



RE Unit for Years 5 / 6

Title: What can we learn from stories from the Bible?

**[Four Bible stories from
Genesis, shared by Christians,
Muslims and Jews]**

Sandwell SACRE

Support for the Agreed Syllabus



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

TITLE: What can we learn from stories from the Bible? Year 5 / 6
[Four stories from Genesis, shared by Christians, Muslims and Jews]

ABOUT THIS UNIT:

This unit of RE focuses on why the ancient stories of the Bible are still so significant for Christian communities today. The unit enables pupils creatively to enjoy some great stories, and also to explore and reflect on the deeper meanings of the stories, exploring the ways these stories speak today about relationships, safety and danger, vulnerability and beliefs about the 'hand of God' in human life – the stories are a platform for exploring beliefs. The story-telling approaches used include those which make space for questions and fresh insights from the participants. Pupils will use and develop their own story-telling skills – one of a number of connections to work done in literacy.

This unit will use four Bible stories from Genesis to explore questions of identity, mystery, family and giving thanks. Exploring some beliefs about God in the stories and in the Christian community, pupils will be able to clarify their own understanding of the questions. Teachers should note that the stories are all controversial and their status as history, myth or legend is disputed, but in these lessons the stories are seen on their own terms – as narratives to enjoy and think about. This is, of course, how the Christian community often uses these stories.

Pupils will consider the impact of the beliefs about God which the stories show, using drama and music to build good RE learning through creative curriculum planning and noting Jewish, Muslim and Christian uses of the stories. The RE includes an emphasis on learning from Biblical stories, and connects to pupils' work in literacy as well.

Estimated time for this unit: 10-12 hours. Teaching can be flexible. The four stories from Genesis that are at the heart of the unit probably need two sessions devoted to each of them: if time is short, it is better to tackle some of these in depth and leave out other material than to rush the work.

Where this unit fits in:

This unit will help teachers to implement the Sandwell Agreed Syllabus for Religious Education: It has been designed to connect with the Agreed Syllabus by making thoughtful approaches to sacred stories. This unit builds on what pupils have already learnt about Christian beliefs and teachings from the Bible. It aims to enable progression by using Biblical stories thoughtfully and creatively. The work can also challenge pupils to make links between the material studied and their own lives.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Forms of expression
- Questions of meaning, purpose and truth

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Being able to build up their own sense of their abilities to respond to stories and to tell stories; thinking about mysteries and meanings in religious story for themselves, and making links to their own experiences.
- Considering how these stories are sacred to people in different religions provides an opportunity to take note of attitudes of respect between religions.
- Being willing to apply ideas from stories of ancient wisdom to their own lives enables pupils to be increasingly open minded.
- Developing pupils' capacity to respond to stories with their own questions uses story to promote curiosity. These stories carry many mysterious ideas about God and life: they can provide space to wonder.

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

This unit enables pupils to develop:

- Spiritually by helping them to think about big questions through story and by considering how sacred texts can give guidance to some people;
- Morally by exploring how stories found in the Bible can make you think about good and evil, right and wrong in your own life;
- Socially by considering how different communities use their holy writings, and by working co-operatively in various ways
- Culturally by encountering literature from other cultures

EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to... (L2)	<ul style="list-style-type: none"> ▪ Use religious words and phrases, such as Bible, sacred, creation. ▪ Show awareness of the ways that Bible stories matter to Christians ▪ Retell some stories of Adam and Eve, Noah, Jacob or Joseph ▪ Identify a belief about the Bible that many Christians hold ▪ Suggest a meaning from a story for themselves ▪ Respond sensitively to characters and incidents in the stories
Many pupils will be able to...(L3)	<ul style="list-style-type: none"> ▪ Use a developing religious vocabulary, such as Bible, sacred, holy, creation, choice, innocence, right and wrong, to describe what the Bible stories studied mean to Christian people ▪ Begin to identify the impact of the Bible on Christian people: what difference does it make to life? ▪ Describe some ways in which God is active in the Bible stories ▪ Make links between some of the themes of the stories (e.g. choice &, innocence, obedience & safety, jealousy & trust)and experiences of their own ▪ Recognise that these stories are shared by Christians and Jews, and that Muslim have many stories of these Prophets as well ▪ Ask and consider some important questions of their own about Bible stories, their meanings and their own experiences
Some pupils will be able to ... (L4)	<ul style="list-style-type: none"> ▪ Use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show their understanding of the impact belief in the Bible can have on Christian people ▪ Describe some different ideas about the meanings of Bible stories ▪ Show that they understand some reasons why the Bible is a best seller ▪ Apply ideas like guidance or inspiration to their own chosen 'favourite words' ▪ Apply their own views to the ways these stories are shared by different religions – Jews, Christians and Muslims ▪ Raise and suggest answers to, questions about the Bible and its place and use in Christian communities

