

Key Stage 2 : Year 4

Walsingham

Walsingham is a small village in Norfolk which has been a place of pilgrimage for Christians for hundreds of years. It is said that Richeldis de Faverches, during the reign of Edward the Confessor (c.1061), saw a vision of the Virgin Mary and was shown a replica of the house in Nazareth where Mary received the visit from the Archangel Gabriel. The story is told in a 15th century manuscript. Richeldis built Mary's house and people began to visit. However, during the reign of Henry VIII the priory was closed and the house was destroyed. It was during the early 19th century that Walsingham began to be popular again as a place of pilgrimage. The Slipper Chapel, the chapel one mile out of the village, was restored and the Shrine and the Holy House were rebuilt. Christians now journey to Walsingham as a place of prayer and pilgrimage. It is a place for a particular kind of prayer, in which people bring their requests to God. It is also a place of healing and there are many stories of miraculous healings through the waters of Walsingham.

The approach to this material is designed to give pupils the opportunity to engage imaginatively with it, and to consider an area of experience which is likely to be unfamiliar to many of them.

Lesson 1

- * *Have plain paper and crayons ready on pupils' desks. Invite them to close their eyes and be still. Use relaxing music to create an appropriate atmosphere. Tell pupils that they are going to be part of a story which they might see in their minds. Explain that they can join in the story if they want to or they can withdraw but they must be quiet so as not to disturb anyone else's story.*

Imagine you are standing on the side of a country lane...
Beside you is an old church...
The sun is shining...
There are no cars and no other houses...
It is very quiet...
You are with a group of people but no one is talking to anyone...

Someone in the group bends down and begins to remove her shoes...
You begin to do the same...
Perhaps you sit on the grass verge. Think about your shoes. Perhaps you can imagine undoing them and taking them off...
First one shoe...
And then the other...
You take off your socks and put them into your shoes...
Perhaps it feels rather strange to be bare foot outside...
You stand on the road, feeling the warm tarmac beneath your feet...
The group of people begins to walk down the road and you follow them...
Still no one speaks...

You carry your shoes. Perhaps you can feel the weight of them in your hands...

You watch the road as you walk, looking out for sharp stones...

The grit gathers on the soles of your feet...

I expect it hurts as you walk...

If you want to you can brush it off, but it soon gathers again...

Perhaps you step on something sharp and cry out in pain as you stop to see what it was...

Imagine looking at the sole of your foot...

When you are ready, you can carry on walking. Perhaps now you go more slowly. Perhaps your feet are already sore...

If you look up, you can see that you are entering a village...

I wonder how you feel as you realise your journey is almost over...

You stop outside another church...

Everyone in the silent group bends down to put their shoes on again...

Once more you sit on the side of the road...

You brush the small stones from your feet...

You get out your socks and put them on...

Maybe it feels strange after your walk...

Remember to brush all stones from your feet first...

As you put on your shoes, first one and then the other, think about the leather tightly fitting around your foot...

When you are ready, stand up and look up at the church...

Your journey is at an end.

When you feel ready open your eyes and return to the classroom.

** Invite the children, without saying anything, to draw any part of their journey. When they are ready, invite them, if they wish to do so, to share their pictures or their feelings with a partner.*

For discussion:

Why do you think people walk a mile barefoot?

What do you think the travellers are going to see or do?

I wonder why nobody spoke whilst walking?

On the journey the stones on the road may have hurt your feet. What hurts you in your life?

Lesson 2

Remember the group of people who walked barefoot to a church in a little village? The village is called Walsingham in Norfolk and many people travel there from all over the country, walking the last mile barefoot.

** Invite pupils to find Walsingham and their home town on a map. Discuss how long it would take to travel there by car, by train or, in past times, by horse or on foot.*

People have travelled to Walsingham for many hundreds of years and in their thousands. Why do they travel there? Why have some people sometimes taken days to journey to such a small village?

First of all, Walsingham is a place of prayer for Christians. It is a place of a particular type of prayer, the prayer in which people bring their requests to God. It is a place where many people feel close to God and therefore find it easier to pray.

Walsingham is a place of hope and faith. Some people visit to renew their faith or when they are feeling sad about their lives and need to find hope again.

Also, as many have discovered, Walsingham is a place for healing. David and Barbara were very sad when their small son Graham became ill. They brought him to Walsingham despite the great organisation this meant, as Graham needed a lot of equipment to keep him as well as possible. The people at Walsingham prayed for Graham and he was sprinkled with water from the holy well there. In the evening, Barbara went into the church with Graham in her arms. She knelt down at the altar and felt very comforted by the flickering light of the candles burning in the darkness. As she prayed she felt as if someone had laid hands on her head. She also smelt the beautiful perfume of roses.

Although Barbara knew no one else was there, she felt much comforted by the experience and was happier than she had been for a long time. The next day Barbara and David set off on their journey home.

From that day onwards Graham began to get better. The doctors were puzzled but overjoyed by his progress and told Barbara that Graham no longer needed the operation that was planned for him. They even asked Barbara if she had any idea how his mouth that had been so damaged before could possibly have been healed. Barbara felt eternally grateful to God and to the small village in Norfolk for the healing of her son and never forgot the peace of Walsingham which remained with her.

The peace of Walsingham has impressed many pilgrims over the centuries though not all have been physically healed. Graham's healing was a mystery. For some, healing takes a different form. Prayer gives some people strength and a sense of inner peace to help them to bear their suffering.

For discussion:

What do you think about the story of Graham?

What place do you most like to visit? Why?

For what reason would you travel a long way?

How do you feel when you are going on a long journey?

Walsingham is a place where people ask God to give them things. If you went there, what would you ask for?

Where or to whom do you go when you are feeling sad or hopeless?

Lesson 3

Walsingham is a very special place for many people. This is the story of how it became important to Christians.

Many many years ago in 1061 when England had a king called Edward the Confessor, a rich young lady called Richeldis lived in a tiny town called Walsingham. She was a follower of Jesus and prayed every day.

One day a very strange thing happened to her. As she was praying it seemed to her that she saw a woman standing before her. She was not worried or frightened for she knew at once in her heart that the lady was Mary, the Mother of Jesus. As she knelt, Mary began to speak to her.

“Retell this,” said Mary softly. “Build a special house for me here in Walsingham. Build it so that it looks like my home in Nazareth where Jesus grew up. When it is finished, let it be a house where all people can come and pray and be close to Jesus.” And with these words the woman seemed to disappear before Richeldis’ eyes and in her place Richeldis saw before her a replica of the Holy House of Nazareth in which Mary had received the visit from the Archangel Gabriel.

Richeldis stayed kneeling for a long time, not knowing quite what to make of this message. As she went slowly about her daily tasks she could not forget the Lady’s words or her request.

The next day Richeldis began her prayers as usual, remembering vividly what had happened the day before. Once again, the lady appeared before her.



“Do not worry, Richeldis,” said Mary, “Just build me a house here in Walsingham where people can come and pray.”

After this Richeldis cast her doubts to the back of her mind and began to arrange to see builders and carpenters who would build the house for her. However one thing bothered her. Where was the house to be built?

Even these questions seemed to be answered for her. As she stood there a spring of water suddenly burst out of the ground. Richeldis instantly knew that where she was standing was the exact place where the house was to be built.

Soon the builders and carpenters set to work and the house, a very simple building, was soon complete. The spring of water which kept bubbling from the ground became a well. People did come there to pray. They came from all over Europe in their thousands, as the name of Walsingham became famous. It was one of the places where people felt very close to God. It became well-known as a place of healing. Many who were ill found that if they drank the water or bathed in it they were often cured. No one understood why.

For discussion:

What is a vision?

Why can no one understand the miracle of healing?

What do you think about the story?

When has something happened to you that you could not explain or understand?

Activity Suggestions:

Teaching About:

WALSINGHAM

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>FIND</p> <ul style="list-style-type: none">▷ Walsingham on a map. Discuss how long it would take to travel there today and in times past <p>COMPOSE</p> <ul style="list-style-type: none">▷ a dance/drama telling the story of the pilgrimage and healing of Graham▷ a percussion accompaniment to the imaginary story	<p>WRITE</p> <ul style="list-style-type: none">▷ about what happened to David, Barbara and baby Graham at Walsingham <p>DRAW</p> <ul style="list-style-type: none">▷ Barbara with baby Graham in the darkened church	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">▷ pilgrims and other places of pilgrimage▷ some places in the Midlands which have a well known spring or well, eg: Berkswell

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP

<i>Concepts</i>			<i>Attitudes</i>		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	SENSITIVITY	TOLERANCE
Christians believe God: ▷ is to be worshipped ▷ changes people's lives ▷ answers prayer	Religion: ▷ gives hope ▷ provides a focus for worship ▷ gives comfort	People give themselves to God in many ways People make purposeful journeys in faith People maintain a holy place for others to visit	valuing: ▷ mystery ▷ healing ▷ sanctity ▷ commitment ▷ peace	I have learned that some people: ▷ believe they receive messages from God ▷ act on these messages ▷ go on journeys to worship God ▷ experience healing	Everyone has a right to their own beliefs and their experience
WALSINGHAM					
<i>Skills</i>			<i>Exploration of Human Experience</i>		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE
pilgrimage vision Virgin Mary shrine miraculous faith	with those who: ▷ have no shoes ▷ find walking difficult ▷ experience great suffering ▷ seek to help another ▷ are asked to do something through faith	When have I been asked to do something which has caused me some pain? What would I ask God for? What might I be asked to do?	of: ▷ imagining ▷ making a pilgrimage ▷ peace ▷ mysteries beyond my understanding ▷ finding comfort	I can: ▷ share my imagination ▷ feel great joy at another's happiness ▷ think of others ▷ respect the efforts some people make for others as a result of their faith	It can be hard to imagine the sufferings of others. Hearing good news makes us joyful. It is natural to: ▷ want to share good news ▷ encounter some pain in life ▷ seek help

Resources:

For information, contact: The Bursar, The Shrine Office, Walsingham, Norfolk NR22 6EE

For more material on Catholic pilgrimage, see 'Our Lady of Lourdes' in Grimmitt et al (1991) *A Gift to the Child: Religious Education in the Primary School*. Simon & Schuster (now carried by Stanley Thornes).

Key Stage 2 : Year 4

The Mosque

The mosque is frequently the centre of an Islamic community as well as being a place of worship. The word means 'place of prostration.' These lessons give pupils an opportunity to learn about the main features of the building and to begin to understand its significance to believers. The focus throughout, but especially at the beginning, is concrete.

Lesson 1

**Show pupils a rolled-up prayer mat and invite them to speculate as to what it might be. Engage their interest by revealing a small area and inviting one or two pupils to examine it and make a statement each about it.*

What do we know about this mat?

**Recall comments about its colour, texture and pattern*

How do you think it would be used?

Where might it be kept?

From what you have heard, what do you think the whole design might be?

**Unroll the mat and show it to everyone.*

What can you see now?

What kind of building is on the mat?

What makes you think this is not a door mat?

Why?

Which part of the design do you most like?

