



**RE Topic:** Holy buildings and sacred places

**Year: 3 Term:** Autumn 1

## Key Knowledge/Content:

### **Pupils will learn:**

- To describe and make connections between worship and holy buildings in two or more religions
- To explore and describe a range of symbols and ways of expressing meaning seen at holy buildings
- To understand the challenges of commitment to worship in a community
- To observe and consider similarities and differences between worship in different holy places
- To discuss their own and others' views on questions about belonging to a faith community

### Links to:

#### Prior learning:

To understand religious communities have significant places that many believers use to meet for worship and for other purposes.

#### Future learning:

To begin to learn from Islam.

## Key vocabulary with definition:

### **Prior vocabulary:**

- Holy- Dedicated or consecrated to God or a religious purpose; sacred.
- Sacred- Connected with God or a god or dedicated to a religious purpose and so deserving great respect.
- Worship- The feeling or expression of reverence and adoration for a deity.

### **New vocabulary:**

- Minaret - A slender tower, typically part of a mosque, with a balcony from which a muezzin calls Muslims to prayer.
- Gurdwara - A Sikh place of worship.
- Langar - (Among Sikhs) a communal free kitchen
- Mandir- A Hindu temple.

## By the end of this unit

**All children can:** **recognise** similarities and differences in sacred places.

**Most children can:** **demonstrate** an understanding of sacred places in different religions.

**Some children can:** **demonstrate** and **explain** why artefacts and key features are sacred in holy building.

## Background understanding for teachers and parents:

This unit provides teachers and learners with an enquiry focused approach to learning from visits to sacred places. The emphasis on learning outside the classroom and exploring questions through a visit provides for learning about sacred places as spaces to worship God. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others

## Curriculum Driver (one):

Communication

### Evidence outcome:

To be confident in discussing different religions and why buildings are sacred.