ASSESSMENT SUGGESTIONS: A Possible final assessment task:

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is not a particular need for every unit to produce assessment outcomes on paper. This task is developed in detail on the final page of the unit.

Create a class book of 'Sacred Words' in two chapters.

The first chapter can be called 'The Word: What is sacred to Christians?'

- Each pupil can choose a single saying or a part of one of the stories they have studied which they think might be sacred for Christians, and say:
 - What it means
 - Why they think it matters to Christians
 - How a Christian might use the text today
- To make the activity simple, the teacher might provide 12 or 15 examples from which they can choose.
- Bind these pieces of work together in a class book.

For the second chapter, each pupil is asked to select some words that really mean a lot to them. Pupils prepare to put their chosen text into 'chapter two' of the class book. It can be called 'Our Words of Wisdom'. Songs, family sayings, favourite lines or sacred texts can all be sources. Adults can contribute too.

- For their own texts, pupils should say:
 - Why it was chosen
 - What it means to them
 - How it has an impact on them

Pupils can be asked to remember to:

- Use the meanings of the Bible stories they have studied to say what is sacred to Christians
- Illustrate their work with care and attention to detail
- Show that you understand why these words are sacred
- Use ideas from the Bible and form their own experience
- Suggest why their choice for the two chapters of the class book is appropriate

Possible level descriptors:

Level 2:

- I can retell a religious story, suggesting meanings in the story for myself.
- I can ask questions and think about answers to them, to do with the feelings and experiences of characters in the story.

Level 3:

- I can identify a belief that links to a Bible story, and describe how the belief and story are connected
- I can communicate my own responses to the idea of sacred words or special words
- I can describe the lessons, meanings or impacts of a Bible story

Level 4:

- I can describe how beliefs and stories from the Bible can have an impact today
- Understand some reasons why the bible is sacred for Christians
- Apply what I have learned from the Bible to some experiences of my own

Level 5:

- I can explain clearly some ways Christians, Jews and Muslims like to use stories from sacred writings
- Give thoughtful responses to the question: what can I learn from ancient sacred stories for myself?
- Express thoughtful views about aspects of the stories studied and their uses in faith communities
- Use accurately and thoughtfully the language of religious study, spirituality and morality to explain their understanding of religious stories from the book of Genesis.

