

Key endpoints for this multifaith unit, 'Places of Worship' are:

- To understand a place of worship is a special place for religious people.
- To know a church is a place of worship for many Christians, a synagogue is a sacred place for many Jews and a mosque is a sacred place for many Muslims.
- To understand activities in places of worship can include prayer, singing and study
- To identify a personal sacred or special place.

We have designed this unit to introduce places of worship and to support children's understanding of why they are important in different religions. Importantly. Children will learn that practices that occur within these places can vary; for example, all churches are not the same. In this unit, children will learn that many religious practices within the monotheistic religions (religions that believe in one God) have things in common. For example, praying and reading a sacred text can occur in a church, mosque or synagogue. The concept of monotheism will be revisited throughout the unit. Revisiting content helps to manage cognitive load as children will make connections and identify similarities between religions, building confidence. During this unit, if possible, arrange a visit to a place of worship such as a church, mosque or synagogue to support children's understanding through experience. If this is not possible, consider how use of visitors and images/videos can be used to support understanding.

This multifaith unit on places of worship will build on PKC Y1 Autumn 1 Discovering RE and the Year 1 Summer 2 unit on belonging. Children in year 2 will have studied multifaith units previously. Children would have previously looked at the place of worship in Christianity (Autumn 2) and Judaism (Spring A) in Year One. Children should be able to recall key terms such as the Torah scroll which they will revisit in the context of places of worship. In this unit, children will learn about places of worship building on their understanding of the '**specialness**' of places linked to religion and God or gods. Children will deepen their understanding of worship; they will look at ways in which people worship, including reading special texts, singing, praying and remembering God and how people may do these things within a place of worship.

Children will have prior knowledge of Christianity, Judaism and Islam from Year 1. In this unit, they will look at places of worship in these three religions. They will touch on the themes of **'belonging'** and **'unity'** as they learn that within places of worship, people often worship together and can have shared views. Moving forward, this knowledge and understanding will support children in year three when they study their local community and explore local places of worship. In year four, children will look at religion and culture around the world and within their local community, building further on their knowledge from this unit.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small, manageable steps. In lesson 1, children will be introduced to the concept of places of worship, which will build on their understanding of special places from year 1. Children will understand that places connected with faith may be similar and different, both within and between religions. Children will develop their knowledge by learning the names of the places of worship linked to Judaism (Synagogue), Christianity (Church) and Islam (Mosque). Each place of worship, its specific elements and features will be covered in greater depth later in the unit.

In lesson 2, children will be familiar with the names of the three places of worship, and children will study more closely what happens within these places. They will learn that some activities such as prayer, reading sacred texts, learning and celebrating special times all take place within churches, synagogues and mosques. This will show children what these places of worship have in common. As they move through the curriculum, children will learn how each religion approaches these activities.

In lesson 3, children will explore specific features of a church. They will also introduce the concept of denominations as branches of faith. Children will look at a variety of images to show that not all churches are the same. They will be able to discuss similarities and differences between churches, which will provide an opportunity to apply their understanding of denominations. Children will identify features specific to a church, e.g., an altar.

In lesson 4, children will explore specific features of a synagogue. They will build on their knowledge of Judaism and places of worship by exploring a variety of imagery related to the synagogue. In lesson 3, children will look at various images to show that not all synagogues are the same and will be able to discuss their similarities and differences. Children will be able to identify specific features of a synagogue, such as the arc which holds the Torah Scrolls.

In lesson 5, children will explore specific features of a mosque. Knowledge will build from previous lessons, as children will also look at the variation of mosques and identify key features of a mosque, such as mihrab (a niche in a wall within a mosque that indicates the direction of Mecca; Muslims face this direction when praying). In this lesson, children will look more closely at specific practices that demonstrate respect within a mosque, such as performing ablution/wudu before praying or taking one's shoes off before entering the mosque. This will support their understanding of the importance of respect for individual beliefs and the beliefs of others.

There are a number of assessment tasks suggested in the unit plan. Teachers are encouraged to consider how best to show what children know at the end of a unit, if this needs to be a short recall check or a longer, written response for example children could write to describe pictures of a synagogue, church and mosque. Teachers may select an oral presentation or a group task as an opportunity to assess. Other options include multiple choice quizzes, knowledge organisers with key elements blanked out for children to fill in, reflection discussions. One of the key takeaways of the assessment task, aside from checking for understanding, is an opportunity to share and celebrate children's learning. This is an important part of developing children's confidence in RE.

Key concepts: belonging, worship

Key terms: place of worship, church, synagogue, mosque, congregation