

**R.E. – Year 1 – Spring Term 1: - MTP**

**Unit 1:5 – How and why are some books holy? Special stories from Christians, Sikhs and Muslims**

Key vocabulary					
Islam: Quran, Surah, Prophet Muhammed		Christianity: Bible, testament, Jesus		Religion in General: Holy, sacred special	
National Curriculum	Week	NC – Coverage <i>Guidance from Wolverhampton SACRE 2021-2026</i>	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE. (SACRE), which is responsible for producing its local Agreed Syllabus for RE. Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At Northwood Park Primary School we follow Wolverhampton's SACRE 2021-2026</p> <p><b><u>Subject Content – Key Stage 1</u></b></p> <p>The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about</p>	1	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p>	<p>Some books are special for different reasons for different groups of people.</p> <p>Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect</p> <p>Christians believe that the Bible is the book God has given people, so it is loved and respected.</p> <p>There are symbols for respect: some things we do with a book show how much the book is loved and cared for.</p> <p>Notice 7 signs of respect Muslims show to the Qur'an</p>	<p>I know that the Quran is the holy book for Muslims.</p> <p>I know the Bible is the holy book for Christians.</p> <p>I know that I need to be respectful when talking about a holy book.</p>	<p><b><u>Why are some books special? How can you show respect for a book? How do Muslims respect their holy writings?</u></b></p> <p>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, e.g. to use on the whiteboard. Ask pupils to look at the books and select two books they would like to ask questions about. In pairs, ask them to come up with 5 questions about each of the books they chose. These questions can be put on card and attached to the photo of the display. Some questions can + 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?' 'Why does this book have gold letters on the front?' 'What does 'Holy' mean?' Tell the children that in this part of RE, they will be finding lots of questions, and answers about sacred books – and that 'sacred' is a religious kind of 'special.' Tell them that holy books often have great stories in</p>

<p>and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child. The aim of RE is expressed in age appropriate outcomes for most 7-year old's. The Aim of RE in Wolverhampton: knowing, expressing, gaining skills. Specifically, pupils should be taught to:</p> <p style="text-align: center;"><b>A. Know</b> <i>Know about and understand religions and Worldviews:</i></p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p>					<p>them – they are not just story books, but lots more as well, but for 6 year olds, one of the best ways to find out about what makes a book holy is to think about some of the stories it tells. Seven signs of respect for the Qur'an: • If you can, use real artefacts for this, and demonstrate the first four signs of respect in the classroom – but if not, pictures will do nicely. Teach the children that a Muslim person shows that the words of the Qur'an are holy to him or her in 5 ways. 1. The Quran has a stand – it's never put on the floor. 2. The Qur'an is wrapped in a silk cloth, so it never gets dirty 3. When you want to read it, you wash your hands first. 4. When you put it way, it is kept on a high shelf, above all other books 5. Muslims try to do what the Qur'an says. 6. Some Muslims learn the whole Qur'an off by heart! 7. Muslims learn Arabic, so they can read the Qur'an in its original language. Ask the class to think: which of these seven things shows most respect for the Qur'an? If you can get the children to rank these seven signs in order – use some pictures in circle time. What shows most respect? Muslims respect the book because it contains the message of Allah / God. Is that a good reason to respect a book? You could do a similar activity about</p>
<p style="text-align: center;"><b>B. Express</b> <i>Express ideas and insights into religions and worldviews:</i></p>	<p><b>2</b></p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p>	<p>Prophet Muhammad matters to Muslims</p> <p>Muslims usually say 'Peace Be Upon Him' (PBUH) when the mention the Prophet.</p>	<p>I know that Makkah is Allah's house.</p> <p>I know that the story of Muhammad at the gates of Makkah</p>	<p style="text-align: center;"><b><u>What can we find out about the story of Muhammad at the Gates of Makkah? What are our thoughts and ideas?</u></b></p> <p><b>NOTE:</b> As most Muslims make no pictures of their Prophets, and do not dramatise Muhammad's life, it's good to avoid these activities. Why not use a props bag instead? Get out of the bag one at a time as you tell the story</p>

