ Ask pupils to complete a **'senses sheet'** about their visits to 2 places of worship: what did they see, touch, taste, smell, hear, feel, think? Create a list of similarities & differences between the two places.
- ◆ Use **digital photography** taken from the visits to produce recounts / reports of the visits, and explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence.
- ◆ Give a **choice of questions** to think about and write extended answers to: they might tackle three out of these seven:
 - a. What did you like best about your two visits? What five words describe the places you went to?
 - b. What are the main similarities between two holy buildings you visited? What are the biggest differences?
 - c. In what ways is your own 'special place' like a Synagogue/Temple/Church/Mosque/Gurdwara or Mandir
 - d. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, what would you choose? Who would you give the presents to and why?
 - e. From your favourite visit to a holy place, choose four things that sum up why the building is special. Write a description about each one, and say what it shows you about worship.
 - f. Why are holy places important? Give at least four different reasons.
 - g. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self?
- ◆ Set pupils a **design task**; if the local hospital, airport, prison (or school?) wanted to build a new chapel that would be a good place for Buddhists, Jews, Sikhs, Muslims, Hindus or Christians to pray or meditate in, what should it be like? Why? Write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society in depth.



All these tasks need to balance the presentation of information and understanding (AT1) with the skills of engagement, reflection and response (AT2). The best RE learning weaves the two attainment targets together in children's experiences.

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have some basic background knowledge of at least two of the religions in this unit.</p> <p>Other field trips and learning outside the classroom experiences are useful preparation.</p>	<p>Pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Buddhist, Temple, Dharma, Jewish Synagogue, Torah, Muslim, Mosque, Christian, Church, Eucharist, Hindu, Mandir, Darshan, Sikh, Gurdwara, Langar,</p> <p>Religious and Human Experiences: Shrine, God, Worship, , artefact, holy, spiritual, sacred, devotion.</p>	<p>Web:</p> <ul style="list-style-type: none"> • The Cumbria Local Authority supports this unit with some high quality resources at www.cleo.net.uk • The National Association of Teachers of RE (NATRE) supports the creative elements of this unit: www.natre.org.uk/spiritedarts • Try www.reonline.org.uk for a good gateway to RE materials and virtual tours of holy buildings. Select 'Juniors' and click on 'tours.' • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips <p>Virtual Tours:</p> <ul style="list-style-type: none"> • Buddhist Vihara: http://www.thegrid.org.uk/learning/re/virtual/index.shtml • http://www.samyeling.org/ • http://nkt-kmc-manjushri.org/ • www.topicbox.co.uk/re - Information & links to all religions • www.mandir.org/photogallery - pictures of Hindu mandir & worship • http://www.hindunet.org/puja/ light a lamp and say your prayers • Two entry points for Sikhism www.sikhnet.com and www.sikhs.org • www.thegrid.org.uk/learning/re/virtual/sikh • www.request.org.uk provides lots of work on Christian sacred places from a range of sources • Christianity: www.educhurch.co.uk • http://jewishmanchester.org/synagogues/
<p>Other resources</p> <ul style="list-style-type: none"> • Developing Primary RE: Special Places, Worship, Faith Stories ed. Joyce Mackley, RE today • My Hindu Faith Big Book; My Muslim Faith big book, My Christian Faith big book, etc Evans publishing • Religion in Evidence and Articles of Faith supply a range of books and artefacts from each faith. 		<ul style="list-style-type: none"> ◆ BBC: Pathways of Belief series and DVD plus packs for places of worship ◆ Muslim Educational Trust's 'Children's Book of Salah' explores the relationship between prayer and belief and their poster sets are useful for this unit http://www.muslim-ed-trust.org.uk/index ◆ www.jannah.co./learn/flashprayer1.html gives a guide to Salah that can be downloaded ◆ http://atschool.eduweb.co.uk/manorlh/hinduism/hindu.i.html Puja described for primary pupils ◆ http://www.kumbhamela.net/ is a good site for the Kumbh Mela, with interesting images and info.

LEARNIG OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What makes a place special? What is a sacred place? Are all places sacred?			
