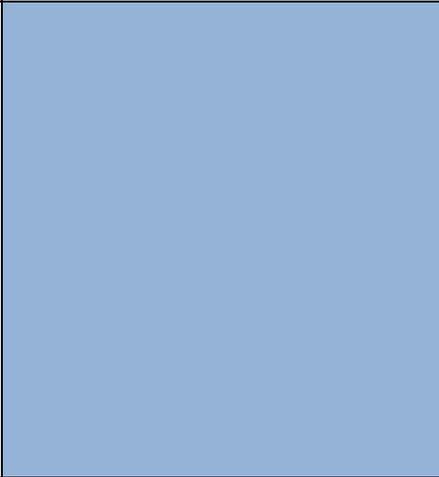
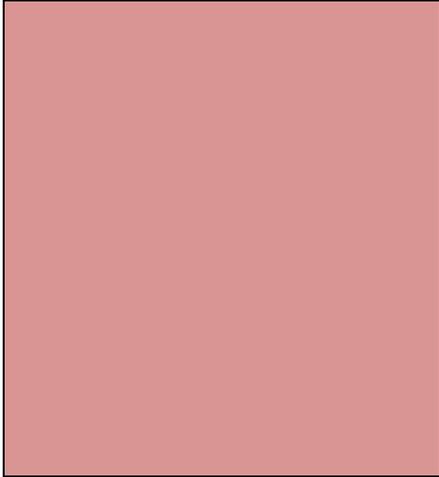
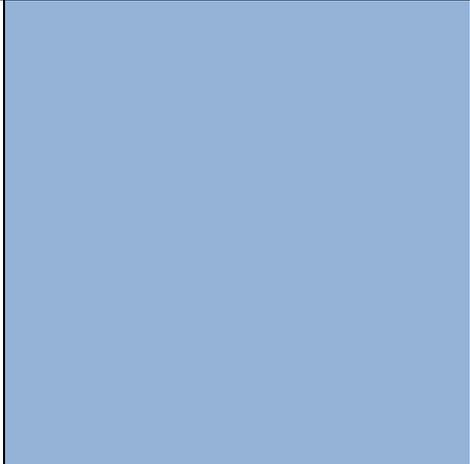


<p><b>Cumbria SACRE RE Agreed Syllabus Support for Teachers through Planned Investigations</b></p>		
<p><b>Unit title: Why are some books and stories special? Age Group: 4-7</b></p>		
		
		

**Title of the Investigation:**  
**Why are some books and stories special?**  
**Year Group R / 1 / 2**

**ABOUT THIS UNIT:**

This unit provides a simple introduction to some stories from the sacred texts and traditions of Christianity, Hinduism, Judaism, Buddhism, Sikhism and Islam. In finding out about stories from the Hindu or Buddhist traditions, or about the Torah, Bible, the Guru Granth Sahib or the Qur'an, children will discover more about religion and how people from faiths might use their sacred stories.

The fact that the unit includes all six religions does not mean that teachers should teach six religions one after another. The Cumbria Agreed Syllabus requires schools to be selective about the religions from which they teach. Teachers at KS1 should focus on Christianity and one other religion and at KS2 focus on Christianity and two religions--plus some knowledge of aspects of others.

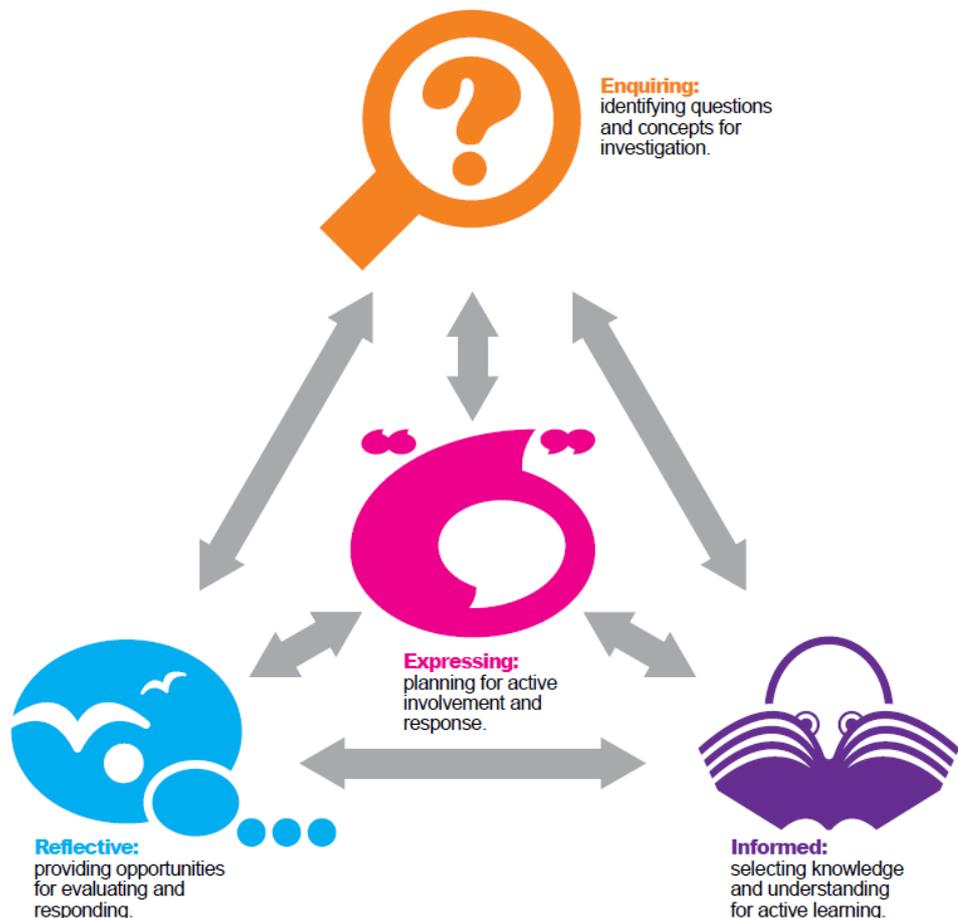
It is important for all pupils to learn about religious diversity. There are many thousands of Christians, Jewish people, Hindus, Buddhists, Sikhs and Muslim people in the north west of England, so RE contributes to children's understanding of the world and to their appreciation of diversity.

The work in this unit is laid out with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

**The Enquiring Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:**

**Good RE:**

- Informative**
- Knowledge**
- Building**
- Understanding**
- Enquiring**
- Questioning**
- Investigating**
- Expressing**
- Active**
- Responsive**
- Reflective**
- Evaluative**
- Responsive**



### Estimated time for this investigation:

8-10 hours which can be made up of 12 or more short sessions with a clear objective in each session. Depth of learning is more important than 'covering everything'.

### Where this unit fits in:

This unit particularly emphasises texts, so connects well with text level work in literacy. Jews, Muslims, Sikhs and Christians are major religious communities which rely upon a sacred text for guidance in life. In Hindu and Buddhist tradition, ancient texts have a different role, but stories are still an important way of learning about the religion. From these two religions, there is less about the texts, but lessons about particular stories are suggested. This unit uses simple enquiry methods at many points, inviting pupils to ask their own questions and to seek answers, to find out for themselves and to consider alternatives. 'Don't just answer the question, question the answer.'

