

VISITING A CHURCH

Nottinghamshire SACRE RE Syllabus

YEAR GROUP: KS1



VISITING A CHURCH

KS1

OVERVIEW

About this unit:

This unit enables pupils to begin to understand the importance and significance of a church building for bringing a Christian community together and allows the pupils to investigate it.

The focus is on preparing for and then ideally visiting a church. The unit begins by investigating the pupils' special places and continues by looking at special places for Christians, considering what these are like and what kind of things happen there, including special events like weddings.

The pupils will have opportunities to develop their skills by investigating a church, and considering the significance of coming together in special places by referring to their own experiences and values. The unit contributes to positive attitudes and thoughtfulness through reflecting on their feelings in a church.

SESSIONS

- 1A. Do you have a special place?
- 1B. What are Christians' Special places like?
- 2-3. Going Inside - What happens at churches? /Wedding Experience
4. Looking Inside Churches - What's Inside?
- 5-6. Preparation / Visit to a Church
- 7-8 Follow up to the church visit

WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using the concepts of religious practices, ways of life and ways of expressing meaning as well as questions of identity, diversity and belonging. It contributes to the **continuity and progression** of pupils' learning by:-

- building upon the learning in FS – 'Dottie and Buzz At The Church'
- anticipating a further study in KS2 - 'Visiting and Reviewing a Local Church for a Christian family'

POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

Environment, locality – geographical or historical. SEAL – getting on falling out.

Estimated teaching time for this unit: 8 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours and teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

RE AIMS

To know and understand:

- Christian places of worship, including the various events happening in them.

To express ideas and insights about:

- their feelings in a Christian church.
- their special places, relating them to Christian places of worship.

To gain and deploy skills:

- talk about special places, including churches and special events there.
- show a curiosity on the visit to a church and want to discover what is there and what happens there.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of places that are special to them and why they are special.
- **Respect for all** by developing a willingness to learn from Christians and their faith

THE UNIT WILL PROVIDE OPPORTUNITIES FOR :

- Pupils to consider the concept of worship and meditation.
- Pupils to consider a diverse range of views from the study of Christianity about the question: Why is a place sometimes special? What makes it special?
- Pupils to be able to think about their own experiences and views in relation to questions about special places.
- Experiences and opportunities provided by this unit include visiting a Christian place of worship, reflection, various co-operative thinking skills activities, role-play, enquiry-based learning activities, ICT opportunities, creative activities, literacy opportunities, presentations as well as working as a team.

BACKGROUND INFORMATION FOR THE TEACHER

This unit draws mainly from the Anglican tradition (but does not necessarily need to do so). Liase with the local vicar, minister or church members is helpful as thorough preparation for the visit is essential for the pupils to gain the most from their visit. A church in the community is recommended, though it is possible to go 'Time Travelling' at Southwell Minster. ('Key stage 1' days are in June but need to be booked.)

If it is not practical to visit a church then virtual visits should be possible.

RESOURCES – websites included – also see separate paper

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

- Opportunities for **spiritual development** come from reflecting on the importance and significance of special places and reflection in the church
- Opportunities for **cultural development** come from understanding the significance of 'church' as a special place for the Christian community

KNOWLEDGE

Pupils will learn about:-

- The Christian church, and its main features.
- The use of the church as a place of worship, including aspects such as artefacts, symbols, music, Holy book- the Bible.
- Some of the events that can happen there such as weddings.

SKILLS

Pupils will develop:-

Simple discussion skills, and use observation and reflective skills applied to churches.

Co-operative and thinking skills.

The ability to practice the skills of suggesting a meaning for artefacts and religious practices.

KEY CONCEPTS and WORDS

Religion, Christian, church, symbol, God, Bible, faith, belief, worship, holiness, sacred, altar, font, lectern, pew, nave, chancel, peace respect.

EXPECTATIONS/ IMPACT: At the end of this unit
Most Y1 Pupils will be able to do step 1; Most Y2 pupils will be able to do Step 2.

Pupils working at step 1 will be able to:	Pupils working at step 2 will be able to:	Pupils working at step 3 will be able to:
<ul style="list-style-type: none"> ▪ Name some features of a church. ▪ Name special events at a church eg weddings ▪ Talk about their special place and understand that others have special places as well. ▪ Talk about some things and / or some feelings on the church visit. ▪ Show a curiosity about the church and events there. 	<ul style="list-style-type: none"> • Retell some of the things that happen in church. • Identify some things that happen at a wedding. • Identify many features of a church and how they are used. • Ask questions about the church and its features. • Respond sensitively to their own thoughts and feelings about special places, including Christians' special place – church. • Talk about behaviour within a church. • Talk and work in a simple co-operative way in various activities involving 'Visiting a Church' unit. 	<ul style="list-style-type: none"> • Describe the things that happen in church, linking these with Christian beliefs. • Use religious vocabulary such as font, pulpit, altar, chalice etc, to identify features of a church; and make links with how they are used and Christian activities & beliefs. Eg font used for baptism. • Identify events at a Christian wedding and link them with Christian beliefs. • Make links between the importance of their special place, other peoples' places and church as a special place for Christians. • Talk about behaviour within a church linking respect for their special things to respect for the things in a church. • Communicate and work well and co-operatively in various activities involving the Visiting a Church unit.

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by choosing **one** (or more, if necessary), of the following :-

- Session 1 and 7 - Through the reflections and discussions about special places. Also discussions about feelings at church visit.
- Session 4 - Discussion of behaviour and idea of respect in churches; Co-operation in doing the jigsaw game; & Naming features
- Session 5/6 – The enthusiasm on the church visit; identification of features; responding sensitively to Christians and their church.
- Session 7/8 - Naming features during follow up work to visit; captioning photos,/ posters/ presentations / role-play ceremonies etc

G&T: Session 4: To extend this work, ask pupils to discuss at length the relationship between the features in churches and Christian beliefs and activities eg chalice and Christians' belief of Jesus spilling his blood to save mankind. Eg font used for baptism/ christenings & believers' baptism of full immersion relate to following Jesus and his baptism.