

## Inter Faith Week Assembly

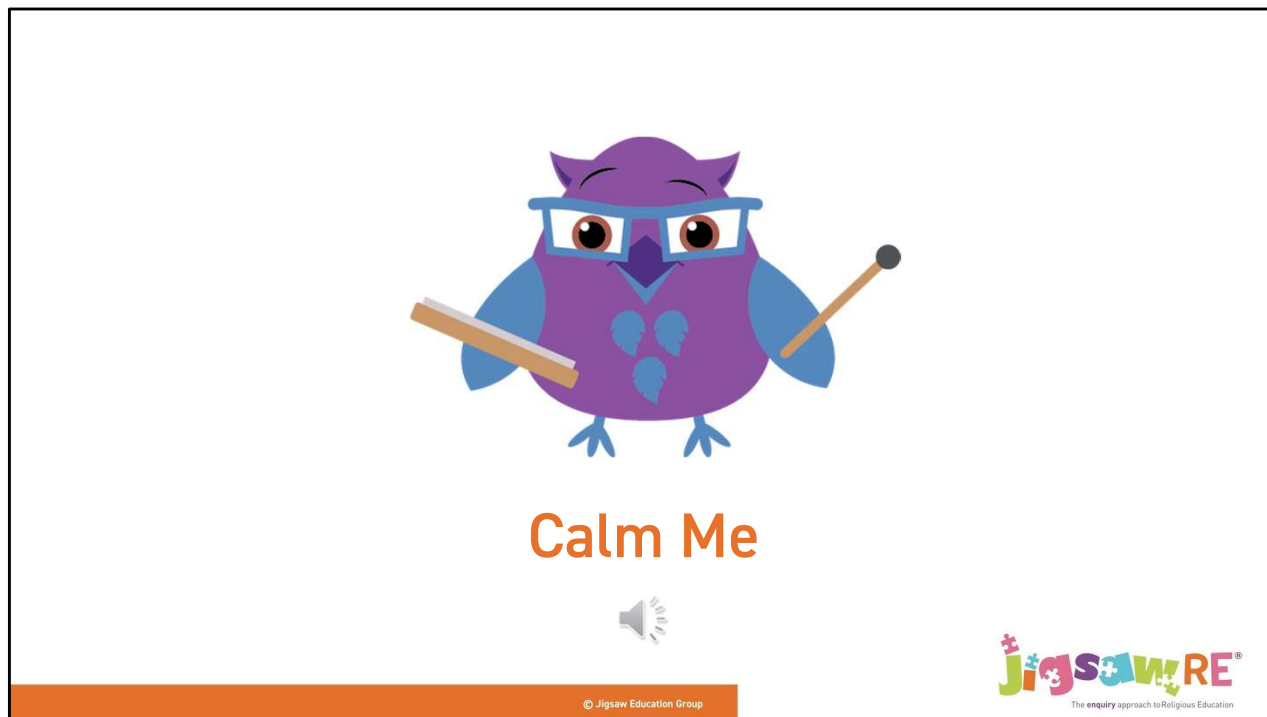


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Teacher Note: This assembly discusses the idea of different worldviews and beliefs. Be prepared for children's questions about different ideas and avoid suggesting any worldview is 'correct' or 'better' than another. It is also important to use language such as 'some', 'most' or 'many' when talking about worldviews to reflect the diversity within them. Consider your school's context and adjust accordingly to ensure that all children feel equally valued.



Stimulus (focus for reflection): Today we are thinking about the different worldviews of people all around the world. Can you remember any from our previous assemblies/learning?



Calm Me: Start the assembly by asking the children to listen to the chime until they can no longer hear any sound.

Invite the children to breathe in and out slowly and think about some of their friends and family. Think about what makes each of them unique and special. Although they may have things in common, there will be differences in appearance, favourite activities and ideas. It would be boring if we were all the same. These differences are things that we can celebrate about each other.

Give some thinking time, then sound the chime again and as the sound fades, ask the children to bring their attention back to the room.



