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|  <p>Imogen, 6. Easter Story</p> | <p>Special Stories for Christians and Muslims: What can we learn?</p> <p>Age Group: 5-6s or 6-7s</p> |
|  <p>Shahzad, 7. My Mosque</p> | <p><i>The Agreed Syllabus for Religious Education in Telford & Wrekin</i></p> <p><i>Non-statutory exemplification</i></p> <p>This plan helps pupils learn about these key areas of RE: Stories, Leaders & Teachers.</p> |

Special Stories for Christians and Muslims: What can we learn?

Age Group 5-6s or 6-7s

ABOUT THIS UNIT:

This unit provides a simple introduction to the sacred texts of Christianity and Islam: the Bible and the Qur'an; children will discover why these books matter most in the religions they are learning about. The themes of beliefs and stories are addressed here. Children will learn about four or more stories from the two religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims. Pupils will have come across these two religions in their early RE work, but teaching must begin simply by clarifying: what is a religion? What religions do we know about? Tell children that the Christian and Muslim religions are the two biggest faith communities both in the world and in the UK.

This unit particularly emphasises texts, so it connects well with text level work in literacy. Using drama, music and quality storytelling techniques are important parts of what the teacher contributes to the learning. There are opportunities for pupils to share their own beliefs and talk about their own 'sacred words,' feelings and experiences.

Estimated teaching time for this unit: 8+ hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything. It is not important to teach in one hour sessions either – teachers should plan timing for this work to make for good learning.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Questions of meaning and values.

ATTITUDES FOCUS

Pupils will have opportunities to develop attitudes of:

- **Open mindedness** by engaging in positive discussion about mysterious and unanswerable questions and swapping ideas freely in a context where diverse views are valued.
- **Appreciation and wonder** by developing their capacity to respond to the inspiring world of nature, to experience thanks and praise, to be thankful and to ask questions of mystery about it.
- **Respect for all:**
 - Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
 - Being ready to value difference: learning about what is special, holy or sacred to whom.
 - Being sensitive to the feelings and ideas of others.

Issues of continuity and progression

The unit builds upon the learning about faith stories pupils have done in earlier years. The unit anticipates further study of the Holy Qur'an and the Holy Bible and Christian and Muslim texts and ideas in the 7-11 age range.

| Prior learning | Vocabulary | Resources |
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| <p>It is helpful if pupils have:</p> <p>Some understanding of the concept of God / Allah</p> <p>Explored the concept of 'special' in relation to their own books: this topic is often covered in EYFS and early literacy. Pupils will learn here that 'sacred' is a religious kind of 'special'</p> | <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Religions: Islam and Christianity</p> <p>Bible Testament Qur'an Surah Jesus Prophet Muhammad</p> <p>Religion in general</p> <p>Holy Sacred Special</p> | <p>Texts:</p> <p>www.request.org.uk has some useful visual materials about the Bible Teachers might use:</p> <p>A Bible; a child's Bible, some Bible story books Qur'an (cover and stand) The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd</p> <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➤ Opening up Islam: Ed. Fiona Moss ➤ Opening up Christianity: Ed. Fiona Moss ➤ Say Hello to... (Interactive Cd and book) ➤ 'Talking Pictures', by Fiona Moss and Stephen Pett, 30+ images for white board and group work on disc with learning ideas about Christians and Muslims <p>Tattybogle by S Horn and K Brown, Hodder Rechenka's Eggs by P Polacco, Philomel Books The Lion Story Bible My Id-ul-Fitr, Little Nippers, Heinemann The Swirling Hijaab Sacred Texts: The Qur'an and Islam My Muslim Year by C Senker, Hodder Children's Books My Life My Religion: Muslim Imam by Masood Akhtar Where we Worship: Muslim Mosque A present for Salima by K Marchant, Hodder Children's Books Decorated eggs, crucifix and empty cross Qur'an and stand or poster; prayer mat; new clothes wrapped as a gift; Charity box, Id cards</p> <p>Web</p> <p>The National Association of Teachers of RE (NATRE) has an excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</p> <p>Try also: www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml And see: www.bethanyroberts.com/Easter_Customs.htm</p> <p>DVD / Video / visual</p> <p>Stop, Look, Listen: Water, Moon, Candle, Tree and Sword DVD from Channel 4 Learning. 'Moon' is the programme on Islam.</p> <p>Books:</p> <p>Key texts, use all three types of text:</p> <ul style="list-style-type: none"> • A simple evocative telling, such as Steve Turner's poem "In the Beginning" (in book form and as a poem) Lion Publishing • A more developed story, as in Bob Hartman's Lion Storyteller Bible • An accurate Bible text appropriate for your class, see www.biblegateway.com and select from translations available, e.g. NIV, NIRV, NLT • 'Creation Stories' Margaret Mayo (Published by Orchard). • 'Legends of the Sun and Moon.' E and T Hadley (Published by Cambridge University Press). • 'Tapestry of Tales' Sandra Palmer and Elizabeth Breully (Published by Collins). • 'An A-Z of active learning for spiritual and Moral Development' (Mackley RE today 2005) <p>Visual and other resources</p> <ul style="list-style-type: none"> • 'The Lion King' music for dance; video for discussion starter. • 'Picturing Creation' A pack of visual learning resources by the artist Kate Neal, from RE Today <p>Songs:</p> <p>www.natre.org.uk/spiritedmusic provides easy ways to find songs to use in RE. Check the creation theme there for more examples.</p> |

