



Faith in Queen's Park

Queen's Park Faith Tour

Pre-visit information

Contents	Page
Why arrange a visit? <i>(making links to the Agreed Syllabus, National framework for RE, SMSC and community cohesion)</i>	1 - 3
Planning a visit:	
<ul style="list-style-type: none"> • Checklist; 	4
<ul style="list-style-type: none"> • Guidelines for visit <i>(showing respect for the places of worship)</i>; 	5
<ul style="list-style-type: none"> • Templates for parents'/carers' letters - initial and follow up giving further details <i>(to be adjusted according to school policy and procedure)</i>; 	6 - 7
<ul style="list-style-type: none"> • Template for risk assessment <i>(to be adjusted according to school policy and practice)</i>. 	8
Pre-visit support:	
<ul style="list-style-type: none"> • Resource boxes for loan; 	9
<ul style="list-style-type: none"> • Photographs; 	10
<ul style="list-style-type: none"> • Other sources of support for visits (including websites). 	11
Preparation for visit <i>(for teachers and accompanying adults):</i>	
<ul style="list-style-type: none"> • Getting the best from your visit – practical suggestions; 	12
<ul style="list-style-type: none"> • Activity suggestions for before, during and after the visit. 	13 - 22



Faith in Queen's Park

Why arrange a visit?

Faith tour to Queen's Park, Bedford

Educational visits have long been recognised as invaluable in the search for good teaching and learning. This is particularly so for religious education and, in the wider context, for pupils' spiritual, moral, social and cultural development.

Why Queen's Park?

'The Queen's Park Faith Tour' reflects two key, sometimes elusive qualities. It shows:

- active inter-faith dialogue;
- the important contribution religion can make to community cohesion and to the combating of religious prejudice and discrimination.

Benefits for pupils' overall spiritual, moral, social and cultural development

The visit offers first-hand experience of communities and faith groups, through places that are important to them and people who value them. Queen's Park may be very similar to, or different from, the areas pupils know. However, because of the close proximity of the three places of worship and the quality of relationships that exist in the area, it is likely to bring a variety of new spiritual, moral, social and cultural experiences.

At Queen's Park, there is an important and strong community dimension for pupils to appreciate. The faith tours help pupils glimpse a community in which people live alongside each other, recognise difference but celebrate the common life, culture and beliefs that they share.

The visit experience enhances pupils' sense of the special place in a context of the holy or the sacred. Places of worship are special for members of faith communities because they can experience God there through, for example, sharing worship with other believers and in the rituals, sights, sounds and smells that often form part of worship. So, whilst younger pupils might start engaging with the concept of 'special' through their own experience of place, a visit to a place of worship extends that understanding into a religious context.

The National Framework

Published by QCA in 1994, this is a non-statutory framework for religious education. It recommends broad principles and approaches to religious education which can support the development of local agreed syllabuses. In the introductory sections, there are references to the contributions made by RE to pupils' overall development.

For example:

- Attitudes encouraged in RE: 'Respect for all - being ready to value difference and diversity for the common good..... Open-mindedness – being willing to learn and gain new understanding';
- Promotion of citizenship through: 'development of pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding';

- Promotion of PHSE through: ‘developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, racism....’

In the different key stage sections, a common experience and opportunity recommended for pupils is the first hand experience that the Queen’s Park Faith Tour offers:

KS1: visiting places of worship and focusing on symbols and feelings;

KS2: encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local community,

KS3: encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues

Benefits for religious education: Links to the Bedfordshire Agreed Syllabus

When planning a visit, it is important to decide on your key focus/aim and to communicate this to the faith tour guide. This can be done on the booking form (see page 4). A visit will often make links across RSUs (Recommended Study Units).

This chart identifies in bold the most relevant units in the syllabus.

Stage	Agreed Syllabus reference	Recommended Study Unit and key questions relevant to visit
Foundation	p.15 p.17 p.18	Personal, social and emotional development: have a developing respect for their own cultures and beliefs and those of other people; understand that people have different needs, views, cultures and beliefs that need to be treated with respect; Communication, language and literacy: extend their vocabulary, exploring the meaning and sounds of new words. Knowledge and understanding of the world: begin to know about their own cultures and beliefs and those of other people.
Key Stage One	p.28 p.30 p.32 p.34	Me: why am I special ...what does it mean to belong? Writings: why are some religious writings special? Places: what makes some religious places special? Times: Why do religious people have special times?
Lower Key Stage Two (Years 3/4)	p.48 p.50 p.52 p.58	Worship 1: what does worship teach us about religion? Jesus: why do Christians think he is special? Religious symbols: what can we learn from them? Food: how and why is it important in religion?
Upper Key Stage Two (Years 5/6)	p.62 p.64 p.70	Religious symbols 2: what can we learn from them? Why do some people inspire others? Jesus, Muhammad, Guru Nanak Worship 2: What does it mean?
Lower Key Stage Three (Years 7/8)	p.80 p.82 p.84	Jesus 3: why does he matter to Christians today? How does being a Muslim affect everyday life? What does it mean to be a Sikh?

