

TITLE: Holy Books: words that are special to us YEAR GROUP 1/2

ABOUT THIS UNIT:

This unit provides an introduction to the sacred texts of Christianity and Islam: the Bible and the Qur'an. The theme 'Believing: what people believe about God' from the Agreed Syllabus is addressed here. 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) 8-10 hours

Where this unit fits in:

Pupils will have had some introduction to Christianity and Islam from earlier units in the FS and Y1. 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
 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 |
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| <p>It is helpful if pupils have:</p> <p>Some understanding of the concept of God / Allah</p> <p>Explored the concept of 'special' and 'sacred' 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>Lion Bible My Id-ul-Fitr, Little Nippers, Heinemann The Swirling Hijaab (Festival shop) Sacred Texts: The Qur'an and Islam (Festival Shop) My Muslim Year by C Senker, Hodder Children's Books My Life My Religion: Muslim Imam by Masood Akhtar (Festival Shop) Where we Worship: Muslim Mosque (Festival Shop) A present for Salima by K Marchant, Hodder Children's Books Qur'an and stand or poster; prayer mat;</p> <p>Web, DVD, visual:</p> <p>www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml www.bethanyroberts.com/Easter_Customs.htm Stop, Look, Listen: Water, Moon, Candle, Tree and Sword video- 'Moon' is the programme about Islam: C4 Learning The Miracle Maker video / DVD www.request.org.uk has some useful visual materials about the Bible</p> |

Contributions to spiritual, moral, social and cultural development of pupils(links directly to framework)
The unit enables pupils to develop:

- 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:

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| <p>Nearly all pupils will be able to work at level 1:</p> | <ul style="list-style-type: none"> • Identify the holy books of Muslims and Christians as the Qur'an and the Bible. • Talk about why a book is special to them. • Say something about Muslims', Christians' and their own beliefs about God. |
| <p>Most pupils will be able to work at level 2:</p> | <ul style="list-style-type: none"> • Retell a story from the Bible • Recall that the Qur'an was revealed to Muhammad • Suggest why these books are special or sacred. |
| <p>Some pupils might be able to work at level 3:</p> | <ul style="list-style-type: none"> • Describe how Muslims and Christians use the Qur'an and the Bible. • Make links between their own special books and those of Christians and Muslims, thoughtfully. |

ASSESSMENT SUGGESTIONS

A card – sorting task. Using words and pictures. Two boxes on a page: entitled 'The Qur'an' and 'The Bible'

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 (subha) beads and an empty cave

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

Red Herrings might be: images of a favourite book (other than the Qur'an or the Bible) and a story character.

Listen to the pupils' reasons for selecting their chosen pieces for the boxes.

| Key questions | LEARNING OBJECTIVES Pupils should learn: | TEACHING AND LEARNING | LEARNING OUTCOMES Pupils should be able to | WIDER LEARNING |
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| Why are some books special? | That books are attributed as being special for different reasons by different people The Qur'an is | <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 | <p>Understand why some books are special</p> <p>Ask questions which address why books are special</p> | |

Tower Hamlets Scheme of Work 4: Holy Books

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| | believed to be the word of God and is therefore treated with utmost respect | questions about. These questions can be put on card and attached to the photo of the display. <ul style="list-style-type: none">• 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?' | | |
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| <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>That the Qur'an was revealed to the prophet Muhammad</p> <p>About the Shahadah</p> <p>That some Muslim beliefs about God</p> <p>That 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 [PBUH]. 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). This verse gives 'seven ways to live well.' A good AT 2 activity associated with this will ask pupils to identify their own '7 ways to live well' and compare them to the Qur'anic teaching. | <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> |
| <p>How do Christians use the Bible?</p> <p>Why is the Bible important to Christians ?</p> <p>What do Christians learn from the Bible about</p> | <p>That the Bible is the sacred book which forms the basis of Christianity</p> <p>To retell some stories which give insight into the nature of God and God's relationship with humankind from the Old 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 | <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</p> | <p>Note: these stories were never written for children and can pose difficult questions which need handling with care.</p> <p>The 'Old Testament'</p> |

Tower Hamlets Scheme of Work 4: Holy Books

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| <p>God?</p> | <p>To think about a story which gives insight into the teaching of Jesus about God found in the New Testament</p> | <p>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.</p> <ul style="list-style-type: none"> • 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>their own experiences and key themes in the stories and say what a Christian might do.</p> | <p>of the Christian Bible is sacred text in Jewish religion too. Teaching should always remember and respect the place of these writings in both religions.</p> |
| <p>Holy books: what have we learned?</p> | <p>To express their understanding of sacred writings for themselves</p> <p>To think about the most important words.</p> | <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? • Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. • Ask pupils what they learned from the work about words that are special to Muslims and Christians and words that are special to them. | <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> |