

## Visiting Religious Buildings

### Before you go:

- **Confirm** the person/contact/guide at the religious building you are visiting and their contact details.
- Clarify **Learning outcomes** as I can statements with pupils: I can identify features and beliefs of different places; I can also see how these are similar and different to other buildings; I can even suggest how these features may affect the believers
- Children could **predict** what symbols, artefacts and features they might expect to see in their religious building.
- Children could prepare any **questions** they may wish to ask/find out which relate to the I can statements above
- Clarify with pupils any **expectations** for dress or behaviour
- Share the learning outcomes, pupil questions (see above) or scheme of work to help **prepare** your guide. Perhaps they could also email you their written responses that could be used later as a resource?
- You could also remind them (and the children) that pupils are visiting as part of an *academic* experience: to learn what *their* group beliefs, values and does. Therefore, they should be careful to use terms such as 'I believe/think' that 'I should/could', rather than risk pupils misinterpreting their words as guidance for what 'people/they' should. Ask your guide not to invite pupils directly to events or to take part in any activities that are not previously agreed, in case they impose or conflict with pupils' own beliefs/values.

### When you are there:

- Ask children to draw/take pictures of the features, symbols, artefacts they see, describe what they are and how used, and to annotate with what beliefs and values they have learnt about that these may show. *Can they describe and explain in more detail what they studied in previous lessons?* Children can follow the 'I can Statements' to help them with this writing.
- *Are there any features, beliefs or values shown in one of these churches that are similar to other places you may have been to?* – not necessarily other/own places of worship: perhaps classrooms, or school assembly hall etc.
- Children could complete an '**investigate template**' /worksheet (below) for the above, drawing their chosen item in the centre.
- Teachers could take **photos** of the key features, video the guide or a pupil speaking about certain features, or even video a 'walk around'/panorama of the religious building, as long as relevant permission has been granted in advance.

### When you get back:

- Children can look through the list of questions collated from before the visit, and see which of these have been answered, and use books/ICT to research the answers for any remaining questions for themselves.
- Having looked at other completed 'investigate templates'/worksheets, *have they seen any similarities in beliefs and values of their own or others that they have learnt about or seen in other religious places?*
- Children could prepare a tour guide speech, or a leaflet for the religious building: *what images did they find to show the different values of the believers? Can they describe the features, describe its use/purpose and explain how it shows these beliefs/values? What impact might these features have on believers?*
- These can be teacher marked and then perhaps be displayed around the classroom/hall, to imitate a virtual religious building
- Of course you will be thanking your hosts after the visit, but please also forward your **feedback** and comments to the RE Adviser about the delivery, content and resources: were the pupils engaged? Was the guide mindful of language and actions, only explaining the features and practices from the believers' perspective ('I believe/think' or 'I should/could') without the impression of imposing their views/beliefs onto others? Did they endeavour to answer pupils' questions (especially if sent in advance)? These can then be shared more widely among your colleagues in other schools.