<p>Prior learning</p> <p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> ▪ Learnt that Christians like to use the Bible in many ways ▪ Some understanding of how meanings are found in stories (literacy) ▪ A basic awareness of Christian ideas about God as great, loving and personal ▪ learnt about the significance of God as creator ▪ learnt about the Christian concepts of praying, believing and the church 	<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>The Christian religion:</p> <ul style="list-style-type: none"> ▪ Bible, ▪ Genesis ▪ creation, ▪ patriarch ▪ God’s purpose ▪ judgement <p>Religion in General:</p> <ul style="list-style-type: none"> ▪ Islam ▪ Judaism ▪ sacred, ▪ holy, ▪ scripture ▪ prayer ▪ guidance, ▪ comfort, ▪ strength ▪ inspiration <p>Religious and Human Experiences:</p> <ul style="list-style-type: none"> ▪ choice, ▪ innocence, ▪ right and wrong ▪ thankfulness ▪ consequences 	<p>Resources</p> <p>Useful websites:</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE: www.natre.org.uk ▪ www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group. ▪ Christian artefacts (images): www.strath.ac.uk/redb/ ▪ RE:Quest: www.request.org.uk An engaging website with a very wide range of Christian materials. ▪ The Anglican National Society supports RE with some books and this website on ‘Encountering Christianity’ www.encounterchristianity.co.uk Look at the ‘Creation’ resources. ▪ Inspiring art could be used in this unit: www.wga.hu is an online database of thousands of paintings (over 11, 600 painted between 1150 and 1800), all digitally reproduced, with a good search index. Look for what you need by the name of the Bible character. <p>Texts:</p> <p>A Bible; a child’s Bible, a range of storytelling aids and children’s story books that use Bible stories.</p> <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➤ Picturing Creation (art pack with interactive CD rom) ➤ 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 ➤ Exploring Sacred Stories ➤ Exploring Codes for Living ➤ RE Ideas: Christianity (ed. Draycott, RE Today: Copiable pack of 50+ lessons for KS2 Christianity includes material on creation, Noah and other texts) <p>DVD / Video / visual</p> <ul style="list-style-type: none"> ▪ Testament: The Bible in Animation (Bible Society with BBC, on DVD) has excellent storytelling episodes on Creation, Flood, Joseph and Moses. ▪ A visitor from the faith community prepared to answer questions devised by the pupils. <p>Artefacts: religious artefacts for Christianity are available to purchase from: Articles of Faith (Tel: 0161 763 6232) Religion in Evidence (Freephone 0800 137525)] A copy of the Qur’an, a cover and stand for the book, a prayer mat.</p> <p>Organisations</p> <p>The Bible Society UK: www.biblesociety.org.uk The Gideons: Bible placement charity: www.gideons.org.uk</p>
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<p>Why are some books special?</p> <p>What is a sacred text?</p>	<p>Know that different people have different sacred books, and the Christian sacred text is the Bible</p> <p>For Muslims, the Qur'an is their sacred text, and Jewish people revere the Torah. These books are similar to and different from the Christian Bible: all can be treated with respect</p>	<p>What makes a book special or sacred?</p> <ul style="list-style-type: none"> • Have a classroom display of special books. This will include special books that pupils and staff have brought in, some versions of the Bible, a Torah scroll and a Qur'an (on its stand, wrapped in cloth, kept higher than other books). • Take a photograph of the display and enlarge for display purposes, on the whiteboard. Ask children to brainstorm words that they associate with the special books of religions, and then questions they would like to answer about these books. • Some questions should be dealt with quickly, but more time and focus needs to be given to questions about the Bible, the Torah and the Qur'an: 'Why is this book special?' 'Who cares about this book?' 'Who were the writers of this book?' 'What is this book about?' 'Why is this book on a stand?' 'Who uses this book today? How, and why?' Gather the questions, and ask pupils how they would find answers to them. Note the standard enquiry questions: who, where, how, what, when, why. • Tell children about the RE unit they are starting: they will be hearing and learning about four stories from the Christian and Jewish sacred book (and Muslims honour these stories too). They will be thinking about the stories and their meanings. They will be able to link up some things in their own lives with ideas in the stories. • Ask pupils to note that 'special' books could be special to one person, for any reason. But these 'sacred' or 'holy' books are special to millions of people, over thousands of years, for religious reasons. 'Sacred' or 'holy' will be ideas they learn to use in the work. 	<p>L2</p> <ul style="list-style-type: none"> • Respond sensitively to different sacred texts • Suggest two reasons why some books are special <p>L3</p> <ul style="list-style-type: none"> • Ask thoughtful questions of their own which address why books are special 	<p>While there is a logic to this starting point, it may be more fun to begin with one of the story lessons from later in the unit: if children are engaged first in the Biblical stories, this initial sequence of lessons may be more interesting and conceptually clear.</p>

