



Subject: Religious education Topic: Places of worship year group: 1 Term: Autumn 1

Lincolnshire SACRE Objectives

- Learn about a wide range of religions and world views.
- Understand beliefs, practices and lived experiences.
- Recognise diversity between religions.

Prior Learning

In EYFS:

Traditional Christian churches – special places.

Future Learning

In Year one:

Features of a Christian church

Importance practices of Christian worship.

Buddhist faith and special places.

In Year two:

Comparing places of worship

Visiting local places of worship

Key Questions

What does a Christian church traditionally look like?

How do Christian people use churches?

What might happen inside a Christian church?

What is a Buddhist place of worship called?

Substantive Knowledge (key facts, dates and concepts)

Religion: Is about what people believe, how they show it, and how it helps them make good and kind choices.

Place of worship: this is a special building where people go to think about their beliefs, pray and feel peaceful.

Prayer: pray means to talk or listen to God – asking for help, thinking quietly or saying special words.

Vicar/Reverend: They work inside a church, they lead prayer and church services/ celebrations. They teach people about God and Jesus. They share important stories and teachings from the bible.

Buddhism: This is one of the many religions followed and celebrated around the world.

Buddhist: This is someone who follows and practices the religion of Buddhism.

Temple/Vihara: This is a special building where Buddhists go to think, learn and feel calm.

Buddha: His real name was **Siddhartha Gautama** – he was a man who taught people how to be kind and find peace.

Disciplinary Knowledge

To be able to name and describe a Christian church.

To be able to identify key features of a Christian church.

To be able to understand how these places of Worship are used by different people.

To be able to talk about some of the key beliefs from the Buddhist faith.

To be able to talk about a Vihara and describe some of it's features.

Sequence of lessons

1. Christian places of Worship

Sticky Knowledge

What do we call people who believe in God and Jesus (a Christian) – EYFS
Where might they go to pray? (a church) – EYFS
What special book might we find inside a church? (a bible) - EYFS

Intent

Introduce a traditional Christian church – explore what they look like - what we might find inside.

2. Why do Christians go to church?

Sticky Knowledge

Who is the son of God? (Jesus) -EYFS
Who might work inside a Christian church? (Vicar) – EYFS.
Where was Jesus born? (stable in Bethlehem) – EYFS.

Intent

Explore and discuss the different reasons/purposes Christians would go to a church –
Pray, sing, worship, reflection, community, support/help.

3. St Lawrence Church visit

Sticky Knowledge

Why do people pray? (to feel close to God) – EYFS.
Can you name why Christians visit a church? (pray, sing, read bible stories) EYFS/year 1

Intent

Visit St Lawrence's church, in Scunthorpe. Tour around the outside of the building and talk about what we can see - then move to inside the church to explore.

4. Church recount

Sticky Knowledge

What is the name of the local church near our school? (St Lawrence) – year 1
What special services can be held there? (Wedding, baptism, funeral) – year 1

Intent

Reflect on the most recent church visit – talk about St Lawrence's – what did we see there?
Discuss the key features of the building such as the font, pews, lectern, pulpit, altar, stained glass windows, organ, aisle etc. What about the outside? – what did we see?

5. Buddhist beliefs and ways of living

Sticky Knowledge

Why are stained glass windows special? (they retell stories from the bible/very colourful makes the building feel peaceful and bright) Year 1

How did Jesus die? (He was crucified on a cross) EYFS.

Intent

Introduce the religion of Buddhism. Introduce the key beliefs of kindness and peace – why these are so important.

Share the story of Siddharta Gautama – He became known as the Buddha (the awakened one).

6. Buddhist place of Worship

Sticky Knowledge

What religion does a Buddhist follow? (Buddhism) year 1
What do Buddhist believe? (kindness, love and peace) Year 1.

Intent

Introduce the Buddhist place of worship – the temple/vihara.
Talk about the large statue of Buddha. Why do they offer candles and flowers? Who might live in a temple? Who leads the services at a temple? Why are temples surrounded by natural spaces? Look at pictures of temples and discuss.

Knowledge organiser

Places of worship



St Lawrence's is a traditional church Oldest building in Scunthorpe dating back to the 12th century – over 800 years old. It has been rebuilt and added to over time but parts of the building are still medieval.



About 2,500 years ago after the Buddha died temples were built. People wanted special places to remember him. Temples look different in each country. Some have curved roof, some had gold trimmings around the doors and windows.

St. Lawrence's church features



The tower is Early 13th century, although the top was rebuilt after the 'steeple' fell in 1602. This is seen in the odd stones of the shafts of the bell openings.



There are three bells. The tenor was in place in 1553 and was the only one to survive the fall of the 'steeple'. The other two were replaced in 1614 and 1624



The dog-tooth moulding round the arch is 13th century, but the porch has been rebuilt. This is a classic design closely linked with the Early Gothic period.

Important people and figures.



Siddhartha Gautama (the Buddha) was born around 2,500 years ago, in a place called Lumbini in the country of Nepal. He was born into a royal family so he was a prince. After visiting areas outside of the palace, he saw people who were ill, sad and homeless. He wanted to help others and teach the important values of kindness, love and peacefulness. This involved teaching others not to hurt their fellow man, share what they had and staying calm when upset.



The statue of Buddha is often found in temples. People may bow or sit near it, they are not worshipping the statue itself – but showing deep respect/admiration.

