



KS1 Religion and Worldviews

Which books and stories are special?

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About this unit: Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or ‘morals’) in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur’an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.



Where this unit fits in: This unit introduces pupils to religious texts, a theme that will be built upon in subsequent years. Units in Years 4 and 5 extend learning by further work on stories and texts. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:

A. Investigate the beliefs and practices of religions and other world views, including:

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address questions of meaning, purpose and value, including:

2. Ultimate Questions of belonging, meaning, purpose and truth.

The religions studied in this unit: Christianity and Islam, with possible reference to Judaism and Sikhism. It could be widened to reflect the composition of the class or other local circumstances.



Estimated teaching time for this unit: 6 – 8 hours

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Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Holy • Moral • Bible • Qur'an • Special 	<p>A selection of Christian and Muslim stories is provided in the resource pack to accompany this unit.</p> <p>My First Quran – Easy-to-read Muslim Stories ISBN: 978-81-7898-554-3 (Goodwood Books)</p> <p>Stories Jesus Told by Mick Inkpen & Nick Butterworth, Lion Books ISBN-13: 978-1859855881</p> <p>Lion Story Teller Bible by Bob Hartman – great for reading aloud (Lion) www.Eden.co.uk</p> <p>Hand to Mouth puppets/ Godly play http://www.handtomouth.org.uk/</p> <p>Godly Play http://www.godlyplay.org.uk</p>

EXPECTATIONS – informed by ongoing assessment throughout the unit:		
<p>Pupils working towards the age related expectations will:</p> <ul style="list-style-type: none"> • Listen to stories from special books 	<p>Pupils working at the age related expectations (ARE) for Year 1 will be able to:</p> <ul style="list-style-type: none"> • Talk about books which are special to them and books which are special to religious believers. • Notice how some books are special to religious believers, and talk about how they are treated • Recall and talk about some religious stories • Respond to questions about the meanings of stories 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Explain why special books might be treated in particular ways • Explore a range of stories • Respond sensitively with their own ideas about the meanings of special stories

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ASSESSMENT SUGGESTIONS

- Write a wish for a wish tree/ display on how we should live our lives based on the morals/ big ideas from the stories. How can we make them happen in our class?
- Design a cover for a Qur'an or a Bible that shows that it is special for believers.

CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from exploring the significance of holy writings and the impact these have on the lives of believers. Also through considering ways they can learn from the examples of these special stories.
- Opportunities for **moral development** come from considering the morals and teachings of the stories
- Opportunities for **social development** come from working together on a class project and through class discussion and questions
- Opportunities for **cultural development** come from considering similarities in the teachings of different faiths

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Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>Why are books special?</p> <p>Which books are special to religious believers?</p> <p>How are special books treated?</p>	<p>Find out about some special books.</p> <p>Find out about how holy books are treated.</p>	<p>Adult to show a book which is special to them e.g. a photo album, a favourite book from childhood etc. Pupils can ask questions.</p> <p>Ask pupils which is their favourite book? What is it about? Why do you like it? How do you show that you care for it?</p> <p>Activity idea: Draw a picture of a special book and say why it is important to them. The teacher could model this and give an example. How is it looked after?</p> <p>Discuss how books are special for different people. Examples should concentrate on the reason why the book is special e.g. a favourite story, a gift, passed down from a family member etc. Then move on to religious books. Which books are special for believers? Show pictures of Bible, Qur'an and Torah scrolls and any others as appropriate. A special book for believers is called a holy book.</p> <p>How do we treat holy books? Ask children to think of something that has great value to them – how do they treat it/care for it? If we have a special book in our classroom, what rules might we have so that everyone values it?</p> <p>Think and talk about how believers might treat a holy book.</p>	<p>Talk about why some books are special and notice how they are treated.</p> <p>Notice and talk about how some holy books are treated.</p>	<p>Books brought in by adults need to be a mixture: fiction / non-fiction; photo albums; published / handmade; pristine / worn etc.</p>

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<p>How do we know that the Bible is a special book for Christians?</p>	<p>Find out about the Bible and how it is treated.</p>	<p>Introduce the Bible as the special book for Christians. Why do the children think it is so special? Children might consider this and come up with ideas in pairs.</p> <p>Focus on the Bible and how this is treated</p> <ul style="list-style-type: none"> • Talk about why it is so special – it teaches Christians about God and how they should behave. • Talk about how it should be treated – shown respect and great care taken with it although not revered as an object. • Talk about how it is used – in church – read from the lectern during church services, at home read by individuals and groups (See resource pack) • Talk about the Old and New Testaments in the Bible and that Christians learn about the time before Jesus. (This could be linked to the later unit on Covenant) <p>Activity ideas:</p> <p>Look at different Bibles or at the pictures of them shown previously. What questions can children come up with? What do the pictures tell you about the importance of the Bible for Christians?</p> <p>The children might group the pictures of the Bible using their own criteria. What do these groups tell us about the Bible, how it is used and its importance?</p>	<p>Talk about how Christians read the Bible and show that it is special.</p>	<p>Children should understand that the Bible is important because of the words inside, not as an object in itself.</p> <p>A tatty Bible might show that it has been well-read – like a favourite book.</p> <p>In some churches a large Bible might be carried to the centre of the church to be read in order to show its importance.</p>