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| Contributions to spiritual, moral, social and cultural development of pupils The unit enables pupils to develop: <ul style="list-style-type: none"> • Spiritually by considering how sacred stories and texts give guidance to some people, and beliefs lead to actions. • Morally by exploring simply how society is influenced by teachings and stories found in sacred texts • Socially by considering how two different communities use their holy writings, and by working in teams and pairs on learning tasks • Culturally by encountering literature – stories - from other cultures | |
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| EXPECTATIONS At the end of this unit: | |
| Most pupils will be able to work at level 1: | <ul style="list-style-type: none"> • Identify the holy books of Muslims and Christians as the Qur'an and the Bible. • They will be able to talk about why a book is special to them. • They will be able to say something about Muslims', Christians' and their own beliefs about God. • They will be able to remember some stories they have enjoyed. |
| Many pupils will be able to work at level 2: | <ul style="list-style-type: none"> • Retell a story from the Muslim religion • Retell as story from the Christian religion • Recall that the Qur'an was revealed to Prophet Muhammad • Respond sensitively to simple questions about the stories they have heard |
| Some pupils might be able to work at level 3: | <ul style="list-style-type: none"> • Retell a Bible story in detail and identify messages the story holds for Christians. • Retell Islamic stories in detail and identify messages the story holds for Muslims • Describe how Christians and Muslims use and respect their holy books • Make links between the stories and their own lives |
| ASSESSMENT SUGGESTIONS <ul style="list-style-type: none"> • Card – sorting task. Using words and pictures. Two or circles boxes on a page: entitled 'The Qur'an' and 'The Bible' Examples of cards to sort into the correct box: <ul style="list-style-type: none"> • Islam: The Shahadah written in Arabic on one card, in English on another; the words: Allah and Muhammad; images of: a Qur'an stand, prayer (subha) beads and an empty cave • Christianity: The two greatest commandments; the words: The Old Testament, The New Testament, God and Jesus; images of: two different Bibles, a character from a Bible story told in class, a picture of a church. • Red Herrings might be: images of a favourite book (other than the Qur'an or the Bible) and a story character. • Listen to the pupils' reasons for selecting their chosen pieces for the boxes. | |

The unit will provide these opportunities:

- Pupils have opportunities to think about and talk about Christian and Muslim stories in questioning ways that stimulate curiosity.
- Pupils have opportunities to consider a diverse range of views about questions to do with God and human life.
- From the study of Muslim and Christian story, pupils will have the chance to develop some creative ideas of their own.
- Pupils will experience thanking and being thanked, praising and being praised.

For the teacher: Significant background ideas

- **In Christian thinking** it's important to remember that Jesus told stories and had stories told about him. His miracles and his parables are both important to Christians as they try to follow him. Christians see the stories as narratives that carry big ideas and make you think about big questions. It's best initially in this unit to treat the stories as ancient narratives that millions love to tell. Other questions about the meanings of the stories will come from the children!
- **Muslims** use stories of the Prophet Muhammad (PBUH) to guide life, to teach children the faith and to reflect upon values and virtues in ways that make a difference to behaviour. Story is a powerful way of teaching the young in Islam, and in learning from Islam too. There are some key stories that are

especially suited to RE on themes like care for others and the world, human equality and generosity. There are other stories that tell listeners about the Prophet's life and the beginnings of Islam. Some traditional stories have a broad moral or values theme. Contemporary stories of Muslim belief and life are valuable too. There are many collections of such stories.


