Key Question: 1.4 What can we learn from sacred books?

This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all three sacred books. Build on prior learning.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">1.4 What can we learn from sacred books?

Year Group: Recommended Year 2

Strand: Believing

Questions in this thread:
F1 Which stories are special and why?
L2.2 Why is the Bible so important for Christians today?
3.2 Does living biblically mean obeying the whole bible?

Religions and worldviews:
Christians, Muslims, Jewish people

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outline on p.43
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• Talk about some of the stories that are used in religion and why people still read them (A2).
• Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</td><td>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).
• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).
• Talk about issues of good and bad, right and wrong arising from the stories (C3).</td><td>• Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).
• Make links between the messages within sacred texts and the way people live (A2).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify. Pupils will:** • Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. • Introduce the Bible as a sacred text for Christians. • Introduce a sacred text for Muslims – Holy Qur'an, and/or Jewish people – Tenakh. • Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all ages; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. • Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15) and how to treat each other (e.g. 'The good Samaritan' Luke 10). • Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. 'Joseph and his brothers' (Genesis 37, 39–48); the story of Moses (book of Exodus); 'The call of Samuel' (1 Samuel 3); 'David and Goliath' (1 Samuel 17); Jonah (Book of Jonah). • Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat', 'Muhammad and Bilal', 'Muhammad and the rebuilding of the Ka'aba'). • Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians. • Talk about what lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; that loyalty, love, justice, trust, truth, service and care are all important in how people live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils' personal worldviews, and why?

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily each constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. It can work well if, for example, you explore Christians and Muslims in the first two terms of the year and then do a thematic unit like this one in term 3. Then pupils can revisit and build on their prior learning, applying it to the new context of exploring sacred texts.

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Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can/You can/Can you?' statements.
- You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge)
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
- These 'I can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
• Talk about a special book and a holy book. (A2) • Talk about a story that is used in religion (A2). • Talk about the story of the Exodus and consider why Jewish people still remember it (A2). • Talk about why people might still tell the story of Prophet Muhammad and the Black Stone (A2) • Talk about the story of Jonah and why people still read it (A2). • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).	• Independently give reasons why a holy book is considered to be 'holy'. (A2) • Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). • Re-tell the story of the Exodus (A2). • Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). • Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2) • Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). • Suggest answers to questions arising from the story of Jonah (C1). • Ask and suggest answers to questions arising from The Lost Sheep (C1). • Talk about issues of good and bad, right and wrong arising from the teachings (C3). • Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3). • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3)	• Clearly describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways. (A2) • Make links between the messages within Jesus' teachings from the Bible and the way people live (A2) • Make links between the messages within the Ten Commandments and the way people live (A2). • Independently give well thought out responses about how to treat holy texts, backed up with reasoning (A2) • Make a link between the story of the black stone and something that Muslims do today (A2) • Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2) • Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1). • Suggest their own ideas about meanings behind the story of Jonah (C1). • Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah today (C3).

