

Question: 1.4 What can we learn from sacred books?		Critical Learning <ul style="list-style-type: none">Knowing about and understanding religions and worldviewsExpressing and communicating ideas related to religions and worldviewsGaining and deploying the skills for studying religions and worldviews Key Vocabulary Holy book, Bible, sacred, shepherd, God, Christians, Jesus, Sermon on the Mount, Imran, Qur'an, Muslim, Muhammad, Al Amin, Arabic, Iqra, David, Goliath, Sefer Torah, scroll, yad, Synagogue, scribe, Hebrew, shalom, Moses, Egypt, Israel, commandments, Jonah, Nineveh, Jonah
Strand Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		
Questions in this thread: F1 Which stories are special and why? L2.2 Why is the Bible so important for Christians today?		
International Baccalaureate Learner Profile Link <i>Inquirer: Learning about other religions from stories.</i> <i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i> <i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i> <i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i> <i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i> <i>Open-minded: Appreciating the traditions of others.</i> <i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i> <i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i> <i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i> <i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i>		
Prior Skills <ul style="list-style-type: none">talk about some religious stories.recognise some religious words, e.g. about God.identify some of their own feelings in the stories they hearidentify a sacred text e.g. Bible, Qur'antalk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.	New Skills <ul style="list-style-type: none">Talk about some of the stories that are used in religion and why people still read them (A2).Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).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	Future Skills <ul style="list-style-type: none">Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).Recall and name some Bible stories that inspire Christians (A2).Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).Identify at least two ways Christians use the Bible in everyday life (B1).Give examples of how and suggest reasons why Christians use the Bible today (B1).Discuss their own and others' ideas about why humans do bad things and

	arising from the stories (C3).	how people try to put things right (C3).
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Knowledge, Skills and Understanding

<u>Emerging</u> <u>You can...</u>	<u>Expected</u> <u>You can...</u>	<u>Exceeding</u> <u>You can...</u>
<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). 	<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). • 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) • 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 	<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).

	Exodus and the Ten Commandments (C3).	
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<p>Resources</p> <ul style="list-style-type: none"> Different versions of The Bible, image of the lost sheep, boxes (shoe or smaller), mini Torah scroll and yad, x2 metre lengths of fabric (one red one blue), story cube, percussion instruments. 	<p>Website/Apps</p> <ul style="list-style-type: none"> The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/education/subjects/zxn_ygk7 The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion The best gateway for RE sites is: www.reonline.org.uk You can find and use searchable sacred texts from many religions at: www.ishwar.com If teachers wish to focus on the story of Bilal when learning about Muhammad, a video of a KS1 lesson on this story and some teaching resources can be found here: http://www.natre.org.uk/primary/good-learning-in-re-films/ Many videos of Go Fish's '10 Commandment Boogie' can be found on the internet. Please explain to pupils that it is a song that Christians might sing about the ten commandments or just play relevant verse
<p>Assessment ideas Can children retell the stories The Lost Sheep, Exodus and Jonah using small world figures or puppets?</p>	<p>Suggested Quality Texts</p> <ul style="list-style-type: none"> The Bible Holy Qur'an 'The lost sheep/Lost coin' Luke 15 'The good Samaritan' Luke 10 The Tenakh <p>Writing Opportunities Class book of special books Give each pupil a page in a scrap book and a folded piece of A4 (as a book cover). On the front of the book cover they draw the cover of their special book. On the inside they write words to say why it's so special</p>
<p>Cross Curricular Links (These need to be linked with topics that are taught in the year group)</p>	