

TEACHER'S NOTES

Religious Education – Religions in our neighbourhood (based on QCA Unit 4d)

Learning Intentions

In this unit pupils will learn about religion in their local area by gathering and interpreting evidence from a variety of sources, and will develop their understanding of the ways that individuals and communities express their religious identities.

Pupils will be asked:

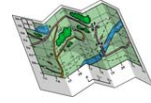
- to identify a number of religious traditions in their neighbourhood;
- to write about the religious practices and beliefs involved with local places of worship;
- to compare and contrast the main features of religious activity in their neighbourhood.

Resources for further work

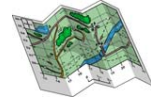
Access to ICT facilities and the Internet; use of a digital camera, video camera, tape recorder; local directories, phone books and newspapers; visits to local places of worship; meetings with people from religions in the area; maps of the local area; any further information from LEA resource banks.

Glossary / Vocabulary

church	Christian place of worship.
directory	A reference book or database containing information such as names, addresses, websites etc, about a given subject.
evidence	Anything that shows or demonstrates that something is there, or that something has happened.
gurdwara	A Sikh place of worship.
halal	Meat prepared in the manner that is prescribed by Islamic law.
Imam	The title given to Muslim religious leaders.
Langar	A place in Sikh temples where food is prepared and given to those in need.
mosque	Islamic place of worship.
neighbourhood	An area where people live; i.e. village, postal district of town.
Qur'an	The sacred text of Islam.
Salvation Army	An evangelical Christian charity that provides social services and promotes Christianity.
spire	The large pointed tower at the East end of a church.



symbol	A simple sign, picture, or graphic, which has a meaning.
synagogue	Jewish place of worship.
temple	A place of worship.
United Kingdom	England, Scotland, Wales and Northern Ireland.
worship	Showing love for, and obedience to, God.



Lesson notes (sections 1 – 5)

1. Evidence in the local area

Learning Objectives

Pupils will learn:

- to use a range of resources to discover which religious traditions are represented in their local area.
- Tell pupils that the UK has provided a home to many groups of settlers over centuries, and that people coming to settle here brought their cultures and religions with them. This has contributed to the diversity in the UK today.
- The drag and drop activity reminds pupils of some of the different religions practised in the UK and gets them to think about the symbols associated with each religion.
- Ask pupils how they could find out about religion in the local area. Show them the map slide and find the symbols on the map that show evidence of religion – to extend this activity, use maps of your own local area.
- Go on to discuss evidence in the built environment – what religious buildings and place names are nearby? In many cases the presence of church buildings and associated street names suggests a large Christian population; draw out the fact that communities may have settled in areas that were already built, with the streets already named.
- Ask pupils to work in groups for the duration of the project in this unit. First they can share what they know about religion in their neighbourhood, then they can expand their knowledge by doing research – suggested sources of information are provided in the lesson, and you can gather resources relating to your area. Introduce the idea of religion being included in a local directory of information, and why this would be useful e.g. for people moving into the area.


Evidence in the local area board
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If you look for it, you will find evidence of worship on maps.

This map shows an area of Oxford. Use the magnifying glass to see how many symbols you can find for:

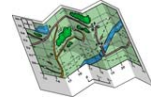
- A church with a tower
- A church with a spire
- A mosque

Mosque



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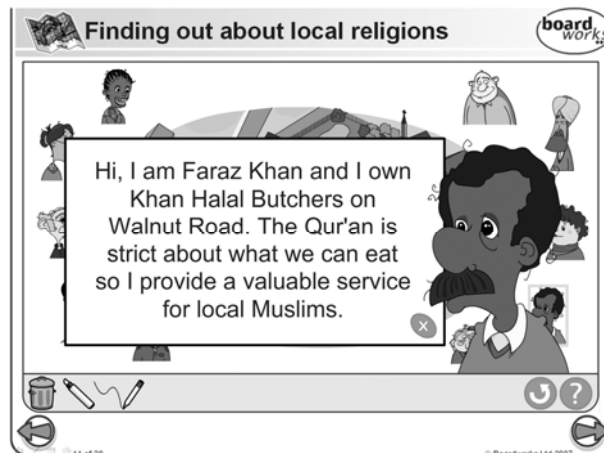


2. Finding out about local religions

Learning Objectives

Pupils will learn:

