

Unit title	Year	Background notes
<b>Why is a church building special for many Christians?</b>	<b>2</b>	<p>The title of the unit reflects the fact that the word 'church' really refers to a community of Christian believers. Some Christian communities have special buildings where they meet – church buildings. (Within the unit, a comparison is made with how people use the word 'school'.) This unit is centred on a visit to a church building. Children are given opportunities to reflect on the atmosphere in a church and to explore the features of the building. The unit builds on the exploration of Christian baptism/christening in the Year 1 unit on Belonging. Teachers are advised to make a preliminary visit to the church building and, if possible, to arrange for members of the congregation to be there when the children visit. It is important to remember that there is great variety amongst church buildings.</p> <p><b>Please note</b> The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
<b>What is a Church?</b>	Special place Symbol Community	I can: say what the word 'church' stands for and what some of the features mean (Level 2)	<ul style="list-style-type: none"> <li>• Each child draws their own first impression of what a church looks like on a folded piece of A4 paper. At the bottom, they can add any words that come into their head when they hear the word 'church'</li> <li>• Compare all the pictures and decide as a class if any common features have been shown eg cross on top, churchyard</li> <li>• Keep the pictures to refer back to at the end of the unit</li> <li>• Show different photographs of churches which may be different from pupils' expectations (eg new buildings, buildings in other parts of the world, Quaker meeting house, a hall, cathedral, chapel) and explore what links all these places</li> <li>• Introduce the idea that, in the same way as a school is made up of the people in it, so too the 'church' is made up of the people who are part of it and share special things in common</li> <li>• Drawing from the children's own experiences when possible, talk about the different kinds of activities that take place in church buildings eg christenings, weddings, worship, harvest festivals, community events (Guides, fetes, meetings)</li> <li>• Find pictures of churches using ICT or resource books</li> </ul>	<p>My Christian Faith by Alan Brown</p> <p>Christian Church by Alan Brown &amp; Alison Seaman</p> <p>RE:Quest website and CD rom – very useful resource for photographs</p>

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<b>What special features do we find in a church building?</b>	Altar Cross Font	I can: identify some of the features inside a church (Level 2)	<ul style="list-style-type: none"> <li>• Ensure that before any trip to a church, children discuss how they would want somebody to behave in a place that is special to them and draw up some rules of conduct for visiting the church.</li> <li>• Find out if there are any places in the church that are especially holy for Christians and need special rules of behaviour (eg near the altar – if there is one)</li> <li>• Note: This next activity will be affected by the type of church building being visited</li> <li>• Show the children pictures of features which they can expect to see during their visit and talk about what they are used for eg altar, pulpit, lectern, stained glass windows, pews, font, organ, cross</li> <li>• Break class into letters, A-H. Each letter is told they have one of the key words (eg A has altar) and is helped to understand the meaning of the word. Play a game where the class moves around the room and when you say stop, they must explain their key word to the person closest to them</li> <li>• Alternatively, they could have a sheet with the key words shown in pictures and they have to find someone in the class who knows about the feature. When they find someone who can explain it to them, this person signs the part of the sheet with the feature on. The aim is to get as many features as possible ticked off.</li> <li>• During the trip to the church, children can identify these features, draw them and ask members of the congregation about them</li> </ul>	BBC Pathways of Belief video: Christianity  BBC Watch video: Beginnings
<b>What thoughts and feelings come to me when I sit in a church building?</b>	Reflect Thoughts Feelings	I can: talk about my feelings when sitting quietly in a special place (Level 1)	<ul style="list-style-type: none"> <li>• During the visit to the church, children should be given a period of time in which they are able to sit in silence, taking in the atmosphere, then sharing their feelings and thoughts. Encourage pupils to use their senses to experience the atmosphere of the building, its smells, textures and colours. The children can be photographed doing this.</li> <li>• Children can quietly draw something that appeals to them in the church</li> </ul>	Camera

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<b>What happens when Christians worship in a church building?</b>	Worship Pray God Jesus	I can: talk about how Christians express themselves during worship in a church (Level 2)	<ul style="list-style-type: none"> <li>Ask the <i>priest/minister</i> or member/s of the congregation to talk about what happens when Christians go to worship in the church building. This could include activities eg hearing the organ being played</li> <li>Encourage the children to ask questions and to draw comparisons with their own experiences</li> </ul>	<p>Selection of Christian hymns and music</p> <p>Artefacts associated with worship (eg vestments)</p>
<b>What have we learnt from our visit?</b>	Words connected with features of the church visited, such as Altar, Cross, Bible, Lectern, Pew, Font	I can: Use religious words to describe some of the in which Christians show their beliefs in a church building and through worship in a church (Level 3)	<p><i>If used as an assessment task, see separate sheet.</i></p> <ul style="list-style-type: none"> <li>Children produce a picture of a church based on their visit then compare it with their picture done at the start of the unit, leading to discussion about what makes the church building special to Christians</li> <li>Children could make a class book, guide book or display of their visit or produce art work based on the features they have seen</li> <li>They could draw a picture of something they were thinking about during reflection time in the church</li> <li>They could write letters to the people who helped with the visit, thanking them and telling them what they learnt from it</li> <li>The digital photos of their visit could be used to stimulate talk and written work</li> </ul>	Digital photos of church visit