**Awareness Mystery Value (AMV): Distinctively Local Schemes of Learning**

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| **Key Stage 1 Unit 7: Why are some places special [C&D]**  **This unit explores how religions and beliefs express aspects of human nature in a variety of creative ways** | | | | |
| **About this example**  This example is built around an exploration of St Aldhelm’s Well in Frome. It was written by Yvonne Rayner (Berkley CofE First School, Frome)  The programme of learning aims to engage pupils through activities that may, e.g:   * affirm identities and sense of belonging to a larger community and involve them working with others within their community. * offer an authentic experience and extend their understanding of others now and in the past; | | | | |
| **Where the example fits into the curriculum**  This example connects with Areas of Enquiry C (forms of expressing meaning ) and D (identity, diversity and belonging).  In terms of ‘experiences and opportunities’, the example explores the connections between religious education and other subject areas, such as history and art. | | | | |
| **Prior Learning**  In geography / history pupils have been involved in a local study.  In RE pupils have studied ‘Why are some times special?’ (KS1 unit 2). This sequence of lessons adds to the unit, ‘Why are some PLACES special? (KS1 unit 7) by focussing on why some places *in the local community* are special. | | | | |
| **Featured Religions / Beliefs** | **Focus Areas of Enquiry** | | | |
| Christianity | **AT 1: Learning ABOUT religion and belief** | | **AT 2: Learning FROM religion and belief** | |
|  | A. Beliefs, teachings and sources |  | D. Identity, diversity and belonging | ✓ |
|  | B. Practices and ways of life |  | E. Meaning, purpose and truth |  |
|  | C. Forms of expressing meaning | ✓ | F. Values and commitments |  |

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| **Key Question: Why are some places special?** |
| **Supplementary Questions** |
| 1. What places are special to me? Why are they special? 2. What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) 3. What do these buildings that are special to religious or belief communities look like? 4. Do they have special places, objects, pictures or symbols? 5. How are these used? 6. What do they tell us about what people believe? |
| **Resources**  The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.   * Photographs of St Aldhelm’s Well, Frome and notes on the history of St Aldhelm’s Well. * Photographs of the different designs for the Well Dressings. * The Well Dressing prayers, e.g. <http://www.stpaulschestergreen.org/Prayer.htm> or [Prayer at St Aldhelm’s Service](http://awarenessmysteryvalue.org/wp-content/uploads/2016/11/L1072a-Resources.jpg) * Note on the history of Well Dressings. * Images from Google. * Websites on the St Aldhelm’s well-dressing: <http://www.sjfrome.co.uk/welldressings.htm>; <http://www.geograph.org.uk/photo/866618> <http://welldressing.com/venue.php?id=68> * St Aldhelm: <http://www.request.org.uk/main/dowhat/saints/aldhelm.htm> |

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| **Key Question: Why are some places special?** | | | |
| **Supplementary Question (a) What places are special to me? Why are they special?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes**  **(Based on ‘Can-do’ statements)** | **References and notes** |
| **Lesson 1**  Pupils will:   * identify places special to them. * share ideas about why particular places may be special to them or others. | 1. Ask the children to think of places that are special to them.  Collect some of their ideas, such as, bedroom, park, garden, tree house.  In small groups, (using adult to scribe) ask them such questions as:   * What makes the ‘special places’ special? * What is in the special place? * How do you feel when you are in it?   Bring class back together and ask each group to share with the rest of the class what their ideas are about the questions above.  Explain that most communities also have special places which mean a lot them and prepare them for a visit to one such place – the parish church of St John the Baptist, Frome.  Ask if they know who John the Baptist was and offer a quick explanation.  Also ask if they know who the patron saint of Frome is [St Aldhelm]. | Pupils:   * talk about things that happen to them (D1) including places that are special to them. | **Key vocabulary:**  parish church, John the Baptist.  **Resources/notes:**  A3 sheet with the questions on.  Coloured pens. |