### Key strands of learning addressed by this unit, from the Cumbria RE syllabus:

- Religious beliefs, teachings and sources AT1
- Questions of meaning and values. AT2

### Attitudes focus:

#### This unit enables pupils to develop attitudes of:

- **Open mindedness:** developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- **Respect for all:** Being ready to value difference: learning about what is special, holy or sacred to whom, and being sensitive to the feelings and ideas of others.

### RE in mixed age classes and small schools:

It is challenging to make progression in RE work across the 4-7 age range in the classroom of mixed age children. The writer of these units has made a serious effort here, but teachers from R, Y1 and Y2 are encouraged to be selective and develop their own well targeted practice at every point.

### Contributions to spiritual, moral, social and cultural development of pupils

The unit enables pupils to develop:

- **Spiritually** by finding out about stories that matter in different religions and seeing how sacred texts give guidance to some people.
- **Morally** by exploring what holy stories say about what is good, and thinking about goodness for themselves.
- **Socially** by considering how different communities use their holy writings.
- **Culturally** by encountering literature from a range of other cultures (linking to literacy).

### ASSESSMENT SUGGESTION:

Observe children in small groups tackling this card sorting task using words and pictures. Don't try to assess knowledge of too many religions, because it is confusing for children. Put two or three boxes on a table, called 'The Muslim Qur'an', 'The Sikh Guru Granth Sahib' and 'The Christian Bible' (or other faith starting points). Examples of cards to sort into the correct box are:

- Islam: The Shahadah written in Arabic on one card, in English on another; the words: Allah and Muhammad; images of: a Qur'an stand, prayer (subha) beads and an empty cave
- Christianity: The two greatest commandments; the words: The Old Testament, The New Testament, God and Jesus; images of: two different Bibles, a character from a Bible story told in class
- Sikhism: the living Guru, the Gurdwara, Guru Nanak, a chauri, an orange flag.
- Red Herrings might be: images of a favourite book (other than the Qur'an or the Bible) and a story character.

To assess: listen to the pupils' reasons for selecting their chosen pieces for the boxes.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Some understanding of the concept of God / Allah</p> <p>Explored the concept of 'special' in relation to their own books.</p>	<p>Pupils will have an opportunity to use words and phrases related to:</p> <p><b>Religions: Buddhism, Islam, Hinduism, Judaism, Sikhism or Christianity</b></p> <p>Gods and goddesses</p> <p>Lakshmi</p> <p>Divali</p> <p>Buddha</p> <p>Enlightened</p> <p>Bible</p> <p>Testament</p> <p>Qur'an</p> <p>Surah</p> <p>Guru</p> <p>Guru Granth Sahib</p> <p>Torah</p> <p>Rabbi</p> <p><b>Religion in general</b></p> <p>Holy</p> <p>Sacred</p> <p>Special</p>	<p><b>Web:</b></p> <ul style="list-style-type: none"> <li>▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <a href="http://www.bbc.co.uk/learningzone/clips">http://www.bbc.co.uk/learningzone/clips</a></li> <li>▪ The BBC also offers lots of information on: <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>▪ The best gateway for RE sites is: <a href="http://www.reonline.org.uk/ks1">www.reonline.org.uk/ks1</a></li> <li>▪ You can use searchable sacred texts from many religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Good quality info &amp; learning ideas on Christianity &amp; useful visual materials about the Bible: <a href="http://www.request.org.uk/infants/">www.request.org.uk/infants/</a></li> <li>▪ There is some more TV material at: <a href="http://www.channel4.com/learning">www.channel4.com/learning</a></li> <li>▪ CLEO has useful resources for this unit: <a href="http://www.cleo.net.uk">www.cleo.net.uk</a></li> <li>▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> and <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a></li> <li>▪ <a href="http://www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml">www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml</a></li> <li>▪ <a href="http://www.bethanyroberts.com/Easter_Customs.htm">www.bethanyroberts.com/Easter_Customs.htm</a></li> <li>▪ C4 Learning: Stop, Look, Listen: Water, Moon, Candle, Tree and Sword DVD</li> </ul> <p><b>Texts:</b></p> <p>Examples of and books about different scriptures are needed: A Bible; a child's Bible, a Qur'an (with a cover and stand), a Torah scroll (or some good pictures) and books about the Guru Granth Sahib, the Bhagavad Gita and the Buddhist scriptures.</p> <p><b>RE Today Services (<a href="http://www.retoday.org.uk">www.retoday.org.uk</a>) publish relevant items:</b></p> <ul style="list-style-type: none"> <li>• Developing Primary RE: Faith Stories, Symbols of Faith, Special Times, Words of Wisdom, Stories about God (RE Today).</li> <li>• Exploring a Theme in RE: Founders and Leaders (RE Today)</li> <li>• Opening Up Islam, Opening Up Christianity ed. Fiona Moss, RE Today</li> <li>• Opening Up Belonging ed. Fiona Moss, RE Today</li> <li>• Say Hello to... (Interactive CD and book)</li> <li>• Talking Pictures: Pett and Moss, a visual learning disc and pack, 2012.</li> </ul>
<p><b>Expectations: At the end of this unit of work, pupils will show some achievements:</b></p>		
<p><b>Nearly all pupils will show some learning from the Early Learning Goals:</b></p>	<ul style="list-style-type: none"> <li>• Children listen with enjoyment and respond to stories, songs and other music rhymes and poems and make up their own stories.</li> <li>• Children have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>• Children begin to know about their own cultures and beliefs and those of other people.</li> </ul>	
<p><b>Level 1 Most pupils will be able to:</b></p>	<ul style="list-style-type: none"> <li>• Identify some holy books, e.g. of Muslims, Sikhs and Christians: the Qur'an, the Guru Granth Sahib and the Bible.</li> <li>• They will be able to talk about why a book is special to them.</li> <li>• They will be able to say something about God for Muslims, Sikhs or Christians and their own belief about God (ask the questions: where is God? What is God like? Can anyone see God?).</li> <li>• They will be able to talk about some stories which Hindus or Buddhist love to tell for themselves</li> </ul>	
<p><b>Level 2 Many pupils will be able to:</b></p>	<ul style="list-style-type: none"> <li>• Retell a story from a religion they have been learning about</li> <li>• Recall and suggest a meaning for a simple religious fact, e.g. that the Qur'an was revealed to the Prophet Muhammad, that the story of Christmas comes from the Christian's Bible, or that Divali is an important story for Hindus and Sikhs.</li> <li>• Suggest the meaning of the way a holy book is treated – e.g. the Qur'an may be wrapped in silk (respect), the bible is read daily (for comfort or help).</li> <li>• Respond sensitively to a religious idea, e.g. the 'living Guru' of the Sikhs is Guru Granth Sahib</li> </ul>	
<p><b>Level 3 Some pupils might be able to:</b></p>	<ul style="list-style-type: none"> <li>• Describe what happens in some religious stories in detail and identify what message the story holds for believers;</li> <li>• Make links between the symbols that show respect in different religions</li> <li>• Use general words like 'sacred, holy and special' to describe the place of holy books and stories in religions</li> </ul>	

