

**Lincolnshire Locally Agreed Syllabus for Religious Education**  
**KS1 Additional Unit: Places of Worship**

- *Choose three key objects, features or symbols and look at:*
- *what they tell us about beliefs about God/humans/the world around them*
  - *how they are used in practice – i.e. what impact they have on the community*

- **Judaism:** Torah scroll, **yad**, **Ner Tamid**, **tallit**  
Torah scroll: contains the story of the people of Israel, the chosen people of God, as well as the **mitzvot** (commandments) that God has given his people to follow; use of the Torah scroll during worship in the **synagogue** and way in which it is respected  
Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly; links to ways in which Jewish people show respect to the Torah  
Ner Tamid: the everlasting light, often lit outside the **Ark** (the place in which the Torah scroll is stored); represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews)  
Tallit: the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the **tzitzit** – this reminds Jewish people of the **mitzvot** (commandments) that God has asked them to follow; in Orthodox Jewish communities, the **tallit** is only worn by men; in Reform Jewish communities, men and women can wear it
- **Christianity:** candle, font, altar  
Candle: symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer = speaking *and* listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something  
Font: key feature of baptism; symbolises entry into the Christian community; Jesus’ baptism (**Matthew 3:13-17**) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit); key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed in different Christian denominations: children/adults, etc.; questions about identity and belonging  
Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends); links with Christian beliefs about God and salvation; bread and wine symbolising the body and blood of Jesus; **paten** and **chalice** (containers for bread and wine); candles; Bible; different ways in which Holy Communion is celebrated by different Christian denominations
- **Islam:** prayer mat, **qibla**, **minaret**  
Prayer mat: used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony; preparations for prayer (**wudu**); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony  
Qibla: indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the

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***Kaabah*** (Muslims believe this is the first place dedicated to the worship of one God); links between Makkah and the Prophets Ibrahim and Muhammad; used to work out which direction to face when praying; ensures everyone is praying in harmony around the world  
**Minaret**: tower from which the ***adhaan*** (call to prayer) is given; *adhaan* is sung by a ***muezzin***; minaret ensures this *adhaan* can be heard as far as possible to make sure as many Muslims as possible know it is time to pray; links with Muslim beliefs about God and harmony