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<p>How do we know that the Qur'an is a special book for Muslims?</p>	<p>Find out about the Qur'an and how it is treated.</p>	<p>Discuss with class/ groups if there is anything special in their house/ home that says it their home? Are there special symbols or pictures on the walls? Some homes might have religious symbols e.g. a cross, a picture of Makkah.</p> <p>Focus on the Qur'an. The Qur'an should be treated with great respect as Muslims believe that it is the word of God.</p> <p>To show how important it is, Muslims keep it covered with a cloth when not in use and on the highest shelf – above all other books. If a Muslim is going to read the Qur'an he/she will first wash their hands and prepare their minds by saying a short prayer. The Qur'an will then be unwrapped and placed on a stand to be read – rather than putting it on the floor.</p> <p>The Qur'an is written in Arabic, which is written from right to left. The first page of the Qur'an is, therefore, at the back of the book.</p> <p>Teacher to model how the Qur'an is treated by washing hands, getting Qur'an down from highest shelf, uncovering, and opening ready to read.</p> <p>Children to come up with questions about what has just occurred.</p> <p>Activity idea: Fold sheet into 4. in each quarter write or draw how Muslims prepare to read their special book; - keep covered - high shelf - wash hands - use a special stand</p>	<p>Talk about how Muslims read the Qur'an and show that it is special.</p>	<p>In classes with children of faiths other than Islam or Christianity: The theme could be extended by considering how other special teachings are treated, such as the Torah or the Guru Granth Sahib. For example, the teacher could model how the Torah is treated by undressing it, and using the pointer (Yad) when reading from it.</p>
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<p>How do stories have 'morals' and meanings?</p> <p>What stories are special for Christians?</p> <p>What are the morals/meanings of these stories?</p>	<p>Explore stories with a meaning.</p> <p>Ask questions about stories and their meaning for Christians.</p>	<p>Choose a story, fable or myth. Through questions, discussion and role play, explore how your chosen story has a meaning behind it.</p> <p>Questions might include:</p> <ul style="list-style-type: none"> • What is the story about? • Why is the story told? • What is a moral? What moral is taught from this story? <p>Look at one or more stories in the Bible, exploring the deeper questions that these raise. Choose stories that can be understood by this age group.</p> <p>For example:</p> <ul style="list-style-type: none"> • The parable of the Good Samaritan (Caring, kindness) Luke ch.10 • The parable of the lost sheep (caring, being lost) Luke ch.15 • Stories about Jesus e.g. healing the paralysed man (Luke ch.5), the blind man (Luke ch.18) (Illness, Friendship) <p>Retell the stories and explore key questions and meaning with pupils. Questions might include:</p> <ul style="list-style-type: none"> • What is the story about? • Why is it in the Bible? • What is a moral? What moral is taught from this story? • What would you have done? <p>Activity ideas:</p> <ul style="list-style-type: none"> • Draw a picture and write down the meaning of the story. • Re-tell a story using a zig-zag book. • Re-tell the story using drama or mime. 	<p>Recall and retell some stories</p> <p>Ask thoughtful questions and find out about the meaning of some special stories.</p>	<p><u>Outdoor learning:</u></p> <p><i>Story Circle: This unit provides opportunities to re-tell stories using the outdoors as a backdrop and focus for reflection.</i></p> <p>Hand to Mouth Puppets can come and perform 'Godly Play' and may relate these parables.</p> <p>http://www.handtomouth.org.uk/</p> <p>Parables are stories with a meaning. Jesus told many of these stories. The New Testament contains many stories about Jesus – Christians draw meanings from these stories as well.</p> <p>Stories Jesus Told by M. Inkpen & N Butterworth, Lion Books ISBN-13: 978-1859855881</p>

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<p>What are special stories for Muslims?</p> <p>What are the morals/meanings of these stories?</p>	<p>Explore stories with a meaning.</p> <p>Ask questions about stories and their meaning for Muslims.</p>	<p>Look at one or more stories from the Muslim tradition, exploring the deeper questions that these raise.</p> <p>Four examples (resource pack) are:</p> <ul style="list-style-type: none"> • Prophet Muhammad and the Camel (care and compassion) • The thief and the water pot (honesty) • Good Advice (truth) • Walnuts and Watermelons (accepting things as they are) <p>BBC Religions of the World KS1 series animation : ‘The Crying Camel’ www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8</p> <p>Retell the stories and explore key questions and meaning with pupils. Questions might include:</p> <ul style="list-style-type: none"> • What is the story about? • Why is the story told? • What is a moral? • What moral is taught from it? • What would you have done? <p>Activity idea: Write part of the story, including illuminated lettering/decoration to show that it is important.</p>	<p>Retell stories and ask questions about the meaning of these</p>	<p>Sensitivity is required here: figurative imagery of humans is considered unacceptable by some Muslims. It is important that care is taken not to ask Muslim pupils to reproduce images of God, Jesus, Prophet Muhammad or other figures considered to be prophets in Islam.</p> <p>Muslim stories and activities such as Seven New Kittens, The Baby Birds, The Tiny Ants are available from www.booksatpress.co.uk/religiouseducation.html</p>

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<p>What messages can we learn from special books?</p>	<p>Understand that moral ideas can come from stories</p> <p>Understand that Christians and Muslims make a difference in their lives by following examples from stories</p>	<p>Think about all the stories that we have heard and read in this unit. Ask the children can they remember any of the morals to the stories. What were the big ideas e.g. care, love, forgiveness, honesty etc.? Can the children describe how these can apply to their time in school and at home? Use examples of playtime events to help them think about morals etc.</p> <p>Assessment idea: Ask the children to write a wish for a wish tree/ display on how we should live our lives based on the morals/ big ideas from the stories. How can we make them happen in our class/school/at home?</p> <p>Assessment idea: Ask the children to design a cover for a Bible or a Qur'an. How will they show that it is special to Christians/Muslims? What pictures or symbols might they include?</p>	<p>Re-tell some stories and show understanding of the morals of stories</p> <p>Talk about how people might follow moral examples from stories in order to live a good life</p>	<p><u>Outdoor learning:</u></p> <p><i>Laminate the wishes to put on a 'wish tree' outside.</i></p>