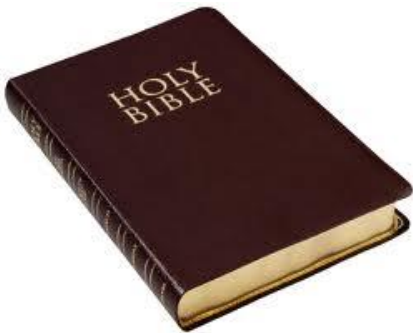


YEAR GROUP 2



Holy Words: Why do religious people love their scriptures?

**Telford & Wrekin Religious Education:
Support for Schools from SACRE**

Holy Words: why do religious people love their scriptures?

YEAR GROUP 2

ABOUT THIS UNIT:

This unit provides an introduction to the sacred texts of Christianity and Islam: the Bible and the Qur'an. The theme of belief in God is addressed in the unit, and pupils will be invited to think about the words that are most important to them. There are opportunities for pupils to share their own beliefs and talk about their own feelings and experiences.

Estimated time for this unit (in hours) 10 short sessions or lessons

Where this unit fits in:

Pupils will have had some introduction to Christianity and Islam from earlier units in the FS and Y1 RE. This unit particularly emphasises texts, so connects well with text level work in literacy.

KEY STRANDS ADDRESSED BY THIS UNIT (from the syllabus)

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

ATTITUDES FOCUS

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

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Some understanding of the concept of God / Allah</p> <p>Explored the concept of 'special' in relation to their own books</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Religions: Islam and Christianity</p> <p>Bible Testament Qur'an Surah</p> <p>Religion in general</p> <p>Holy Sacred Special</p>	<p>Texts:</p> <p>A Bible; a child's Bible Qur'an (cover and stand)</p> <ul style="list-style-type: none"> ➤ The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➤ Islam: A Pictorial Guide ➤ Say Hello to... (Interactive Cd and book) ➤ Developing Primary RE: Words of Wisdom ➤ Developing Primary RE: Symbols of Faith ➤ Developing Primary RE: Home and Family ➤ Developing Primary RE: Special Times <p>Tattybogle by S Horn and K Brown, Hodder Rechenka's Eggs by P Polacco, Philomel Books Lion Bible My Id-ul-Fitr, Little Nippers, Heinemann The Swirling Hijaab</p> <p>Sacred Texts: The Qur'an and Islam My Muslim Year by C Senker, Hodder Children's Books My life My Religion: Muslim Imam by Masood Akhtar Where we Worship: Muslim Mosque A present for Salima by K Marchant, Hodder Children's Books Decorated eggs, crucifix and empty cross Qur'an and stand or poster; prayer mat; new clothes wrapped as a gift; Charity box, Id cards</p> <p>Web</p> <p>/www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml www.bethanyroberts.com/Easter_Customs.htm</p> <p>DVD / Video / visual</p> <p>Stop, Look, Listen: Water, Moon, Candle, Tree and Sword video- 'Moon' – C4 Learning The Miracle Maker video www.request.org.uk has some useful visual materials about the Bible</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils(links directly to framework)</p> <p>The unit enables pupils to develop:</p> <ul style="list-style-type: none"> • Spiritually by considering how sacred texts give guidance to some people, and beliefs lead to actions. • Morally by exploring how society is influenced by teachings found in sacred texts • Socially by considering how two different communities use their holy writings • Culturally by encountering literature from other cultures 		