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>Why are some books and stories special?</b>			
<p>Children will learn that books are chosen as being special for different reasons by different people.</p> <p>Children will learn that books are special for different reasons for different groups of people.</p> <p>Children will learn that different religions have books that are more than special – they are holy books, or sacred books.</p>	<ul style="list-style-type: none"> <li>• <b>Create a display of special books.</b> Teacher brings in their special book to share with children; talk about the meaning of ‘special’ – not synonymous with ‘valuable’. Ask each child to choose with a partner and to bring a favourite book to the display, so the display includes special books pupils have chosen, and versions of the Bible and a Qur’an which is on its stand and covered – higher than other books. Depending which religions you are covering have a picture of the Guru Granth Sahib, and of the inside of a Gurdwara or of the Torah &amp; the inside of a synagogue or a story book from Hindu or from Buddhist tradition in the display. Take a photo of the book display and enlarge it for use on the whiteboard.</li> <li>• If you are working with 4-5 year olds, then use the ELGs for communication and language, applied to religious books and stories to develop play based activities and speak and listen ideas that use stories and books from different religions to learn.</li> <li>• From the display, ask pupils to look at the books and select two books they would like to ask some questions about. These questions can be put on card and attached to the photo of the display. TAs might do the writing for younger pupils, or ask 7 year olds to help 4 year olds if you have a mixed age class.</li> <li>• Some questions should be dealt with quickly, but more time and focus needs to be given to questions about the sacred texts: the Bible, Torah, Guru Granth Sahib or the Qur’an: such questions as ‘Why is this book special?’ ‘Who wrote this book?’ and ‘What is this book about?’ ‘Why is this book on a stand?’</li> <li>• Take a book that looks non-descript, a hard backed densely written book for example, or one that looks grand. Ask children to imagine that this book has all the secrets of life in it. Ask them to suggest how such a special book should be treated. How do you keep it safe? Where to keep it? What to wrap it in? How to hold it? How to read it? Should you do what it says? Make a list of all the ideas the children have, and act some of them out, or encourage play based ‘make this book special’ activities.</li> <li>• Tell the children that in this part of RE, they will be finding lots of questions, and answers about sacred books – and that ‘sacred’ is a religious kind of ‘special.’ Tell them that holy books often have great stories in them – they are not just story books, but lots more as well. For 5-7 year olds, one of the best ways to find out about what makes a book holy is to think about some of the stories it tells. Ask children if they know any of these stories. Make a list, and tell them what is coming up in the next RE session.</li> </ul>	<p>ELGs: Listen with enjoyment and respond to stories, Extend their vocabulary, exploring the meaning and sounds of new words.</p> <p>Level 1: I can recognise that some books are special in a religion.</p> <p>Level 2: I can ask questions about why books are special.</p> <p>Level 2: I can respond sensitively to what matters to other people.</p>	<p>It is important, as in all good RE, to start where the children are – some may be religious and know a lot, but assume nothing!</p> <p>‘Talking Pictures’ by Stephen Pett, RE Today, is a useful visual learning resource with excellent pictures for the whiteboard.</p>
			<p>A display of favourite books is a good place to start.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>How can you show respect for a book? How do Muslims respect their holy writings?</b>			
<p>Children will learn that Muslims believe the Qur'an is the word of God / Allah and is therefore treated with utmost respect.</p> <p>Children will learn that there are some things we do with a book to show how much the book is loved and cared for.</p> <p>Children will learn that there are 7 signs of respect Muslims might show to the Qur'an.</p> <p>Children will learn that Christians believe that the Bible is the book God has given people, so it is loved and respected.</p>	<p><b>Enquire into the Qur'an - Seven questions, and seven signs of respect for the Qur'an:</b></p> <ul style="list-style-type: none"> <li>• If you can, use real artefacts for this, and demonstrate the first four signs of respect in the classroom – but if not, pictures will do. Ask the questions first, reminding pupils of the last lesson. Then explain that a Muslim person shows that the words of the Qur'an are holy to him or her in some of these 7 ways.             <ol style="list-style-type: none"> <li>1. What would keep a special book special? The Quran has a stand – it's never put on the floor.</li> <li>2. How could you keep it clean? The Qur'an is often wrapped in a silk cloth, so it doesn't get dirty.</li> <li>3. What could you do to stop you getting it dirty? When you want to read it, you wash your hands first.</li> <li>4. Where could you put it to show it is sacred? When you put it away, the Qur'an is kept on a high shelf, above all other books.</li> <li>5. Could you follow the book's advice? Muslims try to do what the Qur'an says.</li> <li>6. Could you remember what the book says? Some Muslims learn the whole Qur'an off by heart!</li> <li>7. If you didn't understand it, what would you do? Muslims learn Arabic, so they can read the Qur'an in its original language.</li> </ol> </li> <li>• <b>Ask the class to think:</b> which of these seven things shows most respect for the Qur'an? If you can get the children to rank these seven signs in order – use some pictures in circle time, or give 7 children one of the signs to demonstrate in a role play, and other children can line them up in order.</li> <li>• <b>What shows most respect?</b> Muslims respect the book because it contains the message of Allah / God. Is that a good reason to respect a book?</li> <li>• <b>Do a similar activity about how and why Christians respect the Bible.</b> Practice is more diverse but some signs of respect may include: leather binding and gold leaf edges to the paper, placing it on an eagle lectern in Church, reading it daily, learning parts of it by heart, teaching it weekly to children, having a group discussion about the Bible at home each week, setting words from the Bible to music.</li> </ul>	<p>ELGs: Retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Level 1: I notice that some books are special to some groups of people.</p> <p>Level 1: I can talk about the Muslim and Christian special books.</p> <p>Level 2: I can ask questions about why books are special.</p> <p>Level 2: I can respond sensitively to the idea of a 'holy book'.</p>	<p>This work can be greatly enhanced if a Muslim person is able to visit the class to tell the children how they use their sacred books. But if this is not possible, a video and some artefacts and a respectful demonstration are good as well.</p>
			