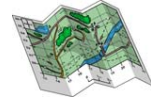
- about the main beliefs, practices, buildings and people of the religious traditions in the neighbourhood of the school;
 - to work cooperatively with others;
 - to select and sequence information;
 - to use ICT to help make a presentation.
- The fictional town of Greenwood is used as an example of a place where several religions are represented.
 - In their groups, ask pupils to research and make a directory about religion in their local area – this is an opportunity for cross-curricular work in Literacy, Geography, History and ICT. You can either use real local information or you can use the Greenwood example and ask pupils to make a directory for people living there. The internet is a useful resource, for example a search for Buddhism plus the name of the village or town. As each neighbourhood is different, you may need to adapt the task to suit your needs.
 - To help pupils structure the information in their directory, there is a click to reveal activity. The cloze activity shows an example of what an introduction might include.
 - Encourage pupils to use ICT when completing this project. They could use a computer to type up the information or to design a front cover. Alternatively, instead of making a printed directory the lesson offers ideas of other ways to present the information. Please note: if the research is to be published (e.g. on the web) and it is about real places and people; you will need to obtain permission to feature them.



Finding out about local religions

Hi, I am Faraz Khan and I own Khan Halal Butchers on Walnut Road. The Qur'an is strict about what we can eat so I provide a valuable service for local Muslims.

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3. Assessing our work

Learning Objectives

Pupils will learn:

- to subject their work to internal appraisal from their peers;
 - to redraft their piece of work.
- Tell pupils that in order to improve their projects they are going to review each others' work and suggest improvements to each other. In groups, ask them to brainstorm what would make a good directory.
 - Carry out the checklist activity. There is no right or wrong answer; it is intended to get pupils to discuss what elements of the directory are the most important. When the task is done, produce a class checklist for pupils to use when critiquing each others' work.
 - In their groups, ask pupils to present what they have done so far. The rest of the class can assess their work and provide feedback on both the good points and the bad points. Pupils can then improve their own work in response to the feedback.
 - Once the directories are complete, you could ask the groups to make a presentation to the rest of the class on one aspect of religion in the local area, or a summary of everything they have discovered.

Assessing our work

Most important

Least important

Checklist

Was the **design** eye catching?

Were there any **contact details**?

Was a **map** included?

Did it include clubs, businesses and places of worship?

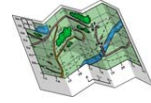
Did it mention **all** the religions in the area?

Were slogans or images included?

Was it well **indexed**?

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4. Comparing local religions

Learning Objectives

Pupils will learn:

- to recognise the ways in which religious communities express their beliefs and identity;
- that there is diversity within and between religions and some of the reasons why this is the case.
- First recap as a class what you have learnt about religion in the local area. Discuss the ways that religious communities express their beliefs and identities. Show the slide with the examples of charitable behaviour in both the Sikh and Christian faiths. Draw out that most religious groups have a way of caring for others.
- Using the grid (which can be edited if you have looked at different religions), ask pupils to refer to their directories and complete the table so it is easy to assess the similarities and differences between the religions in the area. Pupils could use a graph or chart to present the information. Discuss with pupils why there are differences.
- The final slide in the section suggests ways to add to the pupils' knowledge of local religions, and ways to share this knowledge with a wider audience.
- If possible, invite some members of local religious groups into the school to talk to pupils, e.g. a Christian choir singer or a Sikh musician could talk about the role of music in their tradition; or you could invite the chaplain from a local hospital or college to talk about their work.

Comparing local religions

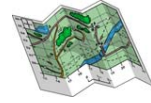
You could use a grid to compare the religions in your local area, to find **similarities** and **differences** between them.

Religions in our neighbourhood						
How many places of worship?						
Evidence in place names?						
How many businesses serving the religion?						
Provides charity in the area?						
Social groups in the area?						
Regular services / meetings?						

Why are there these differences between them?

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5. Review

- Complete the review quiz. Pupils use the magnifying glass tool to find evidence of religion on the map, to enable them to answer the questions.

Extension task / homework

- Pupils could go on to study one religion in their local area in greater depth.
- Alternatively they could identify which religions are not represented in the local area and do some research to find out where the nearest groups are based.

Review

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Where is the only Sikh temple in the area?

Very good!

Piesbury Greenwood

Buxley next

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