This is called a prayer mat. It is used by Muslims when they pray. It doesn't matter what kind of mat is used; it simply creates a space for prayer and shows the worshipper's intention to pray. A mat like this might be used at home. It would be used five times every day by a devout Muslim. The space created by the mat is a 'place of prostration', which, in Arabic, means 'mosque.' The mat, then, is one person's mosque.

As well as praying as families at home, it is important for Muslims to come together to pray to Allah. Allah is the Arabic name for God. The place where they do that is called a mosque. In Britain, few mosques are purpose-built; many are buildings that have been converted from other uses. One of the most beautiful mosques in this country is in London. It was built to be a mosque. In the large prayer hall, the main room of the mosque where the men gather to worship, the design of the carpet shows many lines of shapes like prayer mats, although the carpet is in one piece.

At prayer time, the men come in and stand in lines, each one on his own prayer mat-shape. They take off their shoes before they come in and wash in a particular way to show that they want to be as clean as possible to worship God. They all face in the same direction, towards the wall containing an alcove called a mihrab. This is the qibla wall, signifying the direction of Mecca, the most holy place on earth for Muslims. Wherever they are in the world, Muslims always face Mecca when they pray. Frequent travellers carry a qibla compass which indicates the direction of Mecca from any location in the world.

There is no furniture inside the prayer room except a raised seat called a minbar where the man who is leading the worship sits to speak to the people. The room is always very plain with no pictures of people. Muslims believe God created people and **only** God can create people. To have drawings or photographs of people is to deny the perfection of God's creation. The only decorations are usually geometric patterns, sometimes in stained glass and Arabic calligraphy.

For discussion:

The prayer mat which is used at home often has a design which features a mosque. Why do you think this is so?

Why is a mosque a place of prostration?

*What does the word 'prostration' mean? (*Describe the actions of prayer)*

Why do you think Muslims want to worship God together?

What spaces do you create for yourself?

If you pray, where do you pray?

What would you miss most about not being able to have photographs of people around you?

Lesson 2

**Show pupils a photograph of the mosque in Regent's Park. Discuss the features of it, including the dome and the minaret. If possible, compare it to a photograph of a house mosque which has no distinguishing features.*

Which of these buildings was designed to be a mosque? How do you know?

How do you think the tower, called a minaret, is used?

Why does the building have a dome?

What symbol can you see that tells you that this is an Islamic building? What does this symbol mean to a Muslim?

The minaret is the place where the muezzin stands to call Muslims to prayer. In Islamic countries everything stops when the sound of the Call to Prayer, the Adhan, is made.

As well as giving the building a feeling of space inside, the dome is to show what the building is. It is also a symbol of the heavens. Usually you will also see somewhere on a mosque the crescent moon and star, the symbol of Islam. Not all mosques have these distinguishing features on the outside, but that does not make the building any less important to the people who worship there. For them, the building is a holy place. For many Muslims living in Britain, the mosque is also a focus for their community and a link with their own culture. Although many people worship in the mosque daily, the only time when they are expected to go is Juma Prayer at midday on Friday.

There is usually a Madrasah, a school, attached to every mosque where Muslim children go after their day at school to learn to read Arabic and to recite the Qu'ran.

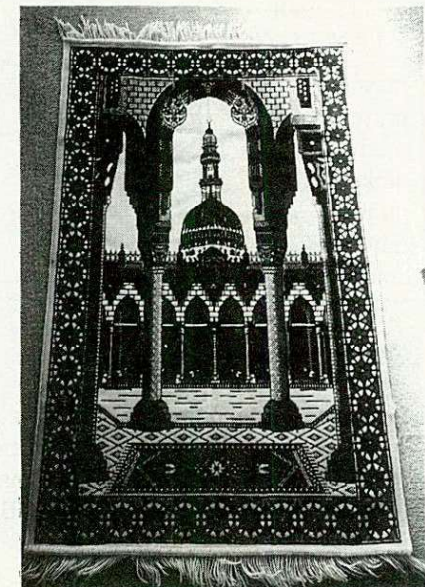
Activity Suggestions:

Teaching About:

THE MOSQUE

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <ul style="list-style-type: none">▷ a mat to show your own space <p>MAKE</p> <ul style="list-style-type: none">▷ a model mosque	<p>MAKE</p> <ul style="list-style-type: none">▷ an observational drawing of the mat	<p>FIND OUT</p> <ul style="list-style-type: none">▷ about a mosque in your area or Regent's Park Mosque in London <p>VISIT</p> <ul style="list-style-type: none">▷ a mosque and talk to a Muslim about its significance to him/her



Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP						
Concepts				Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	SYMBOLS	SOCIAL RESPONSIBILITIES	TOLERANCE	SENSITIVITY
Muslims believe: ▷ God is to be worshipped ▷ they must prostrate themselves in submission to Allah	Religion: ▷ structures some people's lives ▷ comes into every action	Muslims show their commitment to God by praying 5 times a day on a prayer mat and praying together in a mosque	Prayer mat is a 'place' of prostration	I can try: ▷ to understand people ▷ to respect sacred buildings	People have a right: ▷ to pray as they wish	I have learned that Muslims believe prayer is important. They have a particular place for praying.
THE MOSQUE						
Skills				Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
mosque prayer mat mihrab qibla wall minbar minaret dome	Prayer mat photographs	With those: ▷ who have a religious commitment ▷ who have no place to find themselves	What spaces do I create for myself? What do I do after school?	of: ▷ ritual ▷ tradition ▷ certainty	It is natural to Muslims to pray every day.	

Resources:

Protheroe & Meherali (1984) *Visiting a Mosque*, Lutterworth.
 A prayer mat and photographs of mosques can be borrowed from the RE Resources Corner, Chapel Fields Centre or purchased from:
 Paigham Islam, 423 Stratford Road, Birmingham.

For a recording of the Call to Prayer and the story of the first muezzin, see:
 Grimmitt et al (1991) *A Gift to the Child: Religious Education in the Primary School* Simon & Schuster. (Now carried by Stanley Thornes).

Key Stage 2 : Year 4

Mecca

Mecca is the centre of the Muslim world; for Muslims it is the holiest place on earth. At the centre of the Great Mosque in Mecca is the stone building called the Ka'aba, which means 'cube.' It is covered with a black cloth, decorated with words from the Qur'an. The Ka'aba is believed to be the first structure built on earth for the worship of God.

Mecca is the principal place of pilgrimage for Muslims. 'Hajj', an Arabic word meaning 'to set out for a definite purpose', is the fifth pillar of Islam. It is obligatory for healthy adults to undertake Hajj, pilgrimage, at least once in their lives. Male pilgrims wear two sheets of unsewn white cotton material called 'ihram' during their pilgrimage, as a symbol of equality before God and their personal renouncement of worldly values. Ihram is then frequently used as a shroud after death.

Lesson 1

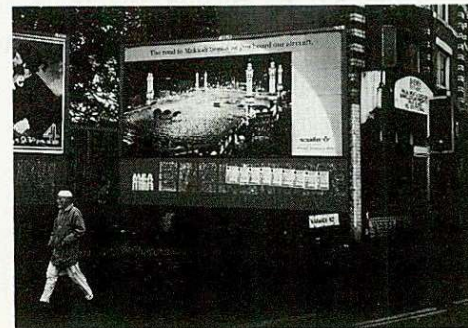
**Place two pieces of unsewn white cotton material (preferably 2½ metres long) inside a suitcase. Show pupils the suitcase and discuss what it might contain for someone who is going on a journey.*

Disclose the contents of the suitcase and invite pupils to consider what kind of journey this traveller is embarking on.

This suitcase belongs to a Muslim who is making the journey to Mecca in Saudi Arabia. It is not a holiday or a business trip but it is a journey with a definite purpose; the traveller is going to a place where he or she may feel closer to God. It is such an important event in a person's life that it is only made when he or she feels ready. Mecca is the holiest place on earth for Muslims. Pilgrimage to Mecca, which Muslims believe should be made at least once in a lifetime by every adult, is called the Hajj. It is one of the five Pillars of Islam and by undertaking it, Muslims believe that they are showing obedience to Allah.

Possessions are left behind and people wear two pieces of white cloth like these which are called 'ihram' as a sign that, before God, everyone is equal. During the pilgrim's stay in Mecca, a set sequence of ritual actions is performed.

Muslims visit Mecca all through the year but the time for Hajj is during the festival of Eid Ul Adha, when tens of thousands of people arrive to make their pilgrimage.



For discussion:

Why do you think pilgrims leave their possessions behind?

How do you think it would feel to be making the journey after saving up for a very long time and looking forward to it?

How do you think that going on this important journey might change someone's life?

What is the most important thing that you would like to do in your lifetime?

Lesson 2

**Draw together pupils' work on the Hajj.*

This is a story about a Muslim man who longed to go to Mecca.

Ahmed lived happily in his village with his wife and children. He worked hard and managed a comfortable life for his family. Although he did not earn much money, he was able to save a little each week. He was saving to fulfil a dream.

From the time of his childhood he had seen villagers leave to make the annual pilgrimage to a far off country, to a place which felt close to Ahmed, a place which he faced every time he prayed. He watched people go and excitedly he waited for them to return. Always they returned full of excitement about what had happened to them as they made their Hajj.

At last, Ahmed had saved enough money to make the journey for himself. That year all of his family felt that they would be sharing in his excitement. This was his chance to visit the holiest place on earth and to feel as close to God as he would ever be on this earth.

Soon the great day arrived and Ahmed was ready to go. All the preparations had been made, and his suitcase was packed with the two crisp new sheets of white cotton that he would wear. All that was left to do was to say goodbye to his friends in the mosque. He noticed, however, that one of his friends was not there and he realised that he had not seen him for some time. On his way home he called on his friend and when he saw him he was horrified. His friend was in distress. He had lost his job and money was scarce. His children were hungry and he did not know what to do. He had been given a chicken but he was ashamed because he knew that it had not been killed in the proper way.

"Don't be ashamed," Ahmed told him. "These are special circumstances. Allah would not want your children to starve."

When he got home later that afternoon he looked at his suitcase and he thought about all that Hajj meant. Suddenly he realised that it was more important to help his friend. He picked up the box containing his savings and returned to his friend's house. Gladly he gave his friend all that he had, knowing that the money was desperately needed by this man and his family. It meant that he would not now be able to go on his pilgrimage.

That night as he lay in bed he felt sad that he had not been able to go to Mecca and even sadder when he realised that now he would probably never go, but he felt a sense of joy that he had been able to help a friend who needed him.

The days passed and eventually the travellers who had gone from the village returned excited and full of stories.

“Was it really wonderful?” Ahmed asked wistfully. They looked at him in amazement.

“Yes of course it was,” they said. “But you know it was. You were there. We saw you. You made a wonderful Hajj! We could see that you were really close to God.”

For discussion:

How was it that the villagers had seen Ahmed in Mecca when he did not go?

Why do you think Ahmed was prepared to sacrifice his dream to help his friend?

What would you be prepared to give up to help someone else?

Activity Suggestions:

Teaching About:

MECCA

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>COLLECT</p> <ul style="list-style-type: none"> ▷ leaflets and posters from Muslim travel agents advertising Hajj. <p>WATCH</p> <ul style="list-style-type: none"> ▷ a video recording of pilgrims in Mecca. 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ about ‘the journey of a lifetime’ ▷ about what you would really give up for someone in need. 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ from a Hajji what the experience of going to Mecca meant.

