



TITLE:

How and why are holy books important?

This unit focuses on Christianity and Islam Study of Jewish holy writings can be added

YEAR GROUP: 3



Walsall SACRE RE Syllabus:
Non-statutory exemplification

This unit is one of a series of examples written for Walsall SACRE and teachers of RE by consultant Lat Blaylock, Fiona Moss and Julia Diamond-Conway of RE Today Services. Contact Lat, Fiona or Julia for support and guidance on the syllabus via email: lat@retoday.org.uk fiona@retoday.org.uk

How and why are holy books important?

Age Group: Year 3

Key RE themes and concepts:

Teachings and Authority: Bible and Qur'an (Comparisons with Torah can also be made)

Key questions to explore with pupils

- What is the difference between a favourite book and a holy book?
- Why is the Bible important to Christians?
- Why is the Qur'an important to Muslims?
- What can Christians learn from Jesus' words?
- How do Muslims use the teaching of the Qur'an to guide their lives?

Potential curriculum links

English, geography, history. This work contributes to developing cultural capital for pupils by showing them how sacred texts are positioned at the heart of cultures. Exploration of fundamental British values may connect to teachings from sacred texts.

Outcomes: Assessment focus: teacher observation and assessment for learning: I Can...

- Describe how the Bible and the Qur'an inspire aspects of Christian or Muslim life and worship
- Make links between stories in the Bible and their meanings
- Describe what a believer might learn from Jesus' sayings
- Ask good questions about how the Bible is used in the church
- Use some religious words to describe how important the Qur'an is to Muslims and say how Muslims treat the Qur'an because of this
- Make links between teachings in the Bible and the Qur'an and ideas that I think are important

ABOUT THIS UNIT:

This unit allows for exploration of the Bible and Qur'an. It begins by helping pupils to focus upon the difference between sacred texts and other texts with which they are familiar and may enjoy. It then moves onto helping pupils find out why the Bible is important to Christians. This is covered in a range of ways including delving into Bible stories, focusing on teachings within the Bible and researching through text and video. Following this, pupils concentrate on how Christians today might use the Bible.

Pupils start work on the Qur'an by thinking about why it is important to Muslims – this is done by looking at what a number of Muslims say about why the Qur'an is precious for them personally. Following this, pupils spend some time focusing on teachings within the Qur'an and their meanings.

The unit culminates with pupils thinking about both holy books, their teachings and influence on lives of followers before considering what influences their own lives. They apply their ideas in the creation of a book that might be useful for guiding children of their own age in life.

Estimated time for this unit (in hours) 10-12 hours, depending on whether a trip is carried out, and the depth of study you wish to plan and pursue.

Where this unit fits in:

This unit makes a good starting point for Key Stage 2 and RE work in Year 3, and will lead on effectively to work later in the year about sacred spaces, holy buildings and sacred journeys or pilgrimages. The sequence of learning builds upon RE's use of sacred stories and some examples of teaching from Bible and Qur'an: remind pupils of this from their KS1 RE.

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs teachings and sources
- Identity, diversity and belonging

ATTITUDES FOCUS

- **Self Awareness** - Becoming increasingly sensitive to the impact of their own ideas
- **Respect for All** – Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- **Open Mindedness** - Being willing to learn and gain new understanding