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<p>The Christian holy book: How is it used? Why does the Bible matter to Christians?</p>	<p>Know that the Bible is the Christian's sacred text, and know about some ways it is used.</p> <p>Discuss the ways the Bible is treated and what this shows about the believer's view of the scriptures.</p> <p>Consider the idea that a text can change lives, can be inspiring or can guide a person.</p> <p>Reflect on which texts are important to their lives and why.</p>	<p>How do Christians use the Bible?</p> <ul style="list-style-type: none"> Give pupils this list of 10 'contexts' in pairs: at home / at church / at a wedding / at a funeral / when people are worried / when they are asking questions / when a baby is born / in the family / to decide what is right / to find out about history. Ask them to suggest how Christian people might use the Bible in each of these ten contexts. Can they make more than one suggestion for some of the contexts? Invite a Christian visitor to talk about the use of the Bible in his or her life. A parent is sometimes better than a minister for this, to connect the work to the everyday. Are there any differences in the way they use the Bible? Especially consider how the Bible can be a challenge to some people – stories of famous Christians furnish many examples of how biblical ideas or quotations can have an impact on what people do. Discuss how Christians use the Bible, e.g. for both public and private worship; in church and at home; for guidance, teaching, prayer; as a basis for songs. You could listen to songs inspired by the Bible (see activities in the story sections below). <p>Why is there a charity for giving the Bible away free?</p> <ul style="list-style-type: none"> Tell children about the Gideons: a charity that places free Bibles in hotels, hospitals, schools, prisons and other public places. Why? There are always stories on their website to consider: www.gideons.org.uk – choose 'It works' from the 'Bible' menu. The aim of this is to provide examples of the impact of the Bible in real life. It's always good practice to ask the critical question here too: does it always work? If not, why not? <p>What gives us guidance, comfort, strength or inspiration?</p> <ul style="list-style-type: none"> Discuss whether there is anything in the children's lives that they would value in the way that Christians value the Bible. You might talk about music, stories we love, or words that are precious to us. Point out to pupils that we all need to be guided, to find comfort, to get inspired and so on, and note that the bible is one – but not the only – source for such things. You might provide the pupils with 10 examples of biblical quotes that suggest particular ways of behaving: 'blessed are the peacemakers' 'greater love has no one than this, that they lay down their life for their friend' 'forgive and you will be forgiven. And so on. 	<p>L3</p> <ul style="list-style-type: none"> Describe ways in which the Bible is used today Think for myself about what the Bible might reveal to a Christian <p>L4</p> <ul style="list-style-type: none"> Show my understanding in questions and answers 	<p>Note that the emphasis here on the Bible today is important: children should not form an idea that the Bible is only an ancient book. It is a contemporary worldwide best seller too.</p>

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<p>What is it that makes the Bible so widely read and studied?</p>	<p>Describe their own most important books, giving reasons for their significance</p> <p>Know that the Bible is the world's best-selling book and know some basic facts about it.</p> <p>Know that for Christians, the Bible is the main reference for teaching, guidance and worship: learn about the impact of the Bible for Christians.</p>	<p>How popular is the Bible? Why is it a bestseller?</p> <ul style="list-style-type: none"> Brainstorm different types of writing found in a library. Draw out categories, e.g. adventure stories, historical stories, science fiction, poetry, 'how to' non fiction books. Use the example of the Bible Society (www.biblesociety.org.uk) to teach about the Bible as best seller. The site has lots of statistics and stories on it. Give the pupils five minutes in pairs to brainstorm all they know about the Bible and then complete a collective class record of the information. If necessary, supplement the list with some statistical information about Bible sales. Give children a selection of resources about the Bible (textbooks websites, children's versions of Bible stories and related artefacts are good) and ask them to find out one new piece of information. Add this to the 'collective knowledge' in appropriate categories. Invite children to identify the gaps in the categories. Is there any information about the date(s) when the material was written, the languages used or the writers themselves? Help children to organise the information into categories and give each category a heading, e.g. people of the Bible, sales information, what is in the Bible? Ask the children to work in pairs to identify one question about the Bible. Help them to think of productive questions. Relate the questions to the categories and write them down. Ask pupils to identify, sort, rank and evaluate some factors in the Bible as a best seller. Why do so many get sold every year? In 2009, the top five children's books were: 1 The Lion, The Witch and The Wardrobe; C S Lewis; 2 The Very Hungry Caterpillar, Eric Carle; 3 Famous Five series, Enid Blyton; 4 Winnie the Pooh, AA Milne; 5 The BFG, Roald Dahl. Ask pupils to think about the fact that these great books were all written in the last 60 years, but the sacred books are at least 1400 (Qur'an), 1900 (Bible) and 2700 (Torah) years old. Why are they such successful books? Collect as many reasons as you can. 	<p>L2</p> <ul style="list-style-type: none"> Respond sensitively to the idea that the Bible is a best seller because it helps people in life <p>L3</p> <ul style="list-style-type: none"> Gather and present descriptive information about the Bible as a best seller Describe the Gospels and their contents in relation Jesus' life story <p>L4</p> <ul style="list-style-type: none"> Express my own understanding of some reasons why the Bible is so popular 	<p>This work is developed thoroughly in RE Today's publication 'Words of wisdom' (Developing primary RE series, ed. Mackley)</p> <p>Y3 end of year literacy objectives include:</p> <ul style="list-style-type: none"> Identify how different texts are organised Explore how different texts appeal to readers