<p>Children will learn to express their own thoughts and feelings about some special places.</p> <p>Children will learn that there are places of importance to us, and some of these are special in religious life.</p> <p>Children will learn that there are different reasons why these places are special.</p> <p>Children will develop the skill of sitting alert and relaxed, ignoring outside distractions, to reflect on what they can hear, smell, feel etc.</p>	<ul style="list-style-type: none"> • Read an extract or show a clip from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where children discover a door through a wardrobe to Narnia. • Talk about the excitement of discovering new places. What could be behind the door? In the story it was magical. Some places, when we go in, fee like this. • Ask children to think of a special place for them which they enjoy. Children can brainstorm their feelings when thinking about their special place. Link the emotional language used through SEAL: excited, full of wonder, curious, inspired, amazed, anxious. They could draw a doorway, and the special place inside, then stick an opening card door onto the image. This makes an enticing display. • With 'Talking Partners' explain the brainstorms to each other. As a class, discuss places that are of special importance to different children. If they could go to one place on earth in their lifetime, where and why? Ask where the special places that they have been to are and what is special about them. Are they places to be alone in or to share with others? Is there a difference? Are our special places outdoors, or inside buildings? • Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship. Many people have special place. What places are sacred in different religions? • Explain that we are going to prepare for visiting special places by practising being still and quiet. Children turn their chairs away from the tables, sit up straight but relaxed, breathing slowly with their eyes closed. Ask children to imagine they are entering a large room. In their mind, they look around the room to find somewhere to sit. What can they hear in their imaginary room? What can they smell? How do they feel? Have a silence before asking them to open their eyes. In pairs children describe to each other what their room was like and how they felt when they were there. Bring the class back together and ask one or two children to tell everyone about their partner's room. • Children to complete the sentences: <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... ○ I believe that religious buildings are all sacred / are not all sacred because... <p>Later in the unit, pupils can be asked to justify or amend the statements they make here in the light of their learning and thinking.</p>	<p>Level 2: I can recognise that some places are especially important to myself and others.</p> <p>Level 2: I can respond sensitively to questions about places that are holy or special.</p> <p>Level 3: I can describe some emotions connected to special places.</p> <p>Level 3: I can make a link between my special places and some sacred religious places.</p> <p>Level 4: I can use the word 'sacred' to show my understanding of religious special places.</p> <p>Level 5: I can explain some similarities and differences between places sacred to millions of people in a religion, and a place that is special to just one person.</p>	<p>Teachers may plan to look at two or three places of worship from the same tradition, or from different religions.</p> <p>Literacy links could include work on simile: 'my special place is like.... because...'</p> <p>Children could express feelings through poetry or through mime.</p> <p>Labelling and lists are important literacy skills: some activities can be structured to use and develop these skills.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What can we learn from visiting a place of worship? Process, enquiry, outcomes			
<p>Children will learn to enquire into the meaning of places of worship.</p> <p>Children will learn a process for using the senses to build up understanding.</p> <p>Children will learn about the ways in which the place of worship they visit helps the religious community e.g. to be strong, stick together, find peace, seek God.</p> <p>Children will consider questions about worship and sacred space, developing the abilities to make connections, build deeper understanding and explain points of view.</p>	<p>What are the purposes of sacred spaces? Friendliness, peace, thoughtfulness?</p> <ul style="list-style-type: none"> • Before the visit, ask pupils to think about the school building and grounds. Where in school is the friendliest place, the most thoughtful place, the most peaceful place? When the class are agreed about this, take them to these three places, and do something friendly at the friendly place (Affirmation exercise? Group hug?), something thoughtful at the thoughtful place (Read out some poems? Ask big questions?) and something peaceful at the peaceful place (Listen to music? Gaze into the clouds?). Ask children to record these activities with a digital camera. <p>Enquiry method using the five enquiry questions: what, how, who, where, why?</p> <ul style="list-style-type: none"> • Questions: Plan the visit, to a mosque, gurdwara, synagogue, church, temple or mandir, with pupils, giving time and structure within which they can devise and develop their own questions. Ask children to consider how the five enquiry questions can be used to get the most out of the visit. Build into the visit opportunities to answer the enquiry questions. Have a member of the faith community present for the visit - to answer children's questions rather than to give a talk. • Senses: Ask pupils to find somewhere to sit silently on their own in the place of worship to record what they see, hear, touch, taste, smell, feel and think. Provide a recording sheet for this. Make other space for them to notice the atmosphere of the building e.g. by having them sit quietly, or lie on the floor, while a piece of sacred text is read, or a short piece of sacred music is played. • Purposes: make sure that the enquiry is not just into the outward features of religion. Remind children of the friendly, peaceful and thoughtful places in school. Ask them to agree which places in the holy building are the most friendly, peaceful and thoughtful – this is about the reasons why worshippers come to the place. Ask them to think: where would be the best place in the building for believers to feel close to God? How can you tell? Why? Ask pupils to take digital photos of these four places as a record of what the children learned and thought about. <p>Outcomes from the work done on a visit:</p> <ul style="list-style-type: none"> • Time to follow up. Use literacy, art and RE lessons creatively following the visit. Don't let the experience go cold before following up the thinking. • Creative, thoughtful, written: ask pupils to make a record / recount of the trip, and encourage them to do creative writing and artwork that draws on the experience of the visit. e.g.: suppose the place of worship was destroyed: what would the community do? If you could choose four things from the place of worship to explain its importance, what would you choose and how would you explain? Imagine the building is personified (Y6 literacy) What story could it tell of 'A week in my life'? 	