

Unit Question U2.12	Religion(s) Covered
If God is everywhere, why go to a place of worship?	Christianity, Islam, Judaism, Hinduism

Year Group: 6

Suggested Hours: 6

Key Vocabulary	RE Skills	Points to Note
Sacred Mosque Mandir Synagogue	Reflect Apply Synthesise	

Key Question 1: Which places are special to us?	<p>Read extract from the beginning of The Lion, The Witch and the Wardrobe... ask the children 'What could be behind the wardrobe door?' Discuss what makes a place special and exciting. Give children opportunities in pairs/groups/whole class to talk about a place which is most special to them and the reasons why. All children draw a picture of their special place, and annotate it with the reasons it is special, for display in the classroom.</p>
Key Question 2: What are some of the special places in our school?	<p>Talk to the children about the school – Where is the: Friendliest place? Most Thought Provoking place? Most Peaceful Place? Happiest Place? etc Go to each of the places the children have suggested, in each place do something: Friendly, Thoughtful, Peaceful, Happy etc When back in the classroom, talk to the children about how it felt in each place. Which place felt most special to them and why? Elicit different answers and compare and contrast children's answers without identifying a right or wrong answer.</p>
Key Question 3: Why are holy places special?	<p>Visit a place of worship as a class. Before the visit, plan questions with the class around the 5 enquiry questions-'What, How, Who, Where, Why?' Build into the visit many opportunities to answer the enquiry questions and record ideas as they work. It works well to record what they see, hear, touch, smell and taste, feel and think at the visit. Which places in the holy building are the most friendly, peaceful, thoughtful. Compare to the similar activity done in school, asking children 'Which is the friendliest/happiest/most peaceful place in this place of worship?' At the end of the visit, ask children to personally reflect and answer the question: "Why do people feel close to their God in a place of worship?" How can they tell? Ask each group to take 4 photos to use back in school.</p>
Key Question 4: Is nature a sacred space?	<p>Ask children the question: "Is the natural world a better place to worship, or express spirituality, than a "man-made" holy building?" "Why? Why not?" Explore children's answers and compare and contrast responses. Provide children with images of stunning/inspiring natural beauty, and of places of worship from a range of religions. Ask pupils to identify their favourites and why. Ask children to identify which place(s) they think would be best for worshipping or expressing spirituality and why.</p>
Key Question 5: If God is everywhere, must we go to a place of worship?	<p>Explain to children that over the following two lessons, you will be engaging in some role play activities, with children having the opportunity to express their thoughts and opinions and also to explore the ideas and viewpoints of others. Display some images of destroyed holy buildings. Ask children to imagine that this has happened to all the holy buildings in a community. The class are going to be part of a community group who decide what should happen next.</p>

**Unit Assessment:
If God is
everywhere,
must we go to a
place of
worship?**

Hold a class debate –

'It would be better to always hold worship in the open air, so we don't need to build new holy buildings and can use the money for something else'

Children to generate ideas and offer suggestions for both sides of the debate. Finish with a class vote so see which side of the discussion children personally agree with.