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<p>What can we learn from the story of Adam and Eve?</p> <p>Note that the next four pages use a common format to explore four Biblical stories from Genesis</p>	<p>Know the creation story of Adam and Eve from Genesis 2-3</p> <p>Be able to think about ideas in the story such as choice and innocence</p> <p>Retell and make sense of the story in discussion activities</p> <p>Ask and answer questions about the story and their own experiences of keeping or breaking rules.</p>	<p>Encountering the story of the Garden of Eden</p> <ul style="list-style-type: none"> Tell the creation story of Adam and Eve from Genesis 2 and 3. The emphasis might be on gardens – God plants one, and the first people live in one and on choices: God chose to make the people, they chose to disobey the rule. There are many useful re-tellings, including 'Testament: the Bible in Animation' (DVD) and the beautiful 'Adam And Eve And The Garden Of Eden' by Jane Ray (Eden Project Books, shop online, also see www.janeray.com) <p>Responding to the story: two active learning ideas</p> <ul style="list-style-type: none"> Set up a little experiment in school. Put a chair with a notice on it saying 'do not touch this chair' in a place where children walk past at break. Have two children tally the scores: how many who walk by read the notice? How many touch the chair, just because they have been asked not to? Report this to the class, and talk about why the rule was broken. What connects this experiment to the story of Adam and Eve? Ask pupils to think about the real meaning of the story of Adam and Eve. You could use a 'washing line continuum' Each pupil writes an A5 folded name label, first names written with a big felt pen. Hang a string across the classroom, labelling each end 'strongly agree' and 'completely disagree'. Pupils sit in a circle. The teacher reads out prompts twice (the 7 below are just examples), and the children go to put their name label on the line to show their view. Comments follow, then move on to the next prompt. All are open to many different answers. <ol style="list-style-type: none"> This story is really about making good and bad choices This story is really about how the first people were created It was the snake's fault that the people were thrown out of the garden This story shows that God made a good world, but humans spoiled it Everyone sometimes makes the wrong choice There is no such place as the 'Garden of Eden' in the real world We're all born innocent, but we all choose bad things sometimes – we're all like Adam and Eve. <p>Generating questions</p> <ul style="list-style-type: none"> Get pupils to think about the questions the story raises for them. Ask them if they could 'hot seat' the key characters – the snake, Adam, Eve, what would they like to ask them? What questions for God would they have as well? <p>Linking to experiences</p> <ul style="list-style-type: none"> This story is about God as creator, humans as spoilers. It links to issues about the environment, to choice and to issues about whether human nature is good and / or bad. Consider these links by asking children to write a sentence about the real meaning of the story. Ask them to share their sentences. 	<p>L2</p> <ul style="list-style-type: none"> Identify the key characters in the story Suggest the meaning of the snake and the fruit in the story <p>L3</p> <ul style="list-style-type: none"> Single out an example of a belief that Christians take from the story Ask questions about the story that link to beliefs Make links between their own ideas and Christian ideas in the story <p>L4</p> <ul style="list-style-type: none"> Show that they understand 2 different views of the story's main meaning Apply for themselves the ideas of innocence and choosing to break a rule 	<p>The story telling abilities of any teacher can be a huge asset in this unit.</p> <p>Search for the story teller within, prepare your storytelling carefully, and enjoy the magic of the spoken word.</p> <p>Of course, the story is controversial – is it history or myth, true or legendary? This work treats the story on its own terms, a suitable starting point.</p>

