

Cumbria SACRE  
RE Agreed Syllabus  
Support for Teachers  
through Planned Enquiry



Unit title:  
Why are some books  
and stories special?  
Age Group: 4-7



**RE Today**  
Services

Revised 2020

Title of the Enquiry:  
 Why are some books and stories special?  
 YEAR GROUPS R / 1 / 2, ages 4-7

**ABOUT THIS UNIT:**

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

The theme of '*Believing: what people believe about God*' from the Agreed Syllabus is addressed. There are also opportunities for pupils to think about books and stories that matter to them.

It is important for all pupils to learn about religious diversity: There are many Christians, Hindus, Buddhists, Sikhs, Jewish 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.

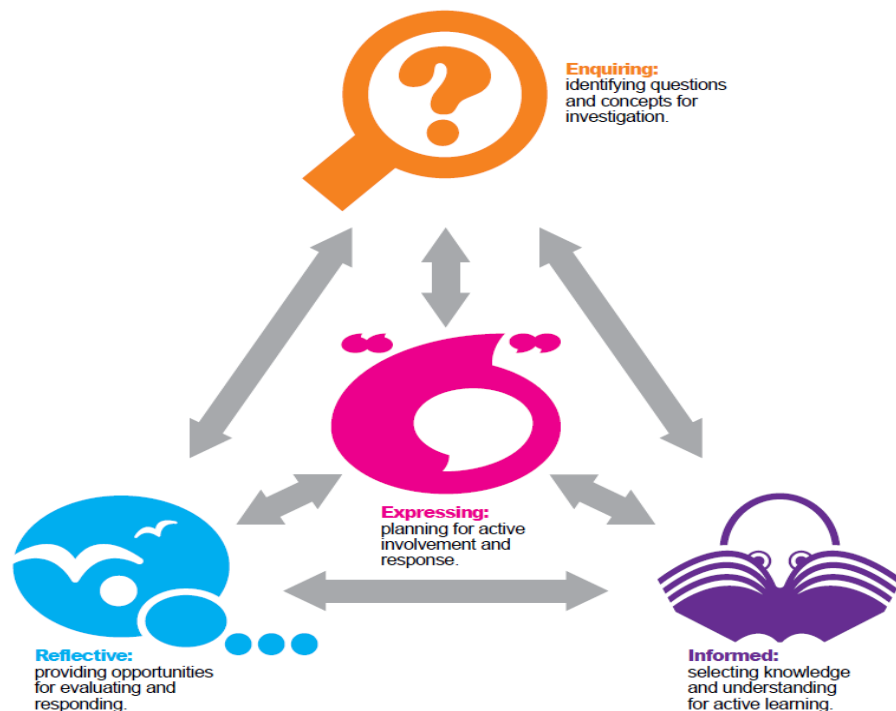
The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

This unit does not address all six of the featured religions in the same depth. Six religions 'one after another' can be confusing. Teachers need to be selective about the number of religions from which they teach. The Cumbria Agreed Syllabus requests that Christianity, plus one other religion of the school's choice, is taught at Key Stage 1.

The Enquiry 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**



## What is an enquiry process in RE?

We need to embed enquiry in RE so it isn't just an 'add-on'. Each enquiry should enable pupils to know more about 'what it means to be a ...?' and about beliefs, values and purpose.

1. Set up the enquiry: Reflect on a stimulus. Pupils ask questions about it and analyse their questions. What is our best question focused on an RE concept/big idea? The enquiry question is key to successful RE. What do we already know about the question? What do we need to find out? What ideas do we have? What are the issues? What other questions do we need to ask? How can we find out?
2. Carry out the enquiry: get informed. Investigate the relevant beliefs, practices and ways of life. Select relevant materials, find out; analyse, interpret what we find; sort ideas, explain connections, decide whether there are further questions to ask; explore how the concept might be placed in the context of one or more religions.
3. Come to conclusions: What have we found out? When we draw information together, what answers are there to our questions? How will we evaluate the concept, looking at it from different viewpoints? What are we still not sure about? How can we communicate or show our reasoned conclusions and responses to the concept?
4. Reflect on our findings: How has what we have found out helped us make more sense of religions and beliefs? Have we learnt anything about what we think/feel/believe as a result of our work? How might we apply the concept to our experience? What do we need to do next to understand further? The aim is for pupils to show an understanding of the big idea/concept. This will be their answer to the enquiry question shown through writing, drama, art, music, dance, or presentation. This reflection can be the focus for assessment.

## What are some challenges to enquiry?

1. There is often an assumption by ITT students that the role of a teacher is to continually ask questions. This is due to their experience as pupils - constant questioning has been culturally transmitted as a model of teaching giving the illusion of educational dialogue without real demands on the teacher's or pupil's skills. Pupil engagement is higher when teachers talk less, this is especially true for at-risk pupils. Teacher effectiveness and teacher talk are inversely linked.
2. Teachers often ask token questions and few 'real' questions when the teacher genuinely wants to know what children think. Some teachers play *'guess what's in my mind'* - instead of facilitating enquiry they hint at 'correct answers' whilst pupils hunt for an ideal answer. Some teachers use 'tag' questions (*'That was a nice story, wasn't it?' or 'We wouldn't do that, would we?'*) which assume that only the stupid would disagree.
2. Some so called 'discussions' can lead to indoctrination i.e. if teachers hold the monopoly on what is acceptable to be said; if they treat as 'non-contestable' ideas which are 'contestable'; if they state beliefs as facts - *'Jesus, the Son of God'* instead of *'Christians believe that Jesus is the Son of God.'* Teachers need to use 'owning' statements e.g. *'As a Christian I believe that Jesus rose from the dead, but many other people don't'* or *'As an atheist I don't believe in miracles, but most Christians and many others do believe in them.'*
3. Pupils (and teachers) can be hasty and impulsive in their statements, not taking time to think through the consequences of their view. They can be narrow-minded, not respect other people's views, and say things like *'that's rubbish'*. Pupils need help to understand that whatever their own views, these beliefs are important to those who hold them.
4. Pupils (and teachers) often want categorical 'answers'. Part of RE is realising that not all questions can be answered. *'We don't know'* or *'We can't find words to explain'* or *'Let's find out together'* or

'What do you think?' are important responses. We can explain, as Dewey suggested, that we only start to really think when we are perplexed<sup>1</sup> or when confronted with a problem.

- Children often go in unpredictable directions so the enquiry facilitator needs to help maintain focus. Matthew Lipman likened enquiry to a boat tacking in the wind with a sense of a forward movement, with pupils arriving at reflective value judgements.<sup>2</sup> Despite all the side tacks, dialogue should go somewhere and make connections to the central concept or focus.

### How can we improve discussion in RE to promote enquiry?

- Let pupils ask the questions, compliment them when they do and encourage even deeper questions. Create an atmosphere where fallibility and changing your mind is acceptable.
- Ask questions to which you don't know the answer. Do the questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
- Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
- Give children time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many interesting outcomes: the length of explanations increased, particularly for disadvantaged pupils; failures to respond and "I don't know" answers decreased; the number of spontaneous but relevant responses increased; the number of questions asked by children increased; and scores on academic achievement tests increased.<sup>3</sup>
- Support, prompt and question the process of learning rather than just giving answers. When you do ask a question make it a process-orientated question e.g. "What made you think of that?" or "What other possibilities might there be?" as opposed to content-driven questions.

### Do you use these intervention questions in RE?

Encouraging the giving of good reasons:

What are your reasons for saying that?	Why do you think that?
I wonder what evidence you have for that?	What reasons are there for that point of view?

Encouraging the giving of examples & explanations:

Can you explain that...?	I wonder what you mean by...?
Can you give an example of...?	Can you give a counter-example?

Looking for alternatives:

Can you put it another way?	I wonder if there is another point of view?
What if someone else suggested that...?	What would someone who disagrees say?

Looking for logical consistency in the line of enquiry:

What might the consequences of that be?	Does that agree with what was said earlier?
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Looking for distinctions & similarities:

What is the difference between those ideas?	Is there a distinction to be made here?
In what ways is what you have said similar to...?	Are there any similarities between these ideas?