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP						
Concepts				Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	SYMBOLS	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
For Muslims, God: ▷ is the supreme source of authority	Religion: ▷ sets goals and aspirations ▷ has a global impact ▷ offers peak experiences	It is a duty to ▷ worship God ▷ make a pilgrimage	a journey ihram actions	valuing: ▷ equality ▷ indescribable experiences ▷ belonging ▷ values beyond the material	Why do people go to Mecca? What difference does it make to them?	Muslims have a responsibility to share their resources with others in need.
MECCA						
Skills			Exploration of Human Experience			
USES OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE	
pilgrimage holy sacrifice	with those who ▷ are looking forward to something ▷ have nothing to look forward to.	What do I look forward to doing sometime in my life? What would I give up for someone else?	of: ▷ huge gatherings of people ▷ expectations fulfilled ▷ awe	awe excitement apprehension satisfaction	It is natural for Muslims to want to go to Mecca sometime.	

Resources:

Ihram and videos on Hajj can be borrowed from the RE Resources Corner at Chapel Fields Centre.

Key Stage 2 : Year 5

Church Visit: The Stations of the Cross

The Stations of the Cross are traditionally found in Roman Catholic or Anglo-Catholic Churches. They vary in style depending on the period and character of the building but they always number fourteen. They are representations in two or three dimensions of the Calvary events from Jesus' arrest to his burial in the tomb.

Lesson

* *Use the Stations to re-call the story and talk about its significance to the people who worship in the church. Invite pupils to share their ideas as to the purpose of the friezes. If possible, invite a member of the congregation*

to share with pupils his or her interpretations of the Stations and to talk about what they mean personally. In preparation or as follow up to such a visit, pupils could be introduced through pictures to a different cultural expression of the Stations.

Activity Suggestions:

Teaching About:

CHURCH VISIT: STATIONS OF THE CROSS

Number of lessons: 1

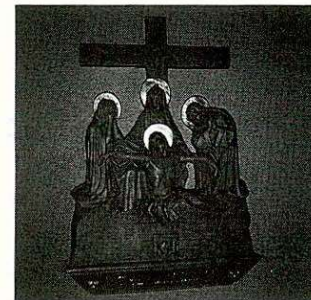
PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LOOK AT</p> <p>▷ a variety of Stations of the Cross including some from other cultures if possible.</p>	<p>SKETCH</p> <p>▷ the Stations that you like best</p> <p>DRAW</p> <p>▷ another part of the story in the same style</p>	<p>MAKE</p> <p>▷ a display depicting the Stations of the Cross</p>

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	ENQUIRY	SOCIAL RESPONSIBILITIES	SENSITIVITY
Christians believe: ▷ Jesus died for them ▷ they must remember Jesus' suffering	Religion: ▷ can be expressed through art ▷ must be remembered	Art can be a focus for worship	How can these pictures mean different things to different people? Why do people want to remember such a horrible event?	I can value something that is beautiful	I have learned that the Stations of the Cross are an important part of some churches.
CHURCH VISIT: STATIONS OF THE CROSS					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
Stations of the Cross	Church visit posters	What do I want to remember?	of: ▷ art ▷ something beautiful ▷ pattern and tradition	It is natural: ▷ to admire beautiful things ▷ want to remember something that is important	

Resources:

A set of posters of the Stations is produced annually by Cafod.
 For information write to:
 Cafod, 2 Romero Close, London SW9 9TY Tel: 0171 733 7900.
 Posters can be borrowed from the RE Resources Corner, Chapel Fields Centre.



Key Stage 2 : Year 5

Coventry Cathedral

Coventry Cathedral was destroyed in a night of bombing on November 14th 1940. It was rebuilt in four years and consecrated on May 25th 1962. The architect found his inspiration for the new cathedral through the Easter story; the ruins are seen as a symbol of suffering and the new building, an expression of the Glory of God in the Risen Christ.

These lessons focus on two specific aspects of the cathedral although similar work could be done with any number of other features. They present pupils with a religious perspective on a specific historical event of the Second World War.

The Graham Sutherland tapestry is the largest of its kind in the world, measuring 23 metres x 12 metres. It weighs over a ton. The tapestry sums up the message of the whole building. It depicts Christ in Glory with hands raised in blessing but his hands and feet bear the marks of suffering. He surrounded by the four symbols of the Book of Revelation representing the four evangelists, Matthew, the beast with the human face, Mark, the lion, Luke, the bull or calf and John, the eagle. A small inset shows St Michael, the archangel defeating Satan and the panel at the bottom depicts the crucifixion. The tapestry was woven in Felletin in France.

The Cross of Nails, made first from nails that had been picked up from the rubble after the bombing, is now mounted within the high Altar Cross. The Coventry Cross, as it has come to be known, has become an international symbol of peace, hope and reconciliation.

Lesson 1

* *Take pupils into the playground and measure and mark in some way an area of 23 metres x 12 metres.*

Imagine a picture that is as big as this whole space.

Where might it hang?

What sort of building would be big enough to have a picture of this size on its wall?

* *Return to the classroom and show pupils a poster of the Graham Sutherland Tapestry which hangs behind the High Altar in Coventry Cathedral.*

What can you see in the picture?

How do you think it was made?

What do you think is the most important part of the picture?

Who is it?

What is Jesus doing in the picture?

Where do you think he is?
What has already happened to him?
What else can you see in the picture?

This is a picture of Jesus on his throne in Heaven. It is one man's idea of how Jesus might look after the resurrection, in glory with God in Heaven. His hands are raised in blessing and his feet show the mark of the nails of the crucifixion. At the feet is a figure of a person, sheltered and protected by Jesus and the four figures around him are the symbols of Matthew, Mark, Luke and John, the men who wrote the accounts of Jesus's life in the Bible.

This is a tapestry, the largest in the world. A tapestry is a woven picture and this one was made especially to hang in Coventry Cathedral. It was designed by an artist called Graham Sutherland. We don't know who paid for this tapestry because it was a gift from someone who lived in Coventry and didn't want any recognition for it. It was put in the Cathedral when its rebuilding was finished in 1962.

The old cathedral had been destroyed and today you can see the ruins of it, linked to the new cathedral. The architect's vision was that there would be a 'great nave and an altar and huge picture behind it'. He was inspired by the story of Jesus's death and resurrection. For him, and for lots of people who visit Coventry, the ruined cathedral remains to say something about the crucifixion and the new building speaks about resurrection and the glory of God.

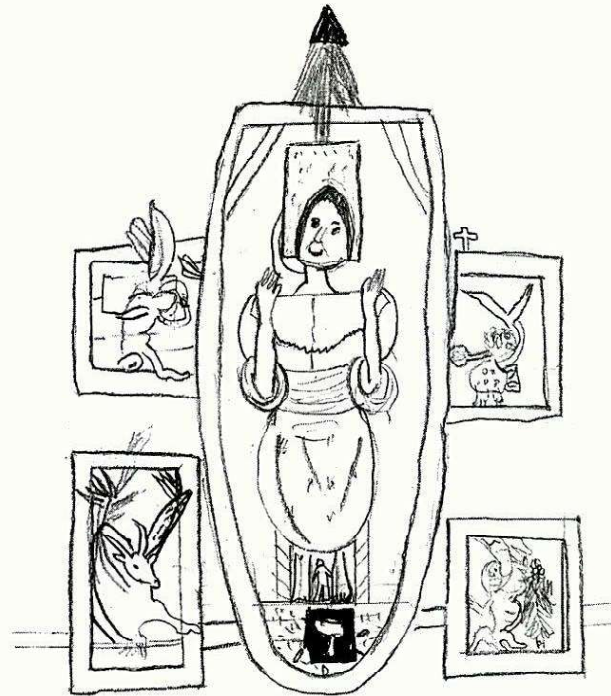
For discussion:

What it is about the tapestry that you will remember?

Glory is a difficult word to understand. What do you think it means?

What is the most glorious thing you have ever seen?

What are your ideas about Heaven?



Lesson 2

- * *Show pupils a replica or a picture of the Coventry Cross of Nails and talk about the shape and how it is made.*

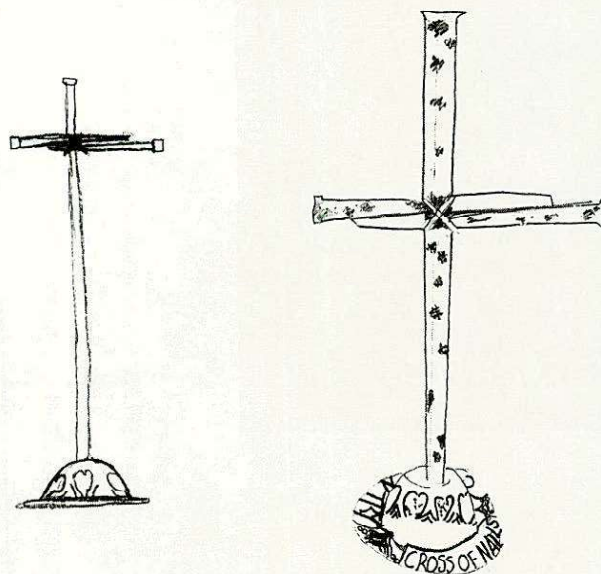
What does this shape make you think of?

How do you feel when you look at it?

What can you see in it?

Why do you think nails have been used to make this Cross?

This is called the Coventry Cross of Nails. It stands now in front of the great tapestry of Jesus in Coventry Cathedral. It is part of the High Altar Cross but it was first made as a cross on its own in November 1940. The nails were picked out of the rubble which was all that was left of the roof of the beautiful cathedral on the worst night that the people of Coventry can ever remember.



It was wartime and there were firewatchers on the roof of the old cathedral. When the first bomb dropped on the cathedral early in the evening they covered it with sand and managed to prevent a fire but the next one burned through the roof and the fire took hold. Coventry firemen were in action elsewhere in the burning city and by the time the fire engine arrived from Solihull later in the evening, the cathedral was ablaze.

In despair, once it became light the following day, a small group of people surveyed the damage. The cathedral was ruined. Someone picked up three large hand-forged nails, made in the 14th Century, which had fallen from the roof and he made this simple cross. It seemed to sum up the suffering. The cross was placed on the stone altar built in the ruins and people worshipped God there for 20 years until there was a new place in which to worship.

The cross has become a symbol of hope and of peace. When the war was over people came from Germany, which had been the enemy, to help to build the new cathedral. Crosses like it were made and sent to people in Germany who had suffered in just the same way. They too were rebuilding their lives and cathedrals after the war. Now people all over the world recognise this cross of nails as a symbol of hope and reconciliation.

