

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?). Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book. You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all 3 sacred books.

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.

<p>Step 1: Select a key question</p>	<p>1.4 What can we learn from sacred books?</p> <p>Year Group: Recommended Year 2</p> <p>Strand: Believing</p> <p>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?</p> <p>Religions and worldviews: Christians, Muslims, Jewish people</p>	
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outline on p.39 • 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. 	
<p>Emerging</p> <ul style="list-style-type: none"> • 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). 	<p>Expected</p> <ul style="list-style-type: none"> • 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). 	<p>Exceeding</p> <ul style="list-style-type: none"> • 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).

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. Jonah (Book of Jonah).
- Explore stories about Prophet Muhammad e.g. ‘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.

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.

<p>Step 4: Assessment: write specific pupil outcomes</p>	<ul style="list-style-type: none"> • 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. 	
<p>Emerging</p> <ul style="list-style-type: none"> • 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). 	<p>Expected</p> <ul style="list-style-type: none"> • 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) 	<p>Exceeding</p> <ul style="list-style-type: none"> • 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).
<p>Step 5: Develop teaching and learning activities</p>	<ul style="list-style-type: none"> • 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. 	