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>What can we learn from the story of Muhammad at the Gates of Makkah?</b>			
<p>Children will learn that the Prophet Muhammad matters to Muslims</p> <p>Children will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet.</p> <p>Children will learn that appearances are not everything.</p> <p>Children will think about what makes us make up our minds about other people, and why it is good to change our minds.</p> <p>Children will think about times when they have been negative about a person they later found out was good.</p>	<p><b>Tell children this story in an engaging way – use props? voices? joining in? raising questions about what is happening.</b></p> <p><i><b>The woman at the gates of Makkah</b></i></p> <p><i>There was once a man who sat at the gates into the city of Makkah. His face showed kindness but it also showed lines of sadness and tiredness. One day he saw a woman bustling crossly out of the city gates. She was heavily laden with many bags. The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but explained that he wouldn't want to help her because she was going a long way to the next city. The man said he would still carry her bags for her. "Why are you leaving Makkah?" he asked the woman.</i></p> <p><i>The woman explained that there was a man called Muhammad, making people follow a new religion, worshipping Allah and throwing out all the idols they had worshipped before. She didn't like his ideas at all so she was getting out.</i></p> <p><i>"People are mesmerised by him and no one can change their minds. Even slaves who have been tortured and beaten follow him!" explained the woman in an angry voice. The man agreed that some terrible things were happening in Makkah, and he picked up all her heaviest bags. As they walked the woman explained that she was leaving Makkah before she fell under the spell of this man. At last the woman turned to the man and said, "Here we are. You have been so kind. Thank you. If only there were more kind people like you in Makkah then I wouldn't have to leave. I'd take your advice. What is your name?"</i></p> <p><i>"My name is Muhammad and I pray to Allah", replied the man. He smiled. He was amused.</i></p> <p><i>"Well", exclaimed the woman, "I'm amazed! There is only one thing left to do".</i></p> <p><i>"What is that?" asked Muhammad</i></p> <p><i>"Would you kindly pick up my bags and carry them back to Makkah with me?"</i></p> <p><b>Invite pupils to ask enquiry questions (Who? What? Where? How? Why? What if...? and "I wonder..." questions.</b> You might want to use some from this list.</p> <ul style="list-style-type: none"> <li>• I wonder if you have worked out why she changed her mind?</li> <li>• I wonder who you would like to walk into your street?</li> <li>• I wonder what kind of person Muhammad was? What does the story show?</li> <li>• I wonder who you try to listen to, and why? Whose advice do you take?</li> <li>• I wonder: Does kindness always win arguments?</li> <li>• How can we change what people think, so that people get better, fairer ideas? Can our behaviour do most to change things, or our words? Do our thoughts help?</li> <li>• Why do Muslims say 'Peace be upon him' when they say the Prophet's name?</li> </ul>	<p>ELGs: Using language to imagine and recreate roles and experiences.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <ul style="list-style-type: none"> <li>• Level 1: I can remember what happened in the story.</li> <li>• Level 1: I can talk about why the lady with the bags changed her mind.</li> <li>• Level 1: I can identify a meaning in the story.</li> <li>• Level 2: I can suggest a meaning for some of the emotions in the story.</li> <li>• Level 2: I can respond sensitively to the idea that we sometimes need to change our minds.</li> <li>• Level 3: I can make a link between this story and the way some people think badly of other religions.</li> </ul>	<p>As most Muslims make no pictures of their Prophets, and don't dramatise Muhammad's life, it's best to avoid these activities. Use a props bag instead. Take out of the bag, one at a time as you tell the story, a gate, a strip of grey cloth for a road, a piece of yellow cloth for the sandy desert, some bags that look heavy, some wooden blocks, to look like a village, a cardboard sign that says 'To Makkah' and 'Away from Makkah'</p> <p>Make a SEAL link: ask children to make faces for the emotions of the story – kind, sad, tired, cross, pleased, angry, amused, amazed.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<p><b>Why is the Qur'an important to Muslims? How do Muslims use the Qur'an? What do Muslims learn from the Qur'an about God?</b></p>			
<p>Children will learn that Islam teaches that the Qur'an was revealed to the prophet Muhammad.</p> <p>Children will learn about the Shahadah, the Muslim statement of faith.</p> <p>Children will learn some simple Muslim beliefs about God.</p> <p>Children will learn that the role of the Qur'an is to guide Muslims in their daily life.</p>	<ul style="list-style-type: none"> <li>● <b>Focus on the Qur'an</b> and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims.</li> <li>● Tell the story of the first revelation of the Qur'an to Muhammad. Explore how Muhammad might have felt. Emphasise and explain that for Muslims the Qur'an is the word of God, the final revelation (this hard concept can be explained simply as 'what God says to humans.')</li> <li>● Ask the class what questions coming from the story they would like to find out about.</li> <li>● Look at examples of the Shahadah written in Arabic calligraphy (wall hangings, plates, pendants, posters) and ask what words might be so special that they are written so beautifully and in so many different places. Ask the class to make links between the story and the beliefs.</li> <li>● Explore what the Shahadah means: 'there is no God but God and Muhammad is His Prophet, or messenger'.</li> <li>● Pupils think for themselves about, and reflect on words which might be important to them, write them on paper plates and decorate using traditional Arabic pattern ideas of leaves or letters. These plates are just ways of giving priority to a word that means a lot. Muslims do the same with their 'key words'.</li> <li>● Explain that some Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah. Identify beliefs about Allah: creator, judge, merciful, forgiver.</li> <li>● Use the video 'Stop, Look, Listen: Water, Moon, Candle, Tree and Sword' (C4 learning). The section on learning Arabic and the importance of the Qur'an is well suited to this unit.</li> <li>● Explain that the Qur'an is a guide to help Muslims live their lives. Give the example: <i>Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fair to the people; be steadfast in prayer; and practice regular charity.</i> (Qur'an 40.83)</li> </ul>	<p>Level 1: I can talk about who or what guides me in my life.</p> <p>Level 1: I can identify some things that are important to me.</p> <p>Level 2: I can use a writing frame and word bank to record what I know and understand about the revelation of the Qur'an to Muhammad.</p> <p>Level 2: I can identify the key Muslim belief that there is no other God but Allah.</p> <p>Level 2: I can suggest two reasons why the Qur'an is important to Muslims.</p>	<p>These stories were not written for children and can pose difficult questions which need handling with care.</p> <p>Some people use the letters 'PBUH' (Peace Be Upon Him) when they refer to the Prophet. Muslims do this, and others may as well, signifying respect.</p>
			

## What can we learn from a story from the life of the Buddha? How can we show we care for animals?

Children will learn about a Buddhist story and the reasons why Buddhist care about wisdom and kindness.

Children will think for themselves about what is kind.

Children will ask questions about Buddhist values.

- Explain that today's faith story is about the Buddha, and people who follow him are called Buddhists. Ask pupils what else they might know about Buddhists. Tell a version of the story of Siddhartha and the Swan, encouraging pupils to ask questions. Ask them to look out for some whispering, speaking and shouting in the story. Ask pupils to do whispering, shrieking, speaking and shouting as the story is told, or afterwards to help them remember. Use props – two 'small world' figures for the two princes, a toy swan, a bow and arrow, a bandage.

*A teacher, the Buddha, was born as a prince, living in a palace. He learned to care for living things when he was still a boy. He was called Prince Siddhartha and his cousin was also a prince, called Devadatta. Siddhartha always tried to be kind, but Devadatta was so loud and wild he didn't always care what happened. One day Siddhartha was watching the swans fly over the lake, when one of them gave a shriek. The swan fell to the ground. Siddhartha could see it had been shot with an arrow. It's wing was bleeding. What do you think he did? Very gently, he picked up the shrieking swan, folding its hurt wing carefully. He whispered kindly to the swan, and carefully pulled the sharp arrow out. Then he heard someone rushing to the lake side, shouting 'Where's my swan?' Guess who! It was Siddhartha's cousin Devadatta, and he was carrying his bow and arrows. 'Give me that swan he yelled. It's mine! I shot it!' Guess what Siddhartha said? 'You're wrong. It's my swan, because I care for it.' The boys argued, and eventually the adults settled the argument by saying that Siddhartha should have the swan because he looked after it. He bandaged the poorly wing, and gave it food and drink, cleaning and attention, care and love. Siddhartha gave all these things to the swan, day after day, week after week. When it was better, it flew away free again. Siddhartha watched it fly, higher and higher. The broken wing was healed. Many years later Siddhartha became the Buddha, a wise teacher for millions of people. He taught: "if someone is hurting, don't argue about it. Just do what you can to help." Do you think he was remembering the swan?*

- **What questions have you got about this story?**
- **Use a Persona Doll to introduce Arun**, a Buddhist who is 7. He says: "In my family, we try to be kind to everything that's alive and not to kill. That's why we don't eat meat. What do you do to be kind?" Can you make a class list?
- **Enquiry: Ask pupils to run to one corner of a square to express their answers to these questions (they can talk to others in their corner about the answer):**
  - What is the story about? Swans / Arrows / Kindness / Food
  - What mattered most to Siddhartha? Arrows / Lakes / Swans / Kindness
  - What mattered most to Devadatta? Sport / Shouting / Himself / Kindness
  - What matters most to Arun? Friends / Caring / Buddha / Arguing
- **Ask pupils in pairs, then in circle time, to talk about 4 things they would say to answer:**
  - What matters most to you? Why? How does it show?
  - Caring is important for everyone. How does it show?