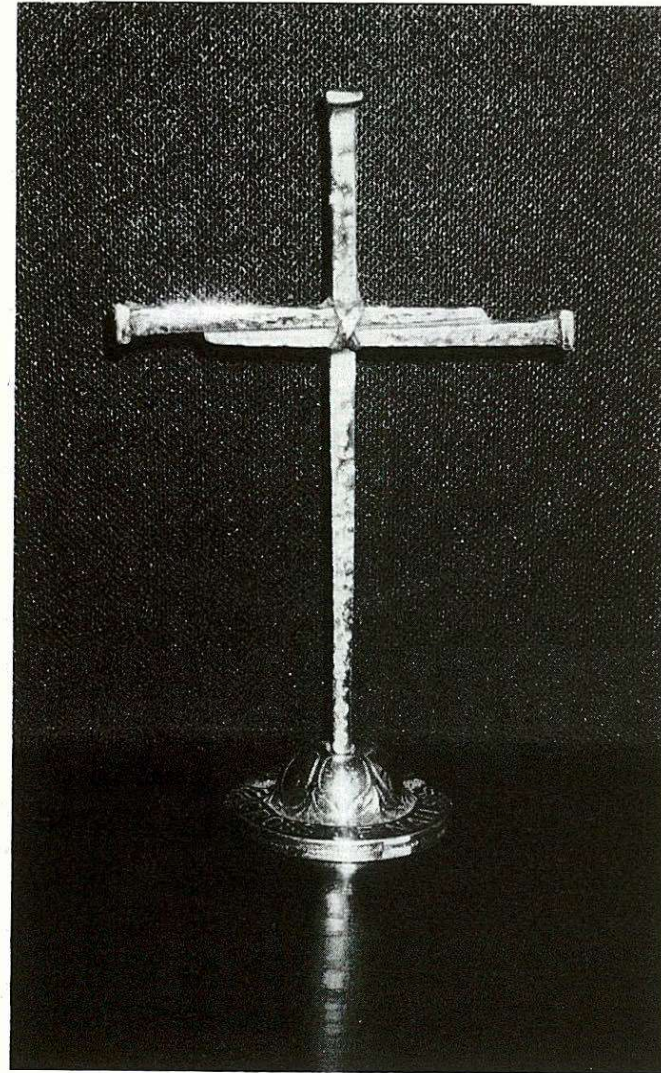
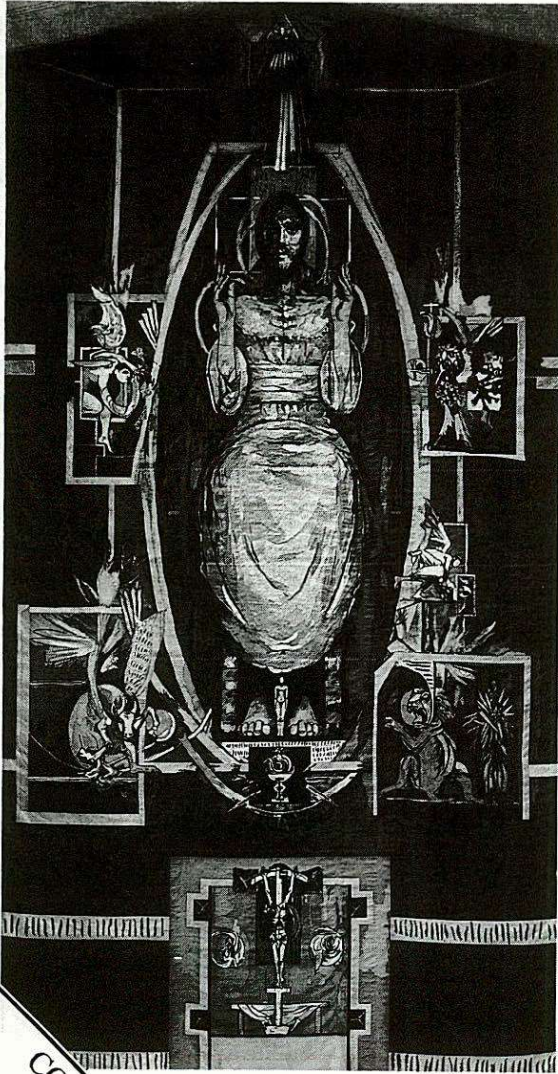
For discussion:

What does the word 'reconciliation' mean?

Where in the world is reconciliation needed today?

What do you think would make a good symbol of hope for the world?

You now know something about the rebuilding of the Cathedral, a sign of hope after the horrors of war. You know about two important things in the Cathedral:



In what ways do these objects make you think of the events in Jesus' life?

Another famous part of the Cathedral is the stained glass of the Baptistry window. Look at the picture of the whole window and talk about the colours and the shapes in it. Brainstorm a list of the ideas that come to you as you look at it.

COVENTRY
Activity
Sheet
1



This is a famous sculpture by Epstein which hangs on the wall of Coventry Cathedral. Talk about what is happening between these two figures. Who are they?

Look back at the poster of the tapestry and find another picture of the fight between these two.

Find out what the Cathedral is called. What is the link with the sculpture?

Write about what you would like to stamp on if you could and why?

Make a collage using materials of your choice to show why Coventry Cathedral is important.

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	SOCIAL AWARENESS	SOCIAL RESPONSIBILITIES
Christians believe: ▷ God sent his son to be a sign of hope in the world	Religion: ▷ can inspire ▷ can reconcile people ▷ offers hope	ruins - suffering new building - an expression of the Glory of God in the risen Christ tapestry Coventry Cross of Nails	valuing: ▷ hope ▷ reconciliation ▷ peace ▷ symbolism of a building ▷ a new start	The rebuilding of Coventry Cathedral helped to bring about reconciliation between enemies	I can make peace with those around me
COVENTRY CATHEDRAL					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
glory reconciliation	Poster of Graham Sutherland Tapestry Artefacts - Cross of Nails visit	What do I think heaven is like? What is the most glorious thing I have ever seen?	of: ▷ reconciliation ▷ hope ▷ something beautiful ▷ being inspired	horror sorrow anger despair hope	It is natural: ▷ to need hope ▷ to want to make things better

Resources:

Guide to Coventry Cathedral Pitkin

Coventry Cathedral After the Flames Jarrold Colour Publications

Williams (1985) *The Latter Glory* The Whitethorne Press

Posters of the Sutherland tapestry and the Baptistry window as well as a Cross of Nails can be borrowed from the RE Resources Corner, Chapel Fields Centre.

Key Stage 2 : Year 5

The Gurdwara

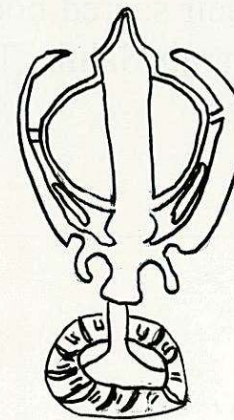
The gurdwara is the place of worship for Sikhs. The word means literally 'door of the guru.' The term 'guru' is a title used in four contexts. It is given to the ten living teachers on whose teaching the faith is based; it is given to the sacred book in recognition of its role as everlasting teacher and authority; it is a metaphor used to describe God and it is a description of the body of believers making up the worshipping congregation. In all aspects, the gurdwara has important significance. In countries where Sikhism is a minority religion, the gurdwara is also the centre of the community. Every gurdwara has a prayer hall, the focal point of which is the enthroned Guru Granth Sahib, the holy book. Worshippers cover their heads and remove their shoes before entering and men and women sit separately on either side of the hall. There is no furniture in the worship room but it is usually brightly decorated as a concrete expression of the joy of worship.

Every gurdwara also has a langar, a communal kitchen, where food is prepared and everyone, believer or not, is welcome, indeed expected, to eat. Equality is a principle of the Sikh faith. For the third guru, living in the 16th century, being prepared to share food with anyone was a tangible sign of that belief. He instructed that wherever Sikhs meet they should eat together and anyone should be welcome to join them. That principle is upheld in every gurdwara today.

A gurdwara can be recognised by the Sikh flag, called the Nisan Sahib, which is a saffron coloured triangle bearing the Khanda, the symbol of the faith.

Lesson 1

- * *Use the activity sheet, (side 1 and side 2) to initiate independent learning about the gurdwara. When pupils have had an opportunity to complete their investigation, using a variety of resources, invite them in groups to share what they have found out with the other members of the class.*



The gurdwara is the name given to the building where Sikhs go to worship God. This activity sheet will help you to find out about it.

What do you know already about Sikhs?

Share your ideas in your group and list them.

The word 'gurdwara' is a Punjabi word which means 'door of the guru'. A guru is a teacher and Sikhs use the word in four ways:

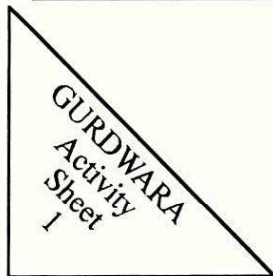
- It is a title they give to their ten human teachers who lived between 1469 and 1708. It is the teaching of these men which is foundation of a Sikh's faith.

- Guru is a title Sikhs give to God. Sometimes during worship they call "Waheguru!" as a way of praising God. It means 'Wonderful Lord.'

- It is a title they give to their sacred book, which is called Guru Granth Sahib. The word 'guru' means teacher.

- The people who come together to worship in the Gurdwara are also called the guru because they are one body of people.

Decide which of these meanings of the word 'guru' interests you most and talk about what you want to find out.



Before you start your investigation, you need to decide first of all what you want to ask. You might begin by asking:

- Who were the ten gurus?
You could find out their names and something about what each one is remembered for.

OR:

- What is it about the book that is important?
You could find out how it is treated, why it is put to bed and who reads it.

OR:

- What do Sikhs believe about God?
You could begin by asking whether Sikhs believe in one God or many.
Find and read the Mool Mantra.

OR:

- What do Sikhs do when they go to the gurdwara?
You could find out about worship and how they prepare for it.

When you have finished your research, share your discoveries with someone else.

Talk about the most interesting thing you've learned.

Think about what you have learned about yourself during this work.

Activity Suggestions:

Teaching About:

GURDWARA

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>TALK</p> <ul style="list-style-type: none">▷ to a Sikh about the importance of the gurdwara <p>VISIT</p> <ul style="list-style-type: none">▷ a gurdwara <p>WATCH</p> <ul style="list-style-type: none">▷ a video of a gurdwara	<p>DRAW</p> <ul style="list-style-type: none">▷ the Sikh flag▷ a gurdwara	<p>PRESENT</p> <ul style="list-style-type: none">▷ your findings from the activity sheet in an interesting way to the other children in your class.

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	SOCIAL AWARENESS	TOLERANCE
Sikhs believe: <ul style="list-style-type: none"> ▷ God is to be worshipped ▷ everyone is equal ▷ The gurdwara should be open to all 	Religion: <ul style="list-style-type: none"> ▷ can be at the centre of community life ▷ is the supreme source of authority ▷ is open to all 	Sikhs follow the teachings of the gurus	valuing: <ul style="list-style-type: none"> ▷ equality ▷ unity ▷ commitment ▷ teaching ▷ community 	The gurdwara is the centre of community life. Everyone is welcome and will be offered hospitality and food	People have a right to worship in their own way/place
THE GURDWARA					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIP	
guru gurdwara Guru Granth Sahib	How can we find out about a religion? What do I want to know about the gurdwara?	Where do I belong? What do I believe about other people? What is at the centre of my life?	of: <ul style="list-style-type: none"> ▷ unity ▷ a shared language 	I can learn about and try to understand what Sikhs believe	

Resources:

Singh & Smith (1985) *Sikh World* Macdonald
 Singh Sacha (1983) *The Sikhs & their Way of Life*
 The Sikh Missionary Society UK, 10 Featherstone Road, Southall,
 Middlesex.