Assessment opportunities:

Teachers may wish to use the visit as a resource for assessment. In the Agreed Syllabus, each of the Recommended Study Units (RSUs) includes level descriptors which enable standards of attainment to be measured in some aspects of the unit.

The most relevant RSU for this purpose are:

- Worship 1 (p.49);
- Religious symbols 1 (p.53);
- Religious symbols 2 (p.63);
- Why do some people inspire others? (p.65);
- Worship 2 (p.71);
- Jesus 3 – why does he matter to Christians today? (p.81);
- How does being a Muslim affect everyday life? (p.83);
- What does it mean to be a Sikh? (p.85).

Queen's Park Faith Tour

Checklist

Decide on the nature and purpose of the visit	
Check date with Head/Senior Teacher	
Discuss with the Educational Visits Co-ordinator	
Complete an outline proposal on a Costing Form	
Investigate Costs (incl. donation to places of worship)	
Complete online booking form and receive confirmation of booking	
Complete Risk Assessment	
Identify children with medical needs	
Arrange Transport (<i>allow plenty of time to arrive and have co-ordinator's contact details in case of delay</i>)	
Notify co-ordinator if wheelchair access is required	
Write to Parents/Guardians	
Inform Kitchens	
Decide arrangements for any pupils not participating	
Provide lists of those attending and those remaining on site (<i>including adult helpers' emergency contact numbers</i>)	
Ensure that school mobile is fully charged	

Notes:

Guidelines for visits

This sheet helps you identify the sensitivities of taking pupils and adults into the places of worship. Awareness will ensure that everyone, including members of faith communities, enjoys the visit and finds it worthwhile.

The general rule is to treat the place of worship with respect – as pupils would wish their own special places and things to be treated.

A very useful site for more general background information is www.reonline.org.uk

General guidelines

In all three buildings, pupils will have opportunities to see areas that are not normally available. Keep voices low and walk around in a respectful manner.

Do have pupils prepared with questions that have arisen in their pre-visit work.

There may well be members of the faith communities worshipping in the buildings, so ask the pupils to allow them priority.

It is best if artefacts and other objects are not handled without invitation.

You are welcome to take photographs.

In the mosque and gurdwara

On entering **the mosque and the gurdwara**, everyone will need to remove their shoes and place them in the shoe racks. There are no chairs as worshippers sit on the floor. N.B. a few chairs are available for anybody who has difficulty sitting on the floor.

Notify the faith co-ordinator if wheelchair access is needed.

In the mosque, head coverings are required for females. This should be a scarf and not a baseball cap or handkerchief. It is also requested that visitors dress modestly with shoulders and legs covered.

In the gurdwara, it is requested that all visitors wear a headscarf.

As pupils eat their lunch at the gurdwara, it is requested that packed lunches are vegetarian (no meat, fish or eggs). This shows respect for the Sikh vegetarian ethos.

School address

(Letter to be adjusted according to RE context and school's visits' policy and procedures)

Dear Parents/Carers

Queen's Park Faith Tour

Children in Year ____ are currently studying _____ in religious education. In order to support and enhance their learning we are planning a programme of activities which will focus on three local faith communities. The children will visit Queen's Park in Bedford and take a 'Faith Tour'. Each tour will be led by a member of that faith community. The pupils will spend time at All Saint's Parish Church, Jamia Masjid Gulshane Baghdad Mosque and Guru Nanak Gurdwara.

The visit will take place on _____ leaving school at _____ and returning at _____.

The cost of the visit is £ _____. You are not obliged to pay, but if we do not have enough contributions the visit may have to be cancelled/ will not take place. Parents who are in receipt of Income Support are not asked to contribute but a donation would be gratefully accepted. This letter is in line with the Governors' Policy on Charging.

If there are any parents/adults who are willing and able to help on the trip could you please indicate on the pro-forma below. We are very grateful to those adults who help to make our visits such a positive experience for our pupils.

Please complete and return the slip together with a donation before _____.

Full details of the visit will be sent home with your child during the week before the trip.