Help Me Think About

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**JigsawRE**  
The enquiry approach to Religious Education

**Help me think about:** Invite the children to share some of their ideas about a person who is special to them and how they are different.

# INTERFAITH



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Ask the children what they think 'Interfaith' means? Take ideas from children aiming to focus on the ideas of bringing different people/beliefs together.

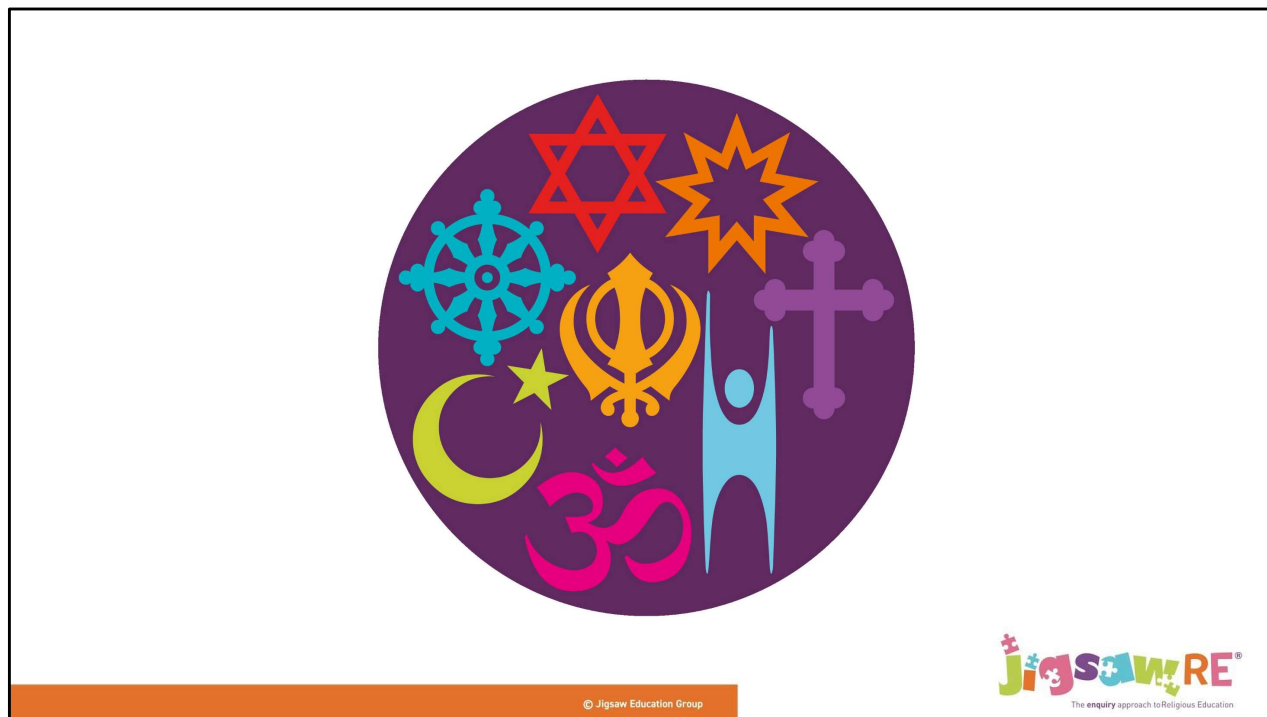


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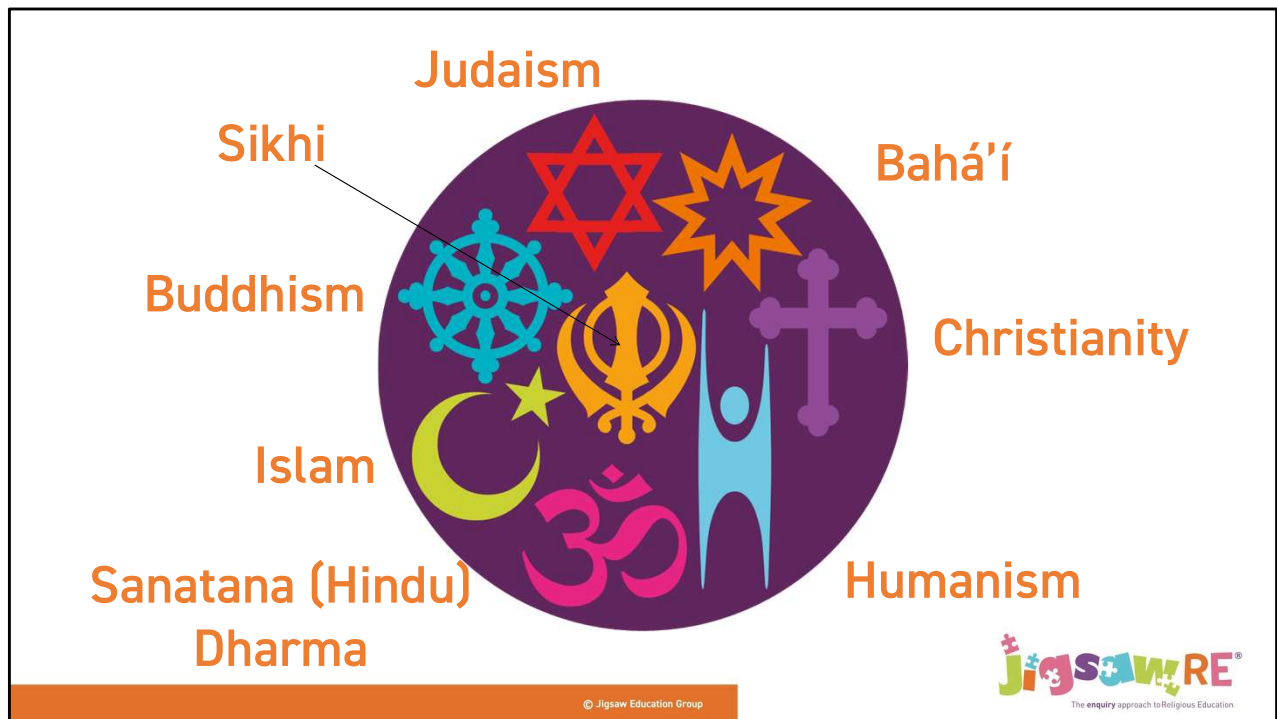
**JigsawRE**  
The enquiry approach to Religious Education

Explain that in November there is an Inter Faith Week – a special event that runs from Remembrance Sunday to the following Sunday each year. The aim of the week is for people with different worldviews to connect and share ideas about how we can all live well together.

Tell the children that today we will look at how Gudrun owl (one of the Jigsaw owl crew) has been celebrating different faiths and worldviews by going to different places of worship and making new friends.



Show the image of different worldview symbols and ask which ones the children recognise.



Show the image with the labelled symbols and correct any misconceptions the children had. Tell the children that there are more than 4000 religious and non-religious worldviews that people around the world follow, so these symbols represent some of the main ones.





Explain that during Interfaith Week, many places of worship invite visitors in to share some of their beliefs and practices. This is a time to learn from each other by asking respectful questions and sharing what is important to us in our communities.

Gudrun owl has been invited to visit some different places of worship to celebrate Interfaith week. But he feels nervous about going to new places and meeting new people. He's worried that he might upset someone if he believes something different to them or lives his life differently.