Making this unit accessible for pupils with special educational needs:

SEN pupils might: hear the four stories in the simplest form, and work with a TA on the stories. Can they choose their favourite moment in the stories and make a picture of that special moment? Can they choose two words that say why this moment is special, for the grown up to write down.

Making this unit challenging for able, gifted and talented pupils:

Gifted and Talented: Find out and think about some Hindu or Muslim stories which carry important meanings for people in some different religions? Are these stories alike in any ways? Make a list, and try to explain: can any similarities be seen?

Why are some books special? How can you show respect for a book? How do Muslims respect their holy writings?

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| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That books are special for different reasons for different groups of people • Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect. • Christians believe that the Bible is the book God has given people, so it is loved and respected. • That there are symbols for respect: some things we do with a book show how much the book is loved and cared for. • To notice 7 signs of respect Muslims show to the Qur'an. | <p>Our special books: display and talk</p> <ul style="list-style-type: none"> • Have a display of books. This will include special books that pupils have brought in, some versions of the Bible and a Qur'an which is on its stand and covered – higher than other books. Take a photograph of the display and enlarge for display purposes, e.g. to use on the whiteboard. • Ask pupils to look at the books and select two books they would like to ask questions about. In pairs, ask them to come up with 5 questions about each of the books they chose. These questions can be put on card and attached to the photo of the display. • Some questions can + should be dealt with quickly, but more time and focus needs to be given to questions about the Bible and the Qur'an: such questions as 'Why is this book special?' 'Who wrote this book?' and 'What is this book about?' 'Why is this book on a stand?' 'Why does this book have gold letters on the front?' 'What does 'Holy' mean?' • Tell the children that in this part of RE, they will be finding lots of questions, and answers about sacred books – and that 'sacred' is a religious kind of 'special.' Tell them that holy books often have great stories in them – they are not just story books, but lots more as well, but for 6 year olds, one of the best ways to find out about what makes a book holy is to think about some of the stories it tells. <p>Seven signs of respect for the Qur'an:</p> <ul style="list-style-type: none"> • If you can, use real artefacts for this, and demonstrate the first four signs of respect in the classroom – but if not, pictures will do nicely. Teach the children that a Muslim person shows that the words of the Qur'an are holy to him or her in 5 ways. <ol style="list-style-type: none"> 1. The Quran has a stand – it's never put on the floor. 2. The Qur'an is wrapped in a silk cloth, so it never gets dirty 3. When you want to read it, you wash your hands first. 4. When you put it away, it is kept on a high shelf, above all other books 5. Muslims try to do what the Qur'an says. 6. Some Muslims learn the whole Qur'an off by heart! 7. Muslims learn Arabic, so they can read the Qur'an in its original language • Ask the class to think: which of these seven things shows most respect for the Qur'an? If you can get the children to rank these seven signs in order – use some pictures in circle time. What shows most respect? Muslims respect the book because it contains the message of Allah / God. Is that a good reason to respect a book? <p>You could do a similar activity about how and why Christians respect the Bible, although practice is more diverse. Some signs of respect may include: leather binding and gold leaf edges to the paper, placing it on an eagle lectern in Church, reading it daily, learning parts of it by heart, teaching it weekly to children.</p> | <p>Notice that some books are special to some groups of people (L1)</p> <p>Talk about the Muslim and Christian special books (L1)</p> <p>Ask questions which address why books are special (L2)</p> <p>Respond sensitively for themselves to the idea of a 'holy book' (L2)</p> | <p>This work can be greatly enhanced if a Muslim and Christian person will tell the children how they use their sacred books. But if this is not possible, some artefacts and a respectful demonstration are good as well.</p> |
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What can we find out about the story of Muhammad at the Gates of Makkah? What are our thoughts and ideas?

