

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

**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

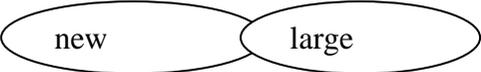
Session 5/6 – The enthusiasm on the church visit; identification of features; responding sensitively to Christians and their church.

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.

# VISITING A CHURCH p. 1

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Ses	INTENTIONS IMPACT/OUTCOME	IMPLEMENTATION - TEACHER INPUT	IMPLEMENTATION - POTENTIAL INDIV./PAIR/GROUP ACTIVITIES
1A	<p><b>INTENTIONS</b> What is a special place and how important is it?</p> <p><b>IMPACT/OUTCOME</b> I can talk about my special place, and give reasons why it is special. I have started to realise that churches are special places for Christians.</p> <p><b>LENS: T1, T2, L1, L3</b></p>	<p><i>DO YOU HAVE A SPECIAL PLACE?</i></p> <ul style="list-style-type: none"> <li>❖ <i>Teacher introduces special places - tells of his/her special place now or as a child. Have chn a special place? - in home, garden, den, place they go to?</i></li> <li>❖ <b>Intro Chn's special place. Chn talk about their special place with partner. See <u>PPT Special Places</u>.</b></li> <li>❖ <b>Talk as class about special places.</b> What makes them special?</li> <li>❖ <b>Optional - Read story where child has a special place. See *</b></li> <li>❖ <b>Ask why is it important</b> for some people to have a special place to go. Relate this to special places other people like to go and then to Christians going to churches etc → A</li> </ul>	<p>*See Resource list for suggestions.</p> <p><b>A. Explain that Christians have a special place</b> where they go - church - and <b>introduce</b> that the chn will be go on a <b>visit to a church</b>.</p> <p>Use prior knowledge - Have the chn any photos of events etc in church e.g. baptisms, weddings? Ask to bring them in.</p>
1B	<p><b>INTENTIONS</b> What are special places for Christians like outside? What do they look like?</p> <p><b>IMPACT/OUTCOME</b> I am developing an understanding of what churches look like.</p> <p><b>LENS: T1, L1</b></p>	<p><b>WHAT ARE CHRISTIAN SPECIAL PLACES LIKE OUTSIDE?</b></p> <ul style="list-style-type: none"> <li>❖ Recap last week's enquiry question and answer it.</li> <li>❖ Read/show <u>BB My Christian Faith</u>.</li> <li>❖ <b>Investigate the outside of Christian Places of Worship -...</b> using <u>PPT Special Places for Christians</u>. Includes             <ul style="list-style-type: none"> <li>○ Church size, age</li> <li>○ Traditional/modern ... plans</li> <li>○ Simple/elaborate designs</li> <li>○ Types of roof...spires, towers, bells etc →</li> </ul> </li> </ul>	<p><b>A. Sort pictures of church buildings (folder).</b> Chn can be given choice of the sorting method by t'cher (or suggestions made).</p> <p>E.g. favourite/less favourable      E.g. large/small E.g. new/old      E.g. towers/no towers</p> <p>Then relationship diagrams can be made of these E.g. Venn diagram.</p> 

Ses	INTENTIONS IMPACT/OUTCOME	IMPLEMENTATION - TEACHER INPUT	IMPLEMENTATION - POTENTIAL INDIV./PAIR/GROUP ACTIVITIES
2/ 3	<p><b>INTENTIONS</b></p> <p>What are some of the special events that happen at church? What happens at a wedding?</p> <p>IMPACT/OUTCOME I can talk about special events that happen in church. I can role play a wedding.</p> <p>LENS: L1, L3, L4</p>	<p><i>GOING INSIDE - WHY DO PEOPLE GO TO CHURCH &amp; WHAT HAPPENS?</i></p> <ul style="list-style-type: none"> <li>❖ Revisit last week's enquiry question and answer it.</li> <li>❖ <b>Intro Chn talking about God</b> on <a href="http://faithinschools.co.uk/faces-of-faith">http://faithinschools.co.uk/faces-of-faith</a> --&gt; Q1 What is God Like? KS1. List the words the chn thought God was like. Chn discuss these. From the comments if God is like this why do they think Christians go to church? Intro that Christians believe God is so loving that they want to love God ... so go to church.</li> <li>❖ <b>Investigate how Christians love God</b> - using <u>Smartntbk What Happens in church?</u> Includes:-             <ul style="list-style-type: none"> <li>• Worship - thro' singing/ playing songs (+ 2 websites), praying, listening to bible stories, chn and puppets acting them etc.</li> <li>• Further suggestions asked for. (Chn may say special events like dedications, baptisms, funerals, marriages.)</li> </ul> </li> <li>❖ <b>Happenings in church</b> - from smartntbk &amp; discussion (e.g. love people, forgive, talk/pray to God (e.g. for help, forgiveness).) Choose most important/best 5. Talk about how saying sorry and forgiveness are needed - otherwise relationships are messy.</li> <li>❖ <b>Intro some special events</b> - baptisms (infant &amp; adult) &amp; weddings using <u>Smartntbk Special Events in Churches</u>.</li> </ul> <p>.....</p> <p><b>A WEDDING EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>❖ Invite the chn to go to a Wedding. Discuss how.</li> </ul> <p><b>PREPARATION</b></p> <ul style="list-style-type: none"> <li>☞ Pretend all the class are family and friends of the couple.</li> <li>☞ Discuss who would be at a wedding - mums, dads, best man, vicar, bridesmaids, page boys, grandmas, granddads etc.</li> <li>☞ Discuss celebrations - party afterwards - what sort of food could chn make, buy etc.</li> <li>☞ Discuss what is said/&amp; what happens at weddings.</li> <li>☞ Chn could <b>make a wedding card</b> for the couple.</li> <li>❖ Choose roles for main people - rest choose whether they are friends or family - how connected?</li> <li>❖ Make/collect food/drink for celebration afterwards. (A small wedding cake could have been made.)</li> <li>❖ <b>Cooking</b> - Make heart-shaped biscuits for celebration.</li> </ul> <p><b>WEDDING</b></p> <ul style="list-style-type: none"> <li>❖ <b>Role-play Christian wedding.</b> Use or adapt <u>paper- Theatre Effect of wedding</u>. Can use <u>flip videos</u> to record.</li> <li>❖ Use music from <u>CD Wedding music / you-tube/ or music on website mentioned</u>.</li> <li>❖ Toasts/ Celebration/food afterwards - cards given</li> </ul> <p>Chn could discuss/write down <b>most important words</b> eg 'I do'</p>	