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| **Key Question: Why are some places special?** | | | |
| **Supplementary Questions (b) What places are special to members of a religious or belief community? (The St Aldhelm’s Well)**  **(c) What do these buildings that are special to religious or belief communities look like? (i) Do they have special places, objects, pictures or symbols? (ii) How are these used? (iii) What do they tell us about what people believe?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 2**  Pupils will:   * identify characteristics of a special ‘religious’ place in our local community; * reflect on the idea of blessing and ceremony in their own lives. | 2. Make a visit to St John the Baptist’s. Meet Church representative.  Ask children to listen carefully as the Church representative tells them the history of the St Aldhelm’s Well and St John’s Church. [The Parish Church of St John the Baptist at Frome is of ancient foundation / spring dating back to an original church founded by St Aldhelm about 685 AD. A major factor in St Aldhelm’s choice of this site was the fresh springs which rise from the ground. The well-dressing and parade take place each year on the Saturday nearest to the feast of St Aldhelm 25th May.]  Take the children around the church to look at the statue of St Aldhelm holding a model of the church and the stained glass window of St John the Baptist.Ask the children such questions as:   * Why is St Aldhelm holding a model of the church? * What is the connection between John the Baptist and the fresh springs?   Invite the children to ask their own questions about the Well and about the people who make the well-dressing and take part in the ceremony.  Ask the children what *they* do that involves blessing or ceremony. If they were to bring their family to St John’s, what would they tell / show them? What do they think the annual well-dressing ceremony tells us about what people believe?  Take photos of St Aldhelm’s Well, or nominate some children to do so. Ask them to do some drawings and take rubbings. Ask them to read and comment on the Prayer for the Well. | Pupils:   * talk about things that happen to them (C1); * ask about what Christians do at the Well-dressing ceremony with respect for their feelings (D2). | **Key vocabulary:**  celebrate, St Aldhelm,  parishioners, ceremony, blessing, well-dressing.  **Resources/notes**:  Risk assessment.  Pictures of St Aldhelm.  Paper.  Crayons.  Digital cameras.  The Prayer for the Well. |

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| **Key Question: Why are some places special?** | | | |
| **Supplementary Questions (b) What places are special to members of a religious or belief community? (The St Aldhelm’s Well) c) What do these buildings that are special to religious or belief communities look like? (i) Do they have special places, objects, pictures or symbols? (ii) How are these used? (iii) What do they tell us about what people believe?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 3**  Pupils will:   * identify parts and functions of the church. * begin to understand about symbols / objects used in Christianity. | 3. Recap on visit to St John the Baptist at Frome. Ask the children to look carefully at photos, drawings and rubbings completed on the visit. Show them a selection of photos of the decorated well through the years and talk about the themes of these.  Ask the children such questions as: Why is the church / well important to the people who visit and pray there? Ask a teaching assistantto write down comments made by the children.  Talk about the theme for this year (e.g., 2013: The Water of Life). In small groups draw or cut out some pictures, symbols and ideas to go with the theme.  Ask each group to feed back their ideas to the class.  Ask a **TA** to write down comments made by the children. | Pupils:   * recognise religious symbols and pictures and talk about them (C1); * identify and give possible meanings underlying examples of Christian expression (C2). | **Key vocabulary:**  celebrate, St Aldhelm,  symbols.  **Resources/notes:**  Pictures of the well-dressing over the years: see websites in Resources above.  Magazines.  Crayons.  Paper.  RE Comment book. |

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| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 4**  Pupils will:   * identify parts and functions of the church. * learn about symbols / objects used in Christianity and reflect on their meaning. | Look at the ideas and symbols to go with this year’s theme. Look at the shape and size of the board we are covering and together decide on a design.  Ask the children such questions as:   * What colours would help to tell the story ? * What symbols would help to convey the meaning? * What materials will we need?   Split the class into 4 groups. Each group to make one part of the design with adult support.  At the end of the session put all the parts together.  Give out a letter for the children to take home inviting them and their families to go to the well dressing service and / or the parade. | Pupils:   * recognise religious symbols and pictures and talk about them (C1); * know what some Christian symbols stand for and say what some of the art is about (C2). | **Key vocabulary:**  Religious symbols  **Resources/notes:**  Board  Magazines  Crayons  Paper  Paint  Tissue paper  Glue |

**NB: Some of the lessons have a lot in them and could easily be stretched to 6 weeks.**

**One lesson dedicated to St Aldhelm could also be included. Pupils might go on to study the importance of water in religious ceremonies and stories.**