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| <ul style="list-style-type: none"> Pupils will learn that the Prophet Muhammad matters to Muslims They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet. They will think about what makes us make up our minds about other people, and why it is good to change our minds They will learn that appearances are not everything They may think about times when they have been negative about a person they found out was good. | <p>Tell children this story. Make it engaging in many ways – Props? Voices? Joining in?</p> <p><i>The woman at the gates of Makkah</i></p> <p>There was once a man who sat at the gates into the city of Makkah. His face showed kindness but it also showed lines of sadness and tiredness. One day he saw a woman bustling crossly out of the city gates. She was heavily laden with many bags. The man greeted her and offered to carry some of her bags. The woman was pleased to be helped but explained that he wouldn't want to help her because she was going a long way to the next city. The man said he would still carry her bags for her. "Why are you leaving Makkah?" he asked the woman.</p> <p>The woman explained that there was a man called Muhammad, making people follow a new religion, worshipping Allah and throwing out all the idols they had worshipped before. She didn't like the idea at all. She was getting out.</p> <p>"People are mesmerised by him and no one can change their minds. Even slaves who have been tortured and beaten follow him!" explained the woman in an angry voice. The man agreed that some terrible things were happening in Makkah, and he picked up all her heaviest bags. As they walked the woman explained that this was why she was leaving Makkah before she fell under the spell of this man. At last the woman turned to the man and said, "Here we are. You have been so kind. Thank you. If only there were more kind people like you in Makkah then I wouldn't have to leave. I'd take your advice. What is your name?"</p> <p>"My name is Muhammad and I pray to Allah", replied the man. He was amused.</p> <p>"Well", exclaimed the woman, "I'm amazed!" There was a long pause. Muhammad smiled. Then she said "There is only one thing left to do".</p> <p>"What is that?" asked Muhammad</p> <p>"Would you kindly pick up my bags and carry them back to Makkah with me?"</p> <p>ASK "I wonder..." questions</p> <p>You might want to use some from this list.</p> <ul style="list-style-type: none"> I wonder if you have worked out why she changed her mind? I wonder who you would like to walk into your street? I wonder what kind of person Muhammad was? What does the story show? I wonder who you try to listen to? I wonder: Does kindness always win arguments? How can we change what people think, so that people get better, fairer ideas? Can our behaviour do most to change things, or our words? Why do Muslims say 'Peace be upon him' when they say the Prophet's name? | <p>I can:</p> <ul style="list-style-type: none"> Remember what happened in the story (L1) Talk about why the lady with the bags changed her mind (L1) Identify a simple meaning in the story (L1) Suggest a meaning for the different emotions in the story (L2) Respond sensitively to the idea that we sometimes need to change our minds (L2) Make a link between this story and the way some people think badly of other religions (L3) | <p>As most Muslims make no pictures of their Prophets, and do not dramatise Muhammad's life, it's good to avoid these activities. Why not use a props bag instead?</p> <p>Get out of the bag one at a time as you tell the story a gate, a strip of grey cloth for a road, a piece of yellow cloth for the sandy desert, some bags that look heavy, some wooden blocks, to look like a village, a cardboard signpost that says 'To Makkah' and 'Away from Makkah'</p> <p>Make a SEAL link: as you tell the story, get the children to make faces for the emotions of the story – kind, sad, tired, cross, pleased, angry, amused, amazed.</p> |
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What can we learn from the story of Bilal: the slave who would not be quiet?

- From engaging with the story at many levels, children will learn the significance of belief in one God for Muslims
- They will notice that for Muslims, belief in one God is linked to every human being equal and deserving fair treatment.
- Pupils will think about some of their own ideas and behaviour.

Tell the story in as many engaging ways as you can.

Bilal: A slave set free to call Muslims to pray

Many years ago in Mecca, there lived a slave called Bilal. Bilal's master was a hard, cruel man called Umayya. He was wealthy and powerful. He demanded that all his slaves worship like him. Now, Umayya worshipped many idols.

One day, Umayya called Bilal, gave him a whip, and ordered him to beat another slave. 'He says there is only one God,' said Umayya, 'and that every person is important. The whip will teach him a lesson.' However, the sight of the whip did not frighten the slave. Endlessly he called out, 'One God, only one God.' His courage brought Bilal to believe also. He could not whip such a man. Umayya was angry. Not only had Bilal disobeyed him. Now, he too stood in the courtyard shouting, 'One God, only one God.' Soon all the slaves would revolt. Bilal must be taught a lesson. Umayya ordered that his hands and feet be tied. Then Bilal was dragged outside the city wall to lie, without shelter, on the sands, under the scorching sun. But all the time he shouted, 'One God, only one God.'

The shouting vexed Umayya. 'Find a great, heavy rock,' he ordered. 'Place it on his chest. That will quieten him.' It did. Under the weight of the rock Bilal could hardly breathe. But still, through dry, cracked lips he whispered, 'One God, only one God.'