# VISITING A CHURCH p. 3

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Ses	INTENTIONS IMPACT/OUTCOME	IMPLEMENTATION - TEACHER INPUT	IMPLEMENTATION - POTENTIAL INDIV./PAIR/GROUP ACTIVITIES
4	<p><b>INTENTIONS</b> What will we find inside a church?</p> <p><b>IMPACT/OUTCOME</b> I can look the features inside a church.</p> <p><b>LENS: T1, T2, L3, L4b</b></p>	<p><b>LOOKING INSIDE CHURCHES - WHAT'S INSIDE? THANKFULNESS.</b></p> <ul style="list-style-type: none"> <li>❖ Revisit last week's enquiry question and answer it - <b>Recap activities</b> in church, using babble gabble. [In 2s, one starts talking. Tch' says change &amp; other starts talking. Tcher says change again - continue for 1-2 min].</li> <li>❖ <b>Where would Christians find peace in a church? What would chn see inside their church?</b> (Remind of church visit).</li> <li>❖ <b>Explore answers to their questions</b> using <u>Smartntbk Let's Look inside Churches</u> Could show this twice - 1) What is there? 2) Where are the peaceful places?</li> <li>❖ Tell chn - these church artefacts are special to people at church. <b>Introduce idea of respect &amp; good manners.</b> <i>How would you expect visitors to treat a place/things special to you?</i></li> <li>❖ <b>Draw up 'Code of behaviour'</b> for a church visit.</li> </ul>	<p><b>Sorting Jigsaw Pieces of church artefacts</b></p> <p>Use Pictures from <u>folder Inside Church</u>. Cut each of the pictures into 6 pieces and put in an envelope - to make jigsaw pieces. Provide a set of these for each group of 3 or 4. Chn sort the pieces back into the pictures.</p> <p>Discuss what each is and what it is used for - as a group and as a class. Why are they important? Why is the altar area particularly important? Are there areas in other places that people have to behave with care? E.g. other people's houses, other people's bedrooms etc.</p>