<sup>1</sup> Dewey, John (1910) *How We Think* D. C. Heath & Company, Boston, Massachusetts, Chapter 1: What Is Thought?, p11

<sup>2</sup> Lipman, Matthew (1980) *Philosophy in the Classroom* Temple University Press, Philadelphia p11, 45, 47

<sup>3</sup> Kenneth Tobin,(1987) *The Role of Wait Time in Higher Cognitive Level Learning*, Review of Educational Research, Vol 57, No 1, pp 69-95

### Estimated time for this cycle of enquiries:

8-10 hours. This can be made up of 12 or more short sessions with a clear objective in each session. Depth of learning is much more important than 'covering everything'. '*Don't just answer the question, question the answer*' is a relevant motto for RE lessons.

### Where this unit fits in:

Pupils will have had some introduction to different religions from earlier units of RE. This unit particularly emphasises texts, so connects well with text level work in literacy. Jews, Muslims, Sikhs and Christians rely upon a sacred text for guidance in life. In Hindu and Buddhist traditions, a range of texts are studied to give guidance in life and stories are an important way of learning about the religion. So for these two religions, this unit focuses on particular stories and includes little about their sacred texts. The 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.

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

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

### Attitudes focus in this unit:

- Open mindedness: developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Respect: 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 across the 4-7 age range in a classroom of mixed age children. The writers of this unit have made a serious effort and teachers are encouraged to be selective and develop their own well targeted practice at every point.

### Contributions of this unit to spiritual, moral, social and cultural development:

- ✓ **Spiritual:** Finding out about stories that matter in a variety of religions and seeing how sacred texts give guidance to some people.
- ✓ **Moral:** Exploring what religious stories say about what is good, and thinking about goodness for themselves.
- ✓ **Social:** Considering how different communities use sacred texts and holy writings.
- ✓ **Cultural:** Encountering literature from a range of other cultures (linking to literacy). In this, pupils will gather 'cultural capital' for themselves.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: 1) some understanding of the concept of God / Allah  2) explored the concept of 'special' in relation to their own books	Words related to Religions: Buddhism Christianity Hinduism Islam Judaism Sikhism Gods Goddesses Lakshmi Divali Buddha Enlightened Bible Testament Qur'an Surah Guru Guru Granth Sahib Torah Rabbi Religion in general Holy Sacred Special	Cumbria SACRE has produced a directory of Visits and Visitors for RE (2020 with links to virtual tours of places of worship. Please see the <a href="#">Cumbria SACRE website</a> .  Cumbria SACRE has produced a list of additional websites to supplement the Units of Work. Please see the <a href="#">Cumbria SACRE website</a> .  <a href="#">Cumbria Development Education Centre</a> (CDEC) has a section on their website with links to virtual tours of places of worship. CDEC loans boxes of artefacts and books

Expectations for the end of this unit of work:	
All pupils will show some learning from the Early Learning Goals:	<ul style="list-style-type: none"> <li>• Communication and language – children listen with enjoyment and respond to stories, songs, rhymes and poems and make up their own.</li> <li>• Personal Social and Emotional Development - Self-confidence and self-esteem – children have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>• Understanding the world – Cultures and beliefs – children begin to know about their own cultures and beliefs and those of other people.</li> </ul>
Most pupils in Y1 will be able to:	<ul style="list-style-type: none"> <li>• Recall and name the holy books of Christians, Muslims, or Sikhs</li> <li>• Find out why a particular book maybe special to a religion.</li> <li>• Ask and respond to questions about what God might mean to many Christians, Muslims or Sikhs and their own understanding about God. Ask questions such as: I wonder what you think about God? Where is God? What is God like? Can anyone see God?</li> <li>• Ask and respond to questions about stories which Hindus or Buddhist tell</li> </ul>
Most pupils in Y2 will be able to:	<ul style="list-style-type: none"> <li>• Recall and name a story from a religion they are learning about</li> <li>• Recall a story behind a religious idea, e.g. that the Qur'an was revealed to the Prophet Muhammad (PBUH), that the story of Christmas is in the Christian Bible, that Divali is a story shared by Hindus and Sikhs.</li> <li>• Find out about the meaning of how a holy book is treated –wrapped and kept off the floor showing respect, some are read daily for comfort or help.</li> <li>• Ask and respond to questions about a religious idea.</li> </ul>
Some pupils in Y2 might be able to:	<ul style="list-style-type: none"> <li>• Express their ideas about religious stories and their message for believers.</li> <li>• Find out about some symbols that show respect in different religions.</li> <li>• Express their ideas and opinions about the concepts of 'sacred, holy and special' to describe the place of holy books and stories in different religions</li> </ul>

### Assessment Suggestions:

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper. Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies. This will include: *questioning* to enable the pupil (with the help of the teacher) to find out about their level of learning; *feedback* from teachers so pupils can improve their learning; *understanding and modelling* what successful learning looks like; *peer assessment and self-assessment* for more independence; and *summative* assessment where appropriate. Summative assessment should be a valuable learning activity in its own right.


Some creative learning tasks that could show evidence of achievement:


- Observe children in small groups tackling a card or object sorting task which tries to assess knowledge of the two religions covered. The cards could have words and pictures.
- Put 2 boxes on a table, called 'The Muslim Qur'an', 'The Jewish Torah' or 'The Christian Bible' (whichever faiths covered). Here are some examples of cards to sort into the correct box:
- 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 beads and an empty cave.
- Christianity: The two great commandments. The words: Old Testament, New Testament, God and Jesus. Images of: two different Bibles, a person from a Bible story told.
- Sikhism: the living Guru, the Gurdwara, Images of Guru Nanak, a chauri, a Sikh flag.
- Have some red herrings such as images of a favourite secular book and a story character. Listen to the pupils' reasons for selecting their chosen cards for the boxes.