Yours sincerely

Class Teacher/ Head of Year/ Subject Co-ordinator

Reply slip – for The Faith Tour

I do/ do not give permission for _____ Class _____
**please delete as appropriate*

to participate in the Faith Tour on* _____ **please enter date of visit*

I enclose a voluntary donation of £ _____

I am able to help with this visit - *please enter contact detail below*

Name _____ Telephone _____



Faith Tour to Queen's Park

Visiting

All Saints Church, Westbourne Road Mosque and Guru Nanak Gurdwara

Dear Parents/Carers

We would appreciate your support for your child's visit by:

- providing an adult head scarf (not baseball cap or handkerchief)
- modest dress (school uniform) with the exposure of bare flesh kept to a minimum
- as the Gurdwara has a vegetarian ethos, the community has asked that visitors' packed lunches should be vegetarian in content.

Thank you for your support



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Thank you for your support

Risk Assessment

Faith Tour: All Saint's Parish Church; Jamia Masjid Gulshane Baghdad Mosque; Guru Nanak Gurdwara	Date: Dep. School: Arr QP: Dep QP: Arr School:	Class: Year Group: Total number of pupils: Staff : Adult helpers:
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Activity	Risk/hazard	Steps taken to prevent injury/harm	At risk
Outward and return bus journey from school to QP.	Minor / major injury- Bus travel	<ul style="list-style-type: none"> ▪ List of adults - next of kin/emergency contact numbers logged at school office. ▪ Staff to have mobile- contact school in event of emergency/ illness. ▪ Pupils supervised entry to bus. Counted on to/ off bus ▪ Correct seating, all pupils wearing seatbelts if available- facing forwards, back against seat, legs inside seating area- not aisle. Staff seated at emergency exits and spaced through bus. Staff to monitor behaviour. 	Pupils Adults
Journey on foot between the faith community buildings	Traffic accident, tripping, falling.	<ul style="list-style-type: none"> ▪ Pupils to walk in 'crocodile' in twos away from kerb ▪ Crossing points supervised by adults at ratio 1:6 or better. ▪ Adults at front/rear and spaced along line of pupils. ▪ Pupils reminded of road safety and appropriate behaviour in class before leaving. ▪ Pupils to be made aware of dangers of wet leaves/ slippery/uneven pavements 	Pupils Adults
	Leaving child behind.	<ul style="list-style-type: none"> ▪ Each adult to have list of names/ total children in their group. ▪ Group leader/ staff member- <u>without a small group</u> –to co-ordinate whole visit. ▪ Accessing toilet facilities- supervised by an adult ▪ 1:6 ratios met. ▪ Children counted on arrival/ departure from buildings by 2 adults. 	Pupil
	Medical emergency/ allergic reactions/ asthma	<ul style="list-style-type: none"> ▪ Children with severe reactions to be in the same small group as class teacher. ▪ EpiPen packs to be taken and kept with key staff member- who has had EpiPen training ▪ Parents of children with severe reactions to accompany trip if possible. ▪ Children with asthma to carry own inhalers (age dependent) ▪ Adult helpers/ activity leaders to be made aware of specific children within their group. ▪ Teacher in charge to take mobile phone in case of emergency. ▪ Emergency contacts- pupils and adults- logged in school office. ▪ Falls/ stumbles- First Aid pack to be taken by group leader. 	Pupils
Active learning activities in each building	Injury from church furniture/ faith artefacts	<ul style="list-style-type: none"> ▪ Pupils counted at beginning / end of each group rotation/activity. ▪ Adult to lead group to new activity/area. ▪ Pre-visit briefing – outlines appropriate behaviour within three buildings. ▪ Children warned of potential dangers- uneven flooring/ unstable paths/ care to be taken accessing upper rooms- stairs. ▪ Activity leader – explain what is safe / unsafe to handle /touch. 	Pupils

Evaluation of risk assessment:

Resource Boxes for Faith Tour

There are two boxes which are available for loan two weeks prior to visit.
They are stored at All Saints Parish Church, Westbourne Road, Bedford MK40 4LD.

It is the school's responsibility to check availability and to make arrangements for the collection of boxes by first making contact with the co-ordinator, Karamat Hussain, on 01234 290393 or 07961 187097.

To be fair to other schools, boxes must be returned to the Ambrose Reeves Room at the time of the school visit, with a completed checklist. Any lost or damaged articles will need to be reimbursed.