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<p>What can we learn from the story of Noah?</p>	<p>Know the story of Noah and the Ark from Genesis 6-9</p> <p>Be able to think about key moments in a Bible story and engage with the idea of prayer.</p> <p>Use the methods of Philosophy for Children to explore questions arising from the story.</p> <p>Ask and answer questions from their own experiences about safety and danger, in the light of the Noah story.</p>	<p>Encountering the story of Noah and the Ark</p> <ul style="list-style-type: none"> Pupils may already know this story. Tell the story in a fresh and exciting way: the DVD 'Testament: The Bible in Animation' (1997) works well. Alternatively, gather several 'Noah' story books for 2-5 year olds and ask pupils to look at them and compare the story they tell with the one in the Bible itself (extracts from Genesis 6-9 could be used). This is a popular story for small children, but there is more to it as well! Ask pairs of pupils to do a version of the story in 10 sentences on post it notes, then swap with another pair and sort and order the other pair's sentences. <p>Responding to the story: 5 key moments and writing prayers</p> <ul style="list-style-type: none"> Ask pupils to think: What might be the five key moments in the story. These might include God instructing Noah to build, getting the animals into the Ark, when all land was flooded, when Noah sent out the dove and when the ark was opened to the new world of rainbow promise. Ask pupils to choose two of these and to write the prayers that Noah might have said at this moment (a good literacy connection here). Jews and Christians believe that God hears and answers people's prayers. What do pupils think about this idea? What questions do they have? <p>Generating questions: What is the Noah story all about? P4C</p> <ul style="list-style-type: none"> The story suggests answers to these kinds of questions: when are you safe? Is goodness rewarded in life? Do animals matter to God? Will there ever be another flood? Can people make a difference to the world? Does God keep his promises? Display these questions on the whiteboard and have a 'Philosophy for Children' type enquiry into one of the questions. Get pupils to think about the answers to these questions both in the story and in their own thinking. <p>Linking to experiences: safety and danger</p> <ul style="list-style-type: none"> One take on the story is that it is about safety and danger. Noah and the animals are safe in God's hands, even though the world is destroyed. Without God, no-one is safe. Use this idea as a starting point for work about when we feel safe and any times the pupils feel in danger, or unsafe. This links to the activity about prayer above – Christians today pray if they feel in danger, for God's protection. Work linking to concerns from PSHE and SEAL might also be planned here. <p>Noah in another sacred text: The holy Qur'an</p> <ul style="list-style-type: none"> You might point out to the pupils that Muslim people revere Noah (the Prophet Nuh in Islam) as well. A version of his story is found the Qur'an, and is often told to Muslim children. <p>Relevant Y4 literacy objectives include:</p> <ul style="list-style-type: none"> Develop and refine ideas in writing using planning and problem-solving strategies Use settings and characterisation to engage readers' interest Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts 	<p>L2</p> <ul style="list-style-type: none"> Identify key moments in the Noah story Suggest the meaning of symbols in the story – the dove, the rainbow <p>L3</p> <ul style="list-style-type: none"> Single out a belief about God found in the story Ask and respond to questions about the meanings of the story <p>L4</p> <ul style="list-style-type: none"> Apply ideas about safety and danger in the story of Noah for themselves 	<p>This and all the other stories in this unit can be taught in literacy, as stories from another culture or traditional stories.</p> <p>Much good linked work on literacy can be done, but in RE keep the focus on beliefs, teachings and ideas, not phonemes or adjectives!</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What can we learn from the story of Jacob?</p>	<p>Know the story of Jacob from Genesis 28 and 32</p> <p>Be able to think about questions relating to the story</p> <p>Use different points of view to build up their understanding of the story</p> <p>Ask and answer questions about religious beliefs for themselves</p>	<p>Encountering the story of Jacob the Patriarch: holy places and holy dreams</p> <ul style="list-style-type: none"> Begin by talking to pupils about dreams (sleeping dreams, and 'day dreams'). In the Bible dreams can carry a message from an angel, or from God. What dreams do pupils have? Do they think dreams can carry messages? Tell the story of Jacob's dreams and his broken relationship with his brother. The whole story runs from Genesis 25 – 35. These lessons focus on Jacob's dream of a ladder of angels as he fled from his angry brother (Genesis 28) and his 'wrestling with God' as he returned to meet his brother many years later (Genesis 32). You