Now it happened that Abu Bakr, a follower of the Prophet, was passing by. Shocked, he went to Umayya to ask how anyone could treat another in that way. 'He is my slave, I'll do what I like with him,' said Umayya. 'If you do not like it, you can always buy him.' So Abu Bakr bought Bilal and he, too, became a follower of the Prophet.

Bilal and the others decided to build a place where they could worship God. When it was finished they had to decide on the best way to call the people to prayer. Should they use a bell or a drum, a horn or maybe even a trumpet. But they could not agree. Then Abdullah, another of the Prophet's followers spoke about a dream he had, in which he heard a man's voice calling the people to prayer. All agreed this was a fine solution - just the human voice on its own. But who was to have this honour?

The Prophet placed his arm around Bilal's shoulder. 'Yours shall be the voice, Bilal,' he said. 'The voice that praised God even from under a rock.' 'But what am I to call?' said Bilal. 'I don't know what to say.' 'Praise God, tell the people Muhammad is his messenger and call them to prayer. That will be sufficient,' answered the Prophet.

Bilal raced up the top of the mud roof of the mosque. He stood still, staring at the people down below. Then he threw back his head proudly, raised his voice, and from deep inside him came the words that still echo, five times a day, in the towns and villages of Islam:

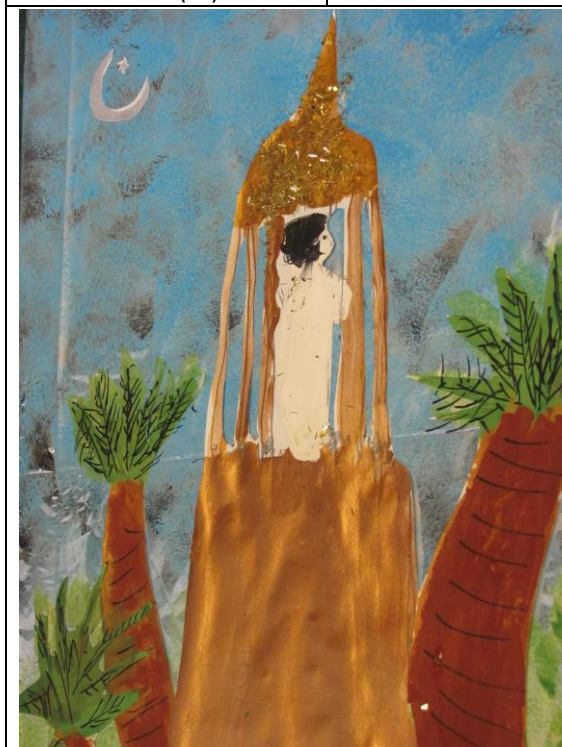
'Allahu Akbar, God is most Great. I witness that there is no God but Allah. I witness that Muhammad is the messenger of God. Come to prayer. Come to salvation.'

See the next page for some learning activities with this story.

I can:

- Remember the story outline (L1)
- Suggest a meaning for the story of Bilal (L2)
- Respond sensitively to ideas in the story (L2)
- Make a link between Bilal's values and my own values (L3)

There is a super short film of a KS1 teacher working with this story and her class on the NATRE and REOnline websites – Good Learning in RE is the series of films.




A child's painting of Bilal calling Muslims to pray. Set any art activity carefully, using Islamic rules.


What can we do with the story, to help us learn from the Muslims?