Box Contents

Keystones: Christian church; Muslim mosque, Sikh gurdwara	Articles of Faith
Photo packs: Christian; Islam; Sikh	Folens
World of faiths: Sikhism	Articles of Faith
My Sikh Faith (small book)	Articles of Faith
Ideas banks: Festivals 1 and 2	Folens
Photo pack: Signs and symbols	Folens
Photo pack: Artefacts for worship	Folens
Photo pack: Sacred texts	Folens
Looking at religion: Christian; Muslim; Sikh	The Festival Shop
Talking about my faith: Christian; Muslim	The Festival Shop
Religions of the world: Christianity; Islam; Sikhism	The Festival Shop
Start up religion: Visiting a church; a mosque; a gurdwara	The Festival Shop
Sacred texts: Bible and Christianity; Qur'an and Islam; Guru Granth Sahib and Sikhism.	The Festival Shop
Celebrations: Baisakhi and Sikhism; Christmas and Christianity; Ramadam and Islam.	The Festival Shop
Lesson banks: Islam, Christianity, Sikhism	Belair
DVD ' Faith in Queen's Park' (for teachers/ adult helpers KS1 and 2 and older pupils)	

Photographs

The following photographs are available for downloading from:

www.beds-re-resources.org.uk

www.bedfordshire.gov.uk (follow 'b' route from home page for SACRE)

They may be used for preparation or follow-up work. Some suggestions are given in the Activities section 'Picture detectives' (p16)

All Saints Church	Jamia Mashid Gulshane Baghdad Mosque	Guru Nanak Gurdwara
Exterior view	Exterior view	Exterior view (x2)
Distance shot of altar (lectern in foreground)	Shoe rack	Close up of throne
Lectern	Wuzu area	Chauri
Pulpit	Distance shot of prayer hall	Distance shot of prayer hall
Altar - close up (x2)	Prayer beads	Picture of Guru Nanak and other gurus
Lady Altar	Minbar	Notices for visitors (x2)
Organ	Clocks for times of prayer & Friday congregational prayer	Symbols
Stained glass window	Close up of prayer carpet	Kitchen for Langar
Community pictures	Qur'ans and other books	Langar
Hassock	Interior dome and windows	Resting place of Guru Granth Sahib
Font		Romallas (covers for Guru Granth Sahib)
Pictures of church members		Dressing place for Guru Granth Sahib
Christ the King Sacristy Chapel		Tablas and harmoniums
Paschal Candle		
Place for private prayer		

Links for the support of visits

General sources of support for visits to places of worship:

1. The Culham College Institute has produced an RE directory for the RE Council of England and Wales, which can direct teachers to appropriate faith communities (ISBN 0 907957552). Also, 'Religions in the UK', edited by Paul Weller (ISBN 1 091437 964) is a good multi-faith directory.
2. In Bedfordshire, the SACRE has issued to all schools the 'Bedfordshire Faith Directory' (updated February 2006 – yellow cover). If you cannot locate your copy, please contact Jill Birch, SACRE Administrator on 01234 836106.
3. Bedfordshire SACRE inter-faith tour resource boxes (2 sets) – see p10

The following general websites offer some insights into places of worship:

Buddhism - www.buddhanet.net

Christianity - www.educhurch.co.uk (also has links to mosque)

Hinduism - www.mandir.org

Islam - www.hitchams.suffolk.sch.uk/mosque

Judaism - www.hitchams.suffolk.sch.uk/synagogue

Sikhism - www.sikhs.org (follow 'way of life')

General (and recommended) - www.reonline.org.uk (follow 'places of worship')

For website articles specific to Queen's Park, it is worth looking up:

www.bbc.co.uk and then typing 'Queen's Park Bedford' into the search engine on the homepage.

This will find you two articles:

'Prince Charles:Queen's Park Ranger!' and 'New Sikh landmark gurdwara opens'.

All Saints Church has its own website: www.allsaintsbedford.co.uk

Photographs of the Jamia Masjid Gulshane Baghdad mosque can be found on:

www.bedfordmuslims.co.uk and follow link to mosques.

'Faith in Queen's Park' DVD available from the co-ordinator (a copy is in each resource box)

Getting the best from your visit

In order to maximise pupils' learning experiences on the Faith Tour, the following suggestions may be helpful:

- As with all visits, it is best and safest if small groups of pupils are assigned to an adult. This is particularly needed for when pupils have the opportunity to 'explore' the building and its features;
- It is helpful if pupils have at least some basic background to the places of worship to be visited. This reinforces their awareness and appreciation of the features and activities that take place;
- One of the main benefits of a visit as opposed to any other medium, is the opportunity for pupils to sense the 'specialness', the 'holiness' of places used by faith communities for worship. To this end, it is helpful if pupils have previously considered their own special places and their feelings about special and personal objects or artefacts. (see p. 32 of Agreed Syllabus);
- For Lower School pupils, their awareness of Sikhism and/or Islam may need additional preparation depending on school choices in, for example, Worship 1 (p. 48 of Agreed Syllabus);
- If you have a particular resource for the pupils to use at the places of worship, it would be helpful to let the co-ordinators see this before the tour;
- Remember to help pupils understand the community importance of the buildings. In each place there are examples of how the building is used by the whole community in a variety of ways.
- In order to support teachers and accompanying adults, it would be beneficial to refer to sites such as: [www. REonline.org.uk](http://www.REonline.org.uk) (follow links to Places of Worship – church, gurdwara, mosque). This gives a good generic introduction. Refer to 'Why arrange a visit?' (p2)
- This gives links to the Recommended Study Units of the Agreed Syllabus which may be the context for your visit.
- Appendix C (p.121 of Agreed Syllabus) has a useful summary of each faith's key beliefs and ideas. This is useful background.

