

Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Worship



Worship

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| <p>What this unit contains</p> | <p>This unit provides an opportunity to discover what is meant by the act of worship and why people of faith engage in this activity. As they work through the unit, in relation to the faiths studied, pupils will explore the following areas:</p> <ul style="list-style-type: none"> • Ways of worshipping (what people of faith do and what is involved). • The story (who is involved and why?) • The community (where does this happen?) • The inner meaning (What is it about and how do I relate to that in my everyday life?) <p>Sessions 3a-3d are estimated to require at least double the length of an average session, therefore session 4 equates to the usual session 6 in other units. A visit to a place of worship is recommended for one of the 3a-3d</p> | | |
| <p>Where the unit fits and how it builds upon previous learning</p> | <p>This unit provides an opportunity to focus on the Agreed Syllabus Attainment Target of enquiring and investigating the nature of religion and understanding beliefs, practices, ways of life and forms of expression within Christianity, Islam, Hinduism and Buddhism.</p> | | |
| <p>Extension activities and further thinking</p> | <p>Consider the need for people of faith to commune with the unseen and how this is expressed in art and music and philosophy.</p> | | |
| <p>Vocabulary</p> | <p>Worship Buddhist</p> | <p>Ceremony Artefact</p> | <p>Puja Pilgrimage</p> <p>SMSC / Citizenship</p> |

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| | Baha'i Christian Hindu Muslim Temple Mandir / kovil Masjid / mosque Church / chapel Quiblah Genuflecting | Adoration Devotion Expression Authority Hymn Commemoration Deities Ablutions Ritual liturgy altar | Prayer Offering Confession Eucharist / communion Hajj Venerate Petition Service Meditation Sacrament chanting | <ul style="list-style-type: none"> • Being able to reflect on personal beliefs religious or otherwise that inform perspectives on life and respect for other people's faiths, feelings and values |
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Session 1 Key Question: What is meant by an act of worship?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> • Know that worship involves feelings of adoration and devotion • Reflect on something or someone who is special to you • Know that worship involves the belief of giving praise to a higher authority | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>As a class discuss the idea that what cannot be seen can be experienced – an example being the wind or a warm sunshine. Religious believers consider that God is like that but is involved with creation (the universe) and especially humans. As an example the story of Samuel may be used.</p> <p>How do believers respond? Awe, wonder, gratitude. As an example the story of Krishna & Sudhama may be used.</p> <p>What is worship? Watch a YouTube clip of an act of worship or preparation for worship e.g. a call to prayer in Islam or Christian worship such as hymn singing. Discuss what is happening and how people are responding. Worship [from Old English means worth –ship] indicates service, adoration, devotion.</p> <p>Look at examples of how people show adoration in everyday life, for example, waving at Royal family, actions/songs of football supporters, posters of music bands , Valentine messages – why does this happen? What is different about devotion in worship?</p> <p>✓ Explore Christian hymn singing by investigating the words of a hymn:</p> <ul style="list-style-type: none"> • What are the words indicating? • Is there a sense of worth/adoration/devotion in the words? <p>Ask pupils to think of something that is special to them and create a poem or prose description of how and why it is important to them and how they show that importance in actions or words.</p> | <p>Hymn - Guide me O thou Great Redeemer</p> |

Session 2 Key Question: What is involved in the act of worship?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> Know worship is a religious activity and an expression of belief Reflect on the position of those who can help us; worship can involve asking for help Know that worship involves the belief of giving praise to a higher authority | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> | <p>Discuss how people show they belong to something. For example, an organisation such as guides, cubs or a sports team. What can be used to identify that belonging? Talk about a school uniform and what that represents as an act of belonging.</p> <p>Consider how people express feelings in the act of belonging e.g. pride, gratitude. Recall how Christians show gratitude during the harvest thanksgiving service.</p> <p>Show pupils a video clip of a Christian church where people are praying. This could be a small church or a national celebration. To whom are they praying and why? How do they act? For example they may be: sitting, standing, kneeling, genuflecting?</p> <p>What words show that a higher authority is recognised for example, 'Our Father', 'Saviour', 'King of Kings'. What does 'higher authority' mean? Can you recognise how belief is expressed / shown in words and actions in the film clip?</p> <p>Why do Christians believe that God is a higher authority that deserves to be worshipped? Ask a Christian to share her/his views on why worship is important to them. What do people of faith ask their god to help them with?</p> <p>Think of those in your life, family or society who have a responsibility for you. Discuss how you would ask for help from those who protect or care for you.</p> | <p>It is important that in this session children are aware that they are not engaged in any form of worship but are either observing it or discussing it. Children of faith may discuss how worship is a part of their belief.</p> |