ELGs: Retell a story in sequence, drawing on language patterns of stories.

Level 1: I can talk about a story that is special to Buddhists.

Level 1: I can talk about the Buddha and one story about him.

Level 2: I can ask questions about the story, suggesting a meaning.

Level 2: I can respond sensitively to the story and its characters.

This story is told simply here, suited to the learning needs of children 4-5. Progression in RE may be well served by making a more subtle version available to older children for text level literacy work.

You could use a Persona Doll, in the role of Arun, to tell and explore the story.

Some pupils might be ready to learn about one of the Buddhist sacred texts, such as the Dhammapada.



LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>Why do Jewish people treat the Torah scroll with great respect? What does it say? How is it used?</b>			
<p>Children will learn to ask questions about religion for themselves.</p> <p>Children will recognise that the Torah is a holy book for Jewish people.</p> <p>Children will talk about some ways in which the Torah is treated, and know that these show that Jews believe it is a sacred text.</p> <p>Children will reflect on things which are very special in their own lives and to consider what makes the difference between something being special and being sacred.</p> <p>Children will be able to give an example of faith, trust, and commitment from a story from the Torah.</p>	<p><b>Use photos or a video clip</b> (CLEO has one) to show children that the Torah, the Jewish holy text, is a scroll, kept in a synagogue, and a silver pointer, or Yad is used to touch it. A young person learns to read a portion of it aloud in Hebrew, and when they can do so (aged 12 or 13) they are treated as a grown up. Encourage pupils to ask questions about the Torah scroll.</p> <p><b>What shows that this is a special book?</b> Raise questions about how you can tell it is special. Tell a story about the Torah being given to the Jewish people by God (e.g. the Ten Commandments, from Exodus 20). In ancient times when there were no printed books a 'scribe' would write it out by hand and they still do.</p> <p><b>How can you show respect for words?</b> Ask for a volunteer to demonstrate holding a replica Torah scroll in a way that they think would please a Jewish person. Talk about why it is important to show care and respect to sacred objects valued by other people. Talk about the difference between something being special and being sacred.</p> <p>What have children noticed from the photos or videos about how respect is shown to the Torah? Explain that Jewish people don't touch the scroll with their fingers. <i>What was being used? Did you notice that the person's head was covered? Why do you think this is?</i> Introduce and discuss the word 'holy'. Show pupils a yad and let them examine it carefully. <i>Is there anything in their home or a relative's home that they are not allowed to touch? What is it? Why can't they touch it? What's so special about it?</i> Explain that Jews believe that the Torah is God's way of communicating with them. It is his most precious gift to them. The Torah is the scroll version of the first five books of what Christians call the Old Testament. The Torah was given to Moses on Mount Sinai. The Torah is only part of the Jewish holy book.</p> <p><b>What does the Sefer Torah say? It includes stories of Moses and the Ten Commandments</b></p> <p>Recap stories from the Torah pupils might know – e.g. Creation story (Gen 1-3); Moses story (especially the giving of the Ten Commandments). What questions have children got about these stories? Explain Jewish beliefs that God made the world, he made a special relationship with Abraham and his descendents (the Jewish people today). When these people became slaves in Egypt, God remembered them and through Moses helped them escape (The Passover). The Israelites promised to follow God's rules for living (The ten commandments + other 'mitvot'). The Torah is the 'book' which contains all these stories and these 'rules' for living. Jews today use this book to guide how they live. You might give pupils a 'true or false' quiz to check their learning. You might, for higher achieving pupils, identify how the Bible, Torah and Qur'an have some key stories and people in common.</p>	<p>ELGs: children begin to know about their own cultures and beliefs and those of other people.</p> <p>Level 1: I can recognise and talk about the Jewish Torah and its significance.</p> <p>If you show a replica Torah scroll hold it by the rollers not the scroll itself. Torahs for school use are not produced in the same way as the Sefer Torah, and are made so that children can handle them closely. It is important to teach them about respect for religious artefacts, and why the actual writing is not touched with fingers.</p>	<p>Judaism, Islam &amp; Christianity are the 3 'Abrahamic' faiths. The same Hebrew books and body of text make up the Jewish Tenakh and the Christian Old Testament, but are very differently understood. For Jews 'Old Testament' has a negative sound, as if God's covenant with Jews has been superseded. Sensitivity is needed by teachers. Call the Jewish text 'the Jewish Bible'. Islam has its roots with Abraham. Muslims believe in all the prophets of the Bible (Old &amp; New Testaments) Muhammad is considered the last and greatest of these.</p>
			<p>A Yad is often made of silver. It's used to point to the words on the Sefer Torah as they are read out, to avoid touching and perhaps dirtying the text, so it is a symbol of respect.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>What book of stories do Christians love to remember? Why?</b>			
<p>Children will learn that the Bible is the sacred book which forms the basis of Christianity.</p> <p>Children will learn that some stories which give insight into the nature of God and God's relationship with humankind are in the Old Testament.</p> <p>Children will learn that stories which give insight into the teachings of Jesus are found in the New Testament.</p> <p><b>NB: This lesson is similar to one used in the unit on 'Who is Jesus'? Don't repeat the lesson, but use it the first time you cover this ground.</b></p>	<ul style="list-style-type: none"> <li>Look at the display of special books together, making sure it includes at least three different types of Bibles. Can children identify which books are Bibles? Are there special ways of presenting the Bible? Leather covers and gold edges for example. With pictures and without. But not all Bibles are like this.</li> <li>Explain that the Bible is a collection of writings by many authors, divided into two parts. The 'Old Testament' (which is also the Jewish Bible) is essentially about God and how God wants people to live their lives. The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live.</li> <li>Retell some Bible stories such as Noah, Daniel, Jonah or Joseph and talk to the pupils about what such stories teach about God (powerful, all-knowing, judge). Use guided visualization to tell the story of Daniel, use freeze-frame tableau to explore the story of Joseph; devise a game of consequences to explore the Jonah story. Make sure that the best learning methods for deepening understanding of stories are used from the literacy strategy – these are 'stories from a range of cultures' in literacy terms.</li> <li>Show a clip/s from 'The Miracle Maker' Video / DVD to explore some stories of Jesus.</li> <li>Focus on the two greatest commandments. Matthew ch 22 v 37-39 and explore what these mean. Suggest ways in which Christians can show they love God and show that they love their neighbour. Create a role play that shows what happens when people follow the Command, and what might happen if they do not.</li> <li>Explore the key themes of the Bible stories and connect these with pupils own experiences (e.g. Obedience, forgiveness, jealousy, helping others). Write simple chosen words about these experiences and ask each child to illustrate one such experience.</li> </ul> <p><b>Display idea: Why do Christians love the Bible?</b></p> <ul style="list-style-type: none"> <li>Go back to the display of books. This time give each child a black and white line drawing of an open book. Get all thirty in the class to complete one of these: either draw a picture into it of a way Christians use the Bible, or write a simple reason why Christians love the Bible. Support staff may do copy writing after talking with the younger children.</li> </ul>	<p>ELGs: Listen with enjoyment and respond to stories</p> <p>Retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Level 1: I can talk about my ideas about God.</p> <p>Level 2: I can talk about what can be learnt from Bible stories about God.</p> <p>Level 3: I can make connections between my own experiences and themes in the stories and say what a Christian might do.</p>	<p>These stories were not written for children and can pose difficult questions which need handling with care.</p> <p>This work will be enhanced if a Christian person tells the children how they use their sacred book. If this is not possible, some artefacts and a respectful demonstration will be okay.</p>
			

