



How and why are some books holy? Beginning to learn about the Bible, the Guru Granth Sahib and the Qur'an

YEAR GROUP: 1 / 2

Sandwell SACRE RE Syllabus: Non-statutory exemplification

This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk



Sandwell SACRE RE Syllabus: Non-statutory exemplification

TITLE: how and why are some books holy?

Holy Books: words that are special to us

Bible, Guru Granth Sahib and Qur'an

YEAR GROUP 1/2

ABOUT THIS UNIT:

This unit provides an introduction to the sacred texts of Christianity, Sikhism and Islam: the Bible, the Guru Granth Sahib and the Qur'an. The theme 'Believing: what people believe about God' from the Agreed Syllabus is addressed here. There are opportunities for pupils to share their own beliefs and talk about their own feelings and experiences. It is important for all Sandwell pupils to learn about religious diversity: There are thousands of Christians, Sikhs and Muslim people in Sandwell.

Estimated time for this unit (in hours) 10 hours. It's best if this is made up of short sessions with a clear objective in each session.

Where this unit fits in:

Pupils will have had some introduction to Christianity, Sikhism and Islam from earlier units in the FS and Y1. This unit particularly emphasises texts, so connects well with text level work in literacy. Muslims, Sikhs and Christians are the three major religious communities of Sandwell.

KEY STRANDS ADDRESSED BY THIS UNIT (from the syllabus)

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

ATTITUDES FOCUS

- 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.

Prior learning	Vocabulary	Resources
<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</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Religions: Islam and Christianity Bible Testament Qur'an Surah</p> <p>Religion in general Holy Sacred Special</p>	<p>Web:</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/learningzone/clips ▪ 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/ks1 ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ ▪ There is some more TV material at: www.channel4.com/learning ▪ The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk ▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts <p>Texts: A Bible; a child's Bible Qur'an (cover and stand) Books about the Guru Granth Sahib</p> <ul style="list-style-type: none"> • The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd • Kanwalit Kaur Singh, Keystones: Sikh Gurdwara, A&C Black, ISBN 0-7136-4834-1, • Chris Richards, 1996, Living Religions: Sikhism, Nelson Thornes, ISBN 0-17-428055-6. <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> • Developing Primary RE: Faith Stories, Symbols of Faith, Special Times, Words of Wisdom, Stories about God (RE Today). • Exploring a Theme in RE: Founders and Leaders(RE Today) ➢ Opening Up Islam ed. Fiona Moss, RE Today ➢ Opening Up Belonging ed. Fiona Moss, RE Today ➢ Say Hello to... (Interactive Cd and book) ➢ Developing Primary RE: Words of Wisdom ➢ Developing Primary RE: Symbols of Faith ➢ Developing Primary RE: Home and Family ➢ Developing Primary RE: Special Times <p>Tattybogle by S Horn and K Brown, Hodder Rechenka's Eggs by P Polacco, Philomel Books My Id-ul-Fitr, Little Nippers, Heinemann The Swirling Hijaab (Festival shop) Sacred Texts: The Qur'an and Islam (Festival Shop) My Muslim Year by C Senker, Hodder Children's Books My life My Religion: Muslim Imam by Masood Akhtar (Festival Shop) Where we Worship: Muslim Mosque (Festival Shop) 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 and visual www.bbc.co.uk/religion/religions/islam/holydays/eid_ul_fitr.shtml www.bethanyroberts.com/Easter_Customs.htm Stop, Look, Listen: Water, Moon, Candle, Tree and Sword DVD C4 Learning www.request.org.uk has some useful visual materials about the Bible</p>

Contributions to spiritual, moral, social and cultural development of pupils

The unit enables pupils to develop:

- Spiritually by considering how sacred texts give guidance to some people, and beliefs lead to actions.
- Morally by exploring how society is influenced by teachings found in sacred texts
- Socially by considering how two different communities use their holy writings
- Culturally by encountering literature from other cultures

EXPECTATIONS

At the end of this unit:

Nearly all pupils will be able to (L1):	<ul style="list-style-type: none"> • Identify the holy books of Muslims, Sikhs and Christians as the Qur'an, the Guru Granth Sahib 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.
Most pupils will be able to (L2):	<ul style="list-style-type: none"> • Retell a story from the Bible • Recall that the Qur'an was revealed to the Prophet Muhammad • Talk about the idea of the 'living Guru' of the Guru Granth Sahib
Some pupils might be able to (L3):	<ul style="list-style-type: none"> • Retell Bible stories in detail and identify what message the story holds for Christians. • Talk about what the Qur'an says about Allah / God. • Talk about how Sikhs respect their Guru

ASSESSMENT SUGGESTIONS

Card – sorting task. Using words and pictures. Three boxes on a page: entitled 'The Qur'an', 'The Guru Granth Sahib' and 'The Bible'

Examples of cards to sort into the correct box:

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

Sikhism: the living Guru, the Gurdwara, Guru Nanak, a chauri, an orange flag.

