

Unit 6A Worship and community

Generic

ABOUT THE UNIT

In this unit children will have the opportunity to study worship in several religions, looking at the key features of worship and what worship means to a believer. They will explore the ways different faith groups use prayer as part of their worship. Using written and visual resources and by meeting faith adherents, children will learn about the importance of community and the responsibilities that a religious community has about the way they live in the wider world. This unit can be taught with a focus on worship in any one of the major faith communities, or by comparing two of the religions being taught within a key stage. Children will be encouraged to consider where they turn to discuss their worries and fears, and will then interpret the thoughts and prayers of the religion being studied. They will also consider their own membership of communities.

WHERE THE UNIT FITS IN

This unit builds upon previous work on belief and practice in religions. The unit also builds upon previous work on a visit to a place of worship. The unit focuses on how believers live out their beliefs in their lives as worshippers and in the wider world. The unit allows children to explore why people choose to worship in a particular way. The work prepares children for later work in key stage 3.

VOCABULARY

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

- worship in the faith community being studied, *eg communion, prayer, meditation, salah, muezzin, arti, puja*
- formal prayers, *eg using simplified language without changing the meaning*

RESOURCES

- videos and pictures of places of worship and worship taking place
- artefacts that are used within worship, which will depend on the religion being studied, *eg prayer beads, paten, chalice, music tapes, puja dish, bell, omlaum sign, etc*
- books, CD-ROMs and internet sites including information on worship, initiation ceremonies and religious community action
- contact with believers who can come and visit and/or provide quotes about the effect of prayer in their lives
- children's prayers
- significant prayers from the religion being studied
- if Christian worship is included, copies of service books and sheets from a local church would be useful

EXPECTATIONS

At the end of this unit

most children will:

describe the key features of worship and link them to appropriate stories and quotes from sacred texts; compare worship in one religion with worship in the second religion studied at this key stage; use technical vocabulary to describe the parts, function and message of worship; form questions and sensitively address them to a believer about the importance of worship, and in particular prayer, in their life; interpret prayers from the faith community being studied; communicate their own thoughts, needs and worries; explain the main features and significance of the initiation ceremony; link certain religious beliefs to community action

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

know and describe some aspects of worship using some technical vocabulary; talk about the different communities that they belong to; form questions to a believer about the importance of worship and prayer in their life

some children will have progressed further and will:

ask deeper questions about the actions of a community in the wider world; reflect on their own community involvement and the reasons that they might choose to become involved in a community project in the future; explain the responsibilities and benefits of being part of a religious community

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

HOW DO DIFFERENT RELIGIONS WORSHIP? WHAT DO THEY USE IN WORSHIP?

- about some of the key features of worship in the religion chosen for study
- that these key features are expressions of beliefs
- Spend some time brainstorming what worship means, and what is worshipped by us and the people around us.
- Watch videos and look at pictures and artefacts of worship within the religions being studied. Ask the children to write about the different aspects of worship and explain why these are carried out, eg *communion – its significance for believers; use of the puja tray – its meaning to believers.*
- Using service books and video material, ask the children to draw up a service sheet for a service ensuring that all the key features of worship occur.
- Study where and when worship takes place. *What personal and other preparation takes place prior to the worship?*

- draw and write about the features of worship in an appropriate form in the religion(s) being studied and link these features to the beliefs of that religion
- note similarities and differences in the way faith groups worship
- use appropriate vocabulary when writing and discussing worship within the faith groups

- When introducing new artefacts to the children allow opportunities for children to discuss and form questions about the artefact.

HOW DO ADHERENTS OF DIFFERENT RELIGIONS TALK TO GOD?

- why and how people use prayer within worship
- to understand the effect that faith adherents believe prayer has in their lives and the wider world
- Use quotes from faith adherents on the effect of prayer in their own lives and the meaning of prayer for them. Use these quotes as a basis for discussion in pairs. Work with the children to compose questions that arise from these discussions – either for believers to answer or for the children to research.
- Ask the children to research prayer positions and prayer times. Discuss the types of prayer that are used, eg *prayers of praise, thanks, confession and request.*
- Choose two significant prayers, eg *the Lord's prayer, the Sikh morning prayer, the Hindu Gayatri Mantra.* Ask the children to work in groups to look at the meaning of each type of prayer. Ask them to write a version of the prayer that would carry the same meaning but could be understood by younger children.
- Ask the children to sit quietly in order to create a contemplative atmosphere. Look at children's prayer cards or prayers written for children, and then ask the children to write their own meditation or prayer.
- Ask the children to think about who they tell and how they express themselves when they are thankful, need support, are happy about their life, or need to confess shortcomings.