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>Why did Jesus tell the story of the lost sheep? Why does this parable story matter to Christians?</b>			
<p>Children will learn about a parable of Jesus called The Lost Sheep.</p> <p>Children will think about what the story means.</p> <p>Children will think about God.</p> <p>Children will learn what some Christians believe about God: that for them God is like a 'Good Shepherd'.</p>	<p>Can children remember the name of the Christian holy book? How many parts does it have? Explain that you are going to tell a parable from the New Testament.</p> <p><b>Use a creative story box</b> approach to tell the parable of The Lost Sheep communicating both the story's narrative and the value of the story to Christians. Use Nick Butterworth and Mick Inkpen's telling of the story to explore it. Ask 'I wonder...' questions:</p> <ul style="list-style-type: none"> <li>• I wonder what might be dangerous for this lost sheep?</li> <li>• I wonder why the shepherd cares so much for the sheep?</li> <li>• I wonder if the lost sheep matters more than the other sheep?</li> <li>• I wonder what being lost feels like? Why?</li> <li>• I wonder if there are things that are dangerous for us if we are lost?</li> <li>• I wonder if being lost is always about not knowing where we are? Are there other kinds of 'lost' too?</li> </ul> <p>Give the children four reasons why this story, 2000 years old, might still be told so much and so often. <b>Why did Jesus tell this story? Was it...</b></p> <ul style="list-style-type: none"> <li>• Because he liked sheep more than other animals</li> <li>• Because he thinks God loves people like a shepherd loves the sheep.</li> <li>• Because we all get lost sometimes, and need help</li> <li>• Because breaking the rules can be dangerous.</li> </ul> <p>Choose the two best reasons, and think about why they are good reasons. This question is about the 'secret meaning' of the story. Jesus' parables are stories with a secret meaning.</p> <p><b>Look at paintings or stained glass images of the story.</b> Think about how they were made, who by, and why. How long did they take to make? What does this tell you about how much the story matters to Christians? A Google image search for 'Good Shepherd' throws up over 70 million pictures. Some are well worth showing to your pupils as they learn about this story.</p> <p><b>Many Christians call Jesus 'the good shepherd'.</b> There are some churches called 'The Church of the Good Shepherd' Why? Use the list of 14 words in the notes column, or some of them. Talk to the children about what they mean. Can children say if they are connected to the story? Do they know what these words mean? Ask them in turn which 3 words apply to / go with the sheep, to / go with the shepherd, to /go with themselves and to / go with God. No 'right' answers – this is all about helping children to be interpreters!</p>	<p>ELGs: Listen with enjoyment and respond to stories</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <ul style="list-style-type: none"> <li>• Level 1: I can remember and talk about the story.</li> <li>• Level 2: I can suggest a meaning for the story.</li> <li>• Level 2: I can respond sensitively to the idea that God might be like a shepherd.</li> <li>• Level 3; I can make a link between the lost sheep and other things being lost e.g. like people.</li> </ul>	<p><b>Key Words for a word bank</b></p> <ol style="list-style-type: none"> <li>1. Lost</li> <li>2. Finder</li> <li>3. Searcher</li> <li>4. Carer</li> <li>5. Looker</li> <li>6. Brave</li> <li>7. Strong</li> <li>8. Weak</li> <li>9. Scared</li> <li>10. Fearful</li> <li>11. In danger</li> <li>12. Like God</li> <li>13. Like any person</li> <li>14. Loving</li> </ol> <p>A parable-is a short story that teaches a moral, or a lesson.</p>
			<p>Chloe, 6, pictures the turning point of the story – the moment when the shepherd recognised his lost sheep.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>What religious story do Hindus tell at Divali time? Does light win against darkness?</b>			
<p>Children will develop understanding of a key religious story from the Hindu tradition.</p> <p>Children will think and talk about the story of Divali and the 'goodies and baddies' in the story.</p> <p>Children will understand that people still find meaning in ancient stories, including this story from an Indian cultural setting.</p>	<ul style="list-style-type: none"> <li>Tell a simple version of the story of Rama and Sita. For the youngest children, it is fun to use puppets. Use 'goodies and baddies' as a way of telling the story: get children to boo every time you say 'Ravana' and cheer when you say Rama or Sita. Emphasise emotions in your re-telling.</li> </ul> <p><i>Long ago King Dasratha ruled the kingdom of Ayodhya. He had three wives, and four sons. His eldest son, Rama, was a great warrior and was heir to the throne. Rama had a beautiful wife called Sita. One of the king's four wives, Queen Kaikeyi, was jealous that Rama was to become king. She wanted her son Bharat to reign so she told lies about Rama, and the king banished Rama for 14 years. He was exiled to the forest. Beautiful Sita and Rama's brother Lakshman refused to leave him, so they went with Rama into exile. Bharat became king, but he was angry with his mother because of the lies she had told about Rama. He took a pair of Rama's golden slippers and placed them on the throne as a symbol that Rama was the real king. Bharat said 'I will look after Rama's kingdom until he returns.'</i></p> <p><i>There was also a terrible demon king, Ravana who had twenty arms and ten heads, and was feared throughout the land. Ravana was sure that if he married Sita he would rule the world.</i></p> <p><i>One day whilst Rama and Lakshman were out hunting in the forest, they left Sita in an enchanted circle, to keep her safe and told her not to step outside the circle. But the evil demon Ravana came to kidnap her. He changed himself into the form of a wandering holy man and tricked Sita into leaving her protected place in the forest. He bundled her into his mighty chariot and sped off across the skies to the island of Lanka. Clever Sita left a trail of her jewellery for Rama to follow.</i></p> <p><i>The brothers were shocked to find Sita missing and determined to find her. Rama followed the trail of glittering jewellery until he met the monkey king, Hanuman, who became his friend and agreed to help find Sita. Messages were sent to all the monkeys in the world, and through them to all the bears, who set out to find Sita. After a long search, Hanuman found Sita imprisoned on the island of Lanka. Rama's army of monkeys and bears couldn't reach the island, so they built a bridge of their own bodies across the sea to Sri Lanka. They rushed across it and fought a mighty battle. After ten days of fighting Rama killed Ravana with a magic arrow, and everyone rejoiced. Rama and Sita were reunited. They began their long journey back to the Kingdom of Ayodhya, as their years of exile were now over. The people of the kingdom lit little oil lamps called divas all along the way to help the couple. Rama and Sita followed the row of lights, all the way home and became king and queen. The golden slippers were removed from the throne so that they could sit in their rightful place. Ever since, people light lamps at Diwali to remember that light triumphs over dark and good triumphs over evil.</i></p> <ul style="list-style-type: none"> <li>Invite pupils to ask lots of questions about the characters and meanings in the story.</li> <li>Why might Hindus today find the story helpful? Hindus believe the story shows that light and goodness always win out against darkness and evil. What do you think?</li> </ul>	<p>ELGs: Participate in imaginative role play Develop an awareness of some religious clothes, objects and rituals</p> <p>Level 1: I can talk about a festival story.</p> <p>Level 1: I can say something about how people in the story have behaved.</p>	<p>All teachers of RE must be excellent story tellers. It's an important skill, and the magic of story enables good learning, so it's worth thinking carefully about how you tell it. Never just read it out!</p> <p>Select more Divali activities if it's appropriate for the time of year and the children in the school.</p> <p>In bad RE, children make Divali cards or diva lamps every year, but never learn anything extra. In good RE progression is secure: the tasks you set must help make pupils to think increasingly deeply.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>What is the significance of Divali for Hindus? Where do we find a 'thank you' in this story?</b>			