Session 3a Key Question: How and what do Buddhists venerate?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> • Know why devotion is important to Buddhists • Become familiar with the types of devotional activities • Reflect on the significance of devotion in a Buddhist's daily life | <p>✓</p> <p>✓</p> <p>✓</p> | <p>In most of the traditions of Buddhism devotional activities would involve:</p> <ul style="list-style-type: none"> • Salutations to Buddhas, Bodhisattvas and Ancestors • Repentance / confession of unskilful behaviour or wrong doing • Taking Refuge in the Three Jewels (Buddha, Charma, Sangha) • Undertaking to live a good life, according to the Precepts <p>If possible visit a Buddhist temple and observe acts of worship (e.g. Bowing, Changing, Puja, Offerings, Mudras or hand gestures etc.) and ask about them. Or arrange for a Buddhist speaker to visit and discuss devotional activities and meditation. A Buddhist will bow before statues of Buddha and Bodhisattvas, and offering will be made at the shrine. Buddhists believe that devotional activities empty, uplift and “open the heart”, so that one becomes more established in awareness, preparing the ground for insight into the Buddha’s teaching and one’s own experience.</p> <p>Discuss how the act of devotion is important to Buddhists e.g. why do they confess to wrong doings, make offerings, light candles or incense and offering flowers on the family shrine, in temples or pagodas?</p> <p>Discuss what the Buddha on the altar represents: not a god, not an idol, but our common Heart & Ground of Being, the Unborn/Uncreated/Unconditioned, Buddha Nature. Use the analogy of the Ocean (the Heart which is never born and never dies) and the waves (individual beings, rising and falling).</p> <p>How would the Buddhist be feeling when engaging in worship? As a voluntary exercise, in pairs, stand facing each other, collect the heart in silence for a few seconds with palms together as if in prayer (Gassho), then slowly bow to each other. How does that feel? We value each other’s company, in bowing we express our gratitude, and our heart lightens up.</p> <p>What artefacts are used in the act of worship and are they important?</p> | <p>Many Buddhists will have some statues of Buddhas and/or Bodhisattvas at home, possibly on a family altar. Small stupas might also be kept.</p> <p>Most acts of devotion are shown by visiting a temple bringing offerings of food candles, and by bowing and chanting.</p> <p>Note the dress codes in entering sacred places, the taking off of shoes and the wearing of special clothing for devotees. Respect the quiet space of devotion in places of veneration.</p> <p>BBC http://www.bbc.co.uk/religion/religion/buddhism/customs/worship_1.shtml</p> <p>TES https://www.tes.com/resources/search/?q=buddhist%20worship</p> <p>Pilgrimage to the four main sites: https://youtube.com/watch?v=BJf4ivzOcS4&t=841s</p> |
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Session 3b Key Question: How and what do Muslims worship?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> • Know why worship is important to Muslims • Become familiar with the worship ceremony of Hajj • Reflect on the significance of worship in a Muslim's life | <p>✓</p> <p>✓</p> | <p>✓</p> | <p>If possible, visit a masjid (mosque) and observe an act of worship e.g. prayer. Listen to a Muslim explain the importance of worship and how it is a core feature of faith. Alternatively watch a YouTube clip of worship within a masjid.</p> <p>A Muslim will worship Allah by practising the 5 pillars of faith: The declaration of faith Prayer, 5 times a day Fasting Welfare giving Pilgrimage</p> <p>✓ Pilgrimage (Hajj) One of the acts of a pilgrim is expected to perform in Mecca to make 7 circuits of the Ka'ba.</p> <p>How is planning a long and expensive journey an act of devotion? What would a pilgrim be looking to achieve?</p> <p>Consider something you have longed for in your personal life for example, a holiday or saving for a present. How did the sense of longing feel?</p> <p>Assessment opportunity: How would a Muslim be feeling when engaging in worship? What artefacts are used in the act of worship and why are they important?</p> | |