Step 5: Develop teaching and learning activities

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as show their understanding.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What stories are special to us? What is a holy book?		
Pupils will learn: That some books are holy, and what this means That there are many versions of the Bible published and reasons for this	• Sit pupils down for the start of a story time session. Begin by using quite a familiar story starter e.g. 'Long, long ago…' then stop. Ask pupils to explain what they were expecting and why. Pose pupils with the question 'what is a story?' • Discuss some other story starters that pupils might know or have used (e.g. once upon a time…, a long time ago in a faraway land…, one bright and sunny morning…) and think about what else is needed to make a great story such as a middle, end, characters, exciting plot, setting etc. • Ask pupils if they can recall the special book that they brought into school in reception for their Sacred Stories work. Look back at any images that were taken of pupils with their books or a display of these books. Discuss whether pupils would bring in the same book again this time round or would their choice be different nowadays? Ask pupils what the titles of their special books are now and look through some of them. • You could make a special class book of special books. Give each pupil a page in a scrap book and a folded piece of A4 (as a book cover). On the front of the book cover they draw the cover of their special book. On the inside they write words to say why it's so special. Discuss how our special book of special books should be treated, where should they be kept etc. • Look through the class's choices of special books. See whether any of them have stories in. Think about the different types of stories which the books contain. Do any contain fairy stories? Adventure stories? Scary stories? Funny stories? Stories that teach us something? Religious stories? • Put the words 'sacred' and 'holy' on the board. Remind pupils of the Bible, a book which was very precious to Grace (who they meet in the Sacred Stories unit in Reception) or Mary (from Unit 1.1) and other Christians. Ask pupils to recall which stories they learnt about from the Bible in Reception. Recap that the Bible is a holy book. Remembering their discussions from last year, pupils think, pair, share what a 'holy' book is. Ideas might touch upon being more than special, being linked to God, having God's words inside not just people's words. Discuss pupils' responses. • Remind pupils of the range of Bibles that they saw in Reception and allow them to explore these Bibles again. Explain that the Bible is so important for Christians that many versions are made so that everyone can read it. Task pupils with finding versions for younger people, older people, those who speak languages other than English, versions in braille etc in the selection.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** • **Talk about some of the stories that are used in religion and why people still read them (A2).** **Expected:** • **Recognise that sacred texts contain stories which are special to many people (B3).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What did Jesus teach about God in a story?		
Pupils will learn: A story that Jesus told; Meanings behind the parable of The Lost Sheep	• Ask pupils if they know of any storytellers and if they have ever been a storyteller themselves. Explain that Jesus was a storyteller and that the stories he told are written down in the Bible. • Look together at an image of The Lost Sheep (e.g. 'The Good Shepherd' from Vie de Jesus Mafa). If you have already taught this story in unit 1.1 Who is a Christian? choose a different story or use the story of the lost coin as an alternative. Ask pupils to describe what they can see then focus on the colours in parts of the painting. Do they think the painting has a happy, sad or another mood? Does this lead them to expect a happy/ sad/ funny/ scary etc story? Pupils should speculate on who they think the man might be. • Ask pupils to explain the job of a shepherd. What do they think a shepherd must do if a sheep is in danger? If helpful, discuss whether any pupils have a pet, how they look after the pet and what they do if the pet is sick or in danger. Draw parallels between shepherds looking after sheep and how we look after pets. • Explain that the image pupils have been looking at is a picture of a story that Jesus told – The Lost Sheep. Tell the parable in an interactive way e.g. using godly play or a storybag with 'I Wonder' questions. pupils could answer these questions or ask some wonder questions of their own. • Focus on the feelings that the shepherd must have throughout the story through drama (e.g. hotseating) or working as a class or small groups to create an emotions chart. Focus on the actions of the shepherd. How is he a good shepherd? How does he try to care for every single sheep? What might this teach Christians about God? Is God a bit like a shepherd? In what ways? • Remind pupils that The Lost Sheep is one of many stories that Jesus told. It is a special type of a story that he used to tell called a 'parable'. Explain that parables are stories that Jesus told to help people learn something or understand ideas. Parables might be harder to understand than some other stories as they have hidden meanings. They might seem to be saying one thing, but they are really teaching about something else. Help pupils understand how a story might mean something else. Do this in a way that is most suitable for the class. Examples might be: basic metaphors such as 'you are my sunshine' or contemporary stories such as Paper Dolls by Julia Donaldson. • Give pupils some suggestions about the ideas that Jesus was really teaching when he told The Lost Sheep. Give pupils the opportunity to discuss and select which ones might show what Jesus was really teaching. Take feedback. • Look back at the picture from the start. Which elements of The Lost Sheep story can pupils see in the picture? If using the picture from Vie de Jesus Mafa, explain that the shepherd is wearing red	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** • **Talk about a story that is used in religion (A2).** **Expected:** • **Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2).** • **Ask and suggest answers to questions arising from The Lost Sheep (C1).** **Exceeding:** • **Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1).**