<p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p style="text-align: center;"><b>C. Gain</b></p> <p style="text-align: center;"><i>Gain and deploy the skills for learning from religions and worldviews:</i></p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>		<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p>	<p>What makes us make up our minds about other people, and why it is good to change our minds</p> <p>Learn that appearances are not everything</p>	<p>I can talk about why the lady with the bags changed her mind</p> <p>I can identify a simple meaning in the story</p> <p>I can suggest a meaning for the different emotions in the story</p> <p>I can respond sensitively to the idea that we sometimes need to change our minds</p> <p>I can make a link between this story and the way some people think badly of other religions</p>	<p>a gate, a strip of grey cloth for a road, a piece of yellow cloth for the sandy desert, some bags that look heavy, some wooden blocks, to look like a village, a cardboard signpost that says 'To Makkah' and 'Away from Makkah'</p> <p>Make a SEAL link: as you tell the story, get the children to make faces for the emotions of the story – kind, sad, tired, cross, pleased, angry, amused, amazed.</p> <p>Tell the chn the story below:</p> <p><b>The woman at the gates of Makkah</b></p> <p>There was once a man who sat at the gates into the city of Makkah. His face showed kindness but it also showed lines of sadness and tiredness. One day he saw a woman bustling crossly out of the city gates. She was heavily laden with many bags. The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but explained that he wouldn't want to help her because she was going a long way to the next city. The man said he would still carry her bags for her. "Why are you leaving Makkah?" he asked the woman. The woman explained that there was a man called Muhammad, making people follow a new religion, worshipping Allah and throwing out all the idols they had worshipped before. She didn't like the idea at all. She was getting out. "People are mesmerised by him and no one can change their minds. Even slaves who have been tortured and beaten follow him!" explained the woman in</p>
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<p><b>Where the unit fits in:</b></p> <p>This unit provides a simple introduction to the sacred texts of Christianity and Islam: the Bible and the Qur'an; children will discover why these books matter most in the religions they are learning about. The themes of beliefs and stories are addressed here. Children will learn about four or more stories from the two religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims. Pupils will have come across these two religions in their early RE work, but teaching must begin simply by clarifying: what is a religion? What religions do we know about? Tell children that the Christian and Muslim religions are the two biggest faith communities both in the world and in the UK. This unit particularly emphasises texts, so it connects well with text level work in literacy. Using drama, music and quality storytelling techniques are important parts of what the teacher contributes to the learning. There are opportunities for</p>					<p>an angry voice. The man agreed that some terrible things were happening in Makkah, and he picked up all her heaviest bags. As they walked the woman explained that this why she was leaving Makkah before she fell under the spell of this man. At last the woman turned to the man and said, "Here we are. You have been so kind. Thank you. If only there were more kind people like you in Makkah then I wouldn't have to leave. I'd take your advice. What is your name?" "My name is Muhammad and I pray to Allah", replied the man. He was amused. "Well", exclaimed the woman, "I'm amazed!" There was a long pause. Muhammad smiled. Then she said "There is only one thing left to do". "What is that?" asked Muhammad "Would you kindly pick up my bags and carry them back to Makkah with me?"</p> <p>ASK "I wonder..." questions You might want to use some from this list.</p> <ul style="list-style-type: none"> <li>• I wonder if you have worked out why she changed her mind?</li> <li>• I wonder who you would like to walk into your street?</li> <li>• I wonder what kind of person Muhammad was? What does the story show?</li> <li>• I wonder who you try to listen to?</li> <li>• I wonder: Does kindness always win arguments?</li> <li>• How can we change what people think, so that people get better, fairer ideas? Can our behaviour do most to change things, or our words?</li> <li>• Why do Muslims say 'Peace be upon him' when they say the Prophet's name?</li> </ul>