Session 3c Key Question: How and what do Hindus worship?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> • Know why worship is important to Hindus • Become familiar with the worship ceremony of Puja • Reflect on the significance of worship in a Hindu's daily life | <p>✓</p> <p>✓</p> | <p>✓</p> | <p>If possible visit a Hindu Mandir/Kovil and observe an act of worship for example, Puja (usually refers to ritual worship of the murti) Listen to a Hindu explain the importance of worship and how it is a core feature of faith.</p> <p>A Hindu will engage in an act of individual worship rather than worship communally, usually three times a day. (Offerings to God are given three times a day, Worship is often more spontaneous and less tightly regulated).</p> <p>A Hindu will repeat the name of their favourite deities and say mantras. The time of day is important. The hours on either side of dawn are considered most auspicious for worship, for they are influenced by the quality of goodness. In India many temples begin their first public ceremony between four and six in the morning.</p> <p>Offerings will be made at the shrine, confessions of wrong doing will be made, and Hindus will ask for help. Discuss how the act of worship is important to a Hindu for example, why the need to make offerings.</p> <p>Assessment opportunity: How would the Hindu be feeling when engaging in worship? What artefacts are used in the act of worship and why are they important?</p> | |

Session 3d Key Question: How and what do Christians worship?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> • Know why worship is important to Christians • Become familiar with the worship ceremony of Eucharist/Holy Communion • Reflect on the significance of worship in a Christian's life | <p>✓</p> <p>✓</p> <p>✓</p> | | <p>If possible visit a church or chapel and observe an act of worship e.g. prayer. Alternatively watch a YouTube clip of worship within a Christian place of worship. Listen to a Christian explain the importance of worship and how it is a core feature of faith.</p> <p>Reflect on the use of commemoration in your own life, for example, a birthday anniversary or wearing a poppy to remember the act of remembrance.</p> <p>A Christian may worship God or Jesus by celebrating the Eucharist: the sharing in Holy Communion.</p> <p>Read the biblical account of the story of the Last Supper. Why were the items of bread and wine used? Why would Christians carry out this act of worship? Look at the famous painting of the Last Supper; what is happening in the scene?</p> <p>Assessment Opportunity: What artefacts are used in the act of worship and why are they important? How may the Christian be feeling when engaging in worship?</p> | <p>The account of The Last Supper This can be found in Matthew 26:26-30; Luke 22: 14-20 I Corinthians 11: 23-25</p> <p>You may wish to point out the difference between consubstantiation and transubstantiation; - differences in what some believe about what the bread and wine represents.</p> |

Session 4 Key Question: What have we learnt about the ways that Buddhists, Muslims, Hindus and Christians worship?

| Learning Outcomes | AT 1 | AT2 | Suggested Teaching Activities | Sensitivities, Points to Note, Resources |
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| <p>Pupils should:</p> <ul style="list-style-type: none"> • Know why worship is important to people of faith • Become familiar with the similarities and differences in acts of worship • Reflect on the act of asking for help (petitioning) | <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> | <p>Pupils should share what they found out about the acts of worship in the faiths of Buddhism, Islam, Hinduism and Christianity they have studied and if they managed to visit a particular place of worship.</p> <p>Ask what is similar and what is different between the religions in relation to:</p> <ul style="list-style-type: none"> • Adoration and devotion • Symbolism • Artefacts • Expression of faith • Personal relevance <p>Assessment task:</p> <p>Why are acts of worship important to people of faith / religious believers?</p> <p>How do those involved in worshipping carry this out?</p> <p>Where might people without a faith go to for help and guidance in their lives?</p> | |