<ul style="list-style-type: none"> • I can identify (L2), describe (L3) and understand (L4) places that are suitable for thoughtfulness, friendliness or calm. • Level 2: I can respond to some enquiry questions that help me to find out about a place of worship. • Level 3; I can make links between the senses and the moods of places of worship visited. • <i>Level 4: I can apply concepts like 'inspiration' or 'atmosphere' to reflect with understanding on sacred spaces.</i> • <i>Level 5: I can express personal views, with reasons, about the ways in which a place can express friendliness, peace or thoughtfulness, and about worship's purposes in the places visited.</i> 	<p>This unit is flexible & this part of the unit can be undertaken at any point in the learning – perhaps lesson 3 or 4 is optimal. If two visits can be arranged, within a few weeks of each other, then similar processes are useful for both, as this embeds the enquiry method in pupils' learning.</p> <p>The unit enables challenging work across the age range so can be adapted with different year groups: teachers might plan their visits with 7 or 11 year olds, or a mixed age group.</p> <p>Learning outside the classroom site has advice & resources: www.lotc.org.uk Look under 'sacred space'.</p>

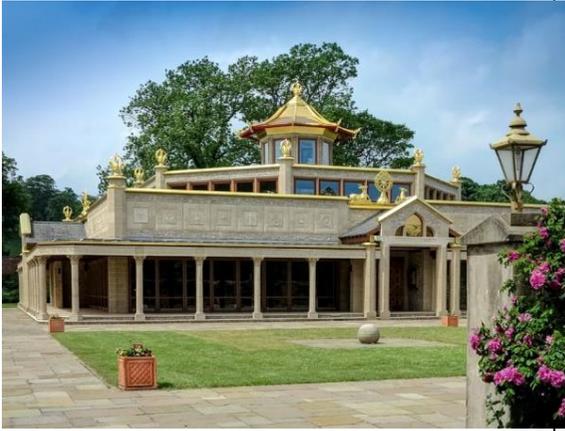
LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What makes a church sacred for Christian believers? What can we learn from Christian sacred spaces?			
<p>Children will learn that a Church is a sacred place for Christians.</p> <p>Children will learn about the meaning and use of some of the important features of the Church.</p> <p>Children will learn what a church feels like and looks like.</p> <p>Children will learn why some Christians come to a Church, what they do there and how they care for it.</p> <p>Children will reflect on what they have learnt in relation to their own lives and ideas.</p>	<ul style="list-style-type: none"> • Is the Church a bit like music? Listen to some well-known hymns or songs that may be sung in a Church e.g. excerpts from the Hallelujah Chorus, a Christmas carol, a wedding march, a contemporary Christian song for children. Listen carefully to hear the words, instruments (e.g. the organ - most churches have one). Ask how the music makes us feel? Is it joyful? Peaceful? Is it about praising and thanking? Does it make people feel united to join in with one song? The mind-expanding question 'Is the church like music?' ask for metaphorical thinking. • Visit – or use a virtual tour of - a Church. www.request.org.uk is a good place to start. Look outside the Church: how, when, by whom and why has it been built? How when, by whom and why is it used? Look at the notice board. Go inside, and ask pupils to describe in a sentence all the things that are found in a church, but not usual in any other building. Pupils might discover crosses, candles, images, furniture, Biblical scenes, music making kit, and more. If they don't know what it is or why it is there, ask them to write their questions instead of statements. These can be put to a congregation member. Ask pupils to remember the enquiry questions and the five senses as they work. <p>How do Christians use the church? How do they make it a special place?</p> <ul style="list-style-type: none"> • Explain how the Church congregation may attend a church service (not necessarily daily) and listen to a reading from the Lectern (taken from the Bible) and if the church has a pulpit that this is used by a Priest/Vicar/Minister to preach a sermon, to explain the reading. Members of the congregation may take part in the Sacrament of the Eucharist 'Communion' (bread and wine) remembering that it symbolises the body and blood of Jesus. Christians believe that Jesus' presence is with them. Discuss Sunday as a special day for Christians: services may include groups for children – such as cubs, scouts, brownies and guides. Younger members of the Church may have a group to find out more about God and to pray. • The Church can be seen as a type of family; everyone helps each other and looks after the church. Some may decorate the church with flowers, some clean the church each week, or make time to pray for the church and its people, usually all are volunteers. • Back at school creativity: Children make a stained glass window using card, poster paints, and tissue paper with a choice of themes: Light and Dark; Jesus: a key moment in his story; Peace; Spiritual growth etc. Can they make links between their creative work and the visit, the Bible, and the community life of Christians? • Look for the websites of local churches to find ones where pupils can see what goes on. 	<p>Level 2: I can use correct vocabulary to recall the meanings of some artefacts from inside a church.</p> <p>Level 2: I can suggest why people might like to go to the Church.</p> <p>Level 3: I can describe why people might volunteer to look after the Church.</p> <p>Level 4: I can suggest answers to questions about the meaning and significance of what happens in church, referring to learning about Christianity.</p> <p>Level 5: I can explain how similarities and differences in the practice of worship might show similarities and differences in beliefs.</p>	<p>If you are able to visit a Church use photos of objects within the Church to get ready.</p> <p>Each pair of children can explore the church searching for objects to match their photographs.</p> <p>Use 'post-it' notes to give each object a name, or choose one word to describe it, and place the 'post-it' next to the object. Do ask but most churches will be happy for pupils to do this.</p> <p>Children can draw, sketch or photo the object, which is a way of bringing the special object back to school with them.</p> <p>This work is matched to learning in the Art curriculum.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Why is a mosque a special or sacred place for Muslims? What can we learn from this?			
