

# Unit 3.3 Encounters (S)

## What makes a place sacred?

KEY	FOCUS	ACTIVITY (possible resources)
<b>Connection</b> links with pupils' lives and experiences	Where are my special places? Who cares for them? Are there any rules? Do you take off your shoes when you go into a friend's house?	<i>Collect and sort images of special places - 'Where, what, why, when, who?' sheet - children create questions to ask each other</i>
<b>Knowledge</b> what is central to this unit (the 'burning core')	Talk about various sacred places in your neighbourhood / near school? How do we know they may be religious? On a visit, how should we behave?  <b>Which special ceremonies and rituals take place there? Compare the use of different sacred spaces</b>	<i>Write questions: What does the word 'worship' mean? What happens each week in a place of worship? What does 'sacred' mean?</i>  <i>Visit local places of worship / virtual online tour / invite visitor into school; label pictures of 2 places of worship for different faiths; roleplay what someone does as they enter a sacred space</i>
<b>Senses</b> sensory elements in chosen faiths	What can you see, hear, taste, smell and touch in a place of worship?  <b>How do believers communicate with their God? When are different types of music used in worship? When is worship silent?</b>  What kind of atmosphere does a candle create?	<i>Plan a service for a named community of believers—songs, talk, table, food etc.</i>  <i>Play music / worship songs; talk about their meaning</i>  <i>Roleplay a worship ritual; compare with one from another faith group e.g. lighting a candle; how does it make us feel?</i>
<b>Symbols</b> symbols and artefacts that are most relevant and accessible	<b>Which symbols / artefacts are brought out for 'services of worship'? - cross, crucifix, statues, candles, bread, wine</b> <b>How are they used? When?</b>	<i>Symbols / artefacts / rituals in community worship</i>  <i>Play 'Odd one out': which symbol is odd one out - why?</i>
<b>Values</b> values of believers that relate to pupils' experience	How should we behave in a sacred space?  Belonging - how does worshipping together create a sense of community?	<i>How would we like visitors to behave in our special place? BVs: respect for those holding different beliefs</i> <i>Is worshipping together easier / harder / better than in the home, alone? Why?</i>

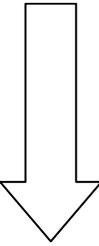
### About this unit

Build on learning in Unit 1.3, provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with local places of worship and contrast different styles of worship from different faiths and different denominations of the same faith. Find out how tradition and ceremony is part of the life of a faith community.

*Resources: symbols and artefacts from Christianity and at least one other faith including food, pictures and statues, community logos and badges.*  
ISBN 9781905893850 **RE Ideas: Sacred Places** contrasts church / mosque [RE Today]

Key Content

### Attainment and Progression

Level steps	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
	Name things to see, hear, touch in a place of worship	Say what makes worship artefacts special
	Explain what makes a place sacred	Show understanding of what a place of worship means to a believer
	Compare similarities and differences in various aspects of worship between different faith groups	Reflect on why a believer worships regularly with others

### Challenges and dilemmas

These units are designed to cover a very broad spectrum of ability; therefore, it is important to use them as a foundation to plan appropriate learning opportunities for your pupils, including wherever possible, visit(s) to place(s) of worship and meetings with faith members. Adapt to suit the year group you are working with.

Help pupils to understand that there are reasons for different types of worship, even between people of the same faith. Help them to see how different styles may be underpinned by people's beliefs.

Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p><b>Beliefs and Practices</b> investigate different forms of worship</p> <p>explore the diversity and significance of local religious places to faith groups and members of the community</p>	<p>describe some different ways people communicate with their God</p> <p>describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>compare activities at different places of worship</p>	<p>consider the meaning of different forms of religious worship</p> <p>share thoughts and feelings about sacred spaces and their use</p> <p>explain how activities at local places of worship create a sense of community</p>