Suggestions for activities

This section suggests eight areas of appropriate activities which could help the pupils maximise the benefits of a visit experience – whilst still ensuring the element of surprise and discovery.

There is a range of suggestions within each activity so teachers will need to select and adapt them to suit the age and ability of their pupils and the context of their visit.

In each case, suggestions are made as to how the pre-visit activities could be followed through into the visit and then into post-visit work. Be realistic when considering these suggestions – they are just a few ideas that may help you. They are not schemes of work!

Most activities are relevant to all three places of worship as indicated. With the exception of the candle hunt, they work in the context of the usual visit programme – but not all at once! **N.B.** It would be helpful if the co-ordinator could be notified in advance of any specific focus.

N.B. Early Years children will benefit most from the tour if they just spend time in each place of worship, absorbing the sights, sounds and general atmosphere and perhaps noting one or two special features. The resource boxes include appropriate story books from each tradition. It is suggested that teachers could read/tell a relevant story in the place of worship.

We are grateful to SARETT ('St Albans RE Teachers Together') for the basis of some of the suggestions.

Eight areas of activity

1. Words and feelings;
2. Picture detectives;
3. Candle Hunt;
4. Get 'e' learning!
5. What's a special book?
6. V.I.P.
7. Shapes, sounds and symbols;
8. Community matters!

1 Words and feelings

This group of activities focus mainly on response and feelings (AT2) but will draw on elements of knowledge and understanding (AT1) as the context.

The aims of the following activities are to:

- help pupils reflect on their own feelings about special places known to them;
- increase understanding that some areas/buildings have a special purpose and 'feeling' and call for different responses of behaviour;
- empathise with and respect the concept of sacred space for believers;
- find a range of words to express feelings.

Pre-visit approach:

Talk about special places they know well (see p.32 Agreed Syllabus) and how they feel in them;

For younger pupils, compare their feelings in the classroom e.g. when in home corner/ on carpet to when working at desks;

Think about different areas in school and what they are used for e.g. does school hall have a focal point for assembly and does it feel different when used for other purposes? How do they behave and feel in the library areas? What does it feel like to be together with the whole school community e.g. a sense of belonging, a time for thinking about things that matter to the whole community?

The word bank on p23 is to be used flexibly. It can support pupils in constructing some thoughts about how they expect to feel when they visit the places of worship. The words suggested should be adapted according to age, ability and context e.g. younger pupils may be given a small selection and in groups decide on one or two. Older pupils may use more. All pupils can add their own ideas.

A record should be kept.

During the visit, pupils should use the range of senses and not just listen! They should ask themselves what they can hear, see, touch and smell that tells them that this place is special to believers e.g. how can they tell that God matters in this place? How do they know that the people they see or listen to care about what happens here? How can they tell that worshipping with others in this place is important? How does the place of worship 'feel' different to a school hall? How can they tell that praying is important? How can they tell that certain writings, people and objects matter here? What would it feel like to be completely quiet and still in this place - what would they think about or feel?

Following the visit, pupils could:

- reflect on their pre-visit words and compare - a 'before and after' exercise with reasons and a comparisons between the three places of worship;
- write simple poems e.g. haiku to describe their own feelings and the feelings of believers;
- extend their writing to reflect on their own (and believers') feelings in different areas of the building e.g. side chapel in church, washing area in mosque, langar in gurdwara;
- draw on their gains in knowledge and understanding to understand why features and artefacts in the building generate feelings and a sense of the holy.

2 Picture detectives

The aims of the following activities are to:

- stimulate curiosity and a sense of enquiry;
- identify and explain some of the most important features;
- introduce some background information and terminology.