Key Stage 2 : Year 6

Church Visit: The Eucharist

The focus of this visit is the Eucharist, so clergy involvement is necessary to make the most of the opportunities it offers. Most churches have precious metal chalices and patens which will be impressive for pupils to look at and perhaps to handle. Some clergy wear particular vestments for the celebration of the Eucharist; where this is the case, pupils could be shown the robing with the significance of each garment explained. The explanation of the celebration itself will be more immediate if the artefacts are available and the maximum impact of the rich symbolism of the ritual will be realised if pupils are able to experience something of the atmosphere for themselves. Video recordings of televised worship can be used to give pupils some idea of the Communion Service.

To give pupils as broad an experience as possible, it would be of great benefit to them to visit more than one church to appreciate something of the differences between denominations and to have the opportunity to handle plain wooden or ceramic communion vessels as well as precious metal ones.

Activity Suggestions:

Teaching About:

CHURCH VISIT: EUCHARIST

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>ROLE PLAY</p> <ul style="list-style-type: none"> ▷ the conversation between 2 of the disciples after the Last Supper 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ about how you would like to be remembered ▷ about the people you would invite to a 'last supper' and say why each one would be included <p>DRAW</p> <ul style="list-style-type: none"> ▷ the chalice and paten 	<p>COMPARE</p> <ul style="list-style-type: none"> ▷ what Jesus said at the Last Supper (Luke 22) to the Eucharist service used today

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	TOLERANCE
Christians believe God: ▷ became a person in Jesus ▷ is continually present ▷ is experienced in the Eucharist	There is more to a ritual than the act itself	bread wine	valuing: ▷ ritual ▷ symbol ▷ mystery	What is the significance of a ritual? Why do people do it?	People have a right to worship in their own way
CHURCH VISIT: EUCHARIST					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
Eucharist chalice paten vestments	Church artefacts: ▷ chalice ▷ paten	How do I feel when I am in a church? What would I like people to remember me for? How would I like to be remembered?	of: ▷ a ritual ▷ mystery	It is natural: ▷ to want to be remembered ▷ to want to remember those who have died	

Resources:

A ceramic chalice and paten can be borrowed from the RE Resources Corner, Chapel Fields Centre.

For video recordings of celebrations of the Eucharist see:

Believe it or Not, Central TV

or make your own recordings of televised worship (ITV 11.00 am Sundays).



Key Stage 2 : Year 6

Church Visit: The Churchyard

The graveyard is a resource which is frequently overlooked. This visit would give pupils the opportunity to learn about changing attitudes to death over the centuries and to explore their own ideas about remembrance. It would also enrich a local study.

Lesson 1

* *Use the activity sheet during the visit.*

After the visit:

- *discuss pupils' findings from the activity sheet, especially their reactions to being in the graveyard.*
- *discuss the significance of the pictures and figures found on graves.*
- *list the significant words from collected epitaphs.*

For discussion:

What do you think is the purpose of a headstone?

What do the epitaphs say about the person buried there?

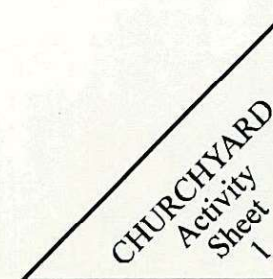
Why are such words inscribed on headstones?



Invite pupils to write an epitaph.

This activity sheet will help you to explore a churchyard. You can work through it in any order.

1. Find a gravestone of an infant and record name, age and epitaph.
2. Find a gravestone of an elderly person and record name, age and epitaph.
3. Find a gravestone of a tragic death and record name, age and epitaph.
4. Record 5 or more epitaphs that you like and write a sentence explaining why you like each one.
5. Sketch a variety of pictures, figures or statues that appear on the gravestones.
6. If possible find a family plot and record the family name and the members of the family buried there. Draw a family tree.
7. Record how the graveyard makes you feel.
8. Are there any other visitors to this place? What do you think they are doing?



Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	ENQUIRY	SOCIAL AWARENESS	TOLERANCE
Christians believe there is life after death	Religion: ▷ determines beliefs about death ▷ is remembered when someone dies	Death is a mystery	What happens to us after we die?	Some people lovingly tend a grave in memory of a loved one. A graveyard is hallowed ground	People have a right to believe in life after death
CHURCH VISIT: THE CHURCHYARD					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
epitaphs	with those who have ▷ died ▷ lost a loved one	How does a grave yard make me feel?	of: ▷ quietness ▷ remembering	It is natural to: ▷ grieve ▷ worry about death	

Key Stage 2 : Year 6

Jerusalem

Jerusalem is a holy city central to Christianity, Judaism and Islam. These lessons outline a discovery trail initiated by discussion of some of the images of the city. The resource pack on which learning is based uses a series of photographs showing scenes from Jerusalem. To ensure effective management of the lessons, the photographs are labelled:

- A: (The Via Dolorosa, the route by which Jesus walked to his death.)
- B: (The Western Wall, a holy site for Jewish pilgrims.)
- C: (The Garden of Gethsemane, the place where Jesus prayed on the night before he died.)
- D: (The Dome of the Rock, one of the most famous mosques in the world.)
- E: (Church of the Holy Sepulchre, built on the site of Jesus' crucifixion.)
- F: (The Holy Sepulchre, an ancient Jewish tomb.)

The activity is planned to be carried out with a small group, led to varying degrees by the teacher. It can provide a valuable opportunity to assess speaking and listening skills.

Lesson 1

**There are two approaches to the discovery trail activity, differentiated according to pupils' levels of ability. For the more able groups, the task can be open-ended, leaving pupils to decide on their own ways of learning and recording. The second approach is more structured, taking pupils through the stages of the trail. The aim for both activities is to identify the city and to find out about its importance to Christianity, Judaism and Islam.*

Both activities can be initiated in the same way. The teacher's role is to engage the pupils with the photographs without giving any information about them. Pupils should be encouraged to look only at their own photograph and to make sure that no one else sees their photograph.

The Open-ended Activity

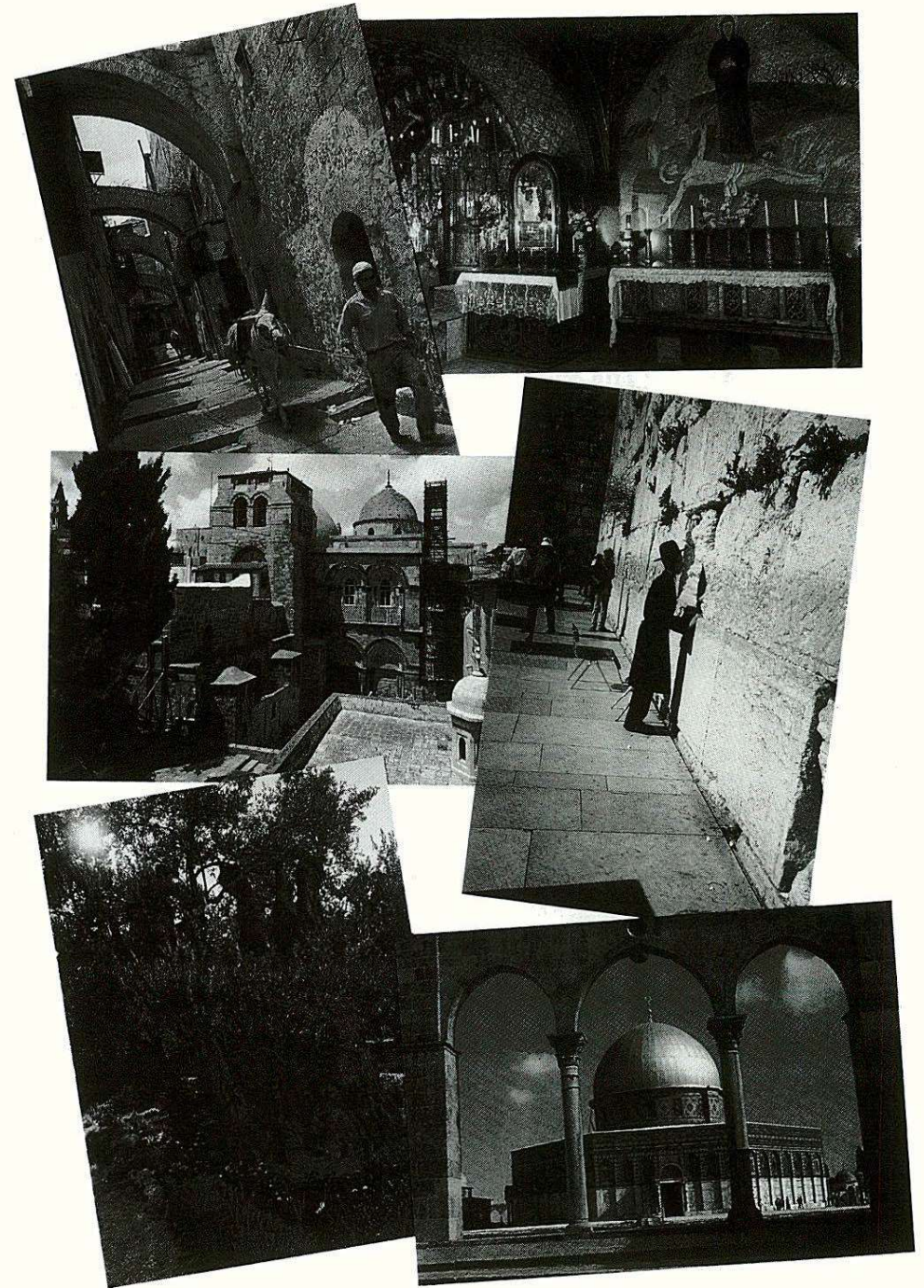
Pupils need to identify a scribe from within the group. Each pupil then picks up a photograph from the selection which has been placed face down on the desk. Each pupil will describe his or her photograph, beginning with the person who has photograph A. When the speaker describes a feature that another pupil can see on his or her own photograph, that is to be acknowledged in some way. The describer stops speaking and the scribe records the similarity in some way. Somebody else then begins to describe a photograph. The way in which this is organised should be determined by the pupils themselves. The way in which the game continues depends upon pupils' decisions

about procedure. They may decide to include the exchange of photographs and taking turns in being the scribe. Pupils should have the opportunity to decide when to stop the activity.

When the pupils have decided to finish the activity, invite them to put the photographs together for the whole group to discuss. Invite them to decide how they will proceed in gathering information which will help them to identify the places. Once research has been done, an extension activity would be to write a caption for each photograph, explaining the significance of the site to a particular religious group.

Structured Activity

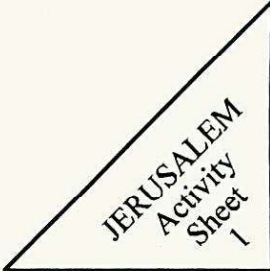
The use of activity sheets 1 and 2 provide a more structured approach. Pupils have the opportunity to describe their photographs to each other without looking at each others' cards. During the descriptions pupils need to be alerted to similarities with their own photographs. When all the pupils have described their photographs, invite them to look at them all and to begin to record the similarities on activity sheet 1. Their next task is to make suggestions as to what might link all the photographs. Activity sheet 2 gives pupils the opportunity to record all that they know about the city and to consider what methods they might employ to find out its identity. Activity sheet 3a and 3b provide information which can be matched to the photographs.



