

# Unit 2.6: *What Happens in a Place of Worship?*

What is worship?

## About the Unit:

This is another wide-ranging unit, which, includes opportunities to take part in formal celebration, and should be specifically linked to a suitable local place of worship as far as possible. This could then be contrasted with a place of worship from a different faith.

## Where the Unit fits:

The unit builds upon the work begun in Year 1 on 'people' in the context of the places where they choose to worship, and it should be planned to revisit and extend aspects of the work undertaken previously.

## Key Vocabulary:

names of places of worship as appropriate, names of the acts of worship that take place there and their associated artefacts and symbols, terms taken from the language of the celebration(s) observed, ceremony/celebration, tradition/ritual [familiarity with the pattern and terminology of the faith year would be useful]

## Suggested Resources:

Use audio-visual resources where first-hand experience is not possible, to extend the scope of the study. Make full use of the range of artefacts available in the place of worship and/or borrow/buy some to continue work back in the classroom. After a visit, invite the leader of a local faith community to continue working with the children as an additional 'resource'.

## Expectations (relating to Core/Key Assessment Objectives)

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Talk about a place of worship they have visited	Talk about how they have felt at a celebration in which they have taken part
2	Describe a ceremony that happens in a place of worship and artefacts used	Reflect on their feelings before and after a celebration
3	Compare rituals and ceremonies from different places of worship	Discuss sensitively the reasons why certain artefacts and symbols are special to some groups of people

## Points to Note/Further Suggestions

This may be the first time that some children have participated in a formal ceremony. The focus for the visit to the place of worship should centre on what happens there (not the history and architecture).

The 'formal' nature of the act of worship does not mean that the language used has to be a traditional liturgy. Indeed, it may be much more helpful for the pupils to take part in a short modern form of service, with which they can more easily identify. Either way, their participation requires careful preparation on the part of the class teacher, so that the children not only behave appropriately, but that they also get the most out of their experience. If at all possible, it is most beneficial for the pupils to meet the leader of the worship beforehand. The pattern of the worship and the symbolism of words, music and visual elements could therefore be talked through in advance, giving pupils an idea of what to look out for as the service proceeds. They also need to know what the appropriate actions are, in which they might wish to participate, together with any special traditions relating to dress, cleanliness, etc.

It will be much more meaningful if the children can have a part to play in the event, but this could otherwise be organised as a class ceremony, making a fitting climax to the end of the unit.

The comparison of feelings associated with ceremonies may include funerals as a celebration of a person's life.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p><b>CELEBRATIONS</b> (5) explore symbols and artefacts used in religious festivals and celebrations</p> <p><b>PLACES</b> (2) consider the respect shown to symbols and artefacts in their usual surroundings  (3) consider a local place of worship  (4) develop an understanding that special places should be treated with respect</p> <p><b>RITUALS &amp; CEREMONIES</b> (3) consider the special nature of key symbols and artefacts in rituals and ceremonies</p>	<p>(i) recognise why some objects are thought to be precious</p> <p>(d) identify how an important religious artefact or symbol is used in a religious place</p> <p>(f) suggest why a place of worship is a special place for some people</p> <p>(h) know about ceremonies and rituals that can be associated with places of worship</p> <p>(f) identify the use of a number of symbols or artefacts in a religious ceremony</p>	<p>(i) reflect on precious things in the home or place of worship</p> <p>(d) compare their own special object with a special object from a religious place</p> <p>(f) show how a place of worship is special to the people who use it</p> <p>(h) respond sensitively to reasons why religious places are special to some people</p> <p>(f) discuss with sensitivity the reasons why certain artefacts and symbols are special to some groups of people</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>In Circle Time share special objects and say why they are special to you.</li> <li>Look at and handle sensitively artefacts from a range of faiths and consider how they might be used in a place of worship.</li> </ul> <p><b>Consider and Respond</b></p> <ul style="list-style-type: none"> <li>Visit a local place of worship and ask about the pattern of daily/weekly/monthly/annual events there. Who comes along? Draw the pattern as a cycle or a timeline.</li> <li>Are there special days that follow a special routine in the place of worship? What are the traditions and rituals that govern those days? Show the timetable of such days and compare them with a typical school day.</li> <li>Talk to a faith member about which special events are celebrated in the place of worship.</li> <li>Look at/handle/draw the artefacts used in such celebrations and discuss who by, what, when and how they are part of the occasion.</li> <li>Talk about the symbolism found in a place of worship. Compare this with the symbols found in school and at home – badges, signs, logos. What do they mean?</li> </ul> <p><b>Celebrate and Reflect</b></p> <ul style="list-style-type: none"> <li>Share in ceremony(ies) at a place of worship if possible, having taken part in the planning. An end of year service may be appropriate, marking as it does the end of KS1 for Y2, and a time for transition in pupils' lives. Use creative expression as appropriate to the occasion, e.g. music, drama, dance. Think of the symbolism of colour and movement, the mood and atmosphere you hope to establish.</li> <li>Roleplay other ceremonies back at school.</li> <li>Talk about the special objects used in the ceremony.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Talk with someone else (a partner or visitor) about their feelings at a celebration. Tell the rest of the group what the partner or visitor felt.</li> <li>Reflect on feelings before, during and after the occasion, perhaps using pictures and tapes of the event as a prompt. Could the same feelings have been generated if the event had been held elsewhere?</li> </ul>

Recommended teaching time: 1 hour per week over half a term.  
At least one visit to each section of the *Teaching Activities* is recommended.

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