

The questions we might ask:

- Choose three key objects, features or symbols and look at:
 - what they tell us about beliefs about God/humans/the world around them
 - how they are used in practice – i.e. what impact they have on the community

The ideas we might explore

- **Judaism:** Torah scroll, yad, Ner Tamid, tallit
Torah scroll: contains the story of the people of Israel, the chosen people of God, as well as the *mitzvot* (commandments) that God has given his people to follow; use of the Torah scroll during worship in the **synagogue** and way in which it is respected
Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly; links to ways in which Jewish people show respect to the Torah
Ner Tamid: the everlasting light, often lit outside the **Ark** (the place in which the Torah scroll is stored); represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews)
Tallit: the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the *tzitzit* – this reminds Jewish people of the *mitzvot* (commandments) that God has asked them to follow; in Orthodox Jewish communities, the *tallit* is only worn by men; in Reform Jewish communities, men and women can wear it
- **Christianity:** candle, font, altar
Candle: symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer = speaking *and* listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something
Font: key feature of baptism; symbolises entry into the Christian community; Jesus’ baptism (**Matthew 3:13-17**) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit); key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed in different Christian denominations: children/adults, etc.; questions about identity and belonging
Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends);

links with Christian beliefs about God and salvation; bread and wine symbolising the body and blood of Jesus; *paten* and *chalice* (containers for bread and wine); candles; Bible; different ways in which Holy Communion is celebrated by different Christian denominations

- **Islam: prayer mat, qibla, minaret**

Prayer mat: used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony; preparations for prayer (*wudu*); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony

Qibla: indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the *Kaabah* (Muslims believe this is the first place dedicated to the worship of one God); links between Makkah and the Prophets Ibrahim and Muhammad; used to work out which direction to face when praying; ensures everyone is praying in harmony around the world

Minaret: tower from which the *adhaan* (call to prayer) is given; *adhaan* is sung by a *muezzin*; minaret ensures this *adhaan* can be heard as far as possible to make sure as many Muslims as possible know it is time to pray; links with Muslim beliefs about God and harmony

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KS1 Additional Unit: Places of Worship

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



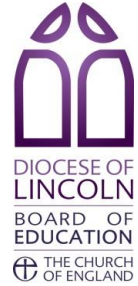
<p><i>Christian places of worship</i></p>	<p>Project work – visit a variety of different Christian churches (e.g. in Lincoln, St Peter at Gowts, St Peter and St Paul’s Catholic Church, the Salvation Army church on the High Street, the Unitarian Chapel on the High Street, St Mary le Wigford near the railway line, Central Methodist Church on the High Street, Alive Church on Newland, etc.)</p> <ul style="list-style-type: none">• What is a church (building vs community of people following Jesus)?• What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings? (Try to pick no more than three key features, e.g. font, altar and candles, and focus on these in the different worship spaces.)• What makes a Christian church a special place?• What other kinds of spaces do Christians worship in? (e.g. Forest Church, house groups, etc.)
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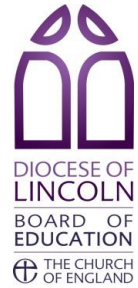
<p><i>Buddhist places of worship</i></p>	<ul style="list-style-type: none">• The story of Prince Siddhartha Gautama, who became the Buddha (literally, the Enlightened One): https://truetube.co.uk/film/enlightenment-buddha• How to live according to the teachings of the Buddha (e.g. https://www.bbc.com/education/clips/zsbnw6f; https://www.clear-vision.org/Schools/Students/Ages-4-7.aspx)• The Eightfold Path: http://www.bbc.co.uk/schools/religion/worksheets/pdf/buddhism_nirvana_eightfold.pdf• Mindfulness and Meditation: https://truetube.co.uk/film/charlie-and-blue-learn-about-enlightenment; http://www.meditationinschools.org/resources/• Buddhist temples: https://truetube.co.uk/film/holy-cribs-vihara; http://www.reonline.org.uk/specials/places-of-worship/buddhism_video.htm; http://www.bbc.co.uk/religion/religions/buddhism/customs/worship_1.shtml• Possible visit to the Pureland Japanese garden in North Clifton: http://www.buddhamaitreya.co.uk/home <p>http://www.buddhanet.net/e-learning/buddhism/index.htm https://zenmoments.org/children-full-of-life/</p>
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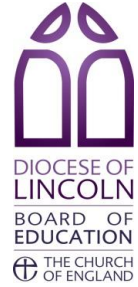
<p><i>Hindu places of worship</i></p>	<ul style="list-style-type: none">• Beliefs about Brahman (the ultimate reality) – salt in water example• Beliefs about the cycle of life [make connections with science] and the connection between this and the Trimurti (Brahma, Vishnu and Shiva: https://www.youtube.com/watch?v=Y9yWwFWpbRo)• Beliefs about dharma (duty) and the importance of always doing your duty (e.g. https://www.youtube.com/watch?v=uRpNNF4fB4g&list=PLcvEcrcF_9zliwCZSRPXjf75R1n978G5v&index=9&t=0s; https://www.bbc.com/education/clips/ztrfqhv – story of Rama and Sita)• Hindu worship: murtis, puja, arti at home and in the mandir (https://truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship)• The mandir – key features and activities; ways in which these connect with Hindu beliefs about Brahman, the cycle of life and dharma (https://truetube.co.uk/film/holy-cribs-mandir; https://truetube.co.uk/film/day-life-hindu-priest)• Create a mandir in the classroom/hall with a focus on different things to engage the senses, e.g. incense, music, pretend prashad to eat, artefacts to touch, etc. – invite parents and other classes to engage
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<p><i>Jewish places of worship</i></p>	<ul style="list-style-type: none">• Key Jewish beliefs – one God, the chosen people of Israel, the covenants (special promises/contracts between God and his chosen people)• Key people, e.g. Moses and Abraham (could compare with stories about the Prophet Ibrahim in spring term) - https://www.youtube.com/watch?v=RdSQT7DS1II&t=0s&index=12&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v• Key texts, e.g. Torah (https://truetube.co.uk/film/holy-books-torah)• The synagogue (https://truetube.co.uk/film/holy-cribs-synagogue) – key features and activities• Share a Shabbat meal as a class – possibly invite some visitors from the local community (https://www.bbc.com/education/clips/zs2hyrd; https://www.bbc.com/education/clips/zcfgkqt; https://www.bbc.com/education/clips/z3hyr82)
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