Sort the photographs according to features that they have in common. Record your results below:

Photographs:	Similarities:

Talk about what might link all six of the photographs.

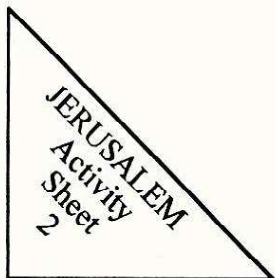


There are all photographs of the same city, but which city is it?

Make a list of all that you have learned about this city from the photographs:

Record below what you have discovered about the city and where you found the information:

Make some suggestions as to how you could go about finding out which city it is.



The city is:

Cut out the captions and match them with the photographs.

<p>This is one of the most famous mosques in the world. It was built in 691 AD/CE. It is believed to have been built on the site where Ibraham was prepared to sacrifice his son Ishmael.</p>	<p>This church is built on the site of Calvary, the place where Jesus was crucified. It was built around 326 AD/CE. In the garden is the place where Jesus was laid in the tomb.</p>
<p>This is the place where Jesus is believed to have prayed alone on the night before he died. This is where he was arrested. The garden remains very much the same today as it was then. The olive trees in the garden may well be the same trees that were growing in the garden when Jesus was there.</p>	<p>This wall is all that is left of the great Temple built 2500 years ago. It is a holy site where Jews come to pray and to remember the loss of the Temple. It has become known as the 'Wailing Wall'. People write prayers on small pieces of paper and push them into cracks in the wall.</p>
<p>This is the route by which Jesus walked to his death. Its name means the 'Way of Sorrow.' Traditionally this is the path identified in the stations of the cross. A procession takes place here every Friday, led by Franciscan monks.</p>	<p>This is an old Jewish tomb. The candlesticks belong to various Christian communities who come here to pray. The mosaic on the wall shows Christ being crucified. There is an altar on the left which marks the place where, Christians believe, Jesus' cross was fixed.</p>

JERUSALEM
Activity
Sheet
3

Cut out the captions and match them to the photographs.

<p>VIA DOLOROSA (Christianity)</p>	<p>WESTERN WALL (Judaism)</p>
<p>DOME OF THE ROCK (Islam)</p>	<p>THE GARDEN OF GESTHEMANE (Christianity)</p>
<p>THE CHURCH OF THE HOLY SEPULCHRE (Christianity)</p>	<p>THE HOLY SEPULCHRE (Christianity)</p>

JERUSALEM
Activity
Sheet
4

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	THE SPIRITUAL DIMENSION	SYMBOLS	ENQUIRY	SOCIAL RESPONSIBILITIES	TOLERANCE
Religion: ▷ makes places holy ▷ divides communities in a city	Some places/buildings have: ▷ an atmosphere that sets them aside ▷ a history that makes them significant	buildings specific features of buildings a city	What makes some places/buildings holy? Why do people need buildings of significance? Why are places important?	I can: ▷ respect other people's sacred places ▷ have an important place of my own	People have a right to: ▷ their own sacred places ▷ have their sacred places
JERUSALEM					
Skills			Exploration of Human Experience		
USE OF SOURCES	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
photographs variety of information discussion	What do the pictures have in common? Why is the place important? To whom is it important?	Where is my most important/sacred place?	of places that: ▷ are holy ▷ have a (hi)story ▷ have an atmosphere	It is natural: ▷ to find some places have more significance than others ▷ to want to preserve and respect buildings that are significant/holy	

Resources:

The resource pack of photographs of Jerusalem can be borrowed from the RE Resources Corner at Chapel Fields Centre.

Key Stage 2 : Year 6

The Mandir

The Hindu temple, called the mandir, provides a focal point for a Hindu community but it is primarily a place of worship and therefore a place of reverence. Inside the mandir, there may be several small shrines with images of the deities presented as shrine figures. There is almost always a main shrine which is the focal point of worship. Each shrine will have its own canopy to show respect and the temple itself often provides an extra canopy over the main shrine which, in some instances, is in the form of a tower. In India these towers can be most ornate and impressive. Devout Hindus will almost always have a shrine at home for personal and family worship. Corporate worship in the mandir is not considered as important, except at festival times. The mandir is, nevertheless, an important symbol of identity for Hindu communities, especially in Britain where many Hindus gather to worship on a Sunday, simply because that is the day of worship for the host culture.

During the week Hindus may visit the mandir at any time for private prayer and to bring offerings of food, flowers or money. On entering the temple, worshippers will wash and remove their shoes. After they have made their offering at one of the shrines, they will sit on the floor and then stand for worship. There is usually a daily 'Aarti' ceremony in the mandir. The priest lights the Aarti lamp and offers it in a circular motion at each of the images. Light symbolises purification; it is believed to be a way of mediating the divine and humanity. Each worshipper will be offered the lamp and he or she receives a blessing of light by passing the hands from the flame to the forehead. A bell may be rung to draw the deity's attention to the worship. The ceremony is concluded by the sharing of blessed food called 'Prasad.'

Lesson 1

**Show pupils a video of the Aarti ceremony in the Mandir. Invite them first to observe and remember the features of the temple itself. Discuss their responses and record the features of the temple which they have remembered. Give pupils the opportunity to watch the video a second time with a view to noting features of the worship specifically and discuss these in the same way. Explore the significance of the actions which pupils have observed.*



Activity Suggestions:

Teaching About:

THE MANDIR

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none">▷ a shrine <p>TALK</p> <ul style="list-style-type: none">▷ to a Hindu about the importance of the Mandir	<p>WRITE</p> <ul style="list-style-type: none">▷ a list of features of the temple▷ about a community to which you belong	<p>VISIT</p> <ul style="list-style-type: none">▷ a Mandir <p>FIND OUT</p> <ul style="list-style-type: none">▷ about one of the aspects of God within Hindu traditions

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP						
Concepts			Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	SOCIAL RESPONSIBILITIES	SENSITIVITY	TOLERANCE
<p>Hindus believe God:</p> <ul style="list-style-type: none"> ▷ is to be revered and worshipped ▷ is represented in many different forms ▷ is in everyone 	<p>Religion provides a place to worship and celebrate together</p>	<p>It is important for Hindus to show commitment to God by performing the Aarti Ceremony.</p> <p>Hindus also worship at home</p>	<p>valuing:</p> <ul style="list-style-type: none"> ▷ belonging ▷ tradition ▷ ceremony ▷ sharing 	<p>I can:</p> <ul style="list-style-type: none"> ▷ respect the beliefs of others 	<p>I have learned that:</p> <ul style="list-style-type: none"> ▷ people worship God in different ways ▷ people go to worship in different places 	<p>People have the right to:</p> <ul style="list-style-type: none"> ▷ worship in their own particular way ▷ hold their own beliefs
THE MANDIR						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	EMOTIONS		DAILY EXPERIENCE	
<p>Mandir Aarti shrine prasad</p>	<p>Visit to Mandir video</p>	<p>Where do I belong? What do I do every day?</p>	<p>wonder surprise</p>		<p>It is natural to:</p> <ul style="list-style-type: none"> ▷ want to be with other people in a community ▷ need to feel part of a tradition 	

Resources:

Video: *Believe It or Not* Central TV

An aarti lamp and a set of slides on Hindu Worship can be borrowed from the RE Resources Corner, Chapel Fields Centre.

Key Stage 2 : Year 6

Amritsar

Amritsar is the centre of pilgrimage for Sikhs from all over the world. The city was founded by the fourth guru, Guru Ram Das and built around an artificial lake. Guru Arjan, the fifth guru, built the first Sikh temple in the centre of the large lake. It differed from other traditional places of worship in several features. It was built with four entrances to show that worshippers were welcome from every corner of the globe and, once inside, had to go down to the worship room as a sign of humility. This was the first gurdwara.

The present building was erected in the nineteenth century by Maharajah Ranjit Singh. It was constructed of marble, covered on the outside with gold leaf and inlaid with semi-precious stones so it became known as The Golden Temple.

The original copy of Guru Granth Sahib, the Sikh scripture, is kept in the Golden Temple. It has a place of honour in a treasury over the gatehouse. Guru Granth Sahib is read continuously all day long in the temple.

Lesson 1

**Begin by showing pupils a wall hanging or a poster of the Golden Temple. This could be pinned onto the classroom wall, covered and disclosed gradually, section by section, with opportunities for discussion, until the whole is revealed.*

What can you see here?

What patterns are there?

Where do you think the people are going?

What might the building be?

What colour is it?

This is the Golden Temple in the City of Amritsar in northwest India. For Sikhs this is the holiest place on earth. Here Sikhs feel particularly close to God and they come on pilgrimage to Amritsar from all over the world.

The Golden Temple is a gurdwara, a place of worship for Sikhs. Wherever there is a Sikh community there is usually a gurdwara, but this building is the most famous gurdwara of all. It is built on the site of the first Sikh temple which dated back to the sixteenth century. The present building was constructed at the beginning of the nineteenth century. It is called the Golden Temple because its marble walls are covered in gold leaf and inlaid with semi precious stones.

The building stands in the centre of a lake so, for the pilgrim, the beauty of the temple is enriched by its reflection in the water that surrounds it. Visitors cross a bridge to reach the temple which has four entrances, one on each side, as a symbol of the welcome that is extended to everyone from whichever direction he or she comes. Before they enter the temple, pilgrims bathe in the pool.

Sikhs believe that all people should be treated as equals. As a sign of that acceptance of one another and an acknowledgement of the principles of equality, everyone who visits a gurdwara is invited to eat there. The place where food is prepared and shared is called the langar.

For discussion:

When have you been impressed by a building you have visited?

Where in the world are people not treated equally?

What other signs of equality might there be around you?

How do you treat people?

When are you unfairly treated?