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.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils should be able to	POINTS TO NOTE
Why are some books special?	<p>That books are attributed as being special for different reasons by different people</p> <p>The Qur'an is believed to be the word of God and is therefore treated with utmost respect</p>	<p>Our special books</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. Have a picture of the Sikh Guru, Nanak, and of the inside of a Gurdwara. Take a photograph of the display and enlarge for display purposes. • Ask pupils to look at the books and select two books they would like to ask questions about. These questions can be put on card and attached to the photo of the display. • Some questions should be dealt with quickly, but more time and focus needs to be given to questions about the Bible, the Guru Granth Sahib 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?' 	<p>Recognise that some books are special in a religion (L1)</p> <p>Ask questions which address why books are special (L2)</p> <p>Respond sensitively to what matters to other people (L2)</p>	<p>It is clearly important, as in all good RE, to start where the children are – some may be religious and know a lot, but assume nothing!</p>
<p>How do Muslims use the Qur'an?</p> <p>Why is the Qur'an important to Muslims?</p> <p>What do Muslims learn from the Qur'an about God?</p>	<p>That Islam teaches that the Qur'an was revealed to the prophet Muhammad</p> <p>~about the Shahadah</p> <p>~some simple Muslim beliefs about God</p> <p>~the Qur'an guides Muslims in their daily life</p>	<p>The Holy Qur'an of the Muslims</p> <ul style="list-style-type: none"> • Focus on the Qur'an and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims. • Tell the story of the first revelation of the Qur'an to Muhammad. Explore how Muhammad might have felt. Emphasise and explain that for Muslims this is the word of God, the final revelation • Look at examples of the Shahadah written in Arabic calligraphy (wall hangings, plates, pendants, posters) and ask what words might be so special that they are written so beautifully and in so many different places. • Explore what the Shahadah means: there is no God but God and Muhammad is His Prophet, or messenger. • Pupils reflect on words which might be important to them, write them on paper plates and decorate using traditional Arabic patterns • Explain that Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah. Identify beliefs about Allah: creator, judge, merciful, forgiver. • Use the video 'Stop, Look, Listen: Water, Moon, Candle, Tree and Sword' (C4 learning) The section on learning Arabic and the importance of the Qur'an is very well suited to this unit • Explain that the Qur'an is a guide to help Muslims live their lives. Give the example: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fair to the people; be steadfast in prayer; and practice regular charity. (Qur'an 40.83) 	<p>Talk about who or what guides them in their lives (L1)</p> <p>Identify some things that are important to them. (L1)</p> <p>Use a simple writing frame and word bank to record what they know and understand about the revelation of the Qur'an to Muhammad [PBUH]. (L2)</p> <p>Identify the key Muslim belief that there is no other God but Allah. (L2)</p> <p>Suggest two reasons why the Qur'an is important to Muslims (L2)</p>	<p>Note: these stories were never written for children and can pose difficult questions which need handling with care</p>

<p>How do Sikhs use the Guru Granth Sahib?</p> <p>Why is the Guru Granth Sahib to Sikhs? What do Sikhs learn from the scriptures about God?</p>	<p>To learn that the Sikhs have a living Guru in the form of the guru Granth Sahib, their sacred text.</p> <p>To think about how we can respect holy words.</p>	<p>The Guru Granth Sahib of the Sikhs</p> <ul style="list-style-type: none"> • Show pupils some video or photographs of a Gurdwara, and talk about the idea that this holy building is 'the house of the guru', where the guru's words live. • Explore the ways in which the Guru Granth Sahib is treated: as a human guru would be. • Talk about the important words of the previous Ten Gurus to the Sikhs, and share the idea that their words are collected into the sacred writings, which are the living guru of the Sikhs today. • What symbols of respect do the children observe in the ways Sikh people treat the guru Granth Sahib? • Hear a story from the sacred writings, and think about its meaning. • Consider the ways the Guru Granth Sahib is revered and treated. <p>This picture from a Sandwell Gurdwara is helpful:</p>  <p>Ask the children what signs of respect for the scriptures they can see here. There are at least 4.</p>	<p>Talk about their own ideas and beliefs about holy words of wisdom (L1)</p> <p>Suggest what can be learnt from the ways Sikh people respect their holy writings (L2)</p> <p>Make connections between their own experiences and the ways Sikhs honour their scriptures (L3)</p>	<p>Note that the Guru Granth Sahib is understood by Sikhs to be the living guru, successor to the Ten Gurus, and so a 'Gurdwara' (house of the Guru) is wherever the Guru Granth Sahib lives.</p>
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<p>How do Christians use the Bible?</p> <p>Why is the Bible important to Christians?</p> <p>What do Christians learn from the Bible about God?</p>	<p>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 found in the New Testament</p>	<p>The Holy Bible of the Christians</p> <ul style="list-style-type: none"> • Look at the display and 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. • Explain that the Bible is a collection of writings by many authors, divided into two parts. The 'Old Testament' 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. • Retell Bible some 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. • 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. • Explore the key themes of the Bible stories and connect these with pupils own experiences (e.g. Obedience, forgiveness, jealousy, helping others). Write about and illustrate one such experience. 	<p>Talk about their own ideas and beliefs about God (L1)</p> <p>Suggest 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>
<p>Holy books: what have we learned?</p>	<p>To express their understanding of sacred writings for themselves</p> <p>To think about the most important words.</p>	<p>Discussion about sacred words and books</p> <ul style="list-style-type: none"> • Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please); • Are some words more important than others? Why? • Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. • Ask pupils what they learned from the work about words that are special to Muslims, Sikhs and Christians and words that are special to them. • Pupils might choose their three most important words and write them in beautiful calligraphy. They could do one page each of the class's own 'holy book' of 'special words'. It wont be as long lasting as any of the books they study, but focuses thoughts on what matters! Are these words holy or special? 	<p>Speak thoughtfully about life's most important words and about holy writings (L2).</p>	<p>Circle time is a good context for this summarising activity. It connects with the Y2 literacy emphasis on speaking and listening.</p>