<p>Children will learn about why Hindus thank the goddess Lakshmi at Divali time.</p> <p>Children will know the meaning and the key features of the Hindu festival of Light known as Divali.</p>	<ul style="list-style-type: none"> <li>Remind children of the story of Divali, which comes from the Ramayana-a special text for Hindus and discuss issues of right and wrong. Show pictures of the characters and label them with 'good' or 'bad'. Is it really that easy? Are we all a mixture of good and bad? Pick a character to draw. Tell an adult something about the character from the story e.g. Sita was very frightened when she was taken away. Was she also brave? She was patient while she was imprisoned. Was she also scared? We can often feel two things at once-can children give examples?</li> <li><b>Celebrating Divali is a thanksgiving for coming home safely.</b> Where are there 'thank you's' in the story of Rama and Sita? Children can complete the sentence: 'The part of the story I liked best was...'. Read the story of Rama's reunion with Sita and return from exile. Role-play the story. Make masks with painting and collage materials.</li> <li>To help children understand the <b>Hindu concept of God</b> explain that we all have different roles with different people, depending on our role in their life. I am a teacher, wife, daughter, friend, colleague, sister, aunt, walker, film goer, traveller. To my colleagues-I am the person who works hard; To my mother-I am the steady one; To my nephews -I am a bit silly and good fun. Who are you? How are you seen by others? Who are you to your best friend? Who are you to your teacher? Who are you to your relatives? In each role do you: Behave differently? Talk differently? Write differently? Likewise Hindu's believe God can manifest in different ways at different times. Each manifestation of God gives insight into a part of the One God.</li> <li>Talk about Lakshmi (Hindu aspect of the one God symbolising good fortune) at Divali, where she is thanked for her benefits and prosperity in the last year. Devotion to her asks for the next year's blessings. Ask pupils what they would like the following year to bring for them.</li> <li>Discuss how Hindus <b>celebrate Divali</b> and the meaning and symbolism. Use a range of books to illustrate Hindu family life as background, particularly through the eyes of the children. In groups make the following: divas from clay, colour Rangoli patterns, mendhi patterns on cut out hands, Divali cards using appropriate decorations and add an appropriate greeting, Indian sweets and other foods. Hold a Divali party class celebration, including: dancing to Indian music, acting out the return of Rama and Sita, divas could form a track to the thrones, use scarves for head covering, eat Indian sweets.</li> <li><b>What can we learn from a Hindu celebration and festival?</b> This lesson offers an opportunity for reflection and for 'learning from Hindu festivals' in AT2. Pupils must think for themselves!</li> </ul>	<p>Level 1: I can recognise that Divali is a festival of religious thanksgiving.</p> <p>Level 2: I can think sensitively about the coming year for myself.</p> <p>Level 2: I can explore how Hindu families enjoy the festival of Divali, suggesting meanings to activities.</p> <p>Level 3: I can make links between my celebrations and Hindu celebrations.</p>	<p>Natural links to the festivals celebrated by any child in any family can be made here.</p> <p>Caution: if you light the divas.</p> <p>The Bhagavad Gita says: <i>"In battle, in the forest, at the precipice in the mountains, on the dark great sea, in the midst of javelins and arrows, in sleep, in confusion, in the depths of shame, the good deeds a person has done before defend them."</i> Ask pupils to comment on how this quotation helps to make sense of the Divali festival. It's a hard quote – but read it carefully and dramatically a couple of times, and ask some questions, so that pupils can surprise you with their thinking!</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<b>Why is celebrating and being thankful important to Hindus and to me?</b>			
<p>Children will think for themselves about Divali, and what it means to celebrate.</p> <p>Children will reflect on the importance of being thankful.</p>	<ul style="list-style-type: none"> <li>• <b>Recap the work about Divali</b>, and make sure children understand that festivals use traditional stories. Draw attention to the ways religious festivals also:               <ol style="list-style-type: none"> <li>1. Are based on something from a holy book or sacred text</li> <li>2. Are connected with a story or event of significance to the religious community</li> <li>3. Express beliefs about the faith – e.g. the triumph of light, the importance of good deeds and patience, the significance of thanks</li> <li>4. Involve celebrations for individuals and for the whole community</li> <li>5. Have an impact for the believer – e.g. people give to charity, give presents, celebrate</li> </ol> </li> <li>• Identify and talk about festivals and celebrations pupils take part in. What story or event do they recall? How do they celebrate at home or in the community? Is it similar to Divali, and different? In what ways?</li> <li>• Discuss why festivals are important: how do we feel? Why is it important to get together as a community? Why is it important to remember? Why is it important to celebrate?</li> <li>• Consider questions: pupils can make up their own, but here are some to start the enquiry:               <ol style="list-style-type: none"> <li>1. Should Divali be a day off work for Hindus in Cumbria?</li> <li>2. Can people who are not Hindus share the celebration?</li> <li>3. What are the main beliefs or ideas that Divali expresses?</li> <li>4. Does light win over darkness, good over evil? How? When? Why?</li> </ol> </li> <li>• Ask the pupils to say how Hindu people might feel if their festival was forbidden or banned. Could their religion and way of life continue without celebrations? Talk about how this question identifies the importance and impact of the festival.</li> </ul> <p>Ask pupils to write or say: what have you learned about the festival, about festivals generally, and about how festivals link to holy books. What did you learn about yourself?</p> <p><b>Learning from the worship of others</b></p> <ul style="list-style-type: none"> <li>▪ Remind pupils of what they have been learning from religions. Give them a structure for being thankful themselves: they might write links in a chain of thanks, or leaves for a 'thank you tree'.</li> <li>▪ Pupils to express or write about something they are thankful for in their own lives.</li> </ul>	<p>ELGs: Children listen with enjoyment and respond to stories. Children have a developing respect for their own cultures and beliefs, and those of other people.</p> <p>Level 1: I can remember the story.</p> <p>Level 2: I can respond sensitively to the story and talk about its meaning.</p>	<p>It is beneficial for every child to experience thanking and being thanked, praising and being praised as often as possible.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
<p><b>How do Sikhs use the Guru Granth Sahib? Why is the Guru Granth Sahib a living Guru to Sikhs?</b>  <b>What do Sikhs learn from the scriptures about God?</b></p>			
<p>Children will learn that the Sikhs have a living Guru in the form of the Guru Granth Sahib, their sacred text.</p> <p>Children will think about how we can respect holy words.</p>	<ul style="list-style-type: none"> <li>• Show pupils a video (CLEO is an excellent source or BBC Clips) or photographs of a Gurdwara, and talk about the idea that this holy building is ‘the house of the guru’, where the guru’s words live.</li> <li>• Consider from photos or video the ways the Guru Granth Sahib is revered and treated. What symbols of respect do the children observe in the ways Sikhs treat the Guru Granth Sahib? Ask children what signs of respect for the scriptures they can see. There are at least 5 – symbolic decorations, gold, petals, canopy, clean cloths.</li> <li>• Explore the ways in which the Guru Granth Sahib is treated as a human Guru would be. The Guru is ‘put to bed’ each evening.</li> <li>• Talk about the important words of the previous Ten Gurus to the Sikhs, and share the idea that their words are collected into the sacred writings, which are the living guru of the Sikhs today.</li> <li>• Hear and talk about a story or some sayings from the sacred writings, and think about what the words mean. You could use these two sayings. Pupils might illustrate them.  <i>“Even Kings and emperors with heaps of wealth and vast dominion cannot compare with an ant filled with the love of God.”</i>  <i>“Those who have loved are those that have found God”</i></li> </ul>	<p>Level 1: I can talk about my own ideas and beliefs about holy words of wisdom.</p> <p>Level 2: I can suggest what can be learnt from the ways Sikh people respect their holy writings.</p> <p>Level 3: I can make connections between my own experiences and the ways Sikhs honour their scriptures.</p>	<p>The Guru Granth Sahib is understood by Sikhs to be the living guru, successor to the Ten Gurus, and so a ‘Gurdwara’ (house of the Guru) is wherever the Guru Granth Sahib lives.</p> <p>Guru means teacher.</p>
			