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	to show that he is important – red clothes denote great importance in this style of art from Cameroon. Show the pupils images of two 'Lost Sheep Icons' – one where Jesus has a sheep around his shoulders and one where he has a person. Compare the two icons and the original picture – which one do pupils feel show the real meaning of the parable the best? • Set pupils the task of making 'hidden meaning boxes'. They should show the literal story of The Lost Sheep on the outside of the box, but put the hidden meaning on a piece of paper inside, ready to be found by anyone who opens it up. Pupils can use artwork and text to complete this activity. Pupils could make small boxes individually (using nets of cubes etc) or larger ones in groups (using shoe boxes etc). **Notes:** If you wish to focus on parables further with your class, more activities can be found in The Christianity Project's unit on God for KS1. This unit contains activities for the parable of The Lost Son. The Good Shepherd picture can be found at http://diglib.library.vanderbilt.edu/act-imagelink.pl?RC=48288	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What did Jesus say about how to treat others?		
Pupils will learn: Some of the lessons taught by Jesus in the Sermon on the Mount Ways in which these lessons can be put in practice today	• Ask pupils to recall the class rules. Why do we need class rules? Which ones do pupils find easier or harder to keep? Which ones are about how we treat others? • Ask pupils to describe/act out what a teacher is. Once you have heard/seen descriptions, explain that people call Jesus a teacher too. He may not have taught Maths and English to a class of pupils every day, but he did teach lots of things and these are written down in Christians' holy book, the Bible. Ask pupils to recall what Jesus was really teaching in the parable of The Lost Sheep or the lost coin. • Explain that the Bible contains a story of how Jesus came to do some of his teaching. Lots of people wanted to hear him teach, so large crowds followed him. When he saw the crowds, he went onto a mountainside, sat down and began to teach. Some of the things that he taught were: - *Do not be angry, make up quickly and forgive each other*. Ask pupils to show body language of anger and making up. - *If somebody is nasty to you, don't be nasty back. Be kind instead*. Pupils show 'nasty' and 'kind' faces. - *Love everybody. Even love people who do not love you.* Discuss what is meant by 'love' here. Pupils act this teaching out quickly in pairs. - *Treat others the way that you would like to be treated*. Pupils give suggestions of how we should treat others. Take photos of pupils' body language, nasty/kind faces and acting and scribe ideas of how to treat others. Go back through these photos and words with pupils and try to remember which teaching they link to. • Give pupils a situation. Your sister has unwrapped *your* birthday present – what do Jesus' teachings mean a Christian might do? Don't forget the teaching that says, 'Do not be angry, make up quickly and forgive each other.' Discuss the answers. Next ask pupils to discuss what a Christian might do in some different situation in small groups. When they explain it, check that they can link their solution back to at least one of Jesus' teachings, if not, help them to work out which teaching(s) it links back to. Pupils show their solutions through art, drama or writing Suggested situations: - You are going out to playtime (hooray!) when you notice that your friend can't come with you because s/he hasn't finished tidying the book corner yet, what do Jesus' teachings mean a Christian might do? - Simon never helps you with your work and now he is stuck on his maths, what do Jesus' teachings mean a Christian might do?	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** • **Talk about at least one story used by Jesus (A2)** **Expected:** • **Recognise that sacred texts contain stories/teachings which are special to many people (B3).** • **Re-tell at least two stories/teachings from the Christian Bible and suggest what they mean for Christians (A2).** • **Talk about issues of good and bad, right and wrong arising from the teachings (C3).** **Exceeding:** • **Make links between the messages within Jesus' teachings from**

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	• Remind pupils about both our class rules that teach us how we should treat each other and about what Jesus taught relating to how people should treat each other. Give pupils some time to choose 'My rule for us all' – one rule from the class set or Jesus' teachings that they think is the most important of all. Some pupils may be able to go further and write their own 'My rule for us all'. Save these rules as they will be used in the next section. • Look in a Bible to find the Sermon on the Mount (Matthew Chapter 5-7) where Jesus taught the lessons that pupils have been focusing on. Discuss the fact that we have previously heard a story from the holy book that taught people about God. Now we have learnt some words of Jesus from this holy book that teach people how to live.	**the Bible and the way people live (A2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How are holy books treated?		
Pupils will learn: That holy books are treated in special ways How Christian people treat the Bible to show that it is holy. And/or How Muslim people treat the Qur'an to show that it is holy. And/or How Jewish people treat the Sefer Torah to show that it is holy.	• Look back to at least one version of the Bible that is written in a language other than English. Why do pupils think this Bible has been made? (the Bible is often made accessible to all, so that everyone can read this holy book). Does anybody in class know someone who speaks a different language a lot or all of the time? Look at a globe to find out where people speak languages that are brought up in this discussion. • Ask pupils to recap what they know about Imran's holy book, The Qur'an (Imran, a Muslim boy, was introduced in Foundation Stage). They should be able to discuss how it is often kept on a stand, that it is kept up very high, the story of the first revelation, that it is believed by Muslims to be the exact word of Allah (God). If the activities on the Qur'an were not covered in Foundation Stage unit entitled 'Which stories are special and why?', it would be useful to adapt and carry them out here. • Look at images of pages from the Qur'an that have been written in Arabic. Discuss who might be able to read these words. Explain that Muhammad spoke Arabic. When the Angel Jibril told Muhammad to 'recite' the words of the Qur'an in the cave on Mount Hira, the Angel spoke to Muhammad in Arabic, not English so didn't really say 'recite' at all, but the Arabic word for this: 'iqra'. When Muhammad recited the words of the Qur'an, they were also Arabic words, not English ones. As the Qur'an was given by Allah to Muhammad in Arabic, many Muslims keep it in Arabic. That way, they believe the holy words of God are never changed. • Think about how Christians often change the language of the Bible, while Muslims do not. Make the point that both religions are treating the books as very holy, even though they are going about it in different ways. NB – comparing the languages of the Bible and Qur'an may be suitable for some pupils at KS1, but may be confusing for others. Please consider your class before carrying out these activities and omit bullet points 1 and 4 if necessary. • Help pupils to remember the story of David and Goliath from their work in Foundation. Do they remember which holy book the story was from? Explain that the story is in the Bible (the holy book for Christians) and the Torah (the holy book for Jewish people). • Allow pupils to look at a mini Torah scroll and yad – together list as many facts about them as possible (e.g. the scroll has 2 wooden rollers, it has writing inside, it is not written in English, the yad is silver, it has a pointy finger on the end etc). Give pupils some questions to speculate further e.g. Where is the scroll used? When is it used? Who reads from it? Collect ideas. Watch a video of a Torah scroll (Sefer Torah) being taken from the Ark and used in a Synagogue – were any of your pupils' speculations correct? www.bbc.co.uk/education/clips/zcfgkqt	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** **Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).** **Expected:** **Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).** **Exceeding:** **Make links between the messages within sacred texts and the way people live (A2).**