- explain that for many people prayer is a powerful and meaningful experience
- sensitively ask questions to believers about prayer, using appropriate vocabulary
- know that there are different types and ways of praying and talk or write about these
- interpret prayers from the faith communities studied and write them or explain them to younger children
- reflect on things in their own lives and choose words to express their own thoughts, needs or worries in an appropriate form

- A sensitive approach is important when dealing with any writing where children express their own views and thoughts. Alternatives should be positively offered to writing prayers such as meditations or poetry.
- Many other prayers can be used, depending on the faith group being studied. Check with faith communities for suitable significant prayers.

WHAT DOES IT MEAN TO BE PART OF A COMMUNITY?

- to reflect on their own membership in communities
- the meaning of the rituals for joining a community
- Ask the children to create Venn diagrams, writing notes or drawing pictures to show the various communities to which they belong. Ask them to look at the responsibilities which belonging to these communities bestows on them. Compare these to the benefits and support gained from belonging to a community.
- Study the initiation ceremonies for joining religious communities, either for babies or later in life. Ask the children to create posters showing their understanding of the ritual. Display the posters and add further questions the children would like to explore or answer.
- Ask the children to design a banner or symbol to represent one of the communities studied or one of their own communities.

- identify and talk about their role in communities
- know that living in a community gives both responsibilities and support, and are able to list or write about these
- include the main parts of the initiation ceremony and the teachings that these represent
- show symbolically the responsibilities and support that communities provide, eg *sharing money through Zakat or tithing*

- A writing frame could be used to support this activity.
- The design of the banner could be planned within RE and be carried out in art and design lessons.

HOW DOES BEING PART OF A COMMUNITY WITH CERTAIN BELIEFS AFFECT YOUR ACTIONS?

- how communities celebrate and live out their beliefs and actions in the wider world
- With the children, prepare questions for visiting believers about the place and importance of worship in their life and about how their life is lived in the wider world. Display questions and answers. Place questions in a public place in the school and help children to frame questions that will challenge those who read the board.
- Study the activities of one or more religious communities, eg *the Sikh langar, Salvation Army work with the homeless.* Look at the beliefs behind them. Ask the children to consider what life would be like in their own community if everyone carried out these activities.
- Help the children to create a display, possibly in the style of a tapestry, showing the actions of the communities they have studied. Include within this some local communities, including the school.
- Ask the children to write a newspaper-style article for the school magazine or make a display showing the actions of a religious community and their beliefs. Encourage them to include questioning and debate designed to challenge the reader.
- Help the children to create a notice board for the community being studied, showing that they understand the types of activity going on and the beliefs behind the actions.

- ask suitable and challenging questions which show their knowledge and understanding of worship and the community
- know the beliefs that lead people to behave in particular ways
- use appropriate vocabulary relating to the belief being studied

- There are many other activities supported by religious communities that could be studied, eg *Christian Aid, Red Crescent, The Hospice Movement.*
- Use a desktop publishing package to write the newspaper article.
- You could give children a writing frame and/or phrase to support their writing.
- Use a word-processing package to create posters for the notice board.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

HOW IS FAITH EXPRESSED THROUGH WORSHIP?

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| <ul style="list-style-type: none">• that worship is an important religious activity• that worship is an expression of faith• that worship can be a communal or individual activity• that worship can be expressed and manifested in a variety of ways• to consider for themselves the meaning of worship in a religious context | <ul style="list-style-type: none">• Show the children video footage of religious worship, or introduce them to believers at worship on a visit to a place of worship. Ask the children to make note of the activities and the roles undertaken by different members of the faith community. Ask the children to consider and explore the function or role of any artefacts used in worship.• Discuss and explore the use of language, music (if any) and gesture in worship.• Interview a believer about what worship means to them, or use CD-ROMs or videos to gain this information.• Write-up the interview/research in the form of an article for a magazine. A possible title could be 'The importance of worship in my life – an interview with a member of the – community'. | <ul style="list-style-type: none">• show an understanding of ways of belonging to a religious community• show how religious beliefs or ideas are expressed in different forms, giving meaning to some symbols and language• make informed responses to questions of identity and experience in the light of their learning | <ul style="list-style-type: none">• It is not appropriate to encourage children to participate in worship as part of this unit, except perhaps in the context of a religious school.• Worship is not a feature of Buddhist teaching in the traditional understanding of the term. It might be appropriate to consider aids to meditation and the role or function of images of Buddha. |
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PRIOR LEARNING

It is helpful if children have:

- had opportunities to visit the places of worship of the religions being studied in this unit
- an understanding of some important beliefs of the religion being studied
- studied the sacred text of the religion being studied
- learnt how to use artefacts with respect and as a source for learning
- had opportunities to develop the skills of reflection, application and interpretation in RE

OUT-OF-SCHOOL LEARNING

Children could:

- find out what the religious groups in their town or city become involved in
- produce a pamphlet explaining a religious community project, including within it the belief that leads the members to behave in that way