Activity Suggestions:

Teaching About:

AMRITSAR

Number of lessons:1

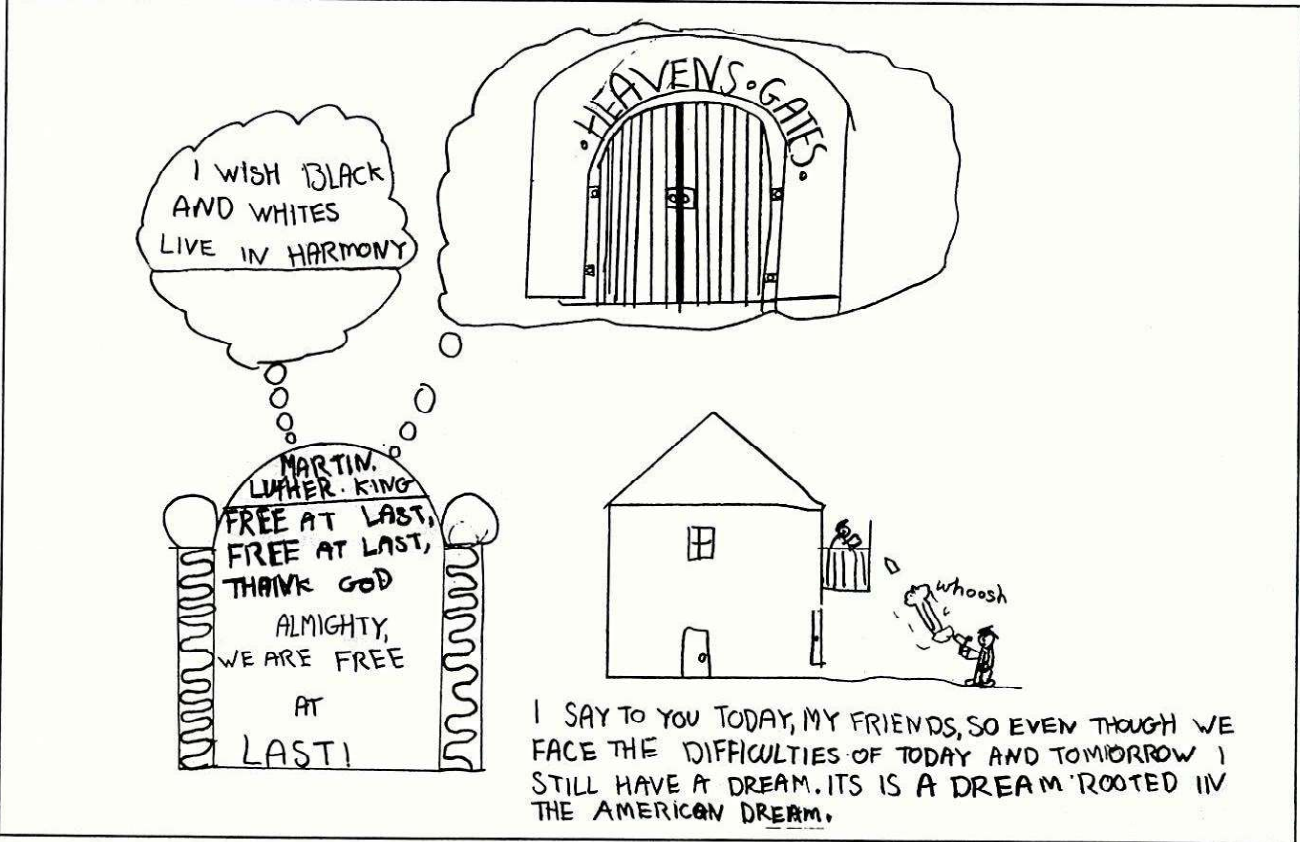
PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>VISIT</p> <ul style="list-style-type: none"> ▷ a Gurdwara <p>TALK</p> <ul style="list-style-type: none"> ▷ to a Sikh about the importance of Amritsar to him/her 	<p>PAINT</p> <ul style="list-style-type: none"> ▷ a picture of the Golden Temple with its reflection in the lake 	<p>COMPARE</p> <ul style="list-style-type: none"> ▷ different sacred buildings from a variety of religions. Look for similarities and differences

Potential C.A.S.E. Developments

Knowledge: PLACE OF WORSHIP					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	MORALITY	SYMBOLS	INTEGRITY	SOCIAL RESPONSIBILITIES	TOLERANCE
Religion: ▷ brings people together ▷ demonstrates ideals for living	It is right to treat people equally	water building ritual pilgrimage	valuing: ▷ beauty ▷ equality ▷ humility	I can: ▷ treat people with respect ▷ try to understand about people who are different from me in some way	People have a right to: ▷ worship in their own way ▷ be treated with respect whoever they are
AMRITSAR					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE
pilgrimage guru gurdwara	wall hanging of Golden Temple	Why are people in the world not always treated equally?	How do I treat people? When am I unfairly treated?	of: ▷ something beautiful ▷ something revered ▷ an impressive/holy place	It is natural to want to be treated equally

Resources:

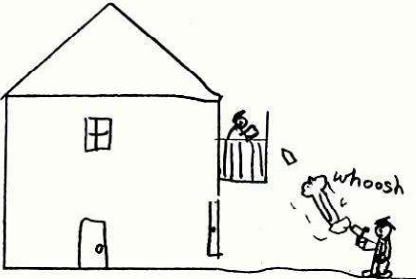
A wall hanging showing the Golden Temple can be borrowed from the RE Resources Corner at Chapel Fields or purchased from M&S Sohal & Sons, 155 Soho Road, Handsworth, Birmingham. Tel: 0121 554 1635



I WISH BLACK AND WHITES LIVE IN HARMONY

HEAVENS GATES

MARTIN LUTHER KING
FREE AT LAST,
FREE AT LAST,
THANK GOD
ALMIGHTY,
WE ARE FREE
AT
LAST!



I SAY TO YOU TODAY, MY FRIENDS, SO EVEN THOUGH WE FACE THE DIFFICULTIES OF TODAY AND TOMORROW I STILL HAVE A DREAM. ITS IS A DREAM ROOTED IN THE AMERICAN DREAM.

Morality

AIMS:

- to raise pupils' awareness that all faiths have codes by which believers live
- to help pupils to understand the universal need for a moral code
- to affirm and extend pupils' own understanding of morality
- to promote pupils' development

What is Morality?

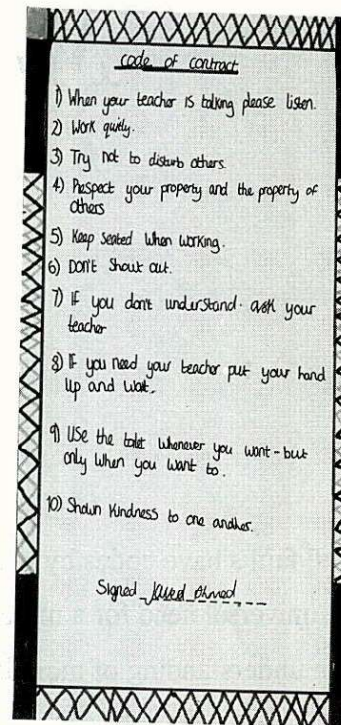
Morality is a code of behaviour based on personal beliefs and values. These are influenced both by the groups to which people belong, including religious traditions and the laws and conventions of a wider society. These combine to contribute to the development of a code for living. For religious people the strongest influence in this development is their faith and the beliefs which underpin it.

The Ten Commandments, although originally given in a Jewish context, offer a code of behaviour to which many people feel they can subscribe. A specifically Christian morality, exemplified in the life of Jesus, is summed up in his teaching in the Sermon on the Mount. However, the principles of loving God and living for others are not exclusive to Christianity.

Why teach about Morality?

Schools have a responsibility to promote the moral development of pupils and of society (ERA 1988). The first of these requirements is more easily contemplated than the second and will be addressed, rightly, in every aspect of the curriculum and school life. Whilst it does not have the prerogative on this or the other dimensions (spiritual, social and cultural development), Religious Education can take the initiative. These lessons, along with all the other items in the handbook seek to address pupils' development, using the religious material instrumentally, as a resource for raising issues.

The focus in these lessons is on personal and corporate codes for living. Issues addressed include the use of time and money, conflict, discrimination, lying and stealing, as well as specific rules about food and clothes. Lessons in other sections also raise moral dilemmas, eg: Brother Andrew or the Sikh Celebration of Diwali. Through this learning pupils are invited to consider their own beliefs about what is right and wrong.



Key Stage 2 : Year 3

Rules About Dress

For many religious people, observance of a strict moral code influences what they wear. In some cases, items of clothing provide a clear mark of identity. Observance of rules of dress can show adherence to a faith, but is frequently also reflective of a particular culture. Through this material, pupils are invited to consider their own clothes and the influences that affect their choice as well as offering a concrete expression of the phrase 'moral code'.

Lesson 1

- * *Show pupils a turban and talk about it. Explore the reasons why it might be worn. (A turban is worn to cover the hair which Sikhs believe should not be cut. Originally Sikhs were instructed to wear turbans to avoid confusion at a time when they were being persecuted. It remains an important mark of identity for many Sikhs).*

Explore and discuss other religious head coverings, eg:

The Cappel (skull cap worn by Jewish men)

The topi (worn by Muslim men)

Many religious people believe that the head must be covered either at all times or during worship as a sign of the presence of God. In some traditions women cover their heads for the same reason.

It is only comparatively recently that the custom of women wearing hats in church has been abandoned in many churches.

In some faiths women dress in a particular way to show their modesty. Muslims and Sikhs believe that a woman's arms, legs and head must be covered. In some countries Muslim women cover themselves completely, including a thin veil over their eyes, when they leave their homes. It is sometimes difficult for people who live in Britain to follow such a strict moral code.

When the wearing of crash helmets became law for motorcyclists, many Sikhs refused to remove their turbans, declaring that they would no longer ride motorbikes.



For discussion:

People who observe rules about what they wear are said to be following a moral code. What do you understand by the words 'Moral code'?

What do you believe is right or wrong to wear?

*What do you think people should wear when they go to church?
Why?*

What would your ideal clothes be?

Who influences what you wear?

Activity Suggestions:

Teaching About:

RULES ABOUT DRESS

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <p>▷ a collection of different head gear</p> <p>DESIGN</p> <p>▷ a hat for someone, showing something about the person</p>	<p>DRAW</p> <p>▷ a religious headcovering and find out all you can about it</p>	<p>FIND OUT</p> <p>▷ from parents and grandparents what dress customs they have observed in their lives</p> <p>▷ from books how clothes have changed</p>

Potential C.A.S.E. Developments

Knowledge: MORALITY					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	MORALITY	SYMBOLS	INTEGRITY	SENSITIVITY	TOLERANCE
Religion: ▷ influences what some people wear	For some people it is right to: ▷ wear certain garments ▷ cover their bodies in particular ways	head coverings garments	valuing: ▷ commitment ▷ determination ▷ difference ▷ tradition	I have learned: ▷ the significance of dress for some people ▷ that dress customs change	People have the right: ▷ to their own moral code ▷ to express their beliefs through their clothes
RULES ABOUT DRESS					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	EMPATHY	REFLECTION	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE
moral code modesty tradition	Why is dress important? Why do people conform to strict dress rules?	With those who: ▷ cannot choose what they wear ▷ are influenced by others' clothes	What are my ideal clothes? What restrictions are placed on my choice of clothes?	I can: ▷ respect other people ▷ understand the significance to some people of what they wear	It is natural to: ▷ have certain clothes for particular occasions ▷ be influenced by others in what we wear

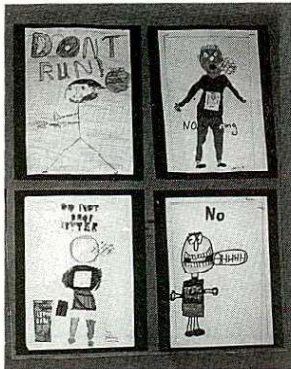
Key Stage 2 : Year 3

Thou Shalt Not...

The Ten Commandments form the basis of a shared moral code acknowledged by secular as well as religious communities in our society. The Jewish context for the original commandments can be explicitly explored, particularly through the first four laws, but this lesson offers pupils the opportunity to encounter the material through two specific aspects of the Law which most directly affect them. The lesson draws on pupils' earlier learning about Moses.