<p>Children will learn that Muslims are one of Britain's religious communities, the second largest after Christians.</p> <p>Children will learn about the use of a prayer mat, to create a clean place on which to pray to Allah.</p> <p>Children will learn that a Mosque is a sacred place for Muslims.</p> <p>Children will learn about some of the important features of a Mosque.</p> <p>Children will learn what a Mosque feels like and looks like.</p> <p>Children will learn why Muslims go to a Mosque, what they do there and how they care for it, including an exploration of the idea of respect.</p>	<ul style="list-style-type: none"> • Listen to various calls, chants, sounds then focus on an extract of an Imam reading from the Qur'an, or making the Call to Prayer. Talk about the feelings that come from the voice, even if the words aren't understood. Ask pupils to think about the ways words can get in the way of feelings, and the ways words can help with expressing our feelings. • Show some photos of a Mosque, and talk about how a Mosque is usually thought of as a building where Muslims can come together to pray. Point out that anywhere a Muslim chooses for prayer is believed to become a mosque for that particular time. Using the web children could research where there are mosques in the North West. • Ask pupils what they know about body language. Explain that Muslim prayer uses body language to express belief. Show a prayer mat and use it, or a photo or video clip is a reasonable substitute. Explain that Muslims pray 5x each day, facing Makkah, and bow to God, then wish peace and blessings to those with whom they pray. The prayer mat is a clean place on which to pray – it is like a mosque. Standing on the mat makes a special or holy place for Muslims. Ask pupils: what is the body language saying, as a Muslim prays? • Visit or take a virtual tour of a mosque, explaining that this is a special place for Muslims. ◆ Enquiry ~ Speak and listen: Focus in turn on: the outside of the Mosque, notice the minaret and dome. Notice the washing area. What can you learn about Islam from them? Which is the most important part of a Mosque? The hall where people pray? Look at the lack of furniture. Why is this? Where do worshippers sit? Notice prayer mats and the direction a worshipper faces. The Minbar shows the direction for prayer. Look at the clock, what times are daily prayers and how many are there in one day? How might Muslims pray if they can't get to the Mosque at that time? Why is there a separate prayer hall or balcony for women? Who is the Imam? What does he do? Talk about how Mosques might look empty - because there are no pictures or statues, suggest reasons for this. Does the mosque have special windows? Notice any Islamic art, geometric patterns, Qur'ans. • What signs of respect are used and what do they mean? Ask pupils to identify ten different ways that respect is shown to Allah, the Prophet Muhammad (PBUH) and the holy Qur'an at the mosque. These might include visible signs: removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly. But some signs of respect are in the heart or mind: sincere intentions, dutiful obedience, and submission. Ask pupils to discuss whether some of these are more important than others – can they rank them? This activity can be adapted with reference to other holy buildings - comparisons are very good ground for learning. 	<p>Level 2: I can recognise aspects of a Mosque that make it a Muslim sacred place.</p> <p>Level 2: I can recall what we have found out about special places for Muslims.</p> <p><i>Level 2: I can respond to the idea that a Mosque can be described as the 'hub' of Muslim life.</i></p> <p>Level 3: I can describe the meaning and uses of a prayer mat.</p> <p><i>Level 3: I can describe connections between Muslim worship and belief, or my own beliefs and ways of expressing them.</i></p> <p>Level 4: I can use the concept of respect to show understanding of what happens in a mosque.</p> <p>Level 4: I can apply the idea of respect for myself.</p>	<p>Ask children where in the mosque people might feel peaceful, together, caring, close to Allah or ready for anything. Why?</p> <p>Children could make a model mosque and design the items found within a Mosque.</p> <p>Literacy activities following the visit might include:</p> <ul style="list-style-type: none"> ◆ Stories with historical settings – a story of the Prophet (Year 4) ◆ Writing persuasive texts: why should a new mosque be built in our town? (Year 4) ◆ Journalistic writing: "Year 6 pupils discover spiritual life at local mosque" (Year 6)

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What makes a Gurdwara holy for Sikhs? What can we learn from this?			