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Learnt some stories from the Bible	In this unit, pupils will have an opportunity to use words and phrases related to: Christian Religion: Jesus Bible Church Old Testament New Testament Communion Psalms Gospels Muslim Religion: Qur'an Muhammad Jibril Allah Religion in General: Holy book Teachings Wisdom Revelation Religious & Human Experience: Guidance Influence Codes for living	Web • BBC programmes are very helpful here, such as My Life, My Religion. The episodes on Islam can (currently) be found at: http://www.bbc.co.uk/iplayer/episode/b05p6sp2/my-life-my-religion-1-islam The episode on Christianity can be found at: http://www.bbc.co.uk/iplayer/episode/b05p6sp4/my-life-my-religion-2-christianity • RE:quest is a website exploring Christianity, much of which is suitable for KS2 http://request.org.uk/ • For teachers. Bible Gateway and Qur'an Browser can help you to look up passages from the Bible and Qur'an quickly and easily: https://www.biblegateway.com/ http://www.quranbrowser.org/ RE Today Services (www.retoday.org.uk) publish relevant items: ➤ Opening Up RE: Islam ➤ Opening Up RE: Christianity ➤ Opening Up RE: Creativity ➤ RE Ideas: Fairness and Justice (has a section on the beatitudes) ➤ RE Ideas: Sacred Places ➤ Developing Primary RE: Faith Stories ➤ Developing Primary RE: Words of Wisdom ➤ Free Stories from Christianity and Islam with accompanying questions/activities can be found on the NATE website. Look under 'primary' and click on 'stories' https://shop.natre.org.uk/

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

Pupils will have opportunities to develop:

- **Spiritually** Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- **Morally** Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion. Developing a sense of conscience.
- **Socially** Considering how religious and other beliefs lead to particular actions.
- **Culturally** Encountering people, literature, the creative and expressive arts and resources from differing cultures and religious communities

EXPECTATIONS: At the end of this unit

Pupils working towards the expected outcomes for this age group (most pupils) will:	• Retell the story of Daniel (or another story from the Bible) and suggest a meaning it might have for a Christian • Use new vocabulary to talk about what makes a book holy, giving examples from Muslim and Christian practice and ideas • Ask good questions about how the Bible is used in the church • Identify at least 2 Muslim beliefs after investigating what is taught within the Qur'an • Explain how and why copies of the Qur'an are treated with respect
Pupils working at the expected outcomes for this age group (many pupils) will:	• Describe what a believer might learn from Jesus' sayings • Describe how the Bible inspires aspects of Christian life and worship • Use some religious words to describe how important the Qur'an is to Muslims and say how Muslims treat the Qur'an because of this • Make links between teachings in the Qur'an and teachings that I feel to be important

ASSESSMENT SUGGESTIONS: During the unit, opportunities exist for assessment when pupils:

- Create mind maps about the Bible and look for meaning in Biblical stories/sayings – look for progression in knowledge about the Bible, understanding of meanings of a story/sayings and how they might relate to personal/modern life.
- Show understanding of how Christians might use the Bible – during venn diagram activity look for knowledge of ways in which the Bible is used both in church and elsewhere and understanding of the impact it has had on Christian worship and lives of believers.
- Display understanding of teachings within the Qur'an – both what the Qur'an teaches Muslims and reflective responses about teachings from the Qur'an that may be similar to pupils' own values.
- Use new vocabulary about Christian and Muslim holy texts accurately to describe their learning
- Contribute to a class book of wise words for guidance – do pupils understand that messages can be conveyed in different ways, through different types of writing? Can they choose an appropriate message to share?

If a final assessment is required in this unit pupils could:

- Show application of their learning about some features of Holy books in their final class book of wise words for guidance in life.
- Ask pupils to recall the clips that they watched regarding the Bible and Qur'an. Pupils could make their own 'documentary' clip about holy books. They can include points such as why the Bible and Qur'an are such important books, what is in the Bible and Qur'an, what someone can learn from reading the Bible or Qur'an etc. To make a quality documentary with lots of relevant information in, pupils will need support. They may need planning sheets to help scaffold who within the group will say what and when, lots of rehearsal time, some peer/teacher assessment during the rehearsal time to improve their overall presentations etc. Final documentaries can definitely be recorded for assessment purposes and for fun! They will be good resources to show to future groups of Year 3s



*This picture, copyright © RE Today, is provided for teachers using the Walsall RE Agreed Syllabus to use as part of this unit of work
Use it to explore the idea that holy writings can be seen as 'guide books for the journey of life'*