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| <ul style="list-style-type: none"> • Think for themselves about the key elements of this Muslim story • Respond to ideas from the story in making, choosing words to shout and learning from other children's work. • Use their literacy skills to explore some ideas from the Muslim religion in speaking and listening activities. | <p>See the NATRE website for one of the series of seven 'Good Learning' films that shows a lesson like this in action. www.natre.org.uk/good_learning/result_video.php?vid=slave_set_free</p> <p>Group and team activities for children to draw out the learning from the story of Bilal. Children will work in different groups to:</p> <ul style="list-style-type: none"> • Create in a group a four piece 'cartoon' of pictures showing when Abu Bakr stands up for what he believes is right, or • Create own puzzle picture showing a time when the children stood up for what you believed to be right. • Paint a picture that shows the turning point of the story – when do you think that the story 'changes'? Are there several turning points? • Use building bricks to make a model of a mosque, with a tall tower or minaret. Where would Bilal be standing? Why? Now build another structure that you would choose to stand to 'call' out something important to others. Choose some important words that deserve to be shouted out. Go into the playground hand have a shouting competition: what words would the children like to shout to the whole world? • Write on the speech bubble blanks deciding what they would shout out if they were calling people to prayer/ record their 'call' onto the ICT speech bubbles/use the digital blue cameras to video their partner 'calling' people to prayer. • Children leave their work wherever their activity took place. Everyone moves around the classroom looking at each other's completed (or not) task. Comments and questions. • On the carpet, discuss what the children feel they have learnt in the session. What would they like to learn more about? Is there anything they'd like to listen to again? When and what is it good to shout out loud? <p>Final questions for all the children:</p> <ul style="list-style-type: none"> • What do the children feel mattered most of all to Bilal? To Umayya? To Abu Bakr? 'Talk to your learning partner and tell them what matters most of all to you.' | <p>I can:</p> <ul style="list-style-type: none"> • Identify a Muslim story • Remember the story outline (L1) • Suggest a meaning for the story of Bilal (L2) • Respond sensitively to ideas in the story (L2) • Suggest some words that matter so much they would be worth shouting to the world! • Make a link between Bilal's values and my own values (L3) | <p>Good teaching will differentiate this work by task – some children need to shout, others need to write!</p> |
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What book of stories do Christians love to remember? Why?

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| <p>Pupils learn that: the Bible is the sacred book which forms the basis of Christianity;</p> <p>Some stories which give insight into the nature of God and God's relationship with humankind from the Old Testament;</p> <p>A story which gives insight into the teaching of Jesus about God is found in the New Testament.</p> | <p>The Holy Bible of the Christians</p> <ul style="list-style-type: none"> • Look at a display of important books together, making sure it includes three Bibles of different kinds. Can children identify which books are Bibles. Are there special ways of presenting the Bible? Leather covers and gold edges for example. But not all Bibles are like this. Some are Children's Bibles, or especially for teenagers. There are many kinds of Bibles. • Explain that the Bible is a collection of writings by many authors, divided into two parts. The 'Old Testament' (which is also the Jewish Bible) essentially is about God and how God wants people to live their lives. The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live. • If you wish, retell some Bible stories such as Noah, Jonah or Joseph and talk to the pupils about what such stories teach about God (powerful, all-knowing, judge). Use guided visualization to tell the story of Noah; use freeze-frame tableau to explore the story of Joseph; devise a game of consequences to explore the Jonah story. Make sure that the best learning methods for deepening understanding of stories are used from the literacy strategy – these are 'stories from a range of cultures' in literacy terms. (The next two lessons are about two stories of Jesus) • Show a clip/s from 'The Miracle Maker' Video / DVD to explore some stories of Jesus. • Focus on the two greatest commandments. Matt ch 22 v 37-39 and explore what these mean. Suggest ways in which Christians can show they love God and show that they love their neighbour. Create a role play that shows what happens when people follow the Command, and what might happen if they do not! • Explore the key themes of the Bible stories and connect these with pupils own experiences (e.g. Obedience, forgiveness, jealousy, helping others). Write simple chosen words about these experiences and ask each child to illustrate one such experience. <p>Display idea: Why do Christians love the Bible?</p> <ul style="list-style-type: none"> • Go back to the display of books. This time give each child a black and white line drawing of an open book (like the one on the right). Get all thirty in the class to complete one of these: either draw a picture into it of a way Christians use the Bible, or write a simple reason why Christians love the Bible – Support staff may do copy writing after talking with the children here. • Make a display of these 30 bible pictures. | <p>Talk about their own ideas and beliefs about God (L1)</p> <p>Suggest simply what can be learnt from the Bible stories about God (L2)</p> <p>Make connections between their own experiences and key themes in the stories and say what a Christian might do (L3).</p> | <p>Note: these stories were never written for children and can pose difficult questions which need handling with care.</p> |
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Why did Jesus tell the story of the lost sheep? A parable story.