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Why are some books and stories special?</p>			
<p>Children will learn that books are chosen as special for different reasons by different people.</p> <p>Children will learn that different religions have books that are more than special – they are holy or sacred books.</p>	<ul style="list-style-type: none"> <li>• Create a display of books. Include versions of the Bible and a Qur'an on its stand and covered – higher than the other books. Have a picture of the Sikh Guru Granth Sahib inside a gurdwara and of Torah scrolls inside a synagogue. Have pictures of Buddhist texts in a temple and texts and a story book from Hindu and Buddhist traditions in the display. Ask children to choose with a partner a favourite book to bring to the display, so it includes books pupils have chosen.</li> <li>• Teacher shows a book that is special to them and explains why it is special. Children talk about their favourite book or story. Discuss why it is their favourite story/book. What do they like about it and why? Who gave you the book or where did they hear the story? Where do they keep it/where can it be found? How should we treat special books?</li> <li>• Talk about the meaning of 'special' – not synonymous with 'valuable'. Take a photo of the book display and enlarge it – use it on the whiteboard. Something might be worth just a few pence, but very special. What examples do the children think of?</li> <li>• If working with 4-5 year olds 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 from different religions. Ask parents to bring in/tell/share any children's religious stories.</li> <li>• Ask pupils to look at the books in the display and select 2 that they would like to ask some questions about. Their questions can be put on card and attached to the display. TA might write for younger pupils, or 6 yr olds help 4 yr olds in a mixed age class.</li> <li>• Some questions can be dealt with quickly, give more time and focus to questions about the Bible, Guru Granth Sahib and Qur'an e.g. 'Why is this book special?' 'Who wrote this book?' 'What is this book about?' 'Why is this book wrapped and on a stand?'</li> <li>• Take a book that looks non-descript, e.g. a hard backed densely written book, or one that looks grand. Ask pupils to imagine that this book has all the secrets of life in it. How should such a special book be treated? How will 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? List their ideas and act some out, or encourage play based 'make this book special' activities.</li> <li>• Explain that in RE they will find lots of questions, and answers about sacred books – and that 'sacred' is a religious kind of 'special.' Explain that holy books may contain great stories but they aren't just story books, they are also full of poetry, rules, visions + more.</li> <li>• A helpful way to find out about what makes a book holy is to think about some stories it tells. Do they know any? Make a list. Explain what is coming up in the next RE session.</li> </ul>	<p>ELGs: Communication and Language: I can listen with enjoyment and respond to stories, extending my vocabulary, exploring the meaning and sounds of new words.</p> <p>Most in Yr1: I can recall what some religions call their special books.</p> <p>Many in Yr1: I can ask and respond to questions which address why some books are special.</p> <p>Many in Yr 1: I can express my ideas about what matters to other people.</p> <div data-bbox="1592 933 1995 1220" data-label="Image"> </div> <div data-bbox="1574 1241 1839 1305" data-label="Caption"> <p>A display of favourite books is a place to start</p> </div>	<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>Ensure Holy Books are handled respectfully.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>How and why is respect shown for a book? How do Muslims respect their holy book?</p>			
<p>Children will learn that books are special for different reasons for different people.</p> <p>Children will learn that Muslims believe the Qur'an is the word of Allah and therefore treat it with respect.</p> <p>Children will learn that there are symbols for respect e.g. how we treat a book shows how much it is loved.</p> <p>Children will learn to notice 7 signs of respect that are shown to the Qur'an.</p>	<ul style="list-style-type: none"> <li>• Show a wrapped Qur'an on a stand. Wash your hands, cover your head, take your shoes off and open the book showing the inside. What questions have children got? Explain that it is the holy book for Muslims and there is guidance and stories in it that help Muslims to learn about Allah and how to lead a good life. If you can, use real artefacts. If not, use pictures. Ask these questions first, reminding pupils of the last lesson. Explain that a Muslim may show that the words of the Qur'an are holy in some of these 7 ways.             <ol style="list-style-type: none"> <li>1. What might keep a book special? Quran has a stand – it's not put on the floor.</li> <li>2. How might you keep it clean? Qur'an is often wrapped in a silk cloth.</li> <li>3. What might you do to stop you getting it messy? Hands washed before reading.</li> <li>4. Where would you keep it to show it is sacred? Qur'an is kept high up.</li> <li>5. Could you follow the book's advice? Muslims try to do what the Qur'an says.</li> <li>6. How can you remember what it says? Some learn it by heart and can recite it all.</li> <li>7. If you didn't understand it, what would you do? Some Muslims learn Arabic, so they can read the Qur'an in its original language and study it.</li> </ol> </li> <li>• Ask the class to think: which of these 7 things shows most respect for the Qur'an? Ask children to rank these 7 signs in order – use pictures or give 7 children one of the signs to role play and other children can line them up in order.</li> <li>• Tell the story of the first revelation Muhammad (PBUH) received – the Night of Power. He is praying in a desert cave on Mt Hira, sees the Angel Jibrill who tells him to recite (Iqra) a book being held in front of him. Muhammad replies he can't read. On the third instruction he could read the message. He went home and his wife wrote it down.</li> <li>• Muslims respect the book because it contains the message of Allah / God. Is that a good reason to respect a book? Choose a story from the Qur'an, e.g. Muhammad and the Crying Camel or Muhammad the Spider and the Pigeon. What questions have they got? Can they retell it? What messages does the story have for Muslims? Is this an important message for us too? Is the message only important for religious people or can we all learn from the story?</li> </ul> <p>Although practice is more diverse you could do a similar activity about how and why Christians respect the Bible. Signs of respect may include: leather binding; gold leaf edges; special 'India' paper; placing it on an Eagle lectern; reading it daily, and out loud in Church; learning parts by heart; teaching it weekly to children; having weekly group discussions about the Bible at home; setting words from the Bible to music, doing what the Bible says. Ask: Which of these do you think shows most respect?</p>	<p>ELGs: Communication + language: I can retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Most in Year 1: I can recall and name some books that are special to some groups of people.</p> <p>Most in Year 1: I can find out about the Muslim and Christian special books.</p> <p>Many in Year 1: I can ask and respond to questions which address why books are special.</p> <p>Most in Year 2: I can express my own ideas and opinions on the idea of a 'holy book'.</p> 	<p>This will be enhanced if a practising Muslim tells the class how they use the Qur'an. In Muslim thinking the Qur'an is a guide and reference for how to live a good life. It is considered to be the actual word of God as revealed to Prophet Muhammad (PBUH) by the Angel Jibril.</p> <p>Many Muslims learn whole sections of the Qur'an. Those who have memorised and can recite the whole Qur'an are greatly respected.</p>




INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What can we find out about a story from Islam of Muhammad [PBUH] at the Gates of Makkah?</p>			
<p>Children will learn that Prophet Muhammad matters to Muslims.</p> <p>Children will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) after the Prophet's name.</p> <p>Children will learn what helps us to make up our minds about other people, and why it is good to change our minds.</p> <p>Children will learn that appearances are not everything.</p> <p>Children will learn about times when they have been negative about a person they later found was good.</p>	<p>Tell children this story. Make it engaging – use props, voices, joining in. (Don't act the part of the Prophet: Muslims often forbid this)</p> <p><u>The woman at the gates of Makkah</u></p> <p>There was once a man who sat at the gates into the city of Makkah. His face showed kindness and also lines of sadness and tiredness. One day he saw a woman with many bags walking crossly out of the city gates. The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but said that she was going a long way - to the next city so he wouldn't want to help her. The man said he would still carry her bags for her. <i>"Why are you leaving Makkah?"</i> he asked her.</p> <p>The woman explained that there was a man called Muhammad, encouraging people to follow a new religion, worshipping Allah, questioning the things she valued and throwing out the idols she worshipped. She didn't like this at all and was getting out.</p> <p><i>"People are mesmerised by him. Even slaves who have been tortured and beaten by their masters not to follow him still do so!"</i> explained the woman in an angry voice.</p> <p>The man agreed that some terrible things were happening in Makkah, and he picked up her heaviest bags. As they walked the woman explained that she was leaving Makkah before she fell under the spell of this man. When they arrived at the next city the woman said, <i>"Here we are. You have been so kind. Thank you. If only there were more people like you in Makkah then I wouldn't have to leave. What is your name?"</i></p> <p><i>"My name is Muhammad and I pray to Allah"</i>, replied the man. He smiled.</p> <p><i>"Well"</i>, exclaimed the woman, <i>"I'm amazed! There is only one thing left to do"</i>.</p> <p><i>"What is that?"</i> asked Muhammad</p> <p><i>"Would you kindly pick up my bags and carry them back to Makkah with me?"</i></p> <p>Invite questions from the pupils (Who? What? Where? How? Why? What if...? Which question would they like to discuss? Ask:</p> <ul style="list-style-type: none"> <li>• I wonder if you worked out why she changed her mind?</li> <li>• I wonder what kind of person Muhammad was?</li> <li>• I wonder whose advice do you take?</li> <li>• I wonder: Does kindness help us to win arguments?</li> <li>• Can our behaviour do most to change things, or our words?</li> <li>• Why do many Muslims say 'Peace be upon him' after saying the Prophet's name?</li> </ul>	<p>ELGs: Communication and language: I can use language to imagine and recreate roles and experiences.</p> <p>I can use talk to sequence and clarify thinking, ideas, feelings and events.</p> <p>Most in Y1: I can recall and name what happened in the story.</p> <p>Most in Y1: I can find out why the woman changed her mind.</p> <p>Most in Y1: I can ask and respond to questions about meaning in the story.</p> <p>Many in Y1: I can express ideas about meanings for the emotions in the story.</p> <p>Many in Y1: I can ask and respond to questions about the idea that we sometimes need to change our minds.</p> <p>Some in Y2: I can express my ideas about this story and the way some people think of other religions.</p>	<p>Most Muslims don't make pictures of Prophets, or dramatise Muhammad's life so avoid this.</p> <p>Use a story bag. Get out the props one at a time as you tell the story e.g. a gate, a strip of grey cloth for the road, a piece of yellow cloth for the desert, bags that look heavy, blocks to look like a village, a card signpost that says 'To Makkah' and 'Away from Makkah'</p> <p>As you tell the story, children can make faces for the emotions– kind, sad, tired, cross, pleased, angry, amused, amazed.</p> 

