

Unit 4D What religions are represented in our neighbourhood?

ABOUT THE UNIT

In this unit, children learn about religion in their local area by collecting and interpreting evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity.

WHERE THE UNIT FITS IN

This unit draws together material studied in all the units from the beginning of key stage 1, particularly unit 3A 'What do signs and symbols mean in religion?' and unit 1D 'Belief and practice' in a range of religious traditions.

PRIOR LEARNING

It is helpful if children have:

- ICT skills – for word processing and editing

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- religion, eg *God, worship*
- the particular religious traditions represented in the area

RESOURCES

- access to ICT facilities at school
- use of a digital camera
- local directories and phone books
- use of the internet
- local papers
- visits to places of worship
- interview leaders of places of worship
- maps of the local area
- information from local SACRE

EXPECTATIONS

At the end of this unit

most children will:

identify a number of religious traditions in their neighbourhood; write about religious beliefs and practices involved with local places of worship; compare and contrast key features of religious traditions in their neighbourhood

some children will not have made so much progress and will:

identify one religious tradition in their neighbourhood; understand some beliefs and practices of a local religious tradition

some children will have progressed further and will:

identify religious traditions in their neighbourhood; show knowledge and understanding of beliefs and practices at a local place of worship; compare and contrast key features of religious traditions in their neighbourhood

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

WHAT EVIDENCE OF RELIGION IS THERE IN OUR NEIGHBOURHOOD?

- to use a range of resources to discover which religious traditions are represented in the neighbourhood
- Working in groups, children use a variety of resources (*eg maps, directories, books, ICT materials*) to find out what evidence there is of religious traditions in the neighbourhood. *Who in the class belongs to a local religious group?* Record the findings and share results. Children can add any missing information and delete inaccurate material.

- identify the religious traditions in the neighbourhood

- Familiarise yourself with the religious groups in the school neighbourhood, as some non-mainstream ones may need checking. Collect resources, *eg service times, magazines, reports in local papers.*
- Identify any religious building whose use has changed, *eg a church which is now a house, a house used as a mosque, a mandir in an old cinema.*

HOW CAN PEOPLE FIND OUT ABOUT RELIGION IN OUR NEIGHBOURHOOD?

- about the main beliefs, practices, buildings and people of the religious traditions in the neighbourhood of the school
- to work cooperatively with others
- to select and sequence information
- to use ICT to help make a presentation
- Take children on a tour of the religious traditions in the neighbourhood, or show slides or photographs.
- Place children in the groups they will work in for the next few weeks and set them the following task. Tell them that as a class you are compiling a directory documenting the religious traditions in the neighbourhood for people to access who have just moved here. Explain that we need to let them know about the main beliefs/activities for adults and children, services – size and numbers involved, and contact details for people of each religious tradition. Investigation: working in groups ask the children to identify what they would want to know about. Ask them to categorise practical things and other less tangible aspects, *eg Is it welcoming?* Help them to prepare a questionnaire to send to the religious groups, and make a map which highlights each place of worship or other religious sites.
- Find out how the religious groups care for others and include a section on this in the directory. The directory can be in written/illustrated format and/or a format which can be placed on the school or LEA website.
- Children could interview leaders and look at notice boards and published materials on each religious tradition in order to find relevant material.
- Some findings could be presented in the form of graphs or tables, *eg numbers of people belonging to each group.*

- demonstrate knowledge and understanding of one set of religious beliefs and practices in their neighbourhood
- work with others to produce a presentation about a place of worship in their neighbourhood

- This lesson will take place over a number of weeks. One lesson is needed for the tour, and another two or three for doing the research and placing it on the computer.
- This is an exciting opportunity for children to use their ICT skills. There are opportunities here to make use of a digital camera for a visual record.
- This activity might take about four lessons to complete.

WHAT HAVE WE LEARNT SO FAR?

- to subject their work to internal appraisal from their peers
- to redraft their piece of work
- to recognise the ways in which religious communities express their beliefs and identity
- Discuss with the children how they could review their work and devise criteria for evaluating it.
- In their groups, let the children present their work in progress to the rest of the class, giving time for critical comments and feedback.
- Ask the groups to edit their material in the light of their peers' comments and then make a whole class presentation, identifying the key beliefs and practices of the groups represented in the area.

- reflect upon and discuss what they have learnt about religion in their neighbourhood
- present work to the class, showing their knowledge and understanding of the religious identities of the groups represented in the area

- It would be helpful for the teacher to make a written record of the peer comments to give each group in order to help them in the editing process.

WHAT SIMILARITIES AND DIFFERENCES ARE THERE WITHIN AND BETWEEN RELIGIONS IN OUR NEIGHBOURHOOD?

- that there is diversity within and between religions and some of the reasons why this is the case
- Show group presentations to the class and then ask them to discuss similarities and differences between religious traditions in their neighbourhood and the reasons for them.
- Record their ideas on a grid.
- Ask the children to write about what they have learnt during this unit about religion in our neighbourhood. Give children a writing frame to help them do this.
- Other possible activities:
 - organise an internet exchange with a school in a different area; enabling them to compare and contrast areas and explain differences
 - devise a 'religious trail' for the local area, linking with work done in their local study
 - visit another neighbourhood and compare and contrast it with their own neighbourhood
 - make a video, with commentary, illustrating the religious traditions in the area
 - invite a musician, *eg a church organist, someone who sings in a choir or a Sikh musician into school to talk about the role of music in their tradition*

- compare and contrast the key features of the religious traditions in their area
- evaluate and summarise what they have learnt about the religions represented in the area

- If Christianity is the only religion represented in your area, comparisons may be made between the beliefs and practices of different Christian denominations.
- Be aware that there may be relevant examples in your neighbourhood, such as men or women who have the role of chaplain to hospitals, colleges, factories and prisons.
- There may be chapels (possibly multi-faith) in your local hospital or airport.
- Make contact with Christian musicians, such as choirs, organists and Ragi Sikhs who take part in the devotional singing (kirtan) and playing in the gurdwara, and musicians from other traditions.

FUTURE LEARNING

Children could go on to:

- study aspects of the beliefs of the religious groups represented in the area in greater depth
- identify which of the major faiths are not represented in their area and do some research to find out where the nearest groups are based, *eg how far would a member of a particular faith have to travel to worship with others?*

OUT-OF-SCHOOL LEARNING

Children could:

- look out for religious buildings which they see on their way to school, on car and bus journeys or when they go on holiday, and keep a record of what they have seen