**Can you suggest some ways that he can show respect to other people on his visits?**

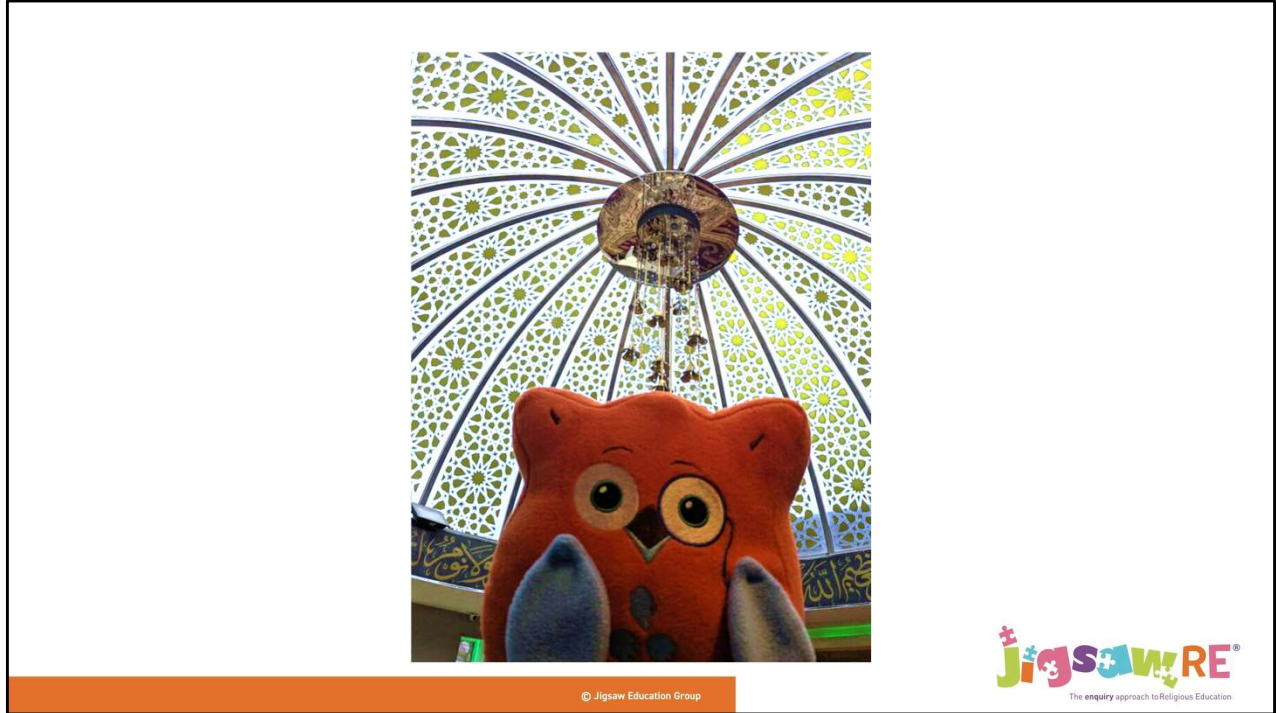
(Children may suggest ideas such as: listening carefully to people when they are explaining their beliefs and practices, asking polite questions to help them learn more, use polite manners such as 'please' or 'thank you', checking if he needs to dress or behave in a certain way at the venue before entering, smiling at the people he meets.)



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The enquiry approach to Religious Education

Thank you for your help! Gudrun is now ready to go exploring and make new friends. Can you guess where Gudrun visited using the clues.