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<p>How and why do Muslims use the Qur'an? What do Muslims learn from the Qur'an about God?</p>			
<p>Children will learn that Islam teaches that the Qur'an was revealed to the prophet Muhammad by Allah.</p> <p>Children will learn about the Shahadah, the Muslim statement of faith.</p> <p>Children will learn about some Muslim beliefs about God, including some names of God.</p> <p>Children will learn that the Qur'an guides Muslims in their daily life.</p>	<ul style="list-style-type: none"> <li>• Show a Qur'an. Ask pupils what questions they have about it. I wonder why is it on a stand and covered? Explore what that might tell us about its importance to Muslims.</li> <li>• Tell the story of the first revelation of the Qur'an to Muhammad (PBUH). How might Muhammad have felt? Explain that for Muslims this is the word of God, the final revelation. This hard concept can be explained simply as 'what God says to humans. Ask the class what questions coming from the story they would like to find out about.</li> <li>• Discuss What if the Qur'an had never been revealed? I wonder ...what is Islam? Why might people feel they need Muhammad (PBUH) in their lives?</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 spot links between the story and the beliefs. 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 the Qu'ran instructs Muslims to pray 5x per day. To help them pray some Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah. Identify beliefs about Allah: creator, judge, merciful, forgiver. What if the Qur'an instructed Muslims to pray only once a week? If a Muslim didn't pray, what would they miss?</li> <li>• Show a video clip on learning Arabic and the importance of the Qur'an.</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>ELGs: I can begin to know about the culture and beliefs of others.</p> <p>Most in Year 1: I can find out about who or what guides Muslims in their lives.</p> <p>Most in Year 1: can identify some things that are important to Muslims.</p> <p>Most in Year 1: I can find out about the revelation of the Qur'an to Muhammad [PBUH].</p> <p>Many in Year 1: I can recall the key Muslim belief that there is no other God but Allah.</p> <p>Most in Year 2: I can ask and respond to questions about why the Qur'an is important to Muslims and how it makes a difference to what they do.</p>	<p>These stories were not written for children and 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 also, signifying respect.</p>
			


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What can we find out about Buddhism from the story Siddhartha and the Swan?</p>			
<p>Children will learn about a Buddhist story and reasons why Buddhist care about wisdom and kindness.</p> <p>Children will learn to think for themselves about what is kind.</p> <p>Children will learn to ask questions about Buddhist values.</p> <p>Children will learn the faith story about the Buddha, and the people who follow him are called Buddhists.</p>	<ul style="list-style-type: none"> <li>• Tell a version of the story of Siddhartha and the Swan, encouraging questions.</li> <li>• Ask pupils to whisper, shriek, speak and shout at the relevant parts of the story as you tell it, or afterwards to help them remember it. Use props as you tell the story- two 'small world' figures for the two princes, a toy swan, a bow and arrow, a bandage.</li> </ul> <p>The Buddha, a wise teacher, was born a prince. His name was Prince Siddhartha and his cousin was also a prince, called Devadatta. Siddhartha was always kind. From an early age he cared for living things. Devadatta was loud and wild and uncaring.</p> <p>One day Siddhartha was watching swans fly over the lake, when one of the swans gave a shriek and fell to the ground. It had been shot with an arrow and its wing was bleeding. What do you think he did? Very gently, he picked up the shrieking swan, holding its hurt wing carefully. He whispered kindly to the swan, and carefully pulled the sharp arrow out.</p> <p>Then he heard someone shouting '<i>Where's my swan?</i>' It was Devadatta-carrying his bow and arrows. '<i>Give me that swan he yelled. It's mine! I shot it!</i>'</p> <p>Guess what Siddhartha said! '<i>You're wrong. It's my swan, because I care for it.</i>' The boys argued and Siddhartha won. He bandaged the wing. The swan needed food and drink, care and love. Siddhartha gave all these to the swan, day after day, week after week. When the broken wing was healed Siddhartha watched it fly, higher and higher. It flew away - free.</p> <p>Many years later Siddhartha became a wise teacher for millions of people. He taught: "<i>if someone is hurting, don't argue about it. Just do what you can to help.</i>" Was he remembering the swan?</p> <ul style="list-style-type: none"> <li>• What questions have you got about this story?</li> <li>• Use a Persona Doll to introduce Arun a Buddhist who is 7. He says: "<i>In my family, we try to be kind. We don't want animals to suffer so we don't eat meat.</i>" What do you do to be kind?"</li> <li>• Enquiry: Ask the 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 answers):             <ul style="list-style-type: none"> <li>▪ What is the story about? Swans / Arrows / Kindness / Food</li> <li>▪ What mattered most to Siddhartha? Arrows / Lakes / Swans / Kindness</li> <li>▪ What mattered most to Devadatta? Sport / Shouting / Himself / Kindness</li> <li>▪ What matters most to Arun? Friends / Caring / Buddha / Arguing</li> </ul> </li> <li>• Ask the pupils in pairs to talk about 4 things they would say to answer:             <ul style="list-style-type: none"> <li>▪ What matters most to you? Why? How does it show?</li> <li>▪ Is it important to care for everyone, even animals? How does it show?</li> <li>▪ Which animals have you cared for? How and why?</li> </ul> </li> </ul>	<p>ELGs: Communication + Language: I can retell a story in sequence, drawing on language patterns of stories.</p> <p>Most in Year 1: I can recall a story that is special to Buddhists.</p> <p>Most in Year 1: I can find out about the Buddha and a story about him.</p> <p>Many in Year 1: can ask and respond to questions about the story, suggesting a meaning.</p> <p>Most in Year 2: I can express my own ideas about the story and its characters.</p>	<p>This story is very simply told here, suited to the learning needs of children 4-5.</p> <p>Progression in RE may be well served by making a more subtle version available to older children for text level literacy work.</p> <p>You could use a persona doll, in the role of Arun, to tell and explore the story.</p> <p>Some pupils might be ready to learn about one of the Buddhist sacred texts, such as the Dhammapada.</p>
			

INTENT	IMPLEMENTATION	IMPACT	NOTES				
What can we find out about Buddhism from quotations from Buddhist texts?							
<p>Children will learn about some quotations from Buddhist texts and the importance of being wise and compassionate.</p> <p>Children will learn to think for themselves about what it means to be wise and compassionate</p> <p>Children will learn to ask questions about Buddhist values.</p>	<ul style="list-style-type: none"> <li>• Explain that Buddhists (and Hindus) don't have one specific holy book, in the same way that Christians, Muslims, Sikhs and Jewish people have. Buddhists have many holy texts. The Dhammapada is one that is revered by many Buddhists. The writings of Buddhist meditation, psychology, and philosophy teachers from the last 2500 years are studied as guides to living a meaningful and fulfilling life.</li> <li>• I wonder what questions you might ask a Buddhist about their sacred texts?</li> <li>• Glue each of the quotations below in the middle of large pieces of paper. Place a quotation on each of 4 tables with felt tip pens. Divide pupils into 4 groups and allocate them to a quotation. In their groups ask pupils to read the quotation, discuss what it might mean, try to put it in their own words and ask questions about it. They write what they think it means and their questions in the space around the quotation. Then they move to the next table and repeat the process including reading what the previous group wrote. They write what they think this quotation means and try to answer the first group's questions, plus ask some of their own. The groups circulate till they have commented on each quotation.</li> <li>• As a class discuss what they learnt from the quotations about Buddhist beliefs. Check through the answers to any of the questions.</li> </ul> <table border="1" data-bbox="481 818 1570 1050" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">                     Don't do what is harmful. Do what is good. Keep your mind pure. This is the teaching of the Buddha. (Dhammapada 183)                 </td> <td style="padding: 5px;">                     Work to cultivate a noble, generous mind that is under control. Help and respect all living things. (H.H. the Dalai Lama)                 </td> </tr> <tr> <td style="padding: 5px;">                     There is nothing to fear other than my own mind. (Shantideva)                 </td> <td style="padding: 5px;">                     From non-virtues come all sufferings From virtues come all happiness. (Nagarjuna)                 </td> </tr> </table> <ul style="list-style-type: none"> <li>• I wonder ...what is Buddhism? Why might people feel they want Buddha in their lives? If a Buddhist didn't study these quotations and texts, what would they miss?</li> </ul>	Don't do what is harmful. Do what is good. Keep your mind pure. This is the teaching of the Buddha. (Dhammapada 183)	Work to cultivate a noble, generous mind that is under control. Help and respect all living things. (H.H. the Dalai Lama)	There is nothing to fear other than my own mind. (Shantideva)	From non-virtues come all sufferings From virtues come all happiness. (Nagarjuna)	<p>Most in Year 2: I can express my own ideas about quotations from Buddhist texts.</p> <p>Many in Year 2: I can ask and respond to questions about quotations from Buddhist texts, suggesting my own meanings.</p>	<p>Some pupils maybe ready to learn about one of the Buddhist sacred texts, such as the Dhammapada and quotations from others. This activity is quite hard so will really stretch them.</p>
Don't do what is harmful. Do what is good. Keep your mind pure. This is the teaching of the Buddha. (Dhammapada 183)	Work to cultivate a noble, generous mind that is under control. Help and respect all living things. (H.H. the Dalai Lama)						
There is nothing to fear other than my own mind. (Shantideva)	From non-virtues come all sufferings From virtues come all happiness. (Nagarjuna)						