might tell the story up to the end of chapter 28 in one session, then ask the children to guess what happens next, and write their suggestions for the next chapter. This generates curiosity and involves listeners in the storytelling dynamically. Then tell the story of Jacob's years away from home, marriages and return – with great trepidation – to meet Esau again, and the night time 'wrestling match' with God or his angel. The following day he meets his brother in peace. <p>Responding to the story: storytelling and listening to music</p> <ul style="list-style-type: none"> Ask pupils to look at the story from different perspectives: in groups they can take the roles of Isaac, Rebekah, Esau and Jacob. The task is to prepare one of their group to tell the story from the point of view of the character they have been given. There is a popular Christian worship song that uses words from Genesis 28: 'Be still for the presence of the Lord is in this place.' If possible, play a song like this to the pupils. The story is about two special times in Jacob's life. Discuss special times and places that are important for the pupils, and for Christian people. Is it good to 'be still'? What happens when we are still, that cannot happen when we are busy? <p>Generating questions and ideas about beliefs</p> <ul style="list-style-type: none"> Get pupils to think about the dreams they considered at the start of this work, and the special moments or turning points in Jacob's life. He was not a very good son, or brother, but God helped him anyway. Talk about the Christian belief that God forgives and helps anyone who turns to him. Ask pupils to suggest what made a 'ladder between heaven and earth' for Jacob. Do they think there are other ladders like that? Can humans connect to God? What links heaven and earth? What examples of the metaphor can they suggest? <p>Linking to experiences</p> <ul style="list-style-type: none"> This story is about turning points in life, and encountering God and links can be made to children's own experiences and ideas. Offer the chance to pupils to make connections to their own experiences and lives. 	<p>L2</p> <ul style="list-style-type: none"> Suggest how some people find meanings in dreams <p>L3</p> <ul style="list-style-type: none"> Single out what was important in Jacob's story and make a link to their own experiences Describe Jacob's dream, and give an idea of their own about a 'ladder between heaven and earth' <p>L4</p> <ul style="list-style-type: none"> Show that they understand that Jews and Christians believe God communicates with people in different ways, and God can accept us whatever we are like 	<p>The stories of Abraham, Isaac, Jacob and Joseph, 'Patriarchs' of the Jewish people, are at one level a family saga, complete with betrayals and anger, rivalry and deceit. God holds the key role in the saga: he blesses all of the patriarchs.</p> <p>The stories raise issues about family life and belief that need sensitive handling –but not avoiding – in the classroom.</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What can we learn from the story of Joseph?</p>	<p>Know the story of Joseph from Genesis 37 and 39 - 46</p> <p>Be able to notice and think about the 'ups and downs' of the story</p> <p>Use a feelings graph or a drama to retell and understand a part of the story</p> <p>Ask and answer questions about the story and their own experiences and emotions</p>	<p>Encountering the story of Joseph and his brothers</p> <ul style="list-style-type: none"> Tell the story of Joseph and his dreams, his coat, his brothers and his rescue of the Egyptian people. The obvious way to do this uses the Lloyd Webber / Rice musical, and this has lots to commend it, but teachers of RE will note that the musical deletes God from the story. Aims in telling the story will include an exploration of Joseph's words to his brothers: 'People intended evil, but God used it for good.' The DVD from the series 'Testament: The Bible in animation' (1997) is a good alternative. If you use the musical, then pupils can, in music lessons, learn and sing some of the songs. <p>Responding to the story: the feelings graph for Joseph</p> <ul style="list-style-type: none"> Ask pupils to make a feelings graph for Joseph throughout the story. This illustrates very well that this is a story of 'ups and downs' for the lead character. Ask them to choose two emotional words (with no repeats) for each of the high and low points on their graph. Spend some 'drama' lesson time from literacy by asking pupils to work in groups and create a mime to accompany one of the songs from Joseph the musical or from one part of the story. Encourage them to use facial expressions and body language to express the feelings of their part of the story. Perform for the whole class, or for younger children in assembly. This work (with an obvious link to SEAL) enables pupils to make sense of the story and to enlarge their emotional vocabulary. Some of the 'up and down' words that might be referenced include: pride, boasting, jealousy, fear, anger, despair, determination, inspiration, relief, delight, worry, gladness, anxiety. <p>Generating