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	• Watch the video again and ask pupils to be detectives and spot as many ways as possible that Jewish people treat the Sefer Torah as special and holy. Ways include: keeping it in its own special cupboard (the Ark), 'dressing' it in a mantle (which is often velvet), it is bowed to or kissed respectfully when carried around the Synagogue, it is read using a yad to point to the words rather than a human finger, bells on top so everybody can hear it coming. • Show a picture or video of a sofer (scribe) writing a Torah scroll for example www.bbc.co.uk/education/clips/zdcd2hv Explain that a Sefer Torah is so holy for Jewish people that it is very important to take extra special care when making it. Go through some of the facts about this e.g. it must be handwritten by a scribe, there must be no mistakes at all, it takes about a year to eighteen months to write a full Torah scroll… • Explain that, just like the Bible, the Torah is a holy book that has stories and teachings. In fact, 'Torah' means 'teaching' and is thought of by many Jewish people as a precious gift from God. • Look at the rule chosen in the 'My one rule for us all' activity in the section called *What did Jesus say about how to treat others?* Write it carefully with no mistakes whatsoever to stick into a whole class special book or mini Torah scroll (which can be made simply with doweling sticks and some rolled up white paper). Introduce the word 'Hebrew' and tell pupils this is the language of the writing in the Sefer Torah. Pupils can try writing Hebrew letters (perhaps שלום, which is read as 'Shalom' and means 'peace') too, taking very good care and making no mistakes – remember to go from right to left! • Discuss how sacred texts should be treated. How would a Christian, Jew or Muslim want their holy books treated? Why is it important to be careful with holy books and treat them well? Discuss some ground rules for how we will treat the whole class special book/mini Torah scroll.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What story is special for Jewish people in the Torah?		
Pupils will learn: A story from the Torah (Moses). That the Torah contains stories and teachings. That there are similarities and differences between the Torah and the Bible.	• Ask pupils to recap what they know about the Torah. • Explain that there are lots of stories in the Torah and that the class are going to find out one of them. Tell the story of Moses with the class through use of drama. You will need two x 2 metre lengths of fabric here, one red and one blue. Not all of Moses' life can be retold, so stick to these basic events: 1) The Children of Israel were slaves in a country called Egypt. Moses was born and his mother was worried for his safety so placed him in a basket and floated it on the Nile, his sister Miriam watched as Pharaoh's daughter rescued and adopted Moses. Miriam suggested that Moses' real mother should help to bring him up. (Use blue cloth for Nile, Red for person being Miriam to 'wear' and a basket with a doll in for Moses). 2) When he was an adult, Moses ran away from Egypt and became a shepherd. One day, he saw a burning bush. God's voice came from the bush! Moses had to take his shoes off because this was holy ground. God told Moses to go back to Egypt and rescue the Children of Israel from slavery. (Take shoes off, sit in circle around red cloth for the bush. Pupils can make red cloth move slightly to symbolise flames. Some pupils can hold blue cloth above the circle to be desert sky). 3) Moses went back to try to convince the Pharaoh (leader of Egypt) to let the Children of Israel go free. This was a very hard job and God had to help Moses by sending plagues. But in the end, the Pharaoh set the Children of Israel free. They escaped from Egypt and crossed the Red Sea. (Near the end of the story choose four pupils to hold the cloths and make them ripple like waves of a calm sea. As the Children of Israel cross the sea, split the cloths. Choose a Moses to lead the rest of the class, in role as the Children of Israel, through the sea and onto dry land). • Discuss with pupils what they think the most worrying, happy and exciting parts of the story were. Pupils suggest words to show how the Children of Israel must have felt when they finally left Egypt and crossed the Red Sea – can they show these feelings on their faces and bodies? Explain that this is such an important story in the Torah for Jewish people that they have a special festival every year to remember it. That way, every single year, Jewish people remember how God helped Moses to free them from Egypt. • Put six images from different parts of the story onto a story cube or story spinner (or give pupils this task). Allow pupils to use the cubes or spinners to help them retell parts of the story. Is there anyone who can tell the whole story from start to finish? • Explain that pupils have almost learnt the whole story, but not quite, because… 4) A little while after the Children of Israel crossed the Red Sea, God gave them some rules to live by. There were many rules, but there was a very important set of ten rules called the Ten	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** • **Talk about the story of the Exodus and consider why Jewish people still remember it (A2).** **Expected:** • **Re-tell the story of the Exodus (A2).** • **Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3).** **Exceeding:** • **Make links between the messages within the Ten Commandments and the way people live (A2).**

