Which places are special and why?

EYFS Learning Pathway

UNIT 5

Early Years Foundation Stage – Learning Pathway

This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. To support this unit, teachers may wish to consider organising a visit to a place of worship or inviting a member of a Mosque or Church community to visit the school to speak with pupils about lived experience.



KEY VOCABULARY

- CHRISTIANS
- PILGRIMAGE
- MUSLIMS
- HOLY
- CHURCH
- BIBLE
- MOSQUE
- IMAM
- QUR'AN
- VICAR

Lesson 1: Where is a special place to me?

STEP 1: Show some photographs of places that are special to you or other people. Ask what makes these places special and how pupils think you/someone else feels when in their special place. Draw out words from their responses such as safe, calm, peaceful, comfortable etc. and discuss why we feel this way in our special places.

STEP 2: Show some photographs of places of spiritual importance such as pilgrimage sites, places of worship etc. and discuss why these are important to different believers. Explain that this term, we are going to be finding out about places that are special to Muslims and Christians.

STEP 3: Ask pupils about their own special places (non-religious or religious): where are these? Why are the places important to them? How do they feel when in their special places?

Focus Group:

Pupils draw a picture of their special place and tell you about it. Note down what they say about this place and create a class special place book.

Independent Group:

Set up two stations one with a cross and one with a crescent moon and star. Tell the children that next to each of these symbols are artefacts and photos that link to a special place that a Christian or Muslim might visit. For the Christianity space share photographs of Jerusalem and leave out artefacts like a Bible, cross, map of the city etc. For the Islam space, leave out a prayer mat, Qur'an and stand, photographs of the holy city of Mekkah etc. Encourage the children to investigate the space and the artefacts. At the end of the lesson, encourage them to share what they notice.

Lesson 2: Where is a special place for a Christian to go?

STEP 1: Introduce some Christian children (using the PowerPoint) and explain that today we are going to be finding out about places that are special to them. Ask if pupils know what the place of worship for many Christians is called. Explain that many Christians belong to the family of the church, a place where they can go, meet other Christians, and praise God.

STEP 2: Show a picture of one church (inside and outside) ask what pupils can see and discuss answers.

STEP 3: Explain not all churches look the same. Show some photographs of the inside and outside of different churches. Ask: What is the same about the churches? What is different about the churches? Share some key features that most churches have (pulpit, lectern, font etc).

Focus Group:

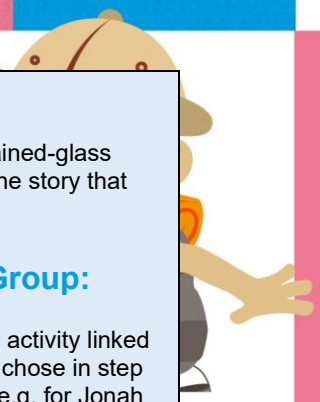
Use laminated pictures of different churches, encourage pupils to point out key features and tell you about them. Make notes of what pupils say and take photographs that can be shared together in the class's special place book.

Independent Group:

Look at photographs of different areas of different churches. Complete careful drawings of what they see.

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Lesson 3: What makes a church so special to Christians? **STEP 1:** Recap last week's lesson and discuss special places for many Christians that are found within the church. Show the children a virtual church tour* or arrange a visit to the local church. **STEP 2:** Remind pupils that not all churches do the same thing. Give examples to elaborate e.g. one church might have music from an organ while another has a band, one church might have a font to baptise babies in while another might have a baptismal pool to baptise adults. Explain that whatever differences these churches might have, a big similarity is that people who attend them often want to meet with other Christians and praise God. **STEP 3:** Show a children's Bible and read a story from it. You might like to choose the story of Jonah and the Big Fish or Noah's Ark. Show the children some stained-glass windows and explain that these often feature in churches and tell stories from the Bible. *A useful virtual tour might be from RE:Quest: https://youtu.be/9lZlOly5COU	**Focus Group:** Design their own stained-glass windows that retell the story that they listened to. **Independent Group:** Set up a small world activity linked to the story that you chose in step three of the lesson (e.g. for Jonah and the Big Fish you may choose some small world people and a large fish) encourage the children to use the characters to retell the story of their friends.
Lesson 4: Where is a holy place for Muslims to go? **STEP 1:** Show the symbol for Islam. Ask if pupils recognise it from previous units and who it is special for. Explain that we are going to be finding out about places that are special for many Muslims. **STEP 2:** Show some photographs of the inside and outside of different mosques discussing their key features. You might like to share a story about a Mosque, (for example In My Mosque M.O. Yuksel which shares key features and traditions for young children). **STEP 3:** Explain that many Muslim people greet each other with "As-salaam alaikum" which means 'peace be with you' and that many Muslim people describe the Mosque as being a peaceful place. Ask where the pupils themselves feel most peaceful.	**Focus Group:** Draw pictures of where they feel peaceful and explain where these places are and why they feel peaceful there. Write pupil's comments on post it notes and display in class's special places book. **Independent Group:** Show the children some pictures of main prayer halls in mosques. How do they think these make Muslims feel? Give children photographs of Islamic artwork and patterns found on the inside of the domes of some mosques. Encourage children to try out drawing some of these patterns.

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Lesson 5: What makes a Mosque holy for Muslims?

STEP 1: Introduce Imran and show pupils photos of the inside and outside of his mosque.

STEP 2: Ask if pupils think all mosques look the same. Show pictures of Mosques from different areas, some that look traditional and some that are converted buildings. Explain that both types of mosques are special and holy because they are places that many Muslims go to pray to Allah, meet other Muslims and learn more from the Muslim holy book, the Qur'an.

STEP 3: Show a film about the mosque* and talk about some of the things that Muslims might do at a Mosque. Ask why pupils think these are important/holy/special.

*A useful film might be from BBC Teach: https://youtu.be/hg_CbiGE9kk

Focus Group:

Using magnifying glasses, place the lens over pictures of mosques in key areas. What can the children see? What is interesting? Are all mosques the same? Photograph the children investigating this place of worship.

Independent Group:

Investigate pictures of different mosques and draw what they see. Share their drawings with a friend saying what they noticed and what might be special to a believer (adult support may be needed for the second part of this task).

Lesson 6: What is important in a Church and a Mosque? How are buildings similar and different?

STEP 1: Talk with pupils about the two places of worship they have studied within this unit. Ask:

-What do many Muslims do in a mosque?

-What do many Christians do in a church?

STEP 2: Show the cross sections of the two places of worship. Discuss some of the key features. Focus on the similarities e.g. both Christians and Muslims pray in their place of worship. Both Christians and Muslims read their holy text in their place of worship.

STEP 3: Ask pupils to help you to pick out some of the key features of these places of worship and make a vocabulary sheet.

Focus Group:

Give the children some construction materials to make either a church or a mosque. To ensure this task is RE focused, encourage pupils to talk through the key features that they are including, why they need to include them and why they are important for believers.

Independent Group:

Using the vocabulary lists created earlier in the lesson, create labels for their place of worship.

Learning Outcomes

- Talk about somewhere that is special to themselves, saying why
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- Express a personal resposne to the natural world

- Begin to recognise that for Christains, Muslim or Jews, these special things link to beliefs about God

- Recognise that some religious people have places which have special meaning for them
- Talk about the things that are special and valued in a place of worship

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