<p>Children will learn that Sikhism is one of the UK's large religious communities – over half a million.</p> <p>Children will learn that a Gurdwara is a sacred place for Sikhs.</p> <p>Children will learn about some of the important features of a Gurdwara.</p> <p>Children will learn what a Gurdwara feels like and looks like.</p> <p>Children will learn why Sikhs welcome everyone to eat at the langar kitchen.</p> <p>Children will learn how the holy building and the holy writings of Sikhs might be connected to pupils own lives and ideas.</p>	<ul style="list-style-type: none"> • Start this work with some shared food. Perhaps the class can cook some food together and share it, or go on a walking tour of the school kitchen, and think about all the people who work hard to prepare and provide school dinners: • Remind pupils what places are special for Muslims and Christians. Talk about what you find in both buildings. Show some photos of the Sikh holy building, the Gurdwara. • Listen to some music from Sikh singers – live or on CD. Ask children to listen carefully: what feelings and emotions go with this music? Ask how the music makes us feel? Is it joyful? Peaceful? Calming? Different? • Visit a Gurdwara. (a virtual tour of a Gurdwara is a substitute - there are several online, e.g. www.thegrid.org.uk/learning/re/virtual/sikh Look outside the Gurdwara: are there domes? Symbols? A flag? Inside: focus on the place given to the Guru Granth Sahib. (the scriptures of Sikhism). What kind of book might be given such special treatment? It is treated as a 'living Guru', not merely a book. Explain how Sikhs might attend services (not necessarily daily) and listen to a reading from the Guru Granth Sahib. • Explain about the langar, and the principle of sharing food there: everyone eats together. No one is excluded unless they refuse to be 'on the level' with everyone else present. Is it a kind of family with people helping each other and looking after the Gurdwara? Children can make a labelled diagram of the inside and outside of a gurdwara or make photos into a PowerPoint for the whiteboard. • The Gurdwara is the 'Guru's house' is an important idea. Any building in which the Guru Granth Sahib lives becomes a Gurdwara – so the book is not kept in libraries or in homes - unless it has its own room. There is an example on www.cleo.net.uk as part of the KS3 resources, called 'Sukh Aasan'. Children could research the Guru Granth Sahib. How is it looked after and treated in the Gurdwara? How is worship carried out? Are hymns, prayers and readings involved? • Learning from sacred writings at the Gurdwara: Discuss which books and words are special to pupils, why, and what specifically they have learnt from them. Are these words sacred, or holy? Perhaps they are better described as inspiring or moving? 	<p>Level 2: I can suggest what makes Gurdwara a special place for Sikhs.</p> <p><i>Level 2: I can talk about why people might volunteer to serve free food in the langar, responding to ideas about generosity and the holiness of a place.</i></p> <p>Level 3: I can use correct vocabulary to describe the meanings of some Sikh artefacts in the Gurdwara.</p> <p><i>Level 3: I can make links between Sikh belief and behaviour – e.g. "All are equal to God, so all can eat together".</i></p> <p>Level 4: I can describe why Sikhs may be inspired by the Gurdwara and the community.</p> <p><i>Level 4: I can apply ideas like generosity, holiness, community to my own life and the lives of Sikhs.</i></p>	<p>This unit is made more memorable and powerful if a visit can be arranged to a Gurdwara and Langar, or to the places of one of the other faiths studied. This is always demanding for teachers, but worth the effort if great RE is the result.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Why do Hindus have sacred spaces at home as well as in the Mandir? What can we learn from this?			