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	Commandments. Pupils remember their 'My one rule for us all' – go through the Ten Commandments and see if anybody's 'one rule' is there or not. Are there any rules that the class had not yet thought of but feel are exceptionally good? Are there any rules that they ever try to stick to, e.g. not stealing or lying? (Put fabric vertically to be the two tablets and pin the commandments on. If the fabric is draped over an IWB or screen, the commandments can be projected on). • Ask pupils to remind you which teachings of Jesus they learnt about from the Bible. Teaching point: we have seen that both the Bible and Torah are holy books that have stories in. The Bible and Torah are both holy books that have teachings on how to behave in too. • Locate the story of Moses in the Bulrushes in a Bible (Exodus Chapter 1). Ask for pupils' initial reactions that you have found it in the Christian holy book, the Bible when they know it to be a story from the Jewish holy book, the Torah. Explain that just like the story of David and Goliath, the story of Moses and the ten special rules called the Ten Commandments are in the Torah and the Bible too. Not everything about the Bible and Torah is the same (so there is no Lost Sheep or teachings of Jesus in the Torah), but some things are.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Which story do Muslims tell about the Prophet Muhammad?		
Pupils will learn: A story about the Prophet Muhammad Meanings behind an Islamic story	• Introduce pupils to Muhammad's nickname 'Al Amin' and explain that it means 'Trustworthy'. Ask pupils to define trust. To help, play some trust games (e.g. blindfolding one pupil and letting another orally guide them from point A to point B). Give pupils the opportunity to share the names of people that they can trust. Why do they trust these people? • Ask pupils to remind you which stories they know from holy books. Discuss how these stories often teach something – maybe about God or how to treat others. Explain that the Muslim holy book (the Qur'an) contains stories too. Muslims also tell and hear stories about the Prophet Muhammad that are not in the Qur'an but do teach important lessons. • Tell the story of Muhammad and the Black Stone. Stop as Muhammad arrives and needs to solve the problem – think together about what the problem is that he needs to solve. In small groups, discuss what Muhammad could do and come up with a plan to sort things out. Share plans and if appropriate and time allows, discuss merits of each and vote on the best. • Share the end of the story – and discuss whether any of the groups had planned this themselves. • Pose the pupils the question 'what is this story really all about?' Give pupils two or more ideas (number of ideas depends on ability). Ideas could include: 'try not to argue', 'be fair', 'Muhammad', 'it is good to be trustworthy', 'teamwork is good', 'the black stone is important'. Ask pupils to choose one message that they think is really important in this story – can they say why? • Ask pupils to sum up the most important message of the story in a snappy way, this can be presented as the story's new title or a newspaper headline for the story. Ask pupils to think, pair, share why people still tell stories about Prophet Muhammad today, even though he lived hundreds and hundreds of years ago. • Allow pupils to look back through the story meanings. Ask them to choose which one(s) they personally think are really important for people to learn (whether or not they thought this was the most important message of Muhammad and the Black Stone) and explain their ideas and reasons. Discuss whether pupils all agreed or not. Is it OK not to agree sometimes? • Pupils may have learnt other stories about Muhammad in unit 1.2 'Who is a Muslim?' (the tiny ants, Muhammad and the crying camel, Bilal). If so, these could be re-introduced here at a deeper level so that pupils look at more than one message linked to each story. If unit 1.2 has not yet been covered, these stories could be introduced here and then done in greater depth	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** **Talk about why people might still tell the story of Prophet Muhammad and the Black Stone (A2)** **Expected:** **Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)** **Exceeding:** **Make a link between the story of the black stone and something that Muslims do today (A2)**

