

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

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Spring Year 1

## **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.

Subject curriculum intent:	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.	
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
<p>Students should have an understanding of the three main faiths – Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred.</p> <p>Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.</p>	<p>Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives.</p> <p>Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.</p>	<p>Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will look into big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual.</p> <p>Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs.</p>
Intent for this topic:	In this topic students will have been exposed to the scared books of Christianity, Islam and Judaism. Students will understand what is special to them, and will begin to show an understanding of why sacred books and special stories are important to each religion, what can be learnt from these and how the	

	messages can relate to how people live their lives.			
Core vocabulary needed for this subject/topic:	Christianity, Christians, Bible, Church Judaism, Jewish, Torah, Tenakh, Synagogue Islam, Muslim, Qur'an, Mosque			
Vocabulary pupils will have accessed in other topics or subject areas:	Community, respect,			
Key vocabulary taught within this topic:	Sacred, respect, belief, faith, moral, reflect(ion)			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PSHE	Fairtrade	Year 1/Autumn 2	Students to have an understanding that other people may have different ideas, be these right or wrong
Links to other subjects: PSHE				

Key elements	B2 P 1-3	B2 P 4-6	B2 P 7-8	B2 step 1	B2 step 2	B2 step 3
<b>Which stories are special and why?</b>	<u>To know</u> activities related to different religions  <u>To know</u> remain still and quiet during times of reflection, with support  <u>To know</u> certain artefacts relate to RE	<u>To know</u> their preference between two items  <u>To know</u> there are different religions  <u>To know</u> a picture story from Christianity	<u>To know</u> who and what is special to them	<u>To know</u> what is important to them  <u>To know</u> that different religions have different sacred books	<u>To know</u> the main ideas in religious stories  <u>To know</u> some reasons religious stories are important  <u>To know</u> the key feelings in a religious story	<u>To know</u> describe and show understanding of links between stories, beliefs and practices of faith communities  <u>To know</u> simple moral issues in a story that they consider right or wrong, giving a reason

			<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> escribe 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>
<b>What can we learn from sacred books?</b>			<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 pruposes of sacred books</p> <p><b>To know</b> now 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>	<p><b>Is able to</b> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence.</p> <p><b>Is able to</b> recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music Stills in response to silence</p> <p><b>Is able to</b> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments</p>	<p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings Say who are their friends</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> participate with help in caring for their surroundings Recognise Christian music</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music P6</p> <p><b>Is able to</b> make their own contribution to festivals and celebrations.P6</p>	<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 people's 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>
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					background of the Gospels with ours e.g. family, food, housing, and transport.	
<b>Does living biblically mean obeying the whole Bible?</b>			<b>To know what is right and wrong in familiar situations</b>	<b>To know how people can lead a religious life</b>  <b>To know ways people show they belong to a group or religion</b>  <b>To know some special things a religious believer might have to do</b>  <b>To know the difference between obey and disobey</b>	<b>To know</b> what some rules from a holy book might mean in practice  <b>To know</b> the terms: forgiveness, repentance, reconciliation, ritual, faith and worship	<b>To know</b> that religion is a way of life for believers  <b>To know</b> that religious beliefs can be expressed in a variety of ways  <b>To know</b> literal and non-literal meanings
			<b>Is able to evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</b>	<b>Is able to</b> explain what it means to keep a promise/ lead a religious life  <b>Is able to</b> recognise how people can live a religious life  <b>Is able to</b> know that we all make decisions about how we live	<b>Is able to</b> recognise their own responsibilities and values and those of others.  <b>Is able to</b> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.  <b>Is able to</b> recognise how followers receive guidance on how to live.  <b>Is able to</b> explain why it is important for different people to belong to a religion	<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.  <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  <b>Is able to</b> describe some of the key rules and say why they are important within a community.

					<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>
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<b>Suggested teaching activities</b>  Teachers can select content from these examples, and add more of their own.	<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>	
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	<p>DVD's:</p> <p>The message of Islam          The miracles of our life          The miracles of the Qur'an          The final prophet          The secret</p> <p>Books/ Documents:</p> <p>The Holy Qur'an          The Noble Qur'an          Ramadan          Photo pack: 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          Didsbury 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.