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note												
<p><b>What is the same and what is different in the holy stories we have heard?</b>  <b>What is the same and different in the sacred books we have learned about?</b></p>															
<p>Children will learn to think about how to spot simple similarities and differences between holy books and sacred stories</p> <p>Children will speak and listen to clarify their ideas.</p> <p>By reflecting on meanings and selecting stories from the work, children will share some ideas about what matters.</p>	<ul style="list-style-type: none"> <li>Remind the children of some of the stories they have been hearing, and ask them to try and say what each one was about. Show just the meanings below on the whiteboard – which meaning goes with which story?</li> </ul> <table border="1" data-bbox="448 438 1556 853"> <thead> <tr> <th data-bbox="448 438 772 478">Story</th> <th data-bbox="772 438 1556 478">Possible Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 478 772 550"><b>Muhammad at the Gates of Makkah</b></td> <td data-bbox="772 478 1556 550"><b>It's good to change your mind if you got it wrong at first</b></td> </tr> <tr> <td data-bbox="448 550 772 622"><b>Rama Rescues Sita: The story of Divali</b></td> <td data-bbox="772 550 1556 622"><b>Patience and goodness help light to beat darkness when we are in trouble.</b></td> </tr> <tr> <td data-bbox="448 622 772 702"><b>Siddhartha and the Swan</b></td> <td data-bbox="772 622 1556 702"><b>You cannot own something by being unkind. If you love a creature, you will let it be free.</b></td> </tr> <tr> <td data-bbox="448 702 772 774"><b>The Lost Sheep</b></td> <td data-bbox="772 702 1556 774"><b>We all feel lost sometimes. Christians think God can help us if we are lost.</b></td> </tr> <tr> <td data-bbox="448 774 772 853"><b>Moses receives the Ten Commandments</b></td> <td data-bbox="772 774 1556 853"><b>To help people behave well, it can be good to have rules.</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Remind children that these stories all come from holy books, and hundreds of millions of people love and respect them.</li> <li>Put the children in pairs, and give them one of the 5 stories. Explain that we are going to decide on a prize winning story from these, and they have to say why their story is the best, what is good about it. Can the pairs come up with three or more reasons why theirs is the best story? What did they like about it?</li> <li>Put all the reasons different pairs come up with together, then ask children to make some noise – by banging on the desk – for the story they like the most out of the ones studied. Which one gets the loudest noise?</li> <li>Explain that a story book is to be made of these religious stories. Remind them that Muslims make no pictures of the Prophet Muhammad. Ask them to design a cover for the story book, and give it a title. They could write a 'blurb' for the back cover. This activity is done best if high quality A3 paper is used, and if different children contribute different parts of the cover, with the whole thing being planned, made, then stuck together.</li> </ul>	Story	Possible Meaning	<b>Muhammad at the Gates of Makkah</b>	<b>It's good to change your mind if you got it wrong at first</b>	<b>Rama Rescues Sita: The story of Divali</b>	<b>Patience and goodness help light to beat darkness when we are in trouble.</b>	<b>Siddhartha and the Swan</b>	<b>You cannot own something by being unkind. If you love a creature, you will let it be free.</b>	<b>The Lost Sheep</b>	<b>We all feel lost sometimes. Christians think God can help us if we are lost.</b>	<b>Moses receives the Ten Commandments</b>	<b>To help people behave well, it can be good to have rules.</b>	<p>Level 1: I can remember something about the stories.</p> <p>Level 1: I can talk about which is the best story.</p> <p>Level 1: I can identify a simple thing I like about each story.</p> <p>Level 2: I can suggest a meaning for one of the stories.</p> <p>Level 2: I can respond sensitively to the stories by suggesting why I like each one.</p> <p>Level 3: I can make a link between two different stories and the reasons why I like them.</p>	<p>This is, in some ways, a literacy lesson on stories from a range of cultures so you could <b>add time to RE by using some literacy time.</b></p> <p>A judgement activity makes for high quality RE: choosing a favourite makes you think. In this context, simple comparison between the stories leads to learning.</p> <p>In this lesson, don't be negative about any of the stories – we are comparing what we like. All these stories are holy to a large community.</p>
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<b>What have we learned in this unit of RE about Holy books and stories?</b>			
<p>Children will think about the stories and words of different sacred books.</p> <p>Children will think about their own ideas about the words that matter most.</p> <p>Children will express their understanding of sacred writings for themselves.</p>	<ul style="list-style-type: none"> <li>• Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please);</li> <li>• Are some words more important than others? Why?</li> <li>• Holy books are often about thanking, saying sorry, saying 'I love you' and saying please.</li> <li>• Ask pupils to remember the religions they have learned from and prompt this with pictures and references to the stories they have heard.</li> <li>• Ask what they have learned from the work about Holy books and stories that are special to people in different religions and words that are special to them.</li> <li>• Pupils can choose their 'three most important words' and write them in beautiful calligraphy. They could do one page each of the class's own 'holy book' of 'special words'. It won't be as long lasting as any of the books they study, but focuses thoughts on what matters. Are these words holy or special?</li> </ul> <p><b>Thinking back and summing up (this is a Year 2 activity)</b></p> <p><b>Five ways to finish the work on holy books and stories</b></p> <ul style="list-style-type: none"> <li>▪ I wonder what you can say you learned about each of the religions we studied?</li> <li>▪ What are your thoughts about saying 'thanks, sorry, please and I love you'? Why do these words matter? But why are they often missed out or forgotten?</li> <li>▪ What did you learn about holy words?</li> <li>▪ I wonder what are your own thoughts about the different religious books?</li> <li>▪ I wonder what you liked learning best in this work?</li> </ul>	<p>ELGs: Children listen with enjoyment and respond to stories. Children have a developing respect for their own cultures and beliefs, and those of other people.</p> <p>Level 1: I can say what I have learned about the topic of 'Why are some books and stories special?'</p> <p>Level 1: I can remember the outlines of the stories.</p> <p>Level 2: I can respond sensitively to the stories and suggest meanings.</p> <p>Level 2: I can speak thoughtfully about life's most important words and about holy writings.</p>	<p>Circle time is an appropriate context for this summarising activity. It connects with the Y2 literacy emphasis on speaking and listening.</p> <p>Can you turn this work into a class display? It would make a good record of the work for your RE assessment portfolio, as evidence of achievement.</p>