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| <ul style="list-style-type: none">Following the lesson about the Bible above, and moving on from two Muslims stories, here are two lessons about Christian stories.Pupils will learn about a parable of Jesus and think about what the story means (literacy skills link to RE skills here)Pupils will think about God and what Christians believe: that God is like a 'Good Shepherd'. | <p>A Christian Story: The Lost Sheep. Why does this one matter to Christians?</p> <p>Use a creative story box approach to tell the story to the class: this communicates both the story's narrative and the value of the story to Christians.</p> <p>Use Nick Butterworth and Mick Inkpen's telling of the story to explore it again.</p> <p>The method includes 'I wonder...' questions:</p> <ul style="list-style-type: none">I wonder what might be dangerous for this lost sheep?I wonder why the shepherd cares so much for the sheep?I wonder if the lost sheep matters more than the other sheep?I wonder what being lost feels like? Why?I wonder if there are things that are dangerous for us if we are lost? <p>I wonder if being lost is always about not knowing where we are – are there other kinds of 'lost' too?</p> <p>Give the children four reasons why this story, 2000 years old, might be still told so much and so often.</p> <p>Why did Jesus tell this story? Was it...</p> <p>Give your children choices here. Was it:</p> <ul style="list-style-type: none">Because he liked sheep more than other animalsBecause he thinks God loves people like a shepherd loves the sheep.Because we all get lost sometimes, and need helpBecause breaking the rules can be dangerous. <p>Choose the two best reasons, and think about why they are good reasons. This question is about the 'secret meaning' of the story. Jesus' Parables are stories with a secret meaning.</p> <p>Look at some paintings or stained glass images of the story.</p> <ul style="list-style-type: none">Think about how they were made, who by, and why. How long did they take?What does this tell you about how much the story matters to Christians? <p>Many Christians call Jesus 'the good shepherd'. There are even some churches called 'The Church of the Good Shepherd' Why? Many activities facilitate this kind of linking. In this case we suggest:</p> <ul style="list-style-type: none">Give the children the list of 14 words in the notes column. Do they know what these words mean?Ask them in turn which 3 words apply to the sheep, to the shepherd, to themselves and to God. No right answers – this is all about helping children to be interpreters!A google image search for 'Good Shepherd' throws up over 70 million pictures. Some are well worth showing to your pupils as they learn about this story. | <p>I can:</p> <ul style="list-style-type: none">Remember something about the story (L1)Talk about being lost and being found (L1)Identify the main character in the story (L1)Suggest a meaning for Jesus' parable (L2)Respond sensitively to key moments in the story (L2)Make a link between the shepherd and God, e.g. 'the shepherd is like God because Christians think God never gives up' (L3) | <p>Words</p> <ul style="list-style-type: none">LostFinderSearcherCarerLookerBraveStrongWeakScaredFearfulIn dangerLike GodLike any personLoving |
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| | | <p>Chloe, 6, pictures the turning point of the story – the moment when the shepherd recognised his lost sheep. We loved the fingers!</p> | |

When Jesus wanted to feed a crowd, what happened to a boy's packed lunch? A miracle story

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| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • The difference between a miracle and a magic trick (Believers think that God does a miracle for a loving purpose. Magic tricks are a way of fooling you!) • To understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him • To reflect on the ways other people can inspire us • To work on a drama story telling activity in a team. | <p>An inspiring story of the Lord Jesus Jesus inspired people. How does the story of feeding 5000 and walking on water show this?</p> <ul style="list-style-type: none"> ▪ Begin by talking about the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Teach children that miracles are stories that have a huge 'wow' factor. Religious people see God at work in miracle stories. There are lots of miracle stories about Jesus in the Bible. ▪ Read and retell the story of Jesus feeding 5000 people with 5 loaves and two fish. It is in the gospel of John chapter 6 verses 1-33 – and in many retellings for children. This story is immediately followed by the story of Jesus walking on the water. ▪ There are many good strategies for unpacking and retelling a story: use art, drama, music or thinking skills to do this, and be prepared to spend some time on the activities. ▪ If you can, have a dramatised retelling of the story in which 6 children are appointed to be the boy with the food, the disciples who bring him to Jesus, Jesus himself, members of the crowd, those who pick up the pieces. The rest of the class can be the crowd. Either feed lines to your actors to repeat, or see if they can improvise. ▪ Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. The teacher or an older pupil could 'take the hot seat' and answer questions from the children about the events of the day in the role of one of Jesus' followers. Include questions about inspiration: was Jesus inspiring? How? When? Who for? Why? ▪ In pairs (use the strategy think / pair / share if you like) pupils can try to create acrostic poems on the word 'Inspire' or the word 'Follow' to show what they have learned. Share these in circle time – see and example in the next column to share. ▪ Ask the children who would have been inspired by these stories to say thank you? Would people have been inspired to be generous, and to share? What has helped the children to be thankful or to share? ▪ Create a little 'loaf and fish' drawing, and ask each child to choose the names of two people who have inspired them, and write the names, one on the loaf and one on the fish. Display them, and share a thankful moment. | <ul style="list-style-type: none"> ▪ Talk about questions such as: who is kind in the story? What is a miracle? (L1) ▪ Retell the story of feeding 5000, one of Jesus' miracles (L2) ▪ Make links between the story and the way Jesus inspired people (L3) <p>I guess they were hungry Nobody had much to eat So Jesus took the bread Prayed about the fish Invited them to share Really amazing Everyone full up Delighted</p> | <p>Links to Literacy (Communication)</p> <p>It is not difficult to use a voice recorder to catch children's poems, and it adds status and value to the work.</p> <p>Other stories of Jesus could be used in similar lessons, for example Jesus calling disciples, or Jesus meeting Zacchaeus and changing his lonely life into a generous life.</p> |
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Which of our four stories was the class's favourite and why?