<p>Children will know about some of the things Hindus do within their families.</p> <p>Children will find out about some Hindu artefacts that might be found in a home shrine.</p> <p>Children will think about how Hindus thank God in their home worship, and about the value of thankfulness.</p> <p>Children will reflect on the search for and value of thankfulness.</p>	<p>What is it like to have a shrine at home for family worship?</p> <ul style="list-style-type: none"> Ask children to draw 5 circles. In the first draw your face when you are happy. Then sad, angry, proud, excited. Which one of these faces is you? Each face is you – but not the whole of you. Each face is an outward representation of part of you. Each is different, but each is a manifestation of you. This is how God is portrayed in Hinduism. Each representation of God gives insight into a part of God. God is believed to have many faces - but there is only one God. Discuss what children think they already know about Hindus and Hinduism. Explain that Hindus believe there is one God, but that God has many forms. A Hindu chooses one or more manifestations of God to worship. Mandirs may have shrines to several different gods. Show a PowerPoint collage of different images. What might each image mean? In groups children look at pictures and murtis (statues) of one of the gods and goddesses and decide on 5 questions. 'Decode' the symbols with and for pupils. Watch clips from BBC Faith Stories to develop children's knowledge of Hinduism. <p>Saying thank you in Hindu worship: How and why?</p> <ul style="list-style-type: none"> Explore the importance of saying thank you. Can children think of 5x in the day when it is good to say thank you? Who do we thank? Some people thank God for life, food, love, friendship and more. Teach pupils about the idea that worship is a kind of 'thank you'. Show them – using an Arti puja tray in a demonstration if you can – how Hindu families might worship at home. Talk about the different ways people think of God: Muslims have 99 names for Allah, Christians see God in Jesus. Hindus have many murtis for the different forms of the divine. <p>Hindu worship at home and mandir: similar and different</p> <ul style="list-style-type: none"> Many religious people worship in a special place, but it is also possible to make an 'ordinary space' special or holy – a part of the home for example. Show two whiteboard photos, one of worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like 'double bubble' will help children make comparisons and identify similarities and differences. Use artefacts, or video clips or photos to introduce some things you might see if you looked 'through the keyhole' into a Hindu family home. These could be: a picture of Krishna, a murti of Lakshmi, an Arti puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets, fruit and flowers. Ask children to be detectives and ask questions about the objects, and tell you all they can about the person who has these things in their house. This task can be developed with writing to explain and describe the pictures, relating them to children's own lives. Use a writing frame: <ul style="list-style-type: none"> ◆ My most precious person is... because...; My most precious thing is... because...; My most precious book is... because...; My most precious memory is because... ◆ Have a P4C style enquiry about whether it is easier to worship alone, in a family or in a big group? Why? 	<p>Level 2: I can label a diagram of a Hindu shrine with some words from a list.</p> <p><i>Level 2: I can respond to examples of Hindu religious practice in the home.</i></p> <p>Level 3: I can describe the importance to Hindus of a shrine in a home or mandir.</p> <p><i>Level 3: I can make links between my home life and Hindu home life.</i></p> <p>Level 4: I can describe similarities and differences between Hindu worship at home and in the mandir.</p> <p><i>Level 4: I can apply ideas about community to worship.</i></p> <p>Level 5: I can enquire into the reasons why worship is very varied in Hindu communities.</p> <p><i>Level 5: I can express and support my views about what makes a space sacred.</i></p>	<p>This example is different from the three preceding ones, because it focuses on worship in the home.</p> <p>Some children may misunderstand Hindu traditions, particularly worship of One God in Hindu dharma. The gods and goddesses are all different forms of the One God.</p> <p>Hindu mandirs in the North West can be found in Preston, Manchester, Liverpool, Rochdale or Bradford.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Why do Manchester's 25 000 Jewish people need synagogues?			
<p>Children will learn about the Manchester Jewish community, including its buildings, history and family and community life.</p> <p>Children will learn that a synagogue is a place of worship for Jews.</p> <p>Children will learn about some of the important features of a synagogue.</p> <p>Children will learn what a synagogue feels like and looks like.</p> <p>Children will learn how the holy building and the holy writings of Jews are connected to pupils own lives and ideas.</p>	<ul style="list-style-type: none"> • Discuss what children think they already know about the Jewish faith, including learning about the synagogue. • Show a picture of a Manchester synagogue. Explain that in Britain, there are two major centres of Jewish population: over 100 000 Jews live in London; over 25 000 live in Manchester (Census, 2011) • Ask pupils to make some guesses about synagogues in the North West – how many? How large? Where? What happens? Why? Use the five enquiry questions to develop a series of points for investigation, and ask pupils in small groups to select the best questions, and say why they are good. • Research answers – a web starting point is http://jewishmanchester.org/synagogues/ which lists over 50 synagogues in the region. 10 of them have websites pupils could use to answer some of their questions. A well planned web quest can contribute learning in computer study as well as RE. • Use a cutaway drawing of a typical synagogue, or some photos, or a virtual tour, to set up this task. Imagine the Jewish people in South Cumbria– there are over 100 –went to a firm of architects and asked: we would like to build a small synagogue, just for the Lake District. A couple of hundred Jewish people live here, but lots come to visit, and would join us, we think, for summer Shabbat. Please design a small but beautiful synagogue, suitable for the Lakes. We would like your drawings for a modern ark, bimah, some stained glass windows and the building itself, using Jewish story, symbols and key ideas in the design. • Pupils in groups of 4 to design the synagogue, and present their ideas to the rest of the class. Provide good quality art materials and design ideas, plus reasonable amount of time and research images in particular in order to get a high standard of work. 	<p>Level 2: I can label a diagram of a synagogue with some words from a list.</p> <p>Level 3: I can describe the importance of worshipping together for Jewish people in Britain today.</p> <p><i>Level 4: I can apply ideas about community to worship: is it easier to worship alone, in a family or in a big group? Why?</i></p> <p>Level 5: I can enquire into the reasons why the Jewish community of Manchester has grown.</p> <p>Level 5: I can <i>express and support views of my own about what makes a space sacred.</i></p> <div data-bbox="1601 1197 1881 1412" style="text-align: center;">  </div>	<p>This design activity focuses investigation and the application of ideas, taking prior learning further.</p> <p>There are good curriculum links with design and art which will enhance this work.</p> <p style="text-align: right;">Interior of Manchester synagogue</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What uses do some people have for a Buddhist monastery in Cumbria today?			