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	when pupils study Islam more fully. It can be useful to look at stories more than once so that pupils' familiarity with and understanding of them grows, so long as each story is taught in greater depth when revisited. **Notes:** Share a Story with… RE Today Services has a digital story of Prophet Muhammed and the Black Stone. See Resources at the end of this unit.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What can be learnt from the story of Jonah? What is special about Jonah?		
Pupils will learn: The story of Jonah from Jewish and Christian holy texts. Meanings behind the story of Jonah in Jewish and Christian holy texts with a focus on what it teaches about God and forgiveness. The story of Jonah from the Qur'an. That the story of Jonah is in more than one holy text and shared by people of different religions.	• On the board, write 'Yunas', 'Jonah', 'Yonah'. What do pupils notice about these words? Ask them to remember their ideas as the class will revisit them later. • Explain that we are going to be learning a story that is in both the Bible and Jewish holy text and thinking about what people might learn from it. Introduce pupils to the story of Jonah (attached to this unit) in an interactive manner. An enjoyable way of doing this is to allow pupils to sit in the shape of a boat or fish rather than the usual circle and give each child a percussion instrument. Stop the story at appropriate points to ask how characters might be feeling or what the atmosphere would be like – discuss suitable responses and pupils can show these using their instruments. Through class discussion and talk partners, pupils explore: How did God find Jonah? Why do you think Jonah prayed in the fish? If Jonah didn't go to Nineveh the first time, why did he go on the second? Why did God keep Nineveh safe? Who was forgiven in this story? • Place pupils into groups of around four. Assign a key event from the story to each group: 1) God telling Jonah to go to Nineveh 2) the storm and Jonah being thrown into the sea 3) Jonah's prayer when inside the fish 4) Jonah's escape from the fish 5) Jonah finally going to Nineveh 6) How the people of Nineveh changed their behaviour 7) God saving Nineveh Pupils work with their group members to decide what emotions Jonah might be feeling at their given point of the story. Emoticons or emotions dice can be used for support where necessary. • Set the groups the additional task of working out what their part of the story might teach a Jew or Christian about God. Discuss groups' decisions as a whole class and start to compile a list of what Jewish and Christian people might learn about God from the story. Support can be given by allowing pupils to select from a range of ideas about God (perhaps on flashcards) and then if possible justifying their choice. • Explain to pupils that we haven't quite heard the end of the story of Jonah and using a child friendly version of the tale, explain Jonah's reaction to the saving of Nineveh and what God says to him about this. Discuss what the sending of the worm, God's forgiveness and his concern for the people and animals of Nineveh might show Christians and Jews about God and add these ideas to the list. Remind pupils that forgiveness is important in this story and explain that In the Jewish tradition, the	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging:** • **Talk about the story of Jonah and why people still read it (A2).** **Expected:** • **Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2).** • **Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3)** • **Suggest answers to questions arising from the story of Jonah (C1).** **Exceeding:** • **Suggest their own ideas about meanings behind the story of Jonah (C1).** • **Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2)**