Pre-visit approach:

Photographs of different features/artefacts are available for downloading (p11). A selection of these can be used for a variety of purposes to heighten the sense of mystery and investigation prior to the visit – not to take away the elements of surprise and discovery! If possible, prepare it as a ‘through the keyhole’ activity (a simple cut out keyhole shape placed over the feature to isolate it from its surroundings) to strengthen the detective approach!! Teachers should decide if it is appropriate for correct terminology to be introduced at this stage and form part of the matching exercise. If so, there is a vocabulary sheet (Word list naming some special features on p22) Work can be done in pairs or as individuals. Examples include: a sorting exercise – which do you think you will find in the church, mosque, gurdwara?; a quiz - what do you think they might be used for?; investigate further - choose one object/feature you would like to look at in some detail on the visit and decide what you want to find out (Explain that they are allowed to change their mind if something more interesting is seen on the visit!); think - are there more objects/ areas in one place of worship than another? Why do you think this might be?; work out what you think are the most important parts of the buildings and then wait to find out if you are right!

A record should be kept.

During the visit, pupils use their listening and observational skills to gather answers to some of the questioning they did before the visit. They build up a picture of the things that matter most in the places of worship. They start to make comparisons between the main features of the different buildings. If possible, they sketch any objects chosen pre-visit for further investigation. They ask questions about features of the building that catch their interest or stimulate their curiosity.

Following the visit, pupils could:

- check their pre-visit speculation against what they found out;
- describe any aspect of the places of worship that surprised, impressed or mystified them;
- draw in more detail ‘My most interesting part of the....’ – work on the object/feature they chose to investigate and describe its purpose – how did they feel when they saw it ‘in the flesh’?
- from what they found out on their visit, explain what parts or features of the building seemed to be the most important and say why –this could be done in the form of an exercise: Fire! – the church/mosque/ gurdwara is burning down – what one thing must be saved – and why?
- in groups/ as individuals, prepare a display of ‘the three most interesting things we (I) saw on my (our) visit to the church, mosque, gurdwara’
- prepare an imaginary interview with a Christian, Muslim and/or Sikh in which you ask about why their place of worship is important to them – and what is the most important part and why...
- a class display could combine elements of the above, including quotes in ‘thought bubbles’ of pupils reactions and feelings to sights, sounds, smellsand the people they met.

3 Candle hunt

N. B. Check with church beforehand to allow time and to explain this aspect of the visit so that some clues can be given in the introductory talk.

The aims of these activities are to:

- help pupils understand the role of candles as an aid to reflection:
- understand light as a symbol in religion generally (links can be made to other contexts e.g. Hanukkah, Diwali) –see p. 62 of Agreed Syllabus
- discover the different purposes of candles in the church.

Pre-visit approach:

Refer to any context in school where candles are used e.g. in assembly, circle time;
Use a lighted candle as an aid to reflection in the classroom and then ask pupils how it made them feel;

Compile a wordlist from pupils' responses – keep a record;
Speculate how, why and when candles might be used in church.

During the visit, groups of pupils make a list of the areas where candles are to be found and try to work out their purpose (some, like those for offering prayers to Mary, will be more obvious than others). They can count the candles and notice the differences in shape, size and decoration. Ask priest for some guidance/explanation of purpose e.g. paschal candle, baptismal candle.

Following the visit, pupils could:

- mark the location of candles on a simple outline plan of the interior of the church and identify any specific purpose;
- look at their pre-visit work with words and do some creative writing e.g. shape poems or prose in flame shapes;
- create a collage or pastel picture of lit candle and surround it with words from list;
- reflect on the power of candles to aid reflection/ prayer/concentration. Write a personal ending to the sentence, 'If I lit a candle it would be to/for.....because....'
- reflect on the phrases: 'a candle in the dark' and 'a light in the darkness'. Design a piece of reflective artwork that portrays these concepts and how they could refer to aspects of the modern world.

4 Get 'e' learning!

The aims of these activities are to:

- apply pupils' ICT skills in production of a quality RE outcome;
- plan how to select appropriate material to fit the task set;
- review and modify their work done 'in the field' following their visit;
- present their work in an appropriate way to a wider audience.

Pre-visit approach:

Clarify the RE outcome with pupils so that appropriate planning can be made. For example: leaflet (audience, style, images needed?); display (to show what? by whom? location of display?); 'interview' for podcast; a feature for school website; an article for the school newsletter; a power point presentation to include video clips.

Research on the internet (see websites) expectations of what may be found in places of worship, analyse them for what might be the most important to prioritise during and following the visit;

Discuss how some key worship concepts e.g. peace, God, devotion, sacred, community, love, reflection might be expressed in places of worship and consider ways of showing them in photographs or video (without intrusion). This will need some preliminary discussion with the co-ordinator.

Consider if music or any other sounds e.g. call to prayer in the mosque could be included...

Prepare questions to ask the guides to ensure that the relevant digital material is available for the follow up work BUT prepare pupils to be surprised and to find out aspects that they did not expect!