questions about our experiences and feelings</p> <ul style="list-style-type: none"> Get pupils to think about the questions the story raises for them by asking them to choose some of the emotional words from the list above and identify a time when they have felt like that. You might ask them to choose two positive and two negative. Joseph was strong because he believed in God. What helps them to be strong? <p>A creative linking activity: making a 'coat of many emotions'</p> <ul style="list-style-type: none"> Give each pupil strips of paper or material, in as many colours as possible. Ask them to write onto the strips some examples of the different feelings and emotions they have been thinking about and an experience that goes with that emotion. Get groups of pupils to create a coat – as a collage, or even by weaving the strips, or sticking them onto a robe – of all the varied emotions and experiences. 	<p>L2</p> <ul style="list-style-type: none"> Identify and suggest meanings of two of the most important moments or characters in the story <p>L3</p> <ul style="list-style-type: none"> Single out some of the emotions of the story clearly, and make a link to their own experiences Describe some of the 'ups and downs' Joseph experiences <p>L4</p> <ul style="list-style-type: none"> Show that they understand that Jews and Christians see the 'hand of God' at work in the story 	<p>This is a long story, and teachers may find it hard to give enough time to unpacking the whole of it. Working on the narrative as a literacy text can be fruitful for both RE and literacy. This could connect to Year 4 Literacy, Narrative Unit 3, 'Stories from other cultures'.</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What have we learned from stories in the Bible? What words are holy or sacred, especially wise, for us?</p>	<p>To identify, describe and understand words that are sacred, holy or significant to Christians and to themselves.</p> <p>To work collaboratively to create a 'sacred words book' for the class that draws on insights from Bible stories</p>	<p>Four stories: what are they about? Why are they sacred?</p> <ul style="list-style-type: none"> Recap the learning from the four stories, of Adam and Eve, Noah, Jacob and Joseph, reminding the pupils of the activities they have enjoyed most. <p>What have we learned about sacred or holy words?</p> <p>a) What is sacred to Christians</p> <p>This is a group task, to create a class book of 'Sacred Words' in two chapters. The first chapter can be called 'The Word: What is sacred to Christians?'</p> <ul style="list-style-type: none"> Each pupil can choose a single saying or a part of the narrative of one of the gospels which they think might be sacred for Christians, or a lesson from a story and say: <ul style="list-style-type: none"> What it means Why they think it matters to Christians How a Christian might use the text today What kind of song a Christian might make out of the text. Why it might be a 'sacred word' Pupils can illustrate their chosen text using calligraphy skills – you might like them to create a work of art from the text if time permits. Bind these pieces of work together in a class book. <p>b) What matters a lot to us</p> <ul style="list-style-type: none"> Secondly, each pupil is asked to select some words that really mean a lot to them. Song words? A proverb? A favourite poem? Other wise words? Pupils prepare to put their chosen text into 'chapter two' of the class book. It can be called 'Our Words of Wisdom'. Adults can contribute too. For their own texts, pupils should say: <ul style="list-style-type: none"> Why it was chosen – was it about where it comes from, who said it, what it says? What it means to them – is there a memory or association that makes it significant? How it has an impact on them – does it change behaviour, give peace, inspire action? What other people think of their choice of 'wise words' or 'sacred words'. When the class book has been produced, discuss in circle time with children (and perhaps with a Christian visitor as well): <ul style="list-style-type: none"> What does it reveal? What does it show us about Christian beliefs and about ourselves? Is it holy or sacred or special? (Answer: not in the same ways as Bible, but in a little way, maybe!) In what ways is it like the Bible? In what ways is it different? 	<p>L3</p> <ul style="list-style-type: none"> Make links between the stories we have studied and some sacred words <p>Describe some words that matter very much to me</p> <p>L4</p> <ul style="list-style-type: none"> Show that I understand some different ideas about how the Bible is used by Christians as a source of guidance and teaching <p>L5</p> <ul style="list-style-type: none"> Explain clearly how 'sacred words' can inspire, guide, challenge or comfort people in different religions 	<p>This final task can provide evidence of achievement from the whole class. It is a high – choice task, so teachers can differentiate across a wide ability range by task if appropriate.</p> <p>The task works well if taught in association with the literacy units on stories from other cultures or on persuasive writing.</p>