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>Why do Jewish people treat the Torah scroll with great respect?</b>			
<p>Children will learn to ask questions about religion.</p> <p>Children will learn that the Torah is a holy book for Jewish people.</p> <p>Children will learn to talk about some ways in which the Torah is treated and how these show that it is a sacred text.</p> <p>Children will learn to articulate the difference between something being special and being sacred.</p> <p>Children will learn to give examples of faith, trust, and commitment.</p> <p>You could give pupils a 'true or false' quiz to check their factual learning.</p>	<p>Children ask questions about the scroll. Use photos or a video clip to show that the Sefer Torah (meaning 'teaching') is the most important part of Jewish scriptures. Scrolls are kept in the Ark in the synagogue and a silver pointer (Yad) is used to touch it. It is read every week, the end of a cycle is celebrated at the festival of Simchat Torah. When a 12-13 year old reads a portion aloud in Hebrew they become a grown up.</p> <p>What shows that this is a special book? Raise questions, then tell a story of the Sefer 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 on parchment. Scribes still write out the Torah scrolls by hand,</p> <p>How is respect shown? Ask for a volunteer to demonstrate holding the scroll in a way that would please a Jewish person. Why is it important to show care and respect to sacred objects valued by other people? What is the difference between something being special and being sacred? What questions do you have about these photos? or videos? <i>Why don't Jewish people touch the scroll with their fingers? 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'.</p> <p>What is this and why is it used? Show the pupils a yad and let them examine it. Is there anything in their home or a relative's home that they are not allowed to touch? <i>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 a scroll version of the first 5 books of the Old Testament. The Torah was given to Moses on Mount Sinai. It is only part of the Jewish holy book.</p> <p>What does the Torah say? It contains the first 5 books of the Hebrew Bible and it teaches Jews what God is like and how they should live. Recap stories from the Torah pupils may have heard e.g. Creation story (Gen 1-3) - explain Jewish beliefs that God made the world and a special relationship with Abraham and his descendants (Jews today) When they became slaves in Egypt, God remembered them and through Moses helped them to escape (Passover). They promised to follow God's rules for living (the 10 commandments + other 'mitvot'). The Torah is the 'book' which contains all these stories and rules for living. Many Jews today use this book to guide how they live.</p> <p>For higher achieving pupils, you might identify how the Bible, Torah and Qur'an have some key stories and key people in common.</p> <p>When showing the 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, they are made for children to handle them. It is important to teach respect for artefacts, and why the writing is not touched with fingers.</p>	<p>ELGs: I can begin to know about the culture and beliefs of others.</p> <p>Most in Y1: I can recall how Jewish people respect and use their holy book.</p> <p>Most in Y1: I can recall and name features that are important to them.</p> <p>Many in Y1: I can ask and respond to questions about a Yad and the Torah.</p> <p>Many in Y1: I can find out about a key Jewish idea that (G-d) has given the people a way of life through the Torah.</p> <p>Most in Y2: I can express my ideas about why the Torah is important to Jewish people and how it makes a difference to what they do.</p>	<p>Judaism, Christianity and Islam are the 3 'Abrahamic' faiths-children of the book.</p> <p>The same Hebrew books and text make up the Jewish Tenakh and the Christian Old Testament, and are very differently understood.</p> <p>For Jews 'Old Testament' has a negative sound, as if God's covenant with Jews has been superseded.</p> <p>Islam is rooted in Abraham. Muslims respect all the prophets of the Old and New Testaments. Muhammad (PBUH) is considered the last and greatest of the prophets..</p> <div data-bbox="1496 1018 1742 1283" style="text-align: center;">  </div> <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>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What book of stories do Christians love to remember? Why?</p>			
<p>Children will learn that the Bible is the sacred book which forms the basis of Christianity.</p> <p>Children will learn some stories which give insight into the nature of God and God's relationship with humans from the Old Testament.</p> <p>Children will learn that a story in the New Testament gives insight into the teaching of Jesus about God.</p> <p>Children will learn the meaning of the terms 'Christianity' and 'Christian' and be able to apply the terms accurately</p> <p>The Bible is not only story - also laws, poetry, legends, myths, songs, battle hymns, sermons, prophecies, letters, proverbs, drama, history, prayers, questions, wisdom, visions of a better world.</p>	<ul style="list-style-type: none"> <li>Look at the initial display of books, ensuring it includes 3 different Bibles. Can children identify which books are Bibles? Are there particular ways of presenting the Bible? e.g. leather cover, gold edges. Not all are like that.</li> <li>Explain that the Christian holy book is the Bible. It is a collection of writings by many authors over a 1000 years (about 900 BCE to 100CE). As used by Protestant Christians, the Bible has 2 parts - the Old Testament with 27 'books' and New Testament with 39 'books'. Other Bibles have a third section, known as the Apocrypha, mainly used in Catholic churches. The 'Old Testament' (which Christians share with Judaism-Jesus was a Jew) is mainly about God and how God wants people to live. The New Testament is about Jesus and his followers. Christians find out about God and how he wants them to live from the Bible. 'Testament' originally meant 'covenant' or 'agreement'.</li> <li>There is a story in the Old Testament which Christians believe expresses their key beliefs about creation. Tell other Bible stories e.g. Jonah or Joseph. Discuss what these stories teach about God (powerful, all-knowing, judge). Use guided visualization to tell one of these stories. Use freeze-frame tableau to explore the story of Joseph. Devise a game of consequences to explore the Jonah story.</li> <li>What would Christians miss if they didn't have these stories? These are 'stories from a range of cultures' in literacy terms.</li> <li>Show video clips exploring stories of Jesus. What questions are raised? Or tell some New Testament stories e.g. "The Precious Pearl", "The Loaves and Fishes". What is the message of the story?</li> <li>Children draw a symbol to represent their favourite story, highlighting whether it is from the Old or New Testament? Talk why they like the story and what it means.</li> <li>Focus on the 2 great commandments. Matthew ch 22 v 37-39. What do they mean? Suggest ways in which Christians show they love God and show that they love their neighbour. Role play showing what happens when people follow the command, and what might happen if they do not.</li> <li>Reflect on the implications of these stories for Christians &amp; for themselves. Explore key themes of the Bible stories and connect these with pupils own experiences (e.g. obedience, forgiveness, jealousy, helping others). Write chosen words about these experiences and ask children to illustrate one.</li> </ul> <p>Display idea: Why do Christians love the Bible?</p> <ul style="list-style-type: none"> <li>Go back to the display of books. This time give each child a line drawing of an open blank book. Ask pupils to either draw a picture into it of a way Christians use the Bible or write a simple reason why Christians love the Bible.</li> </ul>	<p>ELGs: Communication and language: I can listen with enjoyment and respond to stories.</p> <p>I can retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Most in Yr1: I can ask and respond to questions about ideas and beliefs about God.</p> <p>Many in Yr1: I can ask and respond to questions about Bible stories about God.</p> <p>Most in Yr 2: I can express ideas about some key themes in Bible stories and say what a Christian might do.</p> <div data-bbox="1534 842 2056 1232" data-label="Image"> </div>	<p>Bible stories were not written for children and can pose difficult questions which need handling with care.</p> <p>This work can be enhanced by a Christian visitor sharing with the children how they use the Bible.</p> <p>In Christian thinking, the Bible is a guide and reference for how to live a good life, written by people who were inspired by God.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
Why did Jesus tell a parable about building houses?			
<p>Children will learn what a parable is and about a parable told by Jesus.</p> <p>Children will learn that the Biblical parable of 'The Houses Built on Sand and on Rock' can teach something useful for life.</p> <p>Children will reflect on the importance of listening to advice and thinking carefully before making decisions and choosing things.</p>	<ul style="list-style-type: none"> <li>• Explain that one way Jesus taught people was by telling parables which are stories about daily events, to be applied to our situation. This one is about houses. Tell the story up to the part about building on sand. Ask if that would be a good idea.</li> <li>• Ask a child pour water onto some sand in the sand tray- what happens? Ask another child to pour water onto a stone or rock in the sand tray- what happens? Would it be better to build your house on sand or on rock?</li> <li>• Tell the remainder of the story-at appropriate points ask 'How do you think things will end?' Explore the themes of the story and connect with pupil experiences (e.g. making careful decision, listening to advice). Pupils choose a moment which is the turning point in the story and draw or write about it.</li> <li>• Explain that this story is not just about houses but about how important it is to do things in the right way and to listen to advice from wise people then our lives will be more like the house built on rock than the house built on sand. Ask if there has been a time when they or an adult they know have thought carefully before doing something e.g. before going on holiday.</li> <li>• Children in groups role play incidents which show the importance of thinking carefully before making decisions and choosing to do things.</li> </ul> <p style="background-color: #F0E6E6;">The Parable of the Houses Built on Sand and on Rock (Matthew 7: 24—27). A man wanted to build a house. He wasn't sure where to build it. When he went for a walk with his wife he saw a sandy beach. The man and his wife thought how lovely it would be to live in a house on the beach: they could listen to the sea, swim and have fun. They asked some builders to build them a house, right on the sand. The builder told them he didn't think it was a good place to build a house, but they had made up their mind. The builder erected the house and the man and his wife were delighted and moved in. They played in the sea and had a lovely time. One night there was a terrible storm. The man and his wife awoke to hear the waves crashing on their house. They saw the walls were beginning to crack open. They had to run away and ask their neighbours for shelter. Next day they went to see the builder. They asked if he would build them another house. He told them that this time they should have their house built on rocks, not on the sand, because rocks are strong so their house would not fall down in a storm. The man and his wife agreed so the builder constructed a very strong house on the rocks. This time when a storm came, the house did not crack. It stood against the wind and the waves and couple were safe inside.</p>	<p>ELGs: I can develop awareness of a religious story and participate in imaginative role play.</p> <p>Most in Year 1: can recall the parable and talk about what it might mean</p> <p>Many in Year 1: I can ask and respond to questions about thinking carefully before making decisions and choosing things.</p> <p>Most in Year 2: I can express my own ideas about the parable and about the wisdom of listening to advice and thinking hard before deciding.</p>	<p>Jesus talked to ordinary people about their own experiences and used incidents from everyday life as analogies e.g. losing a coin and finding it. Is relationship to God is like this?</p> <p>Jesus told parables so people would think about things. More than just a story, they were meant to challenge us.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Why did Jesus tell a parable about a lost sheep?</p>			
<p>Children will learn about a parable told by Jesus.</p> <p>Children will learn to think about what the story means (literacy skills linked to RE skills).</p> <p>Children will learn to discuss ideas about God and that Christians believe that God is like a 'Good Shepherd'.</p> <p>Children will learn to identify that these stories are from the Bible and that they are understood in different ways by people called Christians.</p>	<p>Can you 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. Tell the story communicating both the story's narrative and the value of the story to Christians. Or use Lost Sheep by Nick Butterworth/Mick Inkpen. Include 'I wonder...' questions:</p> <ul style="list-style-type: none"> <li>• I wonder what might be dangerous for this lost sheep? (e.g. wolves, falling)</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? (e.g. mountain or sea rescue)</li> <li>• I wonder if there are things that are dangerous for us if we are lost?</li> </ul> <p>Share memories of being lost e.g. in a supermarket. How did it feel? How did it feel to be found? How does it feel to lose your way? How does it feel to lose something you treasure? Are there other kinds of 'lost'?</p> <p>Give children 4 reasons why this story, 2000 years old, might still be told so often. Why did Jesus tell this story? Give children choices. Was it:</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 some shepherds love their 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 2 best reasons, and think about why they are good reasons. This is about the 'hidden meaning'. Jesus' parables are stories with a hidden meaning.</p> <p>Look at some paintings and/or stained glass images of the story.</p> <ul style="list-style-type: none"> <li>• Think about how they were made, who by, and why. How long did they take?</li> <li>• What does this tell you about how much the story matters to Christians?</li> </ul> <p>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. Collect 6 different examples to show how different artists see the story.</p> <p>Many Christians call Jesus 'the good shepherd'. Some churches are called 'The Church of the Good Shepherd' Why?</p> <p>Use the word bank in the notes column. What do children think each word means? Can children say if – and how - they are connected to the story?</p> <ul style="list-style-type: none"> <li>• Ask which 3 words apply to the sheep, to the shepherd, to themselves and to God. No right answers – this is all about helping children to be interpreters!</li> <li>• Can they show with their body or on their faces what each word means?</li> </ul>	<p>ELGs: Communication and language: I can listen with enjoyment and respond to stories.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Most in Year 1: I can recall and name the key concepts in the story.</p> <p>Many in Year 1: I can ask and respond to questions about meanings in the story.</p> <p>Many in Year 1: I can ask and respond to questions about the idea that God might be like a shepherd.</p> <p>Most in Year 2: I can express my own ideas about the lost sheep and other things being lost – like people for example.</p>	<p>Word Bank</p> <ol style="list-style-type: none"> <li>1. Lost</li> <li>2. Found</li> <li>3. Shepherd</li> <li>4. Searcher</li> <li>5. Carer</li> <li>6. Looker</li> <li>7. Brave</li> <li>8. Strong</li> <li>9. Weak</li> <li>10. Scared</li> <li>11. Fearful</li> <li>12. Courageous</li> <li>13. In danger</li> <li>14. God-like</li> <li>15. Loving</li> </ol>
		 <p>Chloe, 6, pictures the turning point of the story – the moment when the shepherd found his sheep.</p>	




INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What religious story is told at Divali time?</p>			
<p>Children will learn a key religious story from the Hindu and Sikh tradition.</p> <p>Children will learn to think and talk about the story of Divali and the 'goodies and baddies' in the story.</p> <p>Children will learn to find meaning in ancient stories, including this story from an Indian cultural setting.</p> <p>Children will learn about different ways the story is presented at the festival of Divali.</p>	<ul style="list-style-type: none"> <li>• Explain that today's story is from the Hindu faith which is the oldest religion Hindus live all over the world including UK. Sikhs also tell this story.</li> <li>• Hindu and Sikh families are reminded of this story during the festival of Divali.</li> <li>• Tell the story of Rama and Sita. For younger children use puppets or children can act the story out as you tell it. Invite children to boo each time you say 'Ravana' and cheer when you say Rama or Sita. Emphasise emotions in your re-telling.</li> </ul> <p>Long ago King Dasratha ruled the kingdom of Ayodhya. His eldest son, Rama, was heir to the throne. He was honest, brave, kind, honourable, and selfless; Rama was the god Vishnu in human form. Rama was married to the kind, loyal, brave, respectful Sita. Queen Kaikeyi, Rama's step mother was jealous that Rama was to become king. She wanted her son Bharat to reign so she plotted and told lies about Rama. The king banished Rama for 14 years to the forest. Sita and Rama's brother Lakshman went with Rama into exile.</p> <p>Bharat became king, but he was angry with his mother because of the lies she had told. He placed a pair of Rama's slippers on the throne. The slippers were a symbol that Rama was the real king. Bharat said '<i>I will look after Rama's kingdom until he returns.</i>'</p> <p>One day Rama and Lakshman went hunting in the forest, leaving Sita in an enchanted circle, to keep her safe. But the evil demon Ravana with 10 heads came to kidnap her. He changed himself into the form of a wandering holy man and tricked Sita into leaving her protected circle. He bundled her into his chariot and sped off across the skies to the island of Lanka. He believed that if he married Sita he would rule the world.</p> <p>The brothers were shocked and upset to find Sita missing and determined to find her. Hanuman, the monkey king, who was devoted to Rama, helped them. Hanuman gathered all the monkeys in the forest and together they built a bridge across the sea to Lanka. After 10 days of fighting they defeated Ravana.</p> <p>Sita and Rama were reunited. They returned to Ayodhya, as their 14 years of exile were over. The people lit little oil lamps called divas along the path to help the couple find their way home. Rama and Sita followed the row of lights. The golden slippers were removed from the throne so that Rama and Sita could become king and queen and take their rightful place.</p> <p>In the end, light triumphed over darkness. Hindus teach that it always will.</p> <ul style="list-style-type: none"> <li>• Invite pupils to ask questions about the characters and meanings in the story. Who are the 4 main characters? What qualities do they show? Why might Hindus today find the story helpful? What do you know about Hinduism?</li> <li>• Hindus believe the story shows that light and goodness always win out against darkness and evil. What do you think? Can you give examples?</li> </ul>	<p>ELGs: I can begin to know about the culture and beliefs of others. I am developing awareness of religious symbols. I can participate in role play.</p> <p>Most in Yr 1: I can recall and name the key features of the story of Divali and the main characters.</p> <p>Most in Yr 1: I can ask and respond to questions about things that are important to my family and are worth celebrating.</p> <p>Many in Yr 1: I can ask and respond to questions about the story and celebration of Divali.</p> <p>Most in Yr 2: I can express my own ideas about meanings for a key Hindu idea that in a battle between light and darkness, in the long term light will win.</p> <div data-bbox="1525 1015 1845 1251" style="text-align: center;"> </div>	<p>Teachers of RE need to be excellent story tellers. It's an important skill, and the magic of story enables learning, so it's worth thinking carefully about how you tell it. Never just read it out!</p> <p>In poor quality RE, children make Divali cards or divas but don't learn any concepts. In good RE progression is secure and tasks help pupils think increasingly deeply.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What is the significance of Divali for Hindus (and Sikhs)?</p>			
<p>Children will learn about why Hindus thank the goddess Lakshmi at Divali time.</p> <p>Children will learn about the meaning and the key features of the Hindu and Sikh festival of Light known as Divali.</p>	<ul style="list-style-type: none"> <li>• What can they remember about the story of Divali? Highlight the different characters. Why was Rama sent away? Who helped him to rescue Sita and become king? Ask the children if they have ever done anything to help someone else. Discuss experiences.</li> <li>• What issues of right and wrong are there in the story? Show pictures of the main characters. Is it possible to label them with 'good' or 'bad'? Are people all bad or all good? Are we actually a mixture of good and bad? Choose a character. 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 often feel two emotions at once.</li> <li>• Creative area: make a mask of their chosen character, using a range of materials or make props for the story. Writing area: character references using word cards. Act out the story using the props and masks. Freeze frame and describe how the characters are feeling. Which character would they like to be and why? Discuss times when we want to do the right thing but find it difficult. Who can we ask to help us? Children can complete the sentence: 'The part of the story I liked best was...'</li> <li>• Explain how Hindus and Sikh's celebrate Diwali. Talk about the meaning and symbolism. In groups make: divas from clay; colour rangoli patterns and mendhi patterns on hand shapes; make Divali cards using appropriate symbols; make Indian sweets and other food. Have a class Divali party including: dancing to Indian music, acting out the return of Rama and Sita, divas could form a track to the thrones (Caution: do not light divas), use scarves for head covering.</li> <li>• Show film clips of Hindu family life, particularly through the eyes of the children.</li> <li>• Talk about Lakshmi (goddess of good fortune) at Divali. She is thanked for her benefits and prosperity in the last year, and asked for blessings for next year. Ask pupils to think about what they would like this year to be like.</li> </ul> <p>What can we learn from Hindu celebrations and festivals? 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 that a person has done before defend them."</i> Ask pupils to comment on how this quote helps to make sense of the story and the festival. It's a hard quote – but read it carefully and dramatically a couple of times, and ask some questions, so pupils surprise you with their thinking.</p>	<p>ELGs: I can begin to know about the culture and beliefs of others. I can develop awareness of religious clothes, food and symbol, and participate in imaginative role play.</p> <p>Most in Year 1: can recall that Divali is a Hindu festival of religious thanksgiving.</p> <p>Many in Year 1: I can ask and respond to questions about the coming year for me.</p> <p>Many in Year 1: I can ask and respond to questions about how Hindu families enjoy the festival of Divali, suggesting meanings to activities.</p> <p>Most in Year 2: I can express my own ideas about my own celebrations and Hindu celebrations.</p>	<p>In Hindu thinking, the story told during Divali from the Ramayana is one of good conquering evil and keeping light in the world.</p> <p>Diwali is a 5 day festival celebrated by millions of Hindus, Sikhs and Jains worldwide. It coincides with Hindu New Year, celebrates new beginnings and the triumph of good over evil and light over darkness.</p> <p>Natural links to the festivals celebrated by any child in any family can be made.</p>



INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>Why is celebrating and being thankful important to Hindus (and Sikhs)?</b>			
<p>Children will learn to think for themselves about the meaning behind Divali.</p> <p>Children will learn to think for themselves about what it means to celebrate.</p> <p>Children will learn to reflect on the importance of being thankful.</p>	<ul style="list-style-type: none"> <li>● Recap the work about Divali. Ensure children understand that festivals use ancient stories. Draw attention to the ways religious festivals are also:               <ol style="list-style-type: none"> <li>1. Based on something from a holy book or sacred text</li> <li>2. Connected with a story of event of significance to the religious community</li> <li>3. Expressing beliefs about the faith – e.g. the triumph of light, the importance of good deeds and patience, giving and generosity</li> <li>4. Involving celebrations for individuals and for the whole community</li> <li>5. Having an impact for the believer – e.g. people give to charity</li> </ol> </li> <li>● Identify and talk about festivals and celebrations they take part in. What story or event do they recall? How do they celebrate at home or in the community? What are the similarities to Divali, and the differences?</li> <li>● Discuss the importance of festivals: 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: ask pupils to think of their own questions. Here are some to start the enquiry:               <ol style="list-style-type: none"> <li>1. Should Divali be a day off work for Hindus and Sikhs 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>● If a Hindu didn't celebrate Divali, what would they miss? Ask pupils to say how Hindu people would 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> <li>● 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?</li> <li>▪ Give a structure for being thankful themselves: they might write links in a chain of thanks, or leaves for a 'thank you tree'. Can they draw or write about something they are thankful for? Keep a class Gratitude Diary. Finish each day with 3 things the class is grateful for.</li> </ul>	<p>ELGs: Communication and language. I can listen with enjoyment and respond to stories.</p> <p>Personal Social and Emotional Development, Self-confidence and self-esteem: I have a developing respect for my cultures and beliefs, and those of other people.</p> <p>Most in Year 1: I can recall key features of an important story for Hindus and Sikhs.</p> <p>Most in Year 2: I can express my own ideas about a Sikh and Hindu story and suggest meanings in it.</p>	<p>It is beneficial for every child to experience thanking and being thanked, praising and being praised as often as possible.</p> <p>There is a lot of scientific research on the benefits to our wellbeing of gratitude.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p><b>How do Sikhs use the Guru Granth Sahib? What do Sikhs learn from it about God?</b></p>			
<p>Children will learn that Sikhs have a living Guru in the form of the Guru Granth Sahib, their sacred text.</p> <p>Children will learn that the Guru Granth Sahib 'lives at the Gurdwara, the house of the Guru'.</p> <p>Children will learn that there are many symbols of respect shown to the Guru.</p> <p>Children will learn to think about how we can respect holy words.</p>	<ul style="list-style-type: none"> <li>• Show pupils a video clip and photos of a Gurdwara. What questions do they have? Explain the idea that this holy building is 'the house of the guru' - where the guru's words live. I wonder - what is a guru? (teacher)</li> <li>• Explore the ways in which the Guru Granth Sahib is treated as a human Guru might be. The Guru is 'put to bed' each evening and arises each morning. It is kept cool and flies driven away by the waving of a fan (churi).</li> <li>• Talk about the important words of the Ten Human Gurus to 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>• What symbols of respect do children observe in the ways Sikhs treat the Guru Granth Sahib? What would Sikhs miss if they didn't have this holy book?</li> <li>• Hear and talk about a story or some sayings from the Sikh sacred writings, and think about what the words mean. You could use these 3 sayings. Can they put them in their own words. What questions about the sayings come to mind? Pupils might illustrate them.</li> </ul> <p><i>"Even Kings and emperors with heaps of wealth and vast dominion cannot compare with an ant filled with the love of God."</i></p> <p><i>"Those who have loved are those that have found God"</i></p> <p><i>"The mouth of a hungry person is the treasure chest of God."</i></p> <ul style="list-style-type: none"> <li>• Explore in photos and video clips the ways the Guru Granth Sahib is revered and treated. Show a picture from a Gurdwara (like the one on this page). Ask children what signs of respect for the scriptures they can see here. There are at least 5 – symbolic decorations, gold, petals, canopy, clean cloths.</li> <li>• I wonder ...what is Sikhism? Why might people feel they need the Gurus in their lives?</li> </ul>	<p>ELGs: Understanding the world. I can begin to recognise the cultures and beliefs of others.</p> <p>Most in Year 1: I can ask and respond to questions about my own ideas and beliefs about holy words of wisdom.</p> <p>Many in Year 1: I can find out what can be learnt from the ways Sikhs respect their holy writings.</p> <p>Most in Year 2: I can express my own ideas about the ways Sikhs honour their scriptures.</p>	<p>The Guru Granth Sahib is understood by Sikhs to be the living guru, successor to the 10 human Gurus from Nanak's birth in 1469 to the passing away of Guru Gobind Singh in 1708. So a 'Gurdwara' (house of the Guru) is wherever the Guru Granth Sahib lives.</p> 