EXPECTATIONS	
At the end of this unit:	
Nearly all pupils will be able to work at Level 1:	<ul style="list-style-type: none"> Identify the holy books of Muslims and Christians as the Qur'an and the Bible. They will be able to talk about why a book is special to them. They will be able to say something about Muslims', Christians' and their own beliefs about God.
Most pupils will be able to work at level 2:	<ul style="list-style-type: none"> Retell a story from the Bible Recall that the Qur'an was revealed to Muhammad Respond sensitively to question: why do religious people love their scriptures?
Some pupils might be able to work at level 3:	<ul style="list-style-type: none"> Retell Bible stories in detail and identify what message the story holds for Christians. Respond sensitively to the ways a Qur'an is handled and used
ASSESSMENT SUGGESTIONS	
<p>Card – sorting task. Using words and pictures. Two boxes on a page: entitled 'The Qur'an' and 'The Bible'</p> <p>Examples of cards to sort into the correct box:</p> <p>Islam: The Shahadah written in Arabic on one card, in English on another; the words: Allah and Muhammad; images of: a Qur'an stand, prayer (subha) beads and an empty cave</p> <p>Christianity: The two greatest commandments; the words: The Old Testament, The New Testament, God and Jesus; images of: two different Bibles, a character from a Bible story told in class</p> <p>Red Herrings might be: images of a favourite book (other than the Qur'an or the Bible) and a story character.</p> <p>Listen to the pupils' reasons for selecting their chosen pieces for the boxes.</p> <p>A reason prioritising task: Using the question 'Why do religious people love their scriptures?' pupils work with a partner to prioritise and rank different possible answers. Is it because:</p> <ul style="list-style-type: none"> Scriptures tell great stories about the way our religion began When we read the scriptures, we can feel close to God Scriptures show us what to do if we want to be good Scriptures explain what God is like Our scriptures are beautiful when they are recited out loud The Prophet heard the scriptures from an Angel – they are the message of Allah In the scriptures, we learn about Jesus, who died to save the world Our scriptures are bound in a leather book, and look beautiful <p>Begin by going through these 8 answers and asking which ones might appeal more to Muslims, or more to Christians. Ask pupils to rank them: which 5 would Muslims choose, and what order would they put them into? What about Christians? Ask pupils to use the reasons they think explain best why religious people love their scriptures in a poster that answers the question. Suggest – for the highest levels – that they describe similarities and differences between the two religions (some pupils can do this).</p>	

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
<p>Why are some books special?</p> <p>What books are most special to me and why?</p>	<p>Pupils should learn:</p> <p>That books are attributed as being special for different reasons by different people</p> <p>The Qur'an is the word of Allah / God for Muslim people so it is treated with utmost respect.</p> <p>Christians think the Bible is the word of God, so they try to follow its teaching.</p>	<p>Our special books</p> <ul style="list-style-type: none"> • Have a display of books. This will include special books that pupils have brought in, some versions of the Bible and a Qur'an which is on its stand and covered – higher than other books. Take a photograph of the display and enlarge for display purposes. • Ask pupils to look at the books and select two books they would like to ask questions about. These questions can be put on card and attached to the photo of the display. • Some questions should be dealt with quickly, but more time and focus needs to be given to questions about the Bible and the Qur'an: such questions as 'why is this book special?' 'Who wrote this book?' and 'What is this book about?' 'Why is this book on a stand?' <p>Two religious books: what do we know?</p> <ul style="list-style-type: none"> • Give children some 'true or false' choices about the two Holy books, to check and build up their factual knowledge, e.g.: <ul style="list-style-type: none"> • The Qur'an is older than the Bible (False: the Bible was completed by about 90CE, but the Qur'an wasn't finished until over 500 years later) • Muslims say the Quran came from an angel's messages to Prophet Muhammad (T) • The Bible is made up of 3 Testaments and 67 books (False: it is 2 testaments and 66 books) • The Qur'an begins by praising Muhammad (False – it begins by praising Allah / God) <p>Ask the pupils to make up some more, and try them out on each other.</p>	<p>Pupils should be able to</p> <p>Understand why some books are special</p> <p>Ask questions which address why books are special</p>	<p>It's a good idea to model respect in the way the scripture texts are handled by teachers</p>