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	story of Jonah is read on Yom Kippur – a day when Jews say sorry for things that they have done wrong. They ask others and God to forgive them. • Can pupils themselves think of a time when they have done something wrong and needed to say sorry and/or be forgiven? Introduce the Jewish ceremony of *tashlich* that happens a few days before Yom Kippur. At *tashlich*, Jewish people symbolically show that they are sending all of their wrong deeds away and saying 'goodbye' to them by throwing small pieces of bread (the bad deeds and mistakes) from their pockets into flowing water. Can pupils think of a time when they have needed to say sorry and/or be forgiven? Write or draw the incident onto the side of small paper boat. Use water tray so pupils can launch boats and watch these incidents float away. If pupils do not have any instances, teachers can have a list of generic examples and pupils chose the one they would like to see less of in the world to place on their boat. • Explain to pupils that they still haven't quite heard everything about Jonah. Look back at the words 'Yunas', 'Jonah', 'Yonah'. Pupils remember what they noticed. Ask them to speculate on how the words are linked. Explain that 'Jonah' is the English way of saying Jonah's name and that is the way that it is written in English Bibles. 'Yonah' is the Hebrew way of saying the name – look at 'Yonah' written in Hebrew and explain that this is how it is written in Jewish holy text. 'Yunas' is the Arabic way of saying the name – look at 'Yunas' written in Arabic and explain that this is how it is written in the Qur'an. Emphasise that Yunas/Jonah/Yonah is the same man who appears in Christian, Jewish *and* Muslim holy books. • Tell pupils that the story of Jonah is the same for both Jews and Christians. The story in the Qur'an is slightly different. Share the story from the Qur'an (https://myislam.org/prophet-yunus/). Split class into two teams. One should spot all the similarities to the Judeo-Christian story, the other the differences. Discuss findings together. • Ask pupils to show you one cube/counter, then ten cubes/counters, then twenty. What do they think one hundred cubes would look like? One thousand? One million? One billion? Say: 'The story of Jonah was first told thousands of years ago, today it is a holy story for billions of people. It is in the Qur'an and Jewish holy writings and the Bible. Billions of people still read about Jonah and think it is a really important story. Why do you think so many people still think it is such an important story?' Hold a philosophy for children (P4C) style discussion, encouraging pupils to refer to what they have learnt where appropriate. **Notes:** The story of Jonah is also used in 1.1 Who is a Christian and what do they believe? Don't use it in the same way in both units, but do build on prior learning in ways that help pupils to extend their learning.	• **Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah today (C3).**

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<table>
<tr><th>LESSON OBJECTIVES</th><td>Teaching and learning ideas and activities</td><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">What can people learn from sacred books?</td></tr>
<tr><td>Pupils will learn:

To connect some wider teachings from sacred texts and ways of living for anyone.</td><td>Revisit the key question. Encourage pupils to answer it in the light of their learning in this unit.

You might give them some suggested lessons people might learn and ask pupils to connect them to at least one of the stories or teachings they have explored in this unit. For example, here are some lessons people might learn:
<table>
<tr><td>There is a God who cares for people.</td><td>There is a God who cares how people live.</td><td>There is a God who wants people to be good, kind and honest.</td></tr>
<tr><td>It is good to be loyal (to God and to others).</td><td>Love is really important in life. We should love other people (and love God).</td><td>People should be fair in how they treat others – justice is important.</td></tr>
<tr><td>There is no point trying to run from God – God is always close and knows what someone is thinking and doing.</td><td>It is important to be trustworthy and to be able to trust other people.</td><td>Believers can always trust God.</td></tr>
<tr><td>We might like to put ourselves first, but it is good to think about others before ourselves. Helping others is good, and makes us feel good too.</td><td>Some great leaders can inspire us to love and serve others.</td><td>We should always be truthful.</td></tr>
</table>
Ask pupils to reflect on their own personal worldviews. How many of the ideas people can learn from religious traditions are also important to pupils themselves? Where do they get these ideas from? Are there some ideas that they think are worth putting into practice a little bit more? What can they do in this next week to practise those ideas?</td><td>These activities will help pupils to work towards achieving the following outcomes:

Emerging:
• Talk about some of the stories that are used in religion and why people still read them (A2).
Expected:
• Talk about issues of good and bad, right and wrong arising from the stories (C3).
Exceeding:
• Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).
• Make links between the messages within sacred texts and the way people live (A2).</td></tr>
</table>

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Jonah and the Big Fish

Long, long ago, there lived a man. A very special man named Jonah. Jonah was such a special man, because he was a messenger. The messages he gave were no ordinary messages. They were messages from God.

One day, God told Jonah to go to the great city of Nineveh and deliver a message. The people who lived there were living wicked lives. They were doing the most terrible things. God told Jonah to tell the people of Nineveh that they must change their ways…or their whole city would be destroyed! **Jonah was very scared to take this message to Nineveh**, so he decided to run away. He got onto a ship that was sailing far, far away - **he was trying to run away from God**. Once he was on the ship, Jonah went downstairs. He lay down and fell into a deep, deep sleep.

