

Year 1 Term 5

## What makes some places sacred? RELIGIOUS EDUCATION



### Progression in Skill:

Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.  
Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.  
Ask good questions during a school visit about what happens in a church, synagogue or mosque.

### Long-term Memory Knowledge:

Name some of the objects and symbols commonly found in a church and a synagogue.  
Know how these things are used and what they mean, linking this to people's beliefs.

### Key Vocabulary

<b>sacred</b>	religious/associated with God
<b>place of worship</b>	the building people go to in order to worship their god
<b>church</b>	Christian place of worship
<b>synagogue</b>	Jewish place of worship

### Progression in Resources:

a selection of artefacts from/associated with each religious building:  
cross/crucifix, Bible, candles  
Torah scrolls, prayer shawl, kippah  
Some of these objects may be replicas/scaled models but children will be taught to treat them with the same respect that would be given by followers of each religion.

### Kent REAct Syllabus:

Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.  
Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.  
Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.  
Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.

### Essential Prior Learning:

People go to special buildings to worship God.  
People follow different religions.  
Some people have no religion.  
We respect other people's religions, whether they believe in God/gods or not.

### Relevance

<b>Now</b>	Children understand that religious buildings are important to those who follow that religion and begin to understand why.
<b>Future</b>	Children show respect for all religious buildings and the artefacts and symbols associated with them, regardless of whether they follow that religion or not.
<b>Aspiration</b>	Children volunteer or work in a religious building, supporting the community; they may support restoration projects or be part of the development of a new site.