<p>How do Muslims use the Qur'an?</p> <p>Why is the Qur'an important to Muslims?</p> <p>What do Muslims learn from the Qur'an about God?</p>	<p>Pupils will learn:</p> <p>that the Qur'an was revealed to the prophet Muhammad</p> <p>about the Shahadah</p> <p>some Muslim beliefs about God</p> <p>the Qur'an guides Muslims in their daily life</p>	<p>The Holy Qur'an of the Muslims</p> <ul style="list-style-type: none"> • Focus on the Qur'an and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims. • Tell the story of the first revelation of the Qur'an to Muhammad. Explore how Muhammad might have felt. Emphasise and explain that for Muslims this is the word of God, the final revelation • 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. • Explore what the Shahadah means • Pupils reflect on words which might be important to them, write them on paper plates and decorate using traditional Arabic patterns • Explain that Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah. Identify some beliefs about Allah: such as creator, judge, merciful, forgiver. • Use the video 'Stop, Look, Listen: Water, Moon, Candle, Tree and Sword' (C4 learning) The section on learning Arabic and the importance of the Qur'an is very well suited to this unit. • Explain that the Qur'an is a guide to help Muslims live their lives. Give the example: 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. (Qur'an 40.83) 	<p>Use a simple writing frame and word bank to record what they know and understand about the revelation of the Qur'an to Muhammad [PBUH].</p> <p>Identify the key belief that there is no other God but Allah.</p> <p>Identify some things that are important to them.</p> <p>Suggest two reasons why the Qur'an is important to Muslims talk about what guides them in their lives</p>	<p>Note: these stories were never written for children and can pose difficult questions which need handling with care</p>
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<p>How do Christians use the Bible?</p> <p>Why is the Bible important to Christians? What do Christians learn from the Bible about God?</p>	<p>Pupils will learn:</p> <p>The Bible is the sacred book which forms the basis of Christianity some stories which give insight into the nature of God and God’s relationship with humankind from the Old Testament a story which gives insight into the teaching of Jesus about God found in the New Testament</p>	<p>The Holy Bible of the Christians</p> <ul style="list-style-type: none"> • Look at the display and identify which books are Bibles. Are there special ways of presenting the Bible? Leather covers and gold edges for example. But not all Bibles are like this. • Explain that the Bible is a collection of writings by many authors, divided into two parts. The ‘Old Testament’ essentially is about God and how God wants people to live their lives. The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live. • Retell Bible some stories such as Noah, Jonah or Joseph and talk to the pupils about what such stories teach about God (powerful, all-knowing, judge). Use guided visualization to tell the story of Noah; use freeze-frame tableau to explore the story of Joseph; devise a game of consequences to explore the Jonah story. • Show a clip/s from ‘The Miracle Maker’ Video / DVD to explore some stories of Jesus. • Focus on the two greatest commandments. Matt ch 22 v 37-39 and explore what these mean. Suggest ways in which Christians can show they love God and show that they love their neighbour. Create a role play. • Explore the key themes of the Bible stories and connect these with pupils own experiences (e.g. Obedience, forgiveness, jealousy, helping others). Write about and illustrate one such experience. 	<p>Suggest what can be learnt from the Bible stories about God</p> <p>Talk about their own ideas and beliefs about God</p> <p>Make connections between their own experiences and key themes in the stories and say what a Christian might do.</p>	<p>Note: these stories were never written for children and can pose difficult questions which need handling with care.</p>
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<p>Holy Words: Why do religious people love their scriptures?</p>	<ul style="list-style-type: none"> To discuss and simply rank different reasons that answer the question To think about the difference between Bible and Qur'an, and some similarities. 	<p>Discussion about sacred words and books</p> <ul style="list-style-type: none"> Ask pupils to think about the reasons why Christians love the bible and Muslims love the Qur'an. Ask for suggestions, but have the eight below ready for the whiteboard. Talk them through simply, asking questions and inviting questions to make sure the pupils understand. <p>A reason prioritising task: Using the question 'Why do religious people love their scriptures?' pupils work with a partner to prioritise and rank different possible answers. Is it because:</p> <ul style="list-style-type: none"> Scriptures tell great stories about the way our religion began When we read the scriptures, we can feel close to God Scriptures show us what to do if we want to be good Scriptures explain what God is like Our scriptures are beautiful when they are recited out loud The Prophet heard the scriptures from an Angel – they are the message of Allah In the scriptures, we learn about Jesus, who died to save the world Our scriptures are bound in a leather book, and look beautiful <ul style="list-style-type: none"> Begin by going through these 8 answers and asking which ones might appeal more to Muslims, or more to Christians. Ask pupils to rank them: which 5 would Muslims choose, and what order would they put them into? What about Christians? Ask pupils to use the reasons they think explain best why religious people love their scriptures in a poster that answers the question. Suggest – for the highest levels – that they describe similarities and differences between the two religions (some pupils can do this). 	<p>Speak thoughtfully about different reasons why religious people love their scriptures</p>	<p>This work connects well with the Y2 literacy emphasis on speaking and listening.</p>
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<p>Holy books: what have we learned?</p>	<ul style="list-style-type: none"> • To express their understanding of sacred writings for themselves • To think about the most important words. 	<p>Discussion about sacred words and books</p> <ul style="list-style-type: none"> • Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please); • Are some words more important than others? Why? Which of these words do the children think are the most important, and why? Please / sorry / peace / thank you / kindness / love / family / life / earth / God / another one chosen by a child • Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. In holy books, people say these things to God and to each other. • Ask pupils what they learned from the work about words that are special to Muslims and Christians and words that are special to them. • Ask them if there is someone to whom they would like to say some special words, and whether they would like to plan and do so (moral development). • They could make a card with one word on it only (this uses calligraphy as a skill, which is prized in Islamic and Christian arts) and give it to someone they would like to have that word. 	<p>Speak thoughtfully about life's most important words and about holy writings.</p>	<p>Circle time is a good context for this summarising activity. It connects with the Y2 literacy emphasis on speaking and listening.</p>
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