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: Learning Outcomes	<i>Points to note</i>
What is the difference between a favourite book and a holy book? How did Mary Jones inspire love for the Bible?			
Pupils should learn... ...the story of Mary Jones, whose keenness to own a Bible was the inspiration for the founding of the Bible Society ...that for many people there is a difference between a holy book and a favourite/special book	- Pose pupils with an exciting situation. They are all going to go and live on another planet! They will travel there with their friends and family. The new planet has wonderful homes, food, clothing etc for everyone and they will all be very happy there ... BUT ... due to limited room on the spaceship nobody can take many possessions from planet Earth. They are just allowed to pick 1 object that they own to take with them. They might never see their other possessions again. In pairs, pupils discuss which object they would choose to take and why. Discuss with pupils what made their choices the most special out of all the special things they own. Did they choose something because it cost lots of money? Did they choose something that was old or new? - Change the rules. This time, pupils can take 2 objects, but one of them must be a book. Pupils can take just 1 book. Ask pupils: Which book will it be? Why is this book more special than the others? Was the book you chose the most expensive book that you and your family own? Is your book a bestseller? - Share story of Mary Jones with pupils (either read the story or show a video such as this one: https://www.youtube.com/watch?v=XpwHm0MSCwA). Set up a hot seating activity with pupils having the opportunity to pose questions to Mr Charles, Mary and Mary's mum and answer in role in order to focus on characters' thoughts and motivations. - Explain that if pupils saved up for as long as Mary had done, they would have been saving up since they were 1 or 2 years old. If they had walked as far as Mary, they would possibly have walked further than from Walsall to Coventry (which is slightly less than 26 miles as the crow flies). With no shoes! Discuss whether any pupils in the class have been this dedicated about buying a book. - Remind pupils that Mary Jones did not carry out her actions for just any book, but for the Bible. Think, pair, share why this might have been. Share responses and discuss pupils' ideas about the key question 'what is the difference between a favourite book and a holy book?'. Ensure pupils understand that for many people, holy books are more than just 'special'. CONTINUED	Respond sensitively to the story of Mary Jones, noticing what matters to the characters (most pupils) Make links between the story of Mary Jones and the importance of holy books for many religious believers (some pupils)	This lesson is an opportunity to develop good attitudes towards books in general. Look at current children's best sellers. Discuss who has a particularly good reading book at the moment and favourite stories to read. Guided visualisation is a teaching method that gives pupils space to think. It may need to be carried out a few times in class before pupils get used to it, but once they do, the results can be incredibly powerful. For more on guided visualisation: http://www.usingvisualisation.com/