<p>Children will investigate Buddhist centres in Cumbria, to understand more about Buddhist community life.</p> <p>Children will understand the ways monks and nuns relate to the wider community in Buddhist traditions.</p> <p>Children will think for themselves about the importance of communities for all humanity.</p>	<ul style="list-style-type: none"> • Discuss what children think they already know about Buddhism, including learning about Buddhist places of worship. The Manjushri Kadampa Meditation Centre at Conishead Priory, Ulverston or Samye Ling Monastery in Eskdalemuir, Dumfriesshire are examples of Buddhist communities in the UK so their websites are useful starting points. • How does the Buddhist community help people to live well (the Sangha)? Remind pupils about the Three Jewels, and that Buddhists take refuge in these Three Jewels: <ul style="list-style-type: none"> ◆ The Buddha ◆ The Buddha’s teaching (the Dhamma) ◆ The Buddhist community (the Sangha) ▪ Discuss who and what pupils turn to when they want help and refuge. Do they ask different people for different kinds of help? In what way? ▪ Explain that the Buddhist community is made up of ordained monks, nuns and lay people, all of whom try to follow the example of the Buddha of how to live their lives, and to follow the Buddha’s teaching. ▪ Discuss with pupils what teaching or example is worthy of following, and what ideals they try to follow themselves. Where have these come from? In what ways is it easy, and in what ways is it hard to live a good life? <p>How does the community help people to be good?</p> <ul style="list-style-type: none"> ▪ Talk about a Buddhist temple and look at photos, books or video clips to show some key events and occasions at the temple. ▪ Explain that there will be an image of the Buddha at the temple which is not worshipped but communicates tranquillity and compassion, and sets an example to Buddhists, who often meditate in the shrine room. ▪ Discuss and consider what the advantages of trying to be good together in a community might be. Ask pupils who helps them to live well, how being in a community can help us. Community life can sometimes be challenging and destructive so teachers will need to handle this possibility with care, based on their knowledge of the class. 	<p>Level 3: I can describe how some Buddhists in Cumbria make use of their sacred buildings.</p> <p>Level 3: I can describe the significance of the Buddha, Dhamma and Sangha in Buddhist life.</p> <p>Level 4: I can understand why these are called ‘Jewels’ or ‘refuges’ by Buddhists, and apply the idea for myself: my jewels, my refuges.</p>	<p>Arranging a visit to a Buddhist sacred space is a very valuable opportunity.</p>
			

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Can any place be spiritual? What is a spiritual space for me?			
<p>Children will learn that many people feel more sense of spiritual life, or of worship, in natural environments than in churches, mosques or other holy buildings</p> <p>Children will understand that anyone can be spiritual whether they are religious or not.</p>	<ul style="list-style-type: none"> • Ask children if they know where these words come from: Purple headed mountain, river running by, sunset and the morning that brightens up the sky. Remind them they are words from the hymn All Things Bright and Beautiful (perhaps sing it together?) • Introduce the idea that many people believe that the natural world is a better environment in which to worship, or to express your spiritual side, than any holy building made by humans. Show some images of some of the most stunning and inspiring natural beauty. Ask pupils: What is your favourite: view, mountain, lake, or place in the world? What is your favourite: fish, wild animal, insect, or bird? What is your favourite domestic animal (pet), part of the body, weather, flower, or country? • Use the song 'Wonderful World' to explore and raise questions about the wonders of the world and the idea of creation. Ask children what they think the singer believes. How can they tell? Play the music, and give children the lyrics to see. Ask if they can, while listening, write down the questions that come into their minds - give them a template to do this. Ask pupils to make their own 'list poem' of some of the things that amaze them about the world. • Ask pupils to remember or to read and think about some religious creation stories. These often carry a message about worshipping or thanking God for the beauty of the Earth. Why might people who believe in God give thanks for the world? What do other people do in response to the wonders of the world? Who can we say 'thank you' to and how can we show we are thankful? <p>When the house of God burned down... [IAB / IDB]</p> <ul style="list-style-type: none"> • Ask the class to imagine that a local place of worship has been destroyed by an accidental fire. There is an insurance payment, and the community meets to consider what to do. Ask pupils to role play the meeting and the community's ideas. Ask pupils in pairs to write in the centre of poster papers what they think should be done. Put them on tables for the class to walk round, and add comments to, starting with 'I agree because ('IAB') or I disagree because (IDB). Pupils might move in groups from table to table. They construct reasoned pages of ideas about the question. Then introduce a point of view: it would be better to always have worship in the open air, so don't build a new holy building. Use the money for something good instead. Ask pupils to construct arguments and give reasons for both sides of the debate, and have votes to see what the class thinks best. 	<p>Level 2: I can suggest what makes a natural place spiritual for some people.</p> <p><i>Level 2: I can talk about why some people experience God in the open air, responding sensitively to ideas about the spirituality of the natural world, or God as creator.</i></p> <p>Level 3: I can use correct vocabulary to describe the spiritual meanings of worship.</p> <p><i>Level 3: I can make links between worship in a holy building and worship in the open air.</i></p> <p>Level 4: I can use the right words to describe why the natural world, for theists, is a sign of God's goodness.</p> <p><i>Level 4: I can apply ideas like spirituality, holiness, being overwhelmed, being refreshed to my own life and the lives of others.</i></p> <p><i>Level 4: I can explain, giving reasons, my view about whether holy buildings could or should be replaced with 'natural world' worship.</i></p>	<p>The Fischy Music song 'Wonderful World' is an interesting learning tool for this work, and connects well with the music curriculum for Year 4 or 5.</p> <p>IAB / IDB is a variant on the learning strategy called 'silent discussion' A very powerful thinking skills based approach, enriching RE.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What have we learned about places that are special or holy to different people?			