- Pupils will learn to think about how stories can be compared
- They will speak and listen to clarify their ideas
- By selecting stories from the work, they will share some ideas about what matters.

Four Stories Compared Simply

- Remind the children of the four stories, and ask them to try and say what each one was about. Then they might see these meanings on the whiteboard – which meaning goes with which story?

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| Muhammad at the Gates of Makkah | It's good to change your mind if you got it wrong at first |
| The Slave who would not stop shouting | Some things are worth shouting out loud |
| The Lost Sheep | We all feel lost sometimes. Christians think God can help us if we are lost. |
| Feeding the Crowd with Bread and Fish | Christians think Jesus was a wonder-worker. He fed a crowd with a packed lunch, |

- Put the children in pairs, and give them one of the stories. Tell them we are going to have a prize winning story from these four, and they have to say why their story is the best, what is good about it. Can the pairs come up with three or more reasons why theirs is the best story? What did they like about it?
- Put all the reasons different pairs come up with together, then ask the children to make some noise – by banging on the desk – for the story they like the most out of the four. Which one gets the loudest noise?
- Remind the children that these four stories all come from holy books, and hundreds of millions of people love and respect them.
- Tell the children that a story book is to be made of these four stories. Remind them that Muslims make no pictures of the Prophet Muhammad (PBUH). Ask them to design a cover for the story book, and give it a title.

I can:

- Remember something about the stories (L1)
- Talk about which is the best story (L1)
- Identify a simple thing I like about each story (L1)
- Suggest a meaning for one of the stories (L2)
- Respond sensitively to the stories by suggesting why I like each one (L2)
- Make a link between two different stories and the reasons why I like them (L3)

Judgement activity is always good: choosing a favourite makes you think. In this context, simple comparison between the stories leads to learning.

In this lesson, don't be negative about any of the stories – we are comparing what we like. All four stories are holy to a large community.

Holy books, holy words: what have we learned?

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| <p>To express their understanding of sacred writings for themselves</p> <p>To think about the most important words they know and care about.</p> | <p>Discussion about sacred words and books</p> <ul style="list-style-type: none"> The four stories in this unit of work are about four important ideas: changing your mind / saying your beliefs clearly / helping the lost / sharing. All four of these stories have many meanings, but teach people who believe in the religion important ideas. Remind the class of this, and tell them today we will think about and choose some important words Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please, why?); Are some words more important than others? Why? Which from this list do they think matter most: peace / love / harmony / kindness / family / caring / giving / learning / hope / God / cleverness / work / friends / fun / happiness / forgiving (add more 'important words' from the class as you work) Ask pupils in groups of three to come up with 6 examples of 'words that really matter.' And to create 2 postcards each with these words on them – they might decorate the cards with pictures, borders, or collage. If you want to, bind the postcards together to make a class book of special words, or use them for a display. It is really good to have postcards in rainbow colours for the different words pupils choose – makes a good looking display, or they will hang nicely from a mobile. Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. Muslims and Christians say these words to God – but also to each other. Can anyone learn from the holy books? Give pupils an outline of the Qur'an and the Bible (see the earlier lesson on special books), and ask them to show what comes from these two special, sacred books for Muslims and Christians. In circle time, review what we learned about stories from the Qur'an and the Bible. Ask pupils what they learned from the work about words that are special to Muslims and Christians and words that are special to them. | <p>Speak thoughtfully about life's most important words and about holy writings (L2).</p> <p>Respond sensitively to the idea of choosing and illustrating two 'special words' postcards (L2)</p> | <p><i>Circle time is a good context for this summarising activity. It connects with the Y1 literacy emphasis on speaking and listening.</i></p> |
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