	- Use 'guided visualisation' to help pupils focus on 'beautiful messages'. Before reading the script, explain to pupils that they are going to have the opportunity to think deeply and carefully. They will then have the chance to share a 'beautiful message' of their own with the class (this message will be something that is meaningful and helpful to others). Carry out the guided visualisation activity, reading slowly and thoughtfully from the script that is printed on page 5 of this unit. Give pupils the chance to talk in pairs about thoughts and questions that come to their minds. On some high quality, special paper, pupils individually write their own 'beautiful message' – wise and thoughtful words of their own that they hope others will find useful and interesting. These messages can be shared if pupils wish. Draw parallels with how the Bible and other holy books may have beautiful messages in for believers. Examples of 'beautiful messages' in response to the guided visualisation: 'Some people are like the dark side of the moon and some are like the reflective side. Some people reflect hope and kindness and some argue and fight. So try to reflect the sun's light and be like the gleaming moon.' (by Jamie) 'Be kind to others so we can all live in a happy world. We can do wonderful things. We can run, walk, hold and the list goes on. We can create things and build. We're all wonderful.' (by Thomas) Guidebook for the journey of life - Discuss the picture on page 6 above. The person in the picture selling guidebooks stands for those who share holy texts with others. Imagine it was your job to write the introduction to a guidebook for the journey of life. What should it say? Come back to this question through the unit and towards the end give pupils – maybe in pairs – the chance to write their introduction. What wise advice about life would they include?		
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: Learning Outcomes	<i>Points to note</i>
Why is the Bible important to Christians?			
Pupils should learn... • ...reasons why the Bible is important to Christians • ...that stories are found within the Bible (and know a range of these) • ...that stories of Jesus are found in the New Testament • ...that the themes of Bible stories are important • ...at least 1 Bible story in detail and know what the important themes are within it	• Display and allow pupils to explore a range of different Bibles eg children's, family, large, small, leather bound, old new, Braille, foreign language. Remind pupils that the Bible is not only a world best-seller, but importantly a holy book for people who follow Christianity. Ask them to recap just how important the Bible was to Mary Jones. • Ask whether anybody knows anything else about the Bible or why it is important to Christians. Pupils can show their ideas on mind maps (either individually or in groups – whichever is best suited to your class' needs). Around the edge, they should write anything that they would like to find out about the Bible and its importance to Christians. • Explain that pupils will be adding to their mind maps by finding out extra information. Provide pupils with texts about the Bible and its importance to Christians. The RE:quest website would be a good place to get some of these texts from (for example http://request.org.uk/restart/2014/04/09/the-bible-2/). Pupils can add anything extra that they find out onto their mind map. Hopefully, they may discover answers to some of the questions they highlighted around the outside too. • In order to find out more about the Bible's importance to Christians and add to their maps, pupils watch a clip on the Bible from My Life, My Religion: http://www.bbc.co.uk/programmes/p02mwxtz • In the video, Bible stories are mentioned. Discuss which Bible stories pupils already know of. Allow children time to look through appropriate Bibles. Can they find the stories that they already know of? Do they come across other stories that they may be familiar with but did not realise were in the Bible? Remind pupils of how Nathan talked about the Old Testament and New Testament in the video. Discuss stories found by children which are in the Old Testament and those in the New, explaining that stories of Jesus are in the New Testament. Show pupils the Old and New Testaments in one of the Bibles. • Remind pupils of how Revd David Baverstock stressed the importance of some of the themes that are in the Bible stories for Christians. Choose at least 1 Bible story to focus on together from the Old Testament and draw out the themes. Teachers might like to concentrate on the story of Daniel as Nathan states that this is his favourite. In this case, share the story with pupils and ask them to freeze frame key scenes from it. Allow pupils to focus on the characters' thoughts and perspectives by using thought tapping or taking a picture of the freeze frames and asking pupils to add thought bubbles. • Discuss with pupils what they think the story says about key themes (eg bravery, trust, wisdom, G-d, sticking to your beliefs). Ask pupils whether any of these themes feature in other stories that they know of. Pupils can choose at least 1 theme and explain (orally/ in writing/ pictorially) when it has been important to them personally in their own lives. • Allow pupils to add any more information that they can to their mind maps.	Outcomes (most pupils) Retell the story of Daniel (or another story from the Bible) and suggest a meaning it might have for a Christian Outcomes (some pupils) Make links between stories in the Bible and their meanings	When children add information to their mind map, ask them to do it in a different colour to the one they initially wrote in. This means that everyone can quickly see where they have learnt new facts and information To find out more about using guided visualisation with the story of Daniel, go to http://www.usinvisualisation.com/#/brave-daniel/4588919208 It would deepen pupils' learning to focus on more than one Bible story.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: Learning Outcomes	<i>Points to note</i>
What can Christians learn from Jesus' words?			
Pupils should learn... ...to state and justify opinions ...some teachings of Jesus that are recorded in the Bible ...what a Christian might learn from Jesus' teachings	- Introduce a range of sayings that pupils may have heard before, such as 'if at first you don't succeed, try, try again', 'treat others as you would like them to treat you', 'when life gives you lemons, make lemonade', 'be a good friend to get a good friend', 'if you can't beat 'em, join 'em', 'an eye for an eye, a tooth for a tooth', 'slow and steady wins the race'. Discuss what the sayings mean with pupils and perhaps share one which you feel offers good guidance and advice. Gauge pupils' opinions about whether or not the sayings offer good guidance and advice using kinaesthetic means. For example: - Stretch a piece of string across the classroom. Label one end as 'strongly agree', the other as 'strongly disagree' – ask pupils to stand at the point of the string that best represents their opinion. - Put out 3 hoops labelled 'disagree', 'not sure' and 'agree' – pupils should stand in the hoop that best shows their opinion about each statement.* - Ask pupils to record on a scale of 1-10 how much they agree with each statement (1 being strongly disagree, 10 being strongly agree). Allow pupils to show their responses to each statement on a 'human bar chart'. However opinions are gauged, pupils' explanations and justifications of them are the important factor here. - Explain that the Bible records many of Jesus' words. Many Christians feel these give guidance on how they should live and help them to understand G-d. Give each group a saying of Jesus (printed here in child friendly language) eg 'Love your neighbour as yourself' (Matthew 22:39), 'Love G-d with all your heart, mind and strength', (Matthew 22:37), 'Do not criticise others and you will not be criticised. Forgive, and you will be forgiven' (Luke 6:37), 'If someone is unkind to you, you should be kind to them – do not try to get your own back' (Matthew 5:39), 'If you fight, you will get hurt by fighting' (Matthew 26:52). - In groups, children discuss what they think their saying means (teacher help might be necessary here) before devising a short role play showing a situation in which the saying might apply today. Share the role plays with the class and discuss whether each piece of guidance is still important for Christians today. Are they easy or difficult to follow? Which of Jesus' words might be useful for people who are not Christians to know about?	Outcomes (most pupils) Recognise the importance of Jesus' teachings for Christians and be able to identify at least one message from Jesus' teachings Outcomes (some pupils) Describe what a believer might learn from Jesus' sayings	*See Developing Primary RE: Words of Wisdom p2 for this activity