Lesson 1

- * *Begin by recalling, with pupils' help, the story of Moses and the Ten Commandments. Draw out from pupils their ideas of what is contained in the Commandments and explore the meaning of the word itself. Focus particularly on 'Thou shalt not steal,' discussing each word individually, commenting on the kind of language used and its meaning. Explore the next commandment: 'Thou shalt not bear false witness,' in the same way.*



For discussion:

Two of the laws that God gave Moses in the ancient story are about stealing and telling lies. God told the people not to steal and not to tell lies. Why were those important laws at the time?

Why are they considered to be important today?

Do you think they are only important to religious people?

Why do some people break them?

Why do you think it is wrong to steal or tell lies?

What is the effect when someone breaks one of these laws?

When might it ever be right to tell a lie?

What is a 'white lie'?

These commandments tell people what they must not do. What do they say about what they should do?

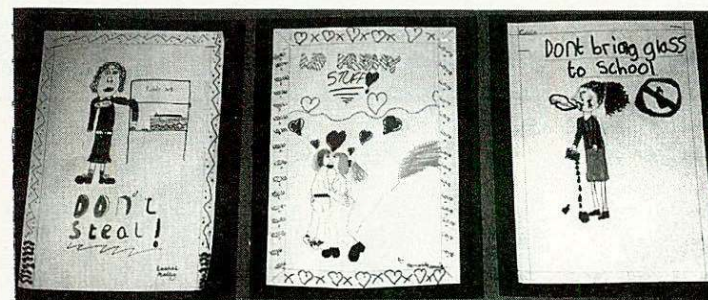
Activity Suggestions:

Teaching About:

THOU SHALT NOT

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>TALK ABOUT</p> <ul style="list-style-type: none">▷ and agree a set of rules for your classroom <p>ROLE PLAY</p> <ul style="list-style-type: none">▷ a situation in which someone is tempted to steal or tell lies	<p>FIND</p> <ul style="list-style-type: none">▷ a way to record your rules, and display them in the classroom	<p>FIND OUT</p> <ul style="list-style-type: none">▷ what happens to someone who steals



Potential C.A.S.E. Developments

Knowledge: MORALITY					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	MORALITY	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
Some people believe God: ▷ gives rules for life ▷ deserves to be obeyed	Religion determines how some people live	It is wrong to: ▷ steal ▷ tell lies	valuing: ▷ honesty ▷ truthfulness ▷ obedience ▷ respect for others	Why is it wrong to steal or tell lies? Why are rules necessary?	I can: ▷ be honest ▷ respect others' property ▷ tell the truth
THOU SHALT NOT...					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
commandment ancient false witness	with those who: ▷ find it difficult to be honest ▷ have to struggle with their own beliefs	When am I tempted to tell lies or take something that is not mine?	of: ▷ obedience ▷ truth ▷ honesty	It is natural to find it difficult sometimes to be honest and truthful	

Key Stage 2 : Year 4

Jesus and the Rich Young Man

Matthew 19: 16-22, Mark 10: 17-22, Luke 18: 18-23

This is a story which appears in three of the Gospels. Its focus is on the priorities of life. It seeks to show what it is that prevents people from knowing God better. The rich young man keeps all the commandments but still wants to know how to achieve a better quality of life. Somehow Jesus saw that this man's money was preventing him from loving God and others fully. Being rich in itself was not problematic in Jesus' eyes but this man's attitude to money was keeping him from God. Jesus wanted him to realise that a commitment to God may demand a sacrifice of some kind. The young man was prepared to commit himself more to God, but only on his terms; he wanted to choose what he would do to show his commitment.

Lesson 1

- * *Read to pupils the story of Jesus and the rich young man in St Mark's Gospel.*

For discussion:

Why do you think the young man was sad at Jesus' answer?

What sort of answer do you think he would have been happy with?

I wonder why Jesus felt love for the young man before answering him?

Why did Jesus ask this man in particular to give up his possessions?

What is most important in your life; what do you put first?

When have you had to put what someone else wanted before what you wanted?

- * *Explore with pupils the difference between having money and loving money. (See: 1 Timothy 6:10).*

Activity Suggestions:

Teaching About:

JESUS AND THE RICH YOUNG MAN

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>PLAY</p> <p>▷ the Balloon Game</p> <p>Make a corporate list with the whole class of the ten most important things in their lives</p> <p>Then, in groups of four, invite pupils to discuss which six things to throw out of the balloon</p> <p>Pupils must be able to justify the four that are left</p> <p>Compare the final lists</p> <p>READ</p> <p>▷ The story of King Midas</p>	<p>WRITE</p> <p>▷ a story of your own about the dangers of a love of money</p>	<p>COMPARE</p> <p>▷ adult family members' priorities with your own and share your findings with the class. Use any form of recording that you feel is most appropriate.</p>

Potential C.A.S.E. Developments

Knowledge: MORALITY					
Concepts			Attitudes		
BELIEFS	SPIRITUAL DIMENSION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL RELATIONSHIPS
Christians believe that God: ▷ demands total commitment ▷ rewards richly	There are more important things than material possessions	sometimes means sacrifice	are built on: ▷ commitment ▷ sacrifice ▷ unselfishness	valuing: ▷ commitment ▷ sacrifice ▷ others' needs	I can give up things for my beliefs
JESUS AND THE RICH YOUNG MAN					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS	
sacrifice commitment possessions	with: ▷ those who have to make sacrifices ▷ those who have money and nothing else	What is important to me? What sacrifices am I prepared to make for the things that are important to me?	of: ▷ being asked to give something up ▷ being unselfish	I can: ▷ put the needs of others before my own	

Key Stage 2 : Year 4

The Five Pillars of Islam

Muslim belief and practice are rooted in five specific principles, universally known as the Five Pillars of Islam. They are called pillars because they uphold the faith but also support the individual who gives his or her life in submission to Allah. The commitment of Muslims to this religious code is used to challenge pupils to consider what it is to which they commit themselves, their time and their resources.

The pillars are:

1. **SHAHADAH**, the declaration of faith. The words of the Shahadah mean 'There is no God but Allah and Muhammad is the Messenger of Allah.' This is the foundation of a Muslim's faith. All that is required of a person who wants to become a Muslim is that he or she says these words from the heart. They are words that are heard and repeated by Muslims many times in their lives.
2. **SALAH** means prayer. Muslims are required to pray five times a day, facing Mecca. A ritual washing of hands, head, face and feet is necessary before each prayer. A set pattern of words and actions make up Salah.
3. **ZAKAT** means to purify or cleanse. It is a compulsory payment of money given once a year as a way of sharing one's wealth with those less fortunate. Zakat is seen as a way of cleansing the individual of any form of greed. A person's time can be given instead of money and is just as acceptable.
4. **SAWM** is the giving up of food and drink during daylight hours in the months of Ramadan. This is seen as a test of moral character and an attempt to discipline the body to discomfort which helps the mind to focus on God. Fasting is an act of spiritual dedication.
5. **HAJJ** is pilgrimage to Mecca which should be undertaken at least once in a lifetime by every healthy Muslim who can afford it. Mecca, the place where the Prophet Muhammad was born, is the site of the holiest place on earth for Muslims, the Ka'aba. Pilgrims leave all possessions behind and undergo personal discomfort to perform certain ritual actions, as a sign of commitment.

Lesson 1

Think about how it would feel to go without any food or drink all day. Nothing, not even water.

It would be difficult enough, once in a while, unless you were ill, but how would you feel if you had to keep it up every day for a

month? Maybe it would be easier if you wanted to do it to keep a rule that was important to you.

Many people fast for a whole month every year. That means they go without food and drink during the hours of daylight. They are Muslims and their fast is at the time of Ramadan. They have to get up before dawn to eat their main meal. The rule of fasting once a year is called Sawm. It is one of the five rules which are called 'The Five Pillars of Islam.'

Think for a moment about pillars. What purpose do pillars serve?

Why is the idea of pillars a good way to think of rules?

What do rules hold up or hold together?

We know that one of the Five Pillars of Islam is about fasting; what do you think the other rules might be about? Remember Islam is a religion. What rules might religious people keep?

* *Give pupils the opportunity to talk in small groups then draw together their ideas and affirm them.*

Give them the Five Pillars, drawing comparisons with their ideas where appropriate:

1. *The Shahadah* - *A statement about belief in God.*
2. *Salah* - *Praying five times every day.*
3. *Zakat* - *Giving money to others to help them.*
4. *Sawm* - *Fasting during Ramadan.*
5. *Hajj* - *Going on pilgrimage.*

It is important to faithful Muslims that they keep these five rules throughout their lives. They believe that the rules are from God and cannot be changed. They believe that obedience to these rules makes them better people and more pleasing to God.

* *Invite pupils to choose one of the Pillars and, either in pairs or small groups, to undertake their own investigation, using appropriate resources to help them and focusing on the following:*

What does the word mean?

What do Muslims do to keep the rule?

Where and how often is it observed? Why?

Invite pupils to present their findings in some way to the rest of the class. The activity sheet can be used at any stage to help children with their recording.

For discussion:

If you had to make a statement about what you believe, what would you say?

What would it be like to have to stop what you are doing to pray five times every day?

What would you be prepared to give money to?

Who do you give your time to?

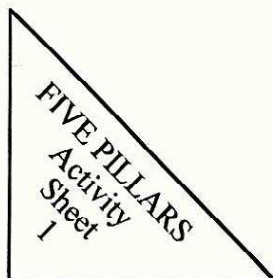
What do you think about people who are prepared to fast for a month?

What places have you visited that have impressed you?

What do you do lots of times every day? Once a year? Once in a lifetime?

Question:	What is it?	What do Muslims do to keep the rule?	How often do they do it?	Where is this done?	Why?
SHAHADAH					
SALAH					
ZAKAT					
SAWM					
HAJJ					

Draw your own building with pillars and write inside the pillars the rules that you would keep. Write about why you keep them.



Potential C.A.S.E. Developments

Knowledge: MORALITY					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	COMMITMENT	MORALITY	INTEGRITY	ENQUIRY	SOCIAL AWARENESS
Religion: ▷ structures the lives, ▷ orders the actions, ▷ determines the moral code, ▷ informs the use of time of some people	Muslims keep the five pillars to show their commitment to Allah	It is right to live according to a moral code	valuing: ▷ a shared moral code ▷ knowing what is expected of you ▷ certainty	Why are these rules called pillars? Why do people need rules? Who makes rules like these?	Muslims believe alms giving is a way of worshipping Allah
THE FIVE PILLARS OF ISLAM					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
faith prayer purify alms giving fasting pilgrimage	with those who: ▷ do not have purpose in their lives ▷ find it difficult to do what is expected of them	What would I be prepared to fast for? What do I believe? What or whom do I give my time to?	of: ▷ expressing beliefs ▷ giving of oneself ▷ denying physical comforts	It is natural to: ▷ need to know what is expected of you ▷ want to question rules	

Resources:

Tames (1982) *The Muslim World* Macdonald
 Read et al (1988) *The Westhill Project - Muslims*
 Mary Glasgow Publications Ltd (carried by Stanley Thomas)
 Book 2, p.61 and Book 3, p.44.