



Y2 Spring

Key Question: 1.4 What can we learn from sacred books?

THE INVESTIGATION

This investigation enables pupils to find out about sacred books from more than one religion. 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

Trips: St. Dunstons Church, Stepney
The Congregation of Jacob Synagogue
East London Mosque

Web Links: Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjsx>
Introduction to Judaism: <https://www.bbc.co.uk/bitesize/topics/zqbw2hv>
Introduction to Islam: <https://www.bbc.co.uk/bitesize/topics/zj3d7ty>

STEP 1: THE KEY QUESTION Key Question: 1.4 What can we learn from sacred books?

STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

EMERGING	EXPECTED	EXCEEDING
<p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>

STEP 3: SUGGESTED CONTENT FOR LEARNING

- Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.
- Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.
- Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.
- Compare this with a welcoming ceremony from another religion e.g. Judaism: *Brit Milah*; Islam: *Aqiqah*.
- Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the *chuppah* in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.
- Compare the promises made in a Christian wedding with the Jewish *ketubah* (wedding contract).

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.



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STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly 'I can' or 'You can' 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)

EMERGING	EXPECTED	EXCEEDING
<p>I can...You can...Can you...?</p> <p>Talk about a special book and a holy book. (A2)</p> <p>Talk about a story that is used in religion (A2).</p> <p>Talk about the story of the Exodus and consider why Jewish people still remember it (A2).</p> <p>Talk about why people might still tell the story of Prophet Muhammad and the Black Stone (A2)</p> <p>Talk about the story of Jonah and why people still read it (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p>	<p>I can...You can...Can you...?</p> <p>Independently give reasons why a holy book is considered to be 'holy'. (A2)</p> <p>Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2).</p> <p>Re-tell the story of the Exodus (A2).</p> <p>Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2).</p> <p>Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)</p> <p>Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2).</p> <p>Suggest answers to questions arising from the story of Jonah (C1).</p> <p>Ask and suggest answers to questions arising from The Lost Sheep (C1).</p>	<p>I can...You can...Can you...?</p> <p>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)</p> <p>Make links between the messages within Jesus' teachings from the Bible and the way people live (A2)</p> <p>Make links between the messages within the Ten Commandments and the way people live (A2).</p> <p>Independently give well thought out responses about how to treat holy texts, backed up with reasoning (A2)</p> <p>Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1).</p> <p>Suggest their own ideas about meanings behind the story of Jonah (C1).</p> <p>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).</p>

Progression	At the end of key stage 1 most pupils will be able to:
<p>Know about & Understand</p> <p>A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</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>Know about & Understand</p> <p>A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views</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>Know about & Understand</p> <p>A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>
<p>Express and communicate</p> <p>B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>
<p>Gain & deploy skills:</p> <p>C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</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>



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The Qur'an An Introduction to the Qur'an https://www.bbc.co.uk/religion/religions/islam/texts/quran_1.shtml

The Qur'an is the holy book for Muslims, revealed in stages to the Prophet Muhammad over 23 years.

Qur'anic revelations are regarded by Muslims as the sacred word of God, intended to correct any errors in previous holy books such as the Old and New Testaments.

The **Qur'an** is the holy book of Islam, one of the world's major religions.

Islam is a way of life taught by Allah and the followers of Islam are known as Muslims. The **Qur'an** is a book in the Arabic language that Muslims believe to be the actual words of Allah. In the **Qur'an**, Allah tells Muslims how they should worship him and also how they should behave towards each other. The **Qur'an** is a collection of signs of Allah's existence and instructions for how Muslims should live their lives. <https://www.bbc.co.uk/bitesize/clips/z4fgkqt>

The Bible An Introduction to the Bible <https://www.bbc.co.uk/religion/religions/christianity/texts/bible.shtml>

The Bible is not just one book, but an entire library, with stories, songs, poetry, letters and history, as well as literature that might more obviously qualify as 'religious'.

The Christian Bible has two sections, the Old Testament and the New Testament. The Old Testament is the original Hebrew Bible, the sacred scriptures of the Jewish faith, written at different times between about 1200 and 165 BC. The New Testament books were written by Christians in the first century AD.

The Old Testament

The Hebrew Bible has 39 books, written over a long period of time, and is the literary archive of the ancient nation of Israel. It was traditionally arranged in three sections.

The first five books, Genesis to Deuteronomy. They are not 'law' in a modern Western sense: Genesis is a book of stories, with nothing remotely like rules and regulations, and though the other four do contain community laws they also have many narratives. The Hebrew word for Law ('Torah') means 'guidance' or 'instruction', and that could include stories offering everyday examples of how people were meant to live as well as legal requirements.

These books were later called the 'Pentateuch', and tradition attributed them to Moses. Some parts undoubtedly date from that period, but as things changed old laws were updated and new ones produced, and this was the work of later editors over several centu-

The Torah An Introduction to the Torah <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-torah/zhs2t39>

The **Torah** is considered by Jews to be the holiest part of the **Tanakh**. It was given by God to **Moses** on **Mount Sinai**. Because of this, many Jews see it as the direct word of God.

The Torah contains the five books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy

The significance of the Torah for Jews today

The Torah plays a big part in the lives of Jews today as it is believed to be the word of God. All Jews use the Torah to help guide them in their lives, but some Jews use the Torah more strictly than others. For example, some Orthodox Jews believe that it is important to follow every single rule in the Torah. However, Reform Jews tend to follow the rules they feel are most important and disregard some rules they see as outdated.

The significance of the Torah is seen in many ways:

It is read aloud weekly at the synagogue. It takes a year to recite the whole Torah.