

Unit Question 1.6	Religion(s) Covered
What can we learn from sacred books and stories?	Christianity, Islam

Year Group: 1

Suggested Hours: 6

Key Vocabulary	RE Skills	Points to Note
<p>Sacred books, texts Bible Qur'an God Prophet Mohammed</p>	<p>Investigate, Interpret, Synthesise</p>	<p>Be aware of guidance around handling of the Qur'an</p>

<p>Key Question 1: Why are some books special to me?</p>	<p>As a home learning/homework activity: Ask children to bring in their favourite book and be ready to share with others why it is so special to them. To start the activity, the teacher can role model explaining what makes their favourite book so special to them. Children then move around the room, finding a partner and spending 1/2 mins explaining about their special book and hearing about their partner's. When teacher rings a bell, the children switch partners and explain to each other about their special book. Repeat as often as desired. <u>At the end, ask each child to tell the class one thing that another child told them about their special book.</u></p>
<p>Key Question 2: Why are some books special to many people?</p>	<p>Do a class chatterbox - various items inside a box to be used for discussion (items could include wide range of different books – fiction, non-fiction, old, new, guide books, religious texts, different languages etc) Take suggestions from the children on the different ways the books could be sorted. After trying a few different ways of sorting the books, pick out a couple of different ones and ask the children: Who might use this book? Who might it be special for? <u>At the end of the session, identify that a Bible is special to Christians and a Qur'an is special to Muslims.</u></p>
<p>Key Question 3: Why is the Bible so important for Christians</p>	<p>Introduce the Bible as a sacred text for Christians. Share with the children that the text is so important to Christians because they believe it is the Word of God. Read, act out or illustrate some of the stories Jesus told about what God is like (eg The Lost Sheep) and how the Bible teaches Christians to treat each other (eg The Good Samaritan) To finish – highlight the importance of handling sacred texts with great care. Practise handing an egg, or something equally fragile, around a circle of children.</p>
<p>Key Question 4: Why is the Qur'an so important for Muslims?</p>	<p>Explain to the pupils that you are going to share something very special to Muslim people the Qur'an.</p> <p>Wash your hands (talk about why you are doing this) Spread a cloth out on a table and place a Qur'an stand down on it. Explain how a Qur'an stand is used and ask the pupils to think about why the Qur'an is lifted up when Muslim people read from it. Unwrap a Qur'an.</p> <p>Ask pupils to talk about what these actions show them about the book. Invite pupils in small groups to look closely at the book, tell others what they notice and suggest some questions they would like to ask.</p> <p>Explain that Muslims believe that the words found in the Qur'an came from God (Allah)</p>

	<p>that they were revealed to Muhammad by the Angel Jibril (Gabriel). Watch a clip to hear the story of Muhammad in the cave. Decide together how they can best look after this special book whilst it is in the Classroom – for example, where it should be kept (high up).</p> <p>Share some stories from the Qur'an for example, the story of The Crying Camel or The Cat and The Dog. Invite a Muslim leader or a member of the school community to talk about the Qur'an and what it means to them.</p>
<p>Key Question 5: What religious stories are important to different religious groups?</p>	<p>Choose from the following religious stories to share with the pupils.</p> <p>Look at several different books, telling or reading some stories or passages from them that encourage the faith members to show care and concern for each other. Pupils to record these examples in sentences or picture form in their books. Select from Christianity and others which reflect the local setting. Draw out the elements of making choices between right and wrong</p> <p>a) Buddhism - The Jataka Tales, The Monkey King b) Christianity - The Bible, The Good Samaritan, The Prodigal Son, Passage from the Sermon on the Mount c) Hinduism - The Panchantantra, The Donkey with No Brains d) Islam - The Qur'an. The Cat and the Dog, The Crying Camel e) Judaism - The Torah. David and Jonathon. Moses freeing his people f) Sikhism – The Guru Granth Sahib. Guru Nanak helps the Hungry. Highlight that on special occasions this book is read continually cover to cover taking 48 hours.</p>
<p>Unit Assessment: What have we learnt about religious and sacred texts?</p>	<p>Write a story about caring for others or doing the right thing. Illustrate.</p> <p>Enact stories in groups and discuss what each story teaches.</p> <p>Plenary display of pupils' completed books around the class or hall or library area. Class to read each other's books, handling in ways discussed at beginning of the unit. Class come together to discuss what has been learned:</p> <p>a) about religious books b) about the influence of these books on the way faith communities show care for others.</p>