During the visit, ensure allocation of cameras, recording devices and tasks is agreed. Pupils need to ensure that they listen, observe and think about the significance of features, artefacts and actions so that the appropriate material is gathered for later tasks. Well prepared questions should offer them insights into what worship means - beyond fixtures and fittings.

Following the visit, pupils could:

- use a writing programme to record visit, combining text and graphics;
- use a drawing package to design their own, ' Faith in Queen's Park' logo;
- create a display which fits their own words or words from word bank into speech bubble – 'When I was in theI felt....'
- analyse and edit images/ recordings to fit the task agreed pre-visit;
- select the most appropriate images and text for leaflets e.g. ' Welcome to our church/mosque/gurdwara' would involve aspects of the place of worship which the group felt were most important for the believers; 'Our visit to the church/mosque/gurdwara' might include the aspects the pupils found the most interesting, surprising, puzzling, amazing, moving, though-provoking...;
- create podcasts, a video diary, a report for Newsround, presentation to parents, governors, assembly....
- do a power point presentation incorporating summarised text, video clips, music, pictures of three most important parts of the places of worship.....

5 What's a special book?

The aims of these activities are to:

- know the names of the sacred texts in each of the places of worship;
- recognise how their importance is shown in the way they are treated;
- explain how features of the buildings show the importance of the writings.

Pre-visit approach:

With younger pupils, discuss the ideas of their own special books (see Agreed Syllabus p. 30) and how they think people at the places of worship might show that their special book is important;

Discuss concepts such as sacred, respect, authority...what each means to pupils;

Research or look at pictures of the Bible, the Qur'an and the Guru Granth Sahib and raise some questions that might be asked on the visit.

During the visit, pupils identify the status of the sacred writings which will be evident in each place of worship e.g. the eagle on the lectern, the Qur'an stand and the 'throne' for the Guru Granth Sahib. Pupils could look for the different ways in which respect is shown and evidence of quotations from the writings that may be displayed. Older pupils can look out for similarities and differences between the ways readings from the three sacred writings are used in worship.

Following the visit, pupils could:

- record three important things they saw or heard on their visit to each place which shows how important the sacred writing is to a believer;
- label outline diagrams, using downloaded photos from website (see 2 above) with correct terms;
- insert pictures of the writings in the centre of one or more spider diagrams as the basis of a summary of what pupils discovered about the writings on their visit and their thoughts/ feelings about them. Around the diagram, lines lead to boxes with labels such as: This is called...; Two things I saw which showed me how important this writing is'; One thing I was curious about was.....; What impressed me most about the way the writing was treated was.....; My own choice of special writing would be----because....; The sacred writings teach followers how to live. I get my rules for living from....

6 V.I.P.

The aims of these activities are to:

- recognise key inspirational figures in the three religions;
- understand the differences between the beliefs about them;
- consider if these V.I.Ps are still important today and if there are any differences in attitudes to them;
- discover any evidence in the buildings which gives clues to their importance.

Pre-visit approach:

With younger pupils, stories about or told by Jesus, Muhammad or Guru Nanak will introduce them to the special person of importance. They could look at pictures of the places of worship and see if there are any clues (N.B. there will be no pictures of Muhammad).

Older pupils could learn about some aspects of the person's life and begin to make comparisons about how the different faiths regard their own V.I.P. Discuss what they might see/hear on the visit to confirm or change their expectations.

During the visit, pupils will be able to discover more about these special people, through listening to the guides and using their observational skills. In the church, there are, for example, 'stations of the cross' pictures and posters in addition to traditional features. In the mosque there will be no images but references to Muhammad's life and example. In the gurdwara there are pictures of Guru Nanak as well as later gurus. Pupils could ask questions of believers regarding the importance of these people today.

Following the visit pupils could:

- use photographs or sketches from the visits and label them with a simple caption about why there are pictures of the V.I.P. in the church and gurdwara and not in the mosque;
- answer the questions, 'Is the sacred writing more or less important than the V.I.P? Why? How do you know?'
- make links between features of the building and the special person, explaining how this reflects their importance;
- compare beliefs about Christians' attitude to Jesus, Muslims' attitudes to Muhammad and Sikhs' attitudes to Guru Nanak and the other gurus and relate these beliefs to what they have observed in the places of worship.

7 Shapes, sounds and symbols

The aims of these activities are to:

- enable pupils to sense the way symbolic actions and objects bring meaning to worship;
- recognise how a purpose-built place of worship can reflect the style and practice of worship;
- know what are the most important features of worship at each venue;
- find symbols which represent important beliefs
- compare styles of worship e.g. prayer and the role and style of music.