<p>Children will collect and note the main ideas about worship that they have learnt in this unit.</p> <p>Children will present information to suggest why certain places are sacred – and to whom.</p>	<p>Assessment tasks: (only use ones that challenge your pupils effectively, not all of them.)</p> <ul style="list-style-type: none"> • Bring the work of this unit together in a group task: Ask children to prepare a presentation or an assembly to share with younger children in school. Children could work in small groups each looking at different aspects of the sacred places studied. They could work in the character of a believer and make important resources / objects similar to the ones they have learned about, choose readings and music that sum up what they have learned, create a drama of a 'week in the life of a... (sacred place). • What would you see through the keyhole in a sacred place? Choose one or two of the religions as a focus. Give children a large (A3) keyhole template and ask them to look through the keyhole into the sacred place and draw and label what they expect to see, and to be going on. This might include artefacts, people, activities of worship, and also some emotions, feelings and beliefs. Talk about the work asking children to identify and describe what they have illustrated and labelled and why. • Five senses plus feelings and thoughts: Ask pupils to complete a 'senses sheet' about their visits to 2 places of worship: what did they see, touch, taste, smell, hear, feel, think? Give 2 examples for each sense then list similarities & differences between the two places. • Camera, action. Use digital photography taken from the visits to produce recounts of the visits, and enable children to explain the ways in which places of worship enable believers in the community to find peace, be friendly, explore beliefs and seek a sense of God's presence. • Three out of six: Give a choice of questions for pupils to write extended answers to: <ol style="list-style-type: none"> 1. What are the main similarities between two holy buildings you visited? What are the biggest differences? Make lists of similar and different & explain why the main things are on the lists. 2. In what ways is your 'special place' like/different to a Church/Mosque/Gurdwara/Mandir/Synagogue? 3. If you could choose two things from each of the holy buildings, one to keep and one to give as a present, what would you choose? Who would you give the presents to and why? 4. From your favourite visit to a holy place, choose four things that sum up why the building is special. Use drawings or photos to make an account of your objects. Write a description about each one, and say what it shows you about worship. 5. Why are holy places important? Give at least four different reasons. 6. Some believers say they can feel the presence of God in their holy buildings. Describe what you think they mean by this. Have you ever felt a presence different to your everyday self? ◆ Set pupils a design task; if the local hospital, airport, prison (or school?) wanted to build a new chapel that would be a good place for Buddhists, Christians, Jews, Hindus, Muslims, or Sikhs to pray, reflect or meditate in, what should it be like? Why? Do some design drawings and write an architect's report to explain how beliefs and commitments could be expressed in the building. This challenging task can be elaborated in many ways, and enables pupils to think about the cohesion issues facing a plural society creatively, practically and in depth. 	<p>Level 2: I can suggest why certain places are sacred and to whom.</p> <p><i>Level 2: I can respond with different senses, to the learning about worship.</i></p> <p>Level 3: I can describe items associated with worship and their meanings.</p> <p><i>Level 3: I can connect experiences of my own with experiences of worship.</i></p> <p>Level 4: I can describe similarities & differences between different worship practices and sacred spaces.</p> <p><i>Level 4: I can apply ideas such as emotions in worship, seeking peace, & being thoughtful to the practice of worship.</i></p> <p>Level 5: I can enquire into, explain thoughtfully and express ideas of my own in relation to the worship of different religions.</p>	<p>If visits has been undertaken children could write letters of thanks to whoever met and guided the pupils around.</p> <p>Teachers will get the best work if an audience is identified – the people they have encountered during the unit are such an audience.</p> <p>See the pages for learning activities on each of the places of worship: evidence for achievement comes from the learning throughout the unit.</p>