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: Learning Outcomes	<i>Points to note</i>
How do Christians use the Bible?			
Pupils should learn... ...that the Bible is used in different places and situations ...about acts of worship that are inspired by the Bible ...about how the Bible is used at church and elsewhere	- Show pupils a 'mystery box'. Allow them to explore its contents (ensure it contains contents used to guide people in daily life eg guidebooks, textbooks, instruction manuals, torches and lamps, maps, satnav). Ask pupils whether they can see a link between 2 or more of the contents of the box. Ask them to discuss in pairs or groups how all the contents might be linked in some way and take feedback. - Remind pupils of the clip they watched from My Life, My Religion. Nathan spoke of the Bible as 'G-d's word' and explained that it gave guidance on how to live one's life, with Nathan learning that G-d hears prayers from the story of Daniel and Kirsty learning that G-d gives strength from Philippians. If pupils have not done so already, can they link the contents of the box with the Bible? To see some other people explaining this, watch the first section of http://www.bbc.co.uk/education/clips/z24wmp3 - Look at pictures of Bibles being used in different places and situations eg a child reading the Bible at home, being read in church, being used in a Bible study group. What parts of the Bible do pupils imagine might be being read and what might the readers be thinking? - If possible, visit a local church but if not then use a virtual tour of a church. Search for evidence of use of the Bible within the church building. For example, is there a lectern? Where are the Bibles kept? Are any Biblical words displayed (perhaps on banners, noticeboards or Sunday School displays)? Are stories from the Bible depicted on stained glass windows? - Ask the vicar to explain how Bibles are used in Church and the Christian worship that is inspired by it (for example, communion, The Lord's prayer, singing of Psalms etc). - Collate information about how the Bible is used in church before inviting 1 or more members of the Christian community to school to speak about what the Bible means to them and how they use it outside of the church. Some pupils may be able to interview family and friends for more information here. - Discuss findings from church visit, visitors and interviews and gather together the range of ways in which the Bible is used. Classes could create a venn diagram with one circle labelled 'How the Bible is Used in Church' and the	Outcomes (most pupils) Ask good questions about how the Bible is used in the church during a visit Outcomes (some pupils) Describe how the Bible inspires aspects of Christian life and worship Outcomes (high achieving pupils) Use correct vocabulary to show good understanding of how beliefs and teachings of the Bible affect lives of Christians and inspire aspects of worship	If you are able to visit a church, the vicar or a member of the local community may well be able to work with the pupils and help them discover the influence of the Bible on that particular church building and Christian worship. If you are unable to take a trip, a vicar may be pleased to visit your school to discuss this, or you could help children to find out through using resources within the classroom.