Then, God sent a massive storm with rain, thunder and lightning. The waves of the sea grew bigger and bigger and all the sailors were worried that the ship would sink! The sailors were afraid and cried out to their own gods, asking for help. And where was Jonah during this storm? He was still asleep in his cabin. The ship's captain woke Jonah up and told him to pray to his own God for help with the dangerous storm.

But Jonah thought that praying to God would not help. God had sent the storm because Jonah was running away. "Pick me up and throw me into the sea," he told the sailors, "and it will become calm. This storm is my fault." The sailors certainly did not want to throw Jonah into the dangerous sea, so they tried to row back to dry land instead, but the storm would not stop and the sailors could not row. In the end, they had to throw Jonah overboard.

At once, the storm stopped. There was no more rain. The thunder and lightning disappeared and the waves died down. Next, God sent a fish. It was a huge fish. So large, that **it swallowed Jonah whole! When he was in the belly of the fish, Jonah prayed to God.** He thanked God for keeping him alive and saving him from the storm and sea. Jonah was in the fish for 3 days and 3 nights, then at God's command, the fish spat him out onto a beach.

Jonah was given a second chance, because once again God told him to go to Nineveh and give the message. **This time, Jonah did what God told him to do.** The people of Nineveh listened to Jonah and were very worried. **They changed their wicked ways and were good.** They even stopped eating and drinking for a time and wore special cloth to show how sorry they were. **God did not destroy Nineveh – he saved it!** He did not destroy Nineveh because he saw how well the people behaved after receiving Jonah's message.

NOTE FOR THE TEACHER: Phrases and sentences in bold print are suggested points in the story for discussion of action, characters' feelings and atmosphere leading to musical activity.

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Resources

Teachers might use:

- Share a Story With… (Interactive CD and book) (RE Today) includes story of Prophet Muhammad and the black stone. https://shop.retoday.org.uk/9781905893928
- *Opening Up Islam* edited by Fiona Moss, RE Today, includes some stories of the Prophet https://shop.retoday.org.uk/9781905893331
- Inspiring RE Christians https://shop.retoday.org.uk/9781910261347 Inspiring RE Jewish People https://shop.retoday.org.uk/9781910261453 and Inspiring RE Muslims https://shop.retoday.org.uk/9781910261224 all include some ideas about sacred texts.
- The Lost Sheep: Stories Jesus told by Nick Butterworth (Author) and Mick Inkpen (Contributor) ISBN-10: 1859857469, ISBN-13: 978-1859857465
- The Lion Storyteller Bible by Bob Hartman and Krisztina Kallai Nagy and My Look and Point Bible by Christina Goodings both contain stories from this unit and may be useful retellings to use with your class
- *My First Quran* by Saiyasnain Khan. This English version is designed to be attractive to pupils. Although it has relevant pictures, none of them contain people, in line with Islamic thought – this is interesting to discuss with pupils. It is available from RE Today https://shop.retoday.org.uk/9788178985541
- RE Ideas Fairness and Justice edited by Fiona Moss, for work on Jonah https://shop.retoday.org.uk/9781905893980
- The Complete Guide to Godly Play Volumes 2 and 3 have sections on the Exodus, Jonah and the Good Shepherd
- Storybag or godly play box and resources for the Good Shepherd
- *Understanding Christianity* offers lots of resources on Bible stories for all age groups. Accessed via training http://www.understandingchristianity.org.uk/ or email courses@retoday.org.uk for information.

From the Web:

- The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/education/subjects/zxnygk7
- The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion
- The best gateway for RE sites is: www.reonline.org.uk
- You can find and use searchable sacred texts from many religions at: www.ishwar.com
- If teachers wish to focus on the story of Bilal when learning about Muhammad, a video of a KS1 lesson on this story and some teaching resources can be found here:

http://www.natre.org.uk/primary/good-learning-in-re-films/

Many videos of Go Fish's '10 Commandment Boogie' can be found on the internet. Please explain to pupils that it is a song that Christians might sing about the ten commandments or just play relevant verses

Artefacts:

Religious artefacts for this unit are available to purchase from:
www.tts-group.co.uk/search/?q=religious+&searchType=simple-search
http://starbeck.com/

- Mini Torah scroll
- Yad (pointer for Torah scroll)
- Qur'an
- Qur'an stand
- A range of versions of the Bible

Do remember to ask local places of worship and members of religious communities whether they would like to give or lend you any appropriate resources for this unit

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