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<p>pupils to share their own beliefs and talk about their own 'sacred words,' feelings and experiences.</p>	<p>3</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p>	<p>Think for themselves about the key elements of this Muslim story</p> <p>Respond to ideas from the story in making, choosing words to shout and learning from other children's work.</p> <p>Use literacy skills to explore some ideas from the Muslim religion in speaking and listening activities.</p>	<p>I know that Bilal was a special slave who was set free to call Muslims to pray.</p> <p>I can suggest a meaning for the story of Bilal the slave.</p> <p>I can respond sensitively to ideas in the story</p> <p>I can suggest some words that matter so much they would be worth shouting to the world!</p> <p>I can make a link between Bilal's values and my own values</p>	<p><b><u>What can we learn from the story of Bilal: the slave who would not be quiet?</u></b></p> <p>Tell the story: (see RE SACRE document for full story)</p> <p>Bilal: A slave set free to call Muslims to pray</p> <p><b>Story summary in brief –</b></p> <p><b>Bilal was a muslim slave who was owned by a cruel and evil man called Umayyah. Umayyah believed and worshipped many idols and did not like Bilal as he believed in one god (Allah). He tried his best to stop Bilal sharing this message about his belief of Allah and then was finally sold to the prophet Abu Bakr. Bilal then was able to share the word of god.</b></p> <p>Group and team activities for children to draw out the learning from the story of Bilal. Children will work in different groups to:</p> <ul style="list-style-type: none"> <li>• Create in a group a four piece 'cartoon' of pictures showing when Abu Bakr stands up for what he believes is right, or</li> <li>• Create own puzzle picture showing a time when the children stood up for what you believed to be right.</li> <li>• Paint a picture that shows the turning point of the story – when do you think that the story 'changes'?</li> <li>Are there several turning points?</li> <li>• Use building bricks to make a model of a mosque, with a tall tower or minaret. Where would Bilal be standing? Why? Now build another structure that you would choose to stand to 'call' out something important to others. Choose some important words that deserve to be shouted out. Go into the playground hand have a shouting competition: what words would the children like</li> </ul>
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	<p>4</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>Explore questions about belonging, meaning and</p>	<p>Learn about a parable of Jesus and think about what the story means</p> <p>Think about God and what Christians believe: that God is like a 'Good Shepherd'.</p>	<p>I can talk about being lost and being found</p> <p>I can identify the main character in the story</p> <p>I can suggest a meaning for Jesus' parable</p> <p>I can respond sensitively to key ideas in the story of the lost sheep.</p> <p>I can make a link between the shepherd and God e.g. 'the shepherd is like God because Christians think God never gives up'</p>	<p><b><u>Why did Jesus tell the story of the lost sheep? A parable story</u></b></p> <p><a href="https://www.youtube.com/watch?v=azTzzZWK1sk">https://www.youtube.com/watch?v=azTzzZWK1sk</a></p> <p><a href="https://www.youtube.com/watch?v=Xz1oZRuqh1E">https://www.youtube.com/watch?v=Xz1oZRuqh1E</a></p> <p>A Christian Story: The Lost Sheep. Why does this one matter to Christians? Use a creative story box approach to tell the story to the class: this communicates both the story's narrative and the value of the story to Christians. Use Nick Butterworth and Mick Inkpen's telling of the story to explore it again.</p> <p>The method includes 'I wonder...' questions: • I wonder what might be dangerous for this lost sheep? • I wonder why the shepherd cares so much for the sheep? • I wonder if the lost sheep matters more than the other sheep? • I wonder what being lost feels like? Why? • I wonder if there are things that are dangerous for us if we</p>

		<p>truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p>			<p>are lost? I wonder if being lost is always about not knowing where we are – are there other kinds of 'lost' too? Give the children four reasons why this story, 2000 years old, might be still told so much and so often. Why did Jesus tell this story? Was it... Give your children choices here. Was it: • Because he liked sheep more than other animals • Because he thinks God loves people like a shepherd loves the sheep. • Because we all get lost sometimes, and need help • Because breaking the rules can be dangerous. Choose the two best reasons, and think about why they are good reasons. This question is about the 'secret meaning' of the story. Jesus' Parables are stories with a secret meaning. Look at some paintings or stained glass images of the story. • Think about how they were made, who by, and why. How long did they take? • What does this tell you about how much the story matters to Christians? Many Christians call Jesus 'the good shepherd'. There are even some churches called 'The Church of the Good Shepherd' Why? Many activities facilitate this kind of linking. In this case we suggest: • Give the children the list of 14 words in the notes column. Do they know what these words mean? • Ask them in turn 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! • 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.</p>
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