	other 'How the Bible is Used at Home and Elsewhere'. The central area is reserved for ways in which it is used in both the church and other places. • Return to the 'mystery box'. Discuss with pupils how the Bible can be used like the objects inside. Ask pupils to finish sentences eg 'The Bible is a bit like a guidebook because...', 'The Bible is a bit like a torch / lamp because...', 'The Bible is a bit like a route map because...'. Which of the objects do pupils feel is the best to help explain how the Bible is used and why? • Finish watching http://www.bbc.co.uk/education/clips/z24wmp3 (from about 30 seconds in onwards). Pupils should imagine that they are designing the cover for the British Bible society. They should remember everything that the British Bible Society needs for a cover (eg attractive, stand out on the shelves etc). Just as importantly, pupils should include what they know about what is in the Bible, what it teaches, its importance to Christianity and Christians.		
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING Outcomes	<i>Points to note</i>
Why is the Qur'an important to Muslims?			
Pupils should learn... • ...ways in which Muslims treat the Qur'an and reasons for these • ...the story of the first revelation of the Qur'an • ...how important the Qur'an is to Muslims	• Before the start of the lesson, put a Qur'an on a high shelf in the classroom. Explain that you have put something extremely precious to many people in the classroom. Pupils should try to locate the precious object. Once they have found it, bring the Qur'an down from the shelf, explaining that it is a Holy book. Why do pupils think it was described as 'precious to many people'? Why do they think it was kept high up? • Teach pupils that the 'many people' here is about ¼ of the world's people and about 1 in 20 of the UK's people who are Muslims. • Share with pupils the story of the first revelation of the Qur'an. Focus on how Muslims believe that the Qur'an comes from Allah and was revealed to the prophet Muhammad by the Angel Jibril. It is believed to be a copy of a book kept in heaven and contains guidance from Allah on what to believe and how to live good lives. • In light of the above, explore with pupils ways in which the Qur'an should be treated. Here are ten examples to rank: the Qur'an is kept off of the floor, above the feet. It is often placed on a stand, and wrapped in silk. It is not thrown away if it becomes old and worn but buried, reverently. Muslims try to do what it says! Sometimes it is printed on special paper, and has a golden cover. Many Muslims learn lots of it by heart, and some learn it all – they are called 'Hafiz'. Which shows the most respect of all? Doing what the book requires! • Allow pupils to look at the words of some Muslims showing their attitudes towards the Qur'an. Cut up the cards on p6 of this unit plan. In pairs, pupils should read out one card and then jot down the most important thing the person says (either a key word or phrase). • Pairs join together to form 4s. Using their notes from the previous activity, write a group statement 'The Qur'an is precious to Muslims because...'	Outcomes (most pupils) Identify at least two reasons why the Qur'an is important to Muslims Outcomes (some pupils) Use some religious words to describe how important the Qur'an is to Muslims and say how Muslims treat the Qur'an because of this	Clips from Pathways of Belief can be found on the BBC's website. These can be watched with pupils to find out about the first revelation of the Qur'an and how the Qur'an is treated.