**This place has separate entrances for brothers and sisters.**

**It is decorated with geometric patterns.**

**There are special prayer mats on the ground, all facing the same way.**

**Where was Gudrun?**

**Answer – a mosque (Islamic place of worship)**



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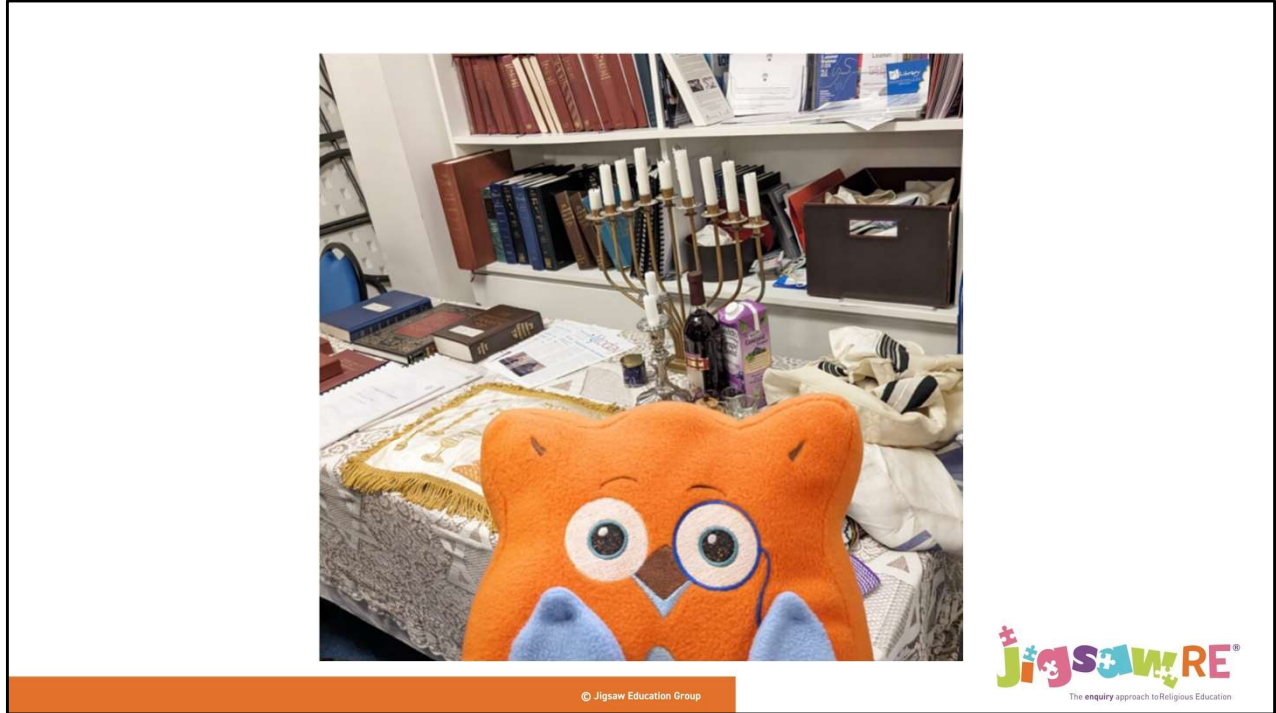
**This place has a quiet area for meditation.**

**There are different-sized gold statues of a seated figure.**

**Gudrun met a nun who wore dark red robes.**

**Where was Gudrun?**

**Answer – Buddhist Centre**



**There is a 6-pointed star on a sign by the door.**

**There is a special candlestick, a blue and white prayer shawl, and books where the writing goes from right to left.**

**Gudrun ate some challah bread and tried a matzah cracker.**

**Where was Gudrun?**

**Answer – Synagogue (Jewish place of worship)**



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**This building is decorated in bright colours, especially red and gold.**

**There are small statues of gods and goddesses called murti.**

**People come to light small candles and bring offerings of food and flowers to the murtis.**

**Where was Gudrun?**

**Answer – Mandir (Sanatani (Hindu) place of worship)**





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**In this building, everyone covers their heads and removes their shoes as a sign of respect.**

