

# KS3 RE What can we learn from sacred books? *Christians, Muslims and/or Jewish people.*

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**Believing Topic:** Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

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

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

**RRS - UNCRC Relating Articles (Use within your teaching and planning)**

- **Article 8 (protection and preservation of identity)** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14 (freedom of thought, belief and religion)** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Key elements	B2 P step 5-6	B2 P step 7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
<b>Which stories are special and why?</b>	<p>Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their feelings]</p> <ul style="list-style-type: none"> <li>• They show they understand 'yes' and 'no'.</li> </ul> <p>They begin to respond to the feelings of others [for example, matching their emotions and laughing when another</p>	<b>To know</b> who and what is special to them	<p><b>To know</b> what is important to them</p> <p><b>To know</b> that different religions have different sacred books</p>	<p><b>To know</b> the main ideas in religious stories</p> <p><b>To know</b> some reasons religious stories are important</p> <p><b>To know</b> the key feelings in a religious story</p>	<p><b>To know</b> describe and show understanding of links between stories, beliefs and practices of faith communities</p> <p><b>To know</b> simple moral issues in a story that they consider right or wrong, giving a reason</p>

	<p>pupil is laughing]</p> <ul style="list-style-type: none"> <li>• They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.</li> </ul> <p>Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings</p>	<p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music.</p> <p><b>Is able to</b> communicate their feelings about what is special to them</p> <p><b>Is able to</b> reflect on what makes them happy, sad or excited</p>	<p><b>Is able to</b> retell elements of simple religious stories</p> <p><b>Is able to</b> act out events in stories and can describe the actions of their character</p>	<p><b>Is able to</b> explain why characters in religious stories acted in a certain way</p> <p><b>Is able to</b> describe some of the beliefs of a religion</p> <p><b>Is able to</b> retell religious stories</p>	<p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences.</p> <p><b>Is able to</b> use research skills to find out about sacred books</p> <p><b>Is able to</b> present their own and others' views to challenging questions about belonging, meaning, purpose and truth</p>
<p><b>What can we learn from sacred books?</b></p>	<ul style="list-style-type: none"> <li>• They respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects]</li> <li>• They take part in activities involving two or three other learners</li> <li>• They may also engage in moments of individual reflection.</li> </ul> <p>Pupils express and communicate their feelings in different ways</p> <ul style="list-style-type: none"> <li>• They respond to others in group situations and cooperate when working in small groups</li> <li>• Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals</li> </ul>	<p><b>To know</b> that religious and other stories carry moral and religious meaning</p>	<p><b>To know</b> simple facts about Holy books, e.g they are considered special or important</p> <p><b>To know</b> the name of the holy book of a religion</p> <p><b>To know</b> some simple religious words and phrases</p>	<p><b>To know</b> some of the purposes of sacred books</p> <p><b>To know</b> how many religions have holy texts</p> <p><b>To know</b> why a holy book is special</p>	<p><b>To know</b> what the purpose of a holy book might be</p> <p><b>To know</b> how the holy book came to be written</p> <p><b>To know</b> how a holy book can be used</p> <p><b>To know</b> how to treat a holy book</p> <p><b>To know</b> what makes a holy book different to most other books</p>
		<p><b>Is able to</b> find out about aspects of religion through stories, music or drama, answer questions and communicate their responses</p> <p><b>Is able to</b> communicate ideas, feelings or responses to experiences or to retell religious stories</p>	<p><b>Is able to</b> use some simple religious words and phrases</p> <p><b>Is able to</b> explain the meaning behind the a religious story</p>	<p><b>Is able to</b> explore the different types of writing contained in a holy book, e.g. stories, songs, instructions</p> <p><b>Is able to</b> explore differences between religious books</p>	

<p><b>Why is the Bible so important for Christians today?</b></p>	<ul style="list-style-type: none"> <li>• They carry out ritualised actions in familiar circumstances</li> <li>• They show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort]</li> </ul> <ul style="list-style-type: none"> <li>• They start to be aware of their own influence on events and other people.</li> </ul>	<p><b>To know</b> that other people have needs and to respect these</p> <p><b>To know</b> the significance of sacred books</p> <p><b>To know</b> key concepts and stories about Jesus' life.</p> <p><b>To know</b> that the Bible is a special book that is treated with respect</p>	<p><b>To know</b> how people can lead a religious life and why holy books are important</p> <p><b>To know</b> some ways religious book and stories influence peoples lives</p> <p><b>To know</b> scripture stories of Jesus' birth, death and resurrection.</p> <p><b>To know</b> biblical information about Jesus and how he cared for people.</p>	<p><b>To know</b> how followers of a religion receive guidance on how to live</p> <p><b>To know</b> how a holy book is treated and relates to how special it is</p> <p><b>To know</b> that the Bible is important to Christians.</p> <p><b>To know</b> that a narrative tells a story about Jesus</p> <p><b>To know</b> a narrative or a parable.</p> <p><b>To know</b> scripture that shows Jesus as loving and just.</p>	<p><b>To know</b> why some religious beliefs and teachings are important to believers</p> <p><b>To know</b> why a holy book is important to believers</p> <p><b>To know</b> significant people from the Gospels.</p> <p><b>To know</b> places from the Gospels.</p> <p><b>To know</b> events from the Gospels.</p> <p><b>To know</b> stories from the Gospels</p> <p><b>To know</b> cultural aspects that assist them to understand Jesus' life and teachings.</p>
		<p><b>Is able to</b> communicate their feelings groups that they belong to</p> <p><b>Is able to</b> communicate simple facts about religion and important people in religions.</p> <p><b>Is able to</b> be sensitive to the needs and feelings of others and show respect for themselves and others</p> <p><b>Is able to</b> listen to and respond to the scripture stories of Jesus as a boy and with his family and friends in the Bible.</p> <p><b>Is able to</b> show through words and actions that the Bible is a special book.</p>	<p><b>Is able to</b> retell scripture stories of Jesus birth and death.</p> <p><b>Is able to</b> recall information about Jesus and his actions from familiar scripture stories.</p>	<p><b>Is able to</b> name characters, plot, and settings in a narrative or parable.</p> <p><b>Is able to</b> retell in correct sequence a familiar parable or narrative.</p> <p><b>Is able to</b> recognise some differences between family life at Jesus times and family life today.</p> <p><b>Is able to</b> identify actions and words of Jesus in scripture stories that show him as loving and just.</p> <p><b>Is able to</b> compare and contrast some of the cultural and social background of the Gospels</p>	<p><b>Is able to</b> respond to stories of Jesus by relating them to their own lives</p> <p><b>Is able to</b> identify significant people in Jesus life in the scriptures.</p> <p><b>Is able to</b> name some of the significant places where Jesus travelled in the Gospels.</p> <p><b>Is able to</b> name familiar scripture stories from the Gospels.</p> <p><b>Is able to</b> identify characteristics of the first century Mediterranean world where Jesus lived.</p>