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: Learning Outcomes	<i>Points to note</i>
What do Muslims learn from the Qur'an?			
Pupils should learn... ...some of the teachings in the Qur'an ...that there are similarities between teachings in the Qur'an and the Bible	- Have a copy of the Qur'an on a stand at the front of the class and some flashcards. Tell pupils that you are going to explain what the Qur'an teaches. Hold up a flashcard saying 'don't lie' – ask what the world would be like if everyone abided by this rule. Explain that the rest of the flashcards are blank. Pupils are going to have to find out what is in the Qur'an in order to complete them. - In order to find out more about what is taught within the Qur'an, pupils can: - Watch My Life, My Religion The Qur'an http://www.bbc.co.uk/programmes/p02mwjsw, noting down any teachings they find out. - Look at a quotation from the Qur'an eg 'Always love Allah first. Think about what Allah expects when making decisions about what to do and what not to do.' Or 'Believe in G-d...and out of love for Him, for your relations, for orphans, for the needy, for the traveller, for those who ask...keep on praying, give regularly to charity, keep the promises you have made, be patient in the time of suffering and difficulty. Such are the people of the truth, the G-d fearing.', noting down anything this might teach a Muslim (pupils will need to discuss meanings of quotations first). - In pairs, pupils use what they have found out to see if they can make suggestions for some more flashcards stating what is taught in the Qur'an. Draw pupils ideas together – can the class work together to make a set of 10 flashcards using the information that they have found out? Discuss with pupils whether there are any of the flashcards that they think might be important teachings for everyone (whether or not they are Muslim). Can pupils demonstrate what they world would be like if everyone lived by this teaching and why it is important (through short role play/ diagram/ poem/ dance etc) - Remind pupils of Christian teaching: Matthew 22:37 and 39: 'Love God with all your heart, mind and strength. Love your neighbour as yourself.' (If Matthew 22:37 and 39 were not used in a previous lesson, introduce them now and discuss their meanings). Can pupils spot any similarities between the teachings from the Bible and teachings from the Qur'an?	Outcomes (most pupils) Identify at least 2 Muslim beliefs after investigating what is taught within the Qur'an Outcomes (some pupils) Make links between teachings in the Qur'an and teachings that I feel to be important Outcomes (high achieving pupils) Show that I understand some ways in which Muslim beliefs about the Qur'an affect their everyday lives	Ideas which pupils may want to put onto flashcards might include: • Love Allah • Believe in Allah • Make choices that Allah would expect you to make • Pray • Don't be greedy with money – be generous • Give to charity • Keep promises • Be patient • Give thanks to Allah • Do good deeds • Show what you believe in your actions

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: Learning Outcomes	<i>Points to note</i>
What guides and inspires me in my life?			
Pupils should learn... • ...that we all have influences upon our lives. • ...to apply knowledge of religious teachings in holy books to create their own book of guidance for life.	• Ask pupils to reflect on their learning in this unit. Can they remember stories and teachings from the Bible and Qur'an that might affect the way in which a Christian or Muslim chooses how to live their life? • Give an opportunity to explain similarities and differences between the texts they have studied: do the religions teach similar things? • Discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? • In a circle time, ask pupils to think about who or what influences and guides their own lives. How does this change their own actions? Pupils can be given 5 concentric circles (or an outline of 5 Russian dolls nesting inside each other). The middle circle or doll represents themselves, so pupils should write their own name inside it. The next represents the person or thing that influences them the most in their lives, so pupils should jot down the name of that person or thing in the appropriate circle/doll, giving a reason and example of how their conduct is affected if possible. Repeat with each subsequent circle/doll – pupils' choices that have more influence over their lives will be nearer the centre than those which have less. Pupils will end up with a diagram showing themselves and a number of guiding influences in their lives. • Think of where children of their own age often need guidance in life – what do children find easy or difficult? Write together a class book of wise words to guide pupils through lives. This might include stories and poems with relevant meanings, sayings and teachings. • Place the class book somewhere prominent and within easy reach for pupils when they want to use it. • Reinforce the idea that the class have made an incredibly important book. Ask pupils to identify the difference between a holy book and the very special book of guidance that they have made.	Outcomes (most pupils) Talk about teachings in the Bible and Qur'an and suggest a teaching for the class book that shows understanding of right and wrong Outcomes (some pupils) Identify how holy books influence believers and what influences me Outcomes (high achieving pupils) Outline my understanding and reasoning of how and why people find inspiration from scriptures and other sources	Pupils can be given sentence prompts in order to write their teachings. Such as 'Always...then...', 'Never...or...', 'Life is...so...', 'Remember to...before you...' It is easier for pupils to know what the teaching behind their story will be before they write it than to start writing and then think of an appropriate meaning