**Upstairs, there is a special book on a raised platform with a canopy above it.**

**Downstairs, Gudrun enjoyed daal and chapati in the langar hall, which was decorated with pictures of ten Gurus.**

**Where was Gudrun?**

**Answer – Gurdwara (Sikh place of worship)**



**This building has a tall tower with bells inside, which ring on Sundays.**

**Inside, there are stained-glass windows and a large cross.**

**Gudrun heard music played on a large instrument called an organ.**

**Where was Gudrun?**

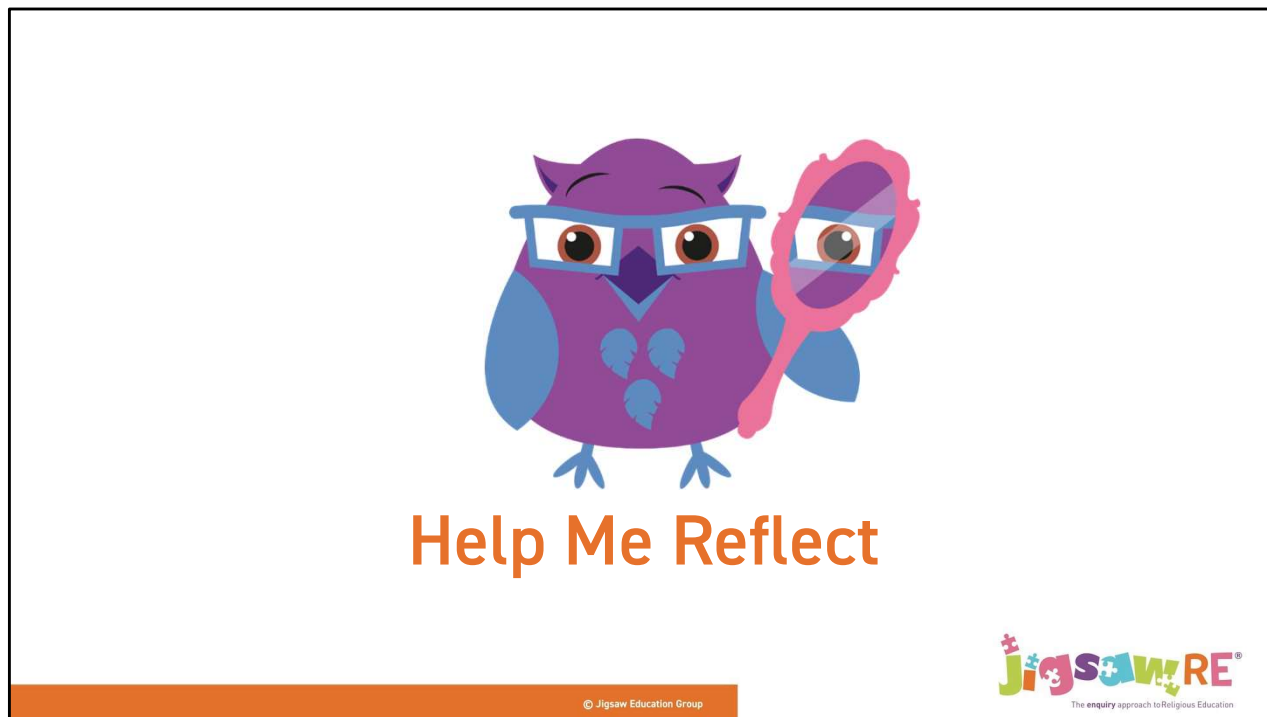
**Answer – Church (Christian place of worship)**





Tell the children that Gudrun really enjoyed these visits. Gudrun learned that although people might wear different clothes, eat different foods and congregate in different buildings, we can all live well together if we show respect and kindness.

Discuss with the children if we have any of these special places in our local area. Do they look the same as the ones Gudrun visited or different?



## Help Me Reflect

In this quiet and serene moment, invite everyone to reflect on:

- how they can be a good friend to someone who might have different beliefs
- how they might learn about how people celebrate different special days from them

Settings with a particular religious character/faith/denomination may wish to use the resources for Church Schools below to make an act of worship at this point.

**Bible reading:** Love your neighbour as yourself. (Mark 12:31)

**Prayer:** Dear God, Thank you for making everyone special and different. Help us to be kind friends who care about others' feelings and learn from each other. Help us to share and celebrate our differences. Amen.



This week, let's think about how we can celebrate differences and learn more about other people's beliefs and practices.

Thank you



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#### Closing the Assembly:

Explain to the children that, this week, everyone is going to think about how they can celebrate differences and learn more about other people's beliefs and practices.

Play an appropriate piece of music or leave in the usual manner for your school.

**Teacher note:** You may wish to encourage children to follow on from this assembly by creating celebration food plates to show how different cultures around the world celebrate, hold a 'What Makes Me Special?' Show and Tell session in class or invite visitors from your local places of worship into school to explore different ways of responding to different beliefs and practices. Further InterFaith Week resources are included on the Jigsaw portal for subscribers here: <https://jigsawpshe.online/materials/jigsaw-re/whole-school/interfaith/>

You may also want to organise special trips and visitors from your local community to come in and share their worldviews.