				with ours e.g. family, food, housing, and transport.	
Does living biblically mean obeying the whole Bible?		<p><b>To know</b> what is right and wrong in familiar situations</p>	<p><b>To know</b> how people can lead a religious life</p> <p><b>To know</b> ways people show they belong to a group or religion</p> <p><b>To know</b> some special things a religious believer might have to do</p> <p><b>To know</b> the difference between obey and disobey</p>	<p><b>To know</b> what some rules from a holy book might mean in practice</p> <p><b>To know</b> the terms: forgiveness, repentance, reconciliation, ritual, faith and worship</p>	<p><b>To know</b> that religion is a way of life for believers</p> <p><b>To know</b> that religious beliefs can be expressed in a variety of ways</p> <p><b>To know</b> literal and non-literal meanings</p>
		<p><b>Is able to</b> evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</p>	<p><b>Is able to</b> explain what it means to keep a promise/ lead a religious life</p> <p><b>Is able to</b> recognise how people can live a religious life</p> <p><b>Is able to</b> know that we all make decisions about how we live</p>	<p><b>Is able to</b> recognise their own responsibilities and values and those of others.</p> <p><b>Is able to</b> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p><b>Is able to</b> recognise how followers receive guidance on how to live.</p> <p><b>Is able to</b> explain why it is important for different people to belong to a religion</p>	<p><b>Is able to</b> compare aspects of their own experiences with that of others; make links between their own values and their attitudes and behaviours.</p> <p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of their class to others</p> <p><b>Is able to</b> describe some of the key rules and say why they are important within a community.</p>

				<p><u>Is able to</u> talk about why a holy book is special.</p> <p><u>Is able to</u> show respect to religious artefacts.</p>	<p><u>Is able to</u> explain the significance of holy books to religions.</p> <p><u>Is able to</u> describe and suggest meanings for some religious symbols. Eg. Fish, cross</p>
<p><b>Suggested teaching activities</b> Teachers can select content from these examples, and add more of their own.</p>	<ul style="list-style-type: none"> <li>• Explore what a story is and why we like them; are there different types of story?</li> <li>• 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.</li> <li>• Introduce the Bible as a sacred text for Christians.</li> <li>• Introduce a sacred text for Muslims - Holy Qur'an, and/or Jewish people - Tenakh.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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).</li> <li>• 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').</li> <li>• 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.</li> </ul>				
<p>Islam: Items: Kufi cap (x2) Flag of Pakistan (x2) Henna Powder Beads (White) Beads (Wooden) Bag Scroll in a pouch Gold temple A gift for life Blue bag.</p>	<p>There is a Judaism box in class Fiennes: Judaism Items: Photos Small, wooden dreidels Plastic Dreidel Menorah (x4) Candle Holder (x3) Chalice Plate Torah Scroll (x2)</p>				

<p>DVD's:  The message of Islam  The miracles of our life  The miracles of the Qur'an  The final prophet  The secret  Books/ Documents:  The Holy Qur'an  The Noble Qur'an  Ramadan  Photopack: Islam  The Life of the Prophet Muhammad  Muhammad: The messenger of Allah  Answers to the Non-Muslims' Common Questions about Islam  Who is Allah &amp; his Prophet  A Brief Illustrated Guide to Understanding Islam  Imran Learns about Allah  You must know this man  Islam at a Glance  The Qur'an (Heinemann)  Our Culture: Muslim  Imran Learns about Ramadan  Imran Learns about the Qur'an  School Worship File: Islam  Muslim Artefacts Teaching Pack  The Qur'an &amp; Modern Science  The Prophet and the Blind Man  Islam: the FAQ's  3 men: 1 mission  Disbury Mosque details  Eid cards (x4)  Photo pack</p>	<p>Lantern  Kippah  Tallit  Channukah Celebration Box  Judaism Resource Box  Passover Plate  Photos (Satchel)  Small Candles (Satchel)  White Cloth (Satchel)  Candle Holder (Satchel)  DVD:  Interactive Places of Worship: Judaism</p> <p>The Jewish Museum on Cheetham Hill Road is an excellent resource but please be aware there is limited disabled access. There is a local Synagogue on Middleton Road.</p>
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## Key outcomes

- Talk about some of the stories that are used in religion and why people still read them.
- Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books.
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.

- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
- Ask and suggest answers to questions arising from stories Jesus told and from another religion.
- Talk about issues of good and bad, right and wrong arising from the stories.
- Suggest their own ideas about stories from sacred texts and give reasons for their significance.
- Make links between the messages within sacred texts and the way people live.