

Religious Education

Places of Worship / Ritual/ Pilgrimage – Virtual Visits

V

View

Invite the students to freely explore the area.
 Encourage them to make a sketch or list some key features.
 Students are encouraged to engage, enquire, explore and to create questions.

Possible guiding questions:

What do you notice first and why?
 List the shapes, colours, items that are seen in the place.
 Select / name one key feature, consider why it is here or imagine how it is used.

I

Identify

Students are encouraged to identify the main features of the site and to identify how it might be used by an individual or a community.

Possible guiding questions:

What is the layout of the place; is it divided into sections or areas etc.?
 Can you find any part that looks more important or is a focal point?
 How do you think people partake in prayer / rituals here?

S

Success
Criteria

In preparing to demonstrate their learning, students need clear success criteria. These criteria could be co-created or shared prior to the visit, and revisited during, and before assessment.

Sample success criteria:

Explain the purpose/use of the key feature/features.
 Identify a person/ people who may lead or take part in a ritual here.
 Describe a ritual that may take place at this site.

I

Investigate

Can this learning be linked to prior knowledge or future units of learning?
 Consider how much information students need to gather on this site or particular features. Are the success criteria explicit enough to support meaningful research? Could they work alone or in groups to reflect on and share their learnings?

Possible guiding questions for students:

How will you keep a record of your notes, images or findings?
 Do you need to recheck any of your information?
 Where else can you gather other reliable information on this site/ritual?
 Who else could you interview for information about this site and its use?

T

Time

Consider how much time students will have to explore this place of worship or particular feature. Will they have time alone/ in groups or as a class?
 Have students been given enough time to conduct their research and prepare their answers / projects / assessments?

Possible guiding questions for students:

At what time of the year / week / day might this space be most visited?
 When is this place most visited and why?
 When might an object in this sacred space be used by a community / a leader / an individual?

Learning Outcomes

These are samples of LOs that teachers may incorporate in a unit of learning which can include places of worship.

1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)

1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces

1.8 describe the role of prayer in the lives of people of faith

2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life

Supporting Strategies

See Think Wonder

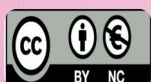
Students are encouraged to view objects or images from more than one perspective. They can develop questions and seek deeper knowledge. [Link](#)

Think-Pair-Share is a strategy designed to provide students time and structure to view, investigate and reflect on places of worship. Students can develop individual ideas, share and access other's ideas. It supports peer collaboration and reciprocal feedback. [Link](#)

Jigsaw: Students start as a "home team". They then breakout into "expert groups" that later feedback to their "home team". They investigate or research a particular person, item or ritual associated with the site. This supports peer-to-peer learning as well as reflective and incremental learning. [Link](#)

Mentimeter: An interactive tool that can allow each student to have a voice, a vote or a space to share ideas. Students could use this tool to build religious literacy or to collaborate when compiling overall facts and information about a place of worship. [Link](#)

Padlet is an online virtual "bulletin" board. Students and teachers can collaborate, reflect, share links, images and videos in a secure location. [Link](#)



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