Pre-visit approach:

Younger pupils could: think about their own special objects and how they make them feel; think about the shape of their classroom and its focal points and special areas; talk about how different styles of music helps them feel; think about how they sit in the school hall and any songs or prayers they might use in assembly... Older pupils could explore the significance of symbols (see p. 52 and 62 in Agreed Syllabus) and how worship is expressed (see p. 48 and 70 in Agreed Syllabus). Discuss what makes a place feel holy or be a 'sacred space'.

During the visit, pupils use their observational skills to spot symbols inside and outside the buildings e.g. cross, Sikh flag, crescent moon on dome... By listening, they could discover why there are no chairs in the mosque and gurdwara. During the visits, they will observe the washing areas in the mosque and the langar in the gurdwara. Both have important meaning and purpose. Pupils could select and sketch some patterns or designs that they think contribute to worship. They could reflect on: how the shapes, sounds and symbols around them create a worshipful atmosphere e.g. music in the church or gurdwara; whether the presence of images, pictures and carvings supports or detracts from worship; the difference made by the absence of seating. They should observe how the building is constructed and furnished in order to help worshippers pray. They should note the significance and use of the focal points in the three buildings.

Following the visit, pupils could:

- draw, or use a photograph of, a symbol or feature e.g. a hassock, a prayer mat, a musical instrument from the gurdwara, label it and explain why it was chosen as special;
- create a class display of symbols or designs (sketches or photographs) from the places of worship, giving each a caption which explains their use and significance;
- choose a theme for a group/individual poster e.g. prayer in the three places of worship, including the focal point, the physical postures and any aids to worship;
- write a personal response to which sounds and symbols most impressed them as aids to 'touching the spirit', giving reasons;
- use a simple outline plan, with labels, to explain how the places of worship are built to reflect the beliefs and practices of the faith e.g. the altar, the langar, the washing areas in the mosque;
- design their own symbol or focal point to reflect an important belief of Christians, Muslims or Sikhs;
- design and explain a symbol which reflects something they feel is very important for them or for the world.

8 Community matters!

The aims of these activities are to:

- understand that the buildings are much more than places of worship;
- discover the range of community activities that take place in, or are linked to, the worshipping community;
- find evidence of this community activity.

Pre-visit approach:

Discuss the concept of a community with reference to the pupils' own experience at school and in the neighbourhood. Discuss the importance of belonging and the importance of showing that you care for others. Consider how beliefs are passed on from one generation to another and the role of education in this process. Discuss in what other ways a place of worship might be used and prepare questions. Older pupils could research possibilities. They could discuss the concept of the wider local, national and global community as these do relate to aspects of the work at the places of worship e.g. charities linked to each of the faiths such as Christian Aid, Islamic Relief or Khalsa Aid. A very useful exercise would be to search relevant websites that feature events in the Queen's Park area (see website section)

During the visit, pupils use their observational skills to notice references to activities that 'reach out' into the community. These may be on notice boards inside or outside the buildings. Reference may be made by the guide. If not, pupils could ask questions. Pupils could make a note of some activities e.g. those that involve children or young people, those linked to the education of the children of the faith community. Questions could also be asked relating to how the buildings are used to celebrate festivals or special family occasions e.g. weddings.

Following the visit, pupils could:

- draw symbols or line drawings inside a simple outline plan to show the range of community and other activities that take place in one or all of the places of worship;
- write inside a simple outline plan some key words to show the things that go on in the building and outside the plan, some key words to show the things that might reach out more widely into the community;
- design posters giving outline information about the places of worship, including elements of community outreach;
- prepare welcoming leaflets for one or all of the places of worship 'advertising' their social and community programmes;
- identify the similarities and differences between the community aspects of the three venues;

Queen's Park Faith Tour: Naming some special features

Altar	Shoe rack	Guru Nanak	Qibla wall	Wuzu area
Lady altar	Chauri	Langar	Kitchen	Prayer carpet
Dome	Pulpit	Cross	Mihrab	Tablas and harmonium
Lectern	Guru Granth Sahib	Community notice board	Hassocks (kneelers)	Resting place for Guru Granth Sahib
Dais (throne)	Gurus	Minbar	Organ pipes	Paschal candle
Minaret	Font	Bible	Clocks	Qur'ans

Queens Park Faith Tour: Words and feelings list

Holy	Peaceful	Inspiring	Special	Dull
Different	Wonderful	Wise	Colourful	Happy
Exciting	Scary	Puzzling	Lively	Interesting
Welcoming	Awesome	Comforting	Friendly	Mysterious
Spiritual	Calm	Overwhelming	Tranquil	Quiet
Restful	Soothing	Boring	Big	Sad
Sacred	Inviting	Ancient	Curious	Spooky
Gloomy	Modern	Surprising	Strange	Still