INTENT	IMPLEMENTATION	IMPACT	NOTES												
<p>What is similar and what is different in the sacred books and holy stories we have learned about?</p>															
<p>Children will learn to think about how to spot similarities and differences in holy books and sacred stories.</p> <p>Children will learn to speak and listen to clarify their ideas.</p> <p>Children will learn to share ideas about what matters by reflecting on meanings and selecting stories.</p>	<ul style="list-style-type: none"> <li>Can children remind you of some of the stories they have been hearing and try and say what each one was about? Have these meanings on the whiteboard – which meaning goes with which story?</li> </ul> <table border="1" data-bbox="504 351 1417 750"> <thead> <tr> <th data-bbox="504 351 828 391">Which story?</th> <th data-bbox="828 351 1417 391">Which meaning?</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 391 828 454">Muhammad at the Gates of Makkah</td> <td data-bbox="828 391 1417 454">It's okay to change your mind if you got it wrong at first</td> </tr> <tr> <td data-bbox="504 454 828 518">Rama Rescues Sita: The story of Divali</td> <td data-bbox="828 454 1417 518">Patience and goodness help light to beat darkness when we are in trouble.</td> </tr> <tr> <td data-bbox="504 518 828 614">Siddhartha and the Swan</td> <td data-bbox="828 518 1417 614">Should you own a creature if you are unkind to it? If you love a creature, might you eventually let it be free?</td> </tr> <tr> <td data-bbox="504 614 828 678">The Lost Sheep</td> <td data-bbox="828 614 1417 678">We all feel lost sometimes. Can God help us when we are lost?</td> </tr> <tr> <td data-bbox="504 678 828 750">Moses receives the Ten Commandments</td> <td data-bbox="828 678 1417 750">It is useful to have rules to help people behave well.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Children in pairs are given one of the stories. Tell them we are going to have 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 3 or more reasons why theirs is the best story? What did they like about it?</li> <li>Put all the reasons pairs come up with together, then ask the children to make some noise – by banging on the desk – for the story they like the most out of the ones we studied. Which one gets the loudest noise?</li> <li>Remind the children that these stories all come from holy books, and hundreds of millions of people love and respect them.</li> <li>Tell the children that a book is to be made of these religious stories. Remind them that Muslims make no pictures of the Prophet Muhammad (PBUH). Ask them to design a cover for the book, and give it a title. They could write a 'blurb' for the back of the book. This activity is best done on high quality A3 paper and if different children contribute different parts of the cover, with the whole thing being planned, made, then stuck together.</li> </ul>	Which story?	Which meaning?	Muhammad at the Gates of Makkah	It's okay to change your mind if you got it wrong at first	Rama Rescues Sita: The story of Divali	Patience and goodness help light to beat darkness when we are in trouble.	Siddhartha and the Swan	Should you own a creature if you are unkind to it? If you love a creature, might you eventually let it be free?	The Lost Sheep	We all feel lost sometimes. Can God help us when we are lost?	Moses receives the Ten Commandments	It is useful to have rules to help people behave well.	<p>ELGs: Communication and language: I can listen with enjoyment and respond to stories. Personal Social and Emotional Development: I am developing respect for my own cultures and beliefs, and those of others.</p> <p>Most in Year 1: I can recall and name religious stories.</p> <p>Most in Year 1: I can ask and respond to questions about my favourite story and characters.</p> <p>Most in Year 1: I can ask and respond to questions about what I like about each story.</p> <p>Many in Year 1: I can express my own ideas about a meaning for one of the stories</p> <p>Most in Year 2: I can express my own ideas and opinions about stories.</p>	<p>This is, in some ways, a literacy lesson on stories from a range of cultures so you could add time for more RE by using some of your literacy time.</p> <p>The judgement activity is useful for focusing and being asked to choose a favourite makes you think. In this context, simple comparison between the stories leads to learning. 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 faith community.</p>
Which story?	Which meaning?														
Muhammad at the Gates of Makkah	It's okay to change your mind if you got it wrong at first														
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INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What have we learned about Holy books and stories in this unit of RE?</p>			
<p>Children will learn to think about the stories and words of different sacred books.</p> <p>Children will learn to think about their own ideas about the words that matter most.</p> <p>Children will learn to express their understanding of sacred writings for themselves.</p>	<p>Discussion about sacred words and books</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 being grateful, thanking, saying sorry, forgiving, saying 'I love you' and saying please.</li> <li>• Ask pupils to remember the religions they have learned from - prompt this with pictures and references to the stories they have heard.</li> <li>• Ask the class what they learned from the work about words that are special to people in different religions and words that are special to them.</li> </ul> <p>Pupils could choose their 'three most important words' and write them in beautiful calligraphy. They could do one page each for the class's own 'special book' of 'special words'. It won't be as long lasting as any of the books explored, but focuses thoughts on what matters. Are these words holy or special?</p> <p>Thinking back and summing up (this is a Year 2 activity)</p> <p>Five ways to finish the work on holy books and stories:</p> <ol style="list-style-type: none"> <li>1. Can you say what you learned about each of the religions we studied?</li> <li>2. What are your thoughts about saying 'thanks, sorry, please and I love you'? Why do these words matter? Why are they often missed out?</li> <li>3. What did you learn about holy words?</li> <li>4. What are your own thoughts about the different religious books?</li> <li>5. What did you like learning best in this topic?</li> </ol>	<p>ELGs: Communication and language. I can listen with enjoyment and respond to stories.</p> <p>Personal Social and Emotional Development, Self-confidence and self-esteem: I can develop respect for my own cultures and beliefs, and those of other people.</p> <p>Most in Year 1: I can ask and respond to questions about the topic of 'Holy Books'.</p> <p>Most in Year 1: I can recall outlines of the stories.</p> <p>Many in Year 1: I can find out about stories and suggest meanings.</p> <p>Many in Year 1: I can express my own ideas about life's most important words and about holy writings.</p>	<p>Circle time is an appropriate context for this summarising activity.</p> <p>How can you turn this work into a class display?</p> <p>It will make a useful record of the work for your RE portfolio, as evidence of achievement.</p>