# VISITING A CHURCH p. 4

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Ses	INTENTIONS IMPACT/OUTCOME	IMPLEMENTATION - TEACHER INPUT	IMPLEMENTATION - POTENTIAL INDIV./PAIR/GROUP ACTIVITIES
5/ 6	<p><b>INTENTIONS</b> What can we learn about a Christian's special place?</p>	<p><i>PREPARATION FOR A VISIT TO A CHURCH</i></p> <ul style="list-style-type: none"> <li>❖ <b>Recap</b> outside, inside and some activities - use babble gabble in pairs ( one starts, on tcher's 'change' other continues etc.)</li> <li>❖ <b>Investigate churches further</b> → A</li> <li>❖ <b>Remind chn of respect, good manners, 'Code of behaviour'</b>. For a visit to the church (Special preps? Head covered?)</li> <li>❖ <b>The Visit</b> - Use <u>Smartntbk Visiting Our Church</u> to intro <b>What things would they like to know from the visit?</b> → B</li> </ul>	<p><b>A. Classifying.</b> Cut up the objects etc in and around churches - use <u>WS In Church</u> . In pairs or small groups chn sort the pictures into groups giving reasons for the groups. (variety of classifications). [ Can be use in follow up to church visit instead]</p> <p><b>B. Chn. in 2s, 3s, list things they would like to know &amp; questions</b> they would like to ask. Share with class for discussion.</p>
	<p><b>IMPACT/OUTCOME</b> I realise that the church is special place for Christians. I can talk about the feel of the place and its features.</p>	<p><i>VISIT A CHURCH (OR TAKE A VIRTUAL TOUR)</i></p> <p>Try to plan a walking visit.</p> <ul style="list-style-type: none"> <li>❖ <b>If possible on entering ask chn to sit/stand quietly</b> -use all senses- to take in experiences &amp; for respect.</li> <li>❖ <b>Think of words to describe the feelings of the place</b> - calm, exciting? happy, sad? Friendly? Thoughtful? Peaceful? Can us <u>easy speak microphones</u></li> <li>❖ <b>Listen to &amp; ask their questions of religious leaders there. Discover about ceremonies-</b> eg weddings, baptisms, communion , different coloured vestments ( clothes) etc</li> <li>❖ <b>Look inside.</b> Focal points:- font-water, pulpit, altar ( revered area), lectern, choir stalls, Bible, aisles, pews or chairs, vestments. Other features eg crosses, candles - discuss symbolism - light; windows, banners - showing Bible scenes, saints; statues, wood carvings.</li> <li>❖ <b>Look outside.</b> Steeple? tower? Bell ? -when are they rung?</li> <li>❖ <b>Identify and draw/write things of interest.</b> Which part of the building do they think is the most important &amp; why?</li> <li>❖ <b>Make a video of visit</b> with key characters, church furniture &amp; artefacts &amp; events eg font, baptism etc. Collect leaflets etc</li> <li>❖ <b>Take photos of visit</b> - Chn can use <u>flip videos</u> Use video and photos afterwards.... If you can't do a visit choose a virtual tour.</li> </ul>	

# VISITING A CHURCH p. 5

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Ses	INTENTIONS IMPACT/OUTCOME	IMPLEMENTATION - TEACHER INPUT	IMPLEMENTATION - POTENTIAL INDIV./PAIR/GROUP ACTIVITIES
7/ 8	<p><b>INTENTIONS</b> What did we learn about the church?</p> <p><b>IMPACT/OUTCOME</b> Chn can reflect on and talk about their visit and show understanding of the importance of the church to Christians.</p> <p><b>LENS: T1, T2, T3, L4b</b></p>	<p><i>FOLLOW - UP TO THE VISIT</i></p> <ul style="list-style-type: none"> <li>❖ <b>Recall visit</b> using</li> <li>❖ Video of visit/videos viewed</li> </ul> <p>📌 <u>Smartntbk - Our Church Visit - recaps visit.</u></p> <ul style="list-style-type: none"> <li>❖ <b>Teacher (with or without discussion with chn;) chooses activities which may include:-</b> <ol style="list-style-type: none"> <li>A. <b>Write thank you letters/cards/postcards-</b> showing a picture of chn's favourite part of the visit &amp; how they felt on visit.</li> <li>B. <b>Captioning photos</b> - provide chn with <u>photocopies of photos and captions</u> and chn match them up.</li> <li>C. <b>Create a Reflective table</b> eg <u>Bible, cross, chalice, paten, altar breads, candles, postcards, artefacts etc</u></li> <li>D. <b>Use <u>easy speak microphones</u> to interview</b> each other about different aspects of the church</li> <li>E. <b>Reflect</b> on the part they liked or interested them most. Tell chn church is kind of a family, everyone helping each other and looking after church, people in church and community. Tell chn that Christians believe that Jesus' presence is with them; ask 'wonder' questions: I wonder what that means. I wonder how they can tell Jesus is with them. I wonder how they feel?</li> <li>F. <b>Produce a Poster - Living church</b> to show things that happen in the church and happen as part of the community.</li> <li>G. <b>Draw/Paint important artefact/or make from clay</b></li> <li>H. <b>Role-play church ceremonies</b> etc (e.g. Eucharist, sermons, drama, bible reading, singing, dancing, puppets). Others guess.</li> <li>I. <b>Prepare a class room display/assembly of visit</b> - using things they have made, photos with their captions, chn's quotes etc</li> <li>J. <b>Presentation</b> - e.g. to older chn. - What we found at the Church, using photos from the visit and accompanying text.</li> <li>K. <b>Make up 4 Line prayers</b> - Christians say Jesus is Good News because..... Good news to me means...</li> <li>L. <b>Music</b> Listen to free music on websites e.g. <a href="https://www.youtube.com/playlist?list=PL15E6C70CB9FD5F2E">https://www.youtube.com/playlist?list=PL15E6C70CB9FD5F2E</a> and <a href="http://www.whatchristianswanttoknow.com/15-awesome-christian-songs-for-kids/">http://www.whatchristianswanttoknow.com/15-awesome-christian-songs-for-kids/</a> Chn can sing along and use actions and mimes to the songs. Use <u>paper Praise Ye the Lord</u> - Half the class stand on Allelu or Alleluia/other half on Praise Ye the Lord.</li> <li>M. Can the chn <b>make up simple songs</b> that are similar and make up some actions to them - show and teach other chn.</li> </ol> </li> </ul>	