



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *Stories of Faith: What can we learn from stories shared by Christians, Jews and Muslims?*

Year Group: 5/6



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About this unit:

This unit focuses on why the ancient stories of the Bible are still so significant for Christian communities today. The unit enables pupils to enjoy some great stories and also to explore and reflect on the deeper meanings contained within them. It enables them to creatively explore the ways these stories speak today about relationships, safety and danger, vulnerability and beliefs about the 'hand of God' in human life. The stories chosen will act as a platform for exploring beliefs with pupils. 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 ~ this is one of a number of connections to work undertaken in literacy.

This unit will use four 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. They will use drama and music to build good RE learning through creative curriculum planning. They will be able to take note of Jewish, Muslim and Christian uses of the stories.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of sacred books and their place and importance in religions and in people's lives.

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 and Jewish stories and on beliefs and teachings from the Bible and the Torah. It aims to enable progression by using Biblical stories thoughtfully and creatively, whilst challenging pupils to make links between the material studied and their own lives.

Estimated time for this unit (in hours): 10-12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 - 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

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.

Key Fields of Enquiry addressed in this unit:

AT1: Learning about Religion and Belief

- Beliefs, teachings and sources
- Forms of expression

AT2 Learning from Religion and Belief

- *Questions of meaning, purpose and truth*

The core RE concepts that the unit develops are:

Beliefs (Christians believe that the Bible contains evidence of God's nature and purpose as revealed to different people at different times);

Symbol (Descriptions of God and important religious figures are given in a language which is symbolic of beliefs);

Guidance (People seek guidance about what to believe and how to behave; holy books can give followers this guidance).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self Awareness:** by building up their own sense of their abilities to respond to stories and to tell stories. They will have opportunities to think about mysteries and meanings in religious story for themselves, and make links to their own experiences;
- **Respect for all:** by considering how these stories are sacred to people in different religions. There are opportunities to take note of attitudes of respect between religions;
- **Open-mindedness:** by being willing to apply ideas from stories of ancient wisdom to their own lives, pupils will become increasingly open minded;
- **Appreciation and wonder:** by developing pupils' capacity to respond to stories with their own questions using story to promote curiosity. These stories carry many mysterious ideas about God and life: they can provide space to wonder.

The unit will provide these opportunities for pupils:

- To learn and remember some key Bible stories from Genesis through active story-telling and engaging classroom work;
- To understand some reasons why Bible stories are highly valued in the Christian community;
- To describe and explain some examples of stories from Genesis, suggesting meanings from the stories and making links to their own experiences;
- To begin to understand how Christian beliefs and values connect to Biblical stories;
- To consider the place of story in religions and to understand connections between story in Judaism, Islam and Christianity;
- A range of experiences such as active story telling, thinking skills activities, speaking and listening and opportunities to reflect.

Background information for the teacher:

The three faiths of Christianity, Judaism and Islam are closely connected historically and referred to as the 'Abrahamic Faiths' as they can trace their traditions back to Abraham. Christianity arose out of Judaism, becoming a separate religion; Islam sees itself building on, completing and correcting the Jewish and Christian scriptures. Consequently stories that appear in the Christian Bible are also found in the Torah and the Qur'an.

The Bible is divided into two major parts: the Old Testament and the New Testament. The first five books of the Old Testament also make up the Torah, the first part of the Jewish Tenakh. The stories in these books contain the laws and early history of the Jewish people, including the

Creation story, the story of Abraham and his descendants, and the story of the exodus from Egypt of Moses and his people.

The Torah's main purpose is to help Jews answer the question "What does God require?" Jews believe it to be perfect in every way; its teachings must not be altered and every part is of equal importance.

Christians believe that the Old and New Testaments describe how God reveals himself, how he acts and why he acts in this way. Christians believe that the Biblical texts were inspired and directed by God, but they do not revere the Bible as a physical object. This is because Christians want to remember that it is the living Jesus who is important, not information about him.

The Qur'an is held by Muslims to be the last revelation and the culmination of all previous sacred writings, including the Bible. Muslims believe that the words existed in heaven from the beginning and were then revealed to Muhammad and later recorded in the exact way that he received them. To Muslims, Adam, Abraham, Moses, Noah and Jesus are prophets sent by God, but that their words were distorted over time, so only the revealed words of the Qur'an are as God intended them.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity</p> <ul style="list-style-type: none"> ▪ Bible ▪ Creation ▪ Genesis ▪ God's purpose ▪ Judgement ▪ Patriarch <p>Religion in general</p> <ul style="list-style-type: none"> ▪ Comfort ▪ Guidance ▪ Holy ▪ Inspiration ▪ Islam ▪ Judaism ▪ Prayer ▪ Sacred, ▪ Scripture ▪ Strength <p>Religious and human experiences</p>	<p>Teachers might use:</p> <p>Websites</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE: www.natre.org.uk ▪ www.ngfl-cymru.org.ukk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group ▪ Christian artefacts (images): www.strath.ac.uk/curricularstudies/re/db ▪ 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 storybooks 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

<ul style="list-style-type: none"> ▪ Choice ▪ Consequences ▪ Innocence, ▪ Right and Wrong ▪ Thankfulness 	<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 The Bible Society UK: www.biblesociety.org.uk The Gideons: Bible placement charity: www.gideons.org.uk</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from helping pupils to think about big questions through story and by considering how sacred texts can give guidance to some people; • Opportunities for moral development come from exploring how stories found in the Bible can make you think about good and evil, right and wrong in your own life; • Opportunities for social development come from considering how different communities use their holy writings, and by working co-operatively in various ways; • Opportunities for cultural development come from encountering literature from other cultures. 	

Expectations: At the end of this unit...		
<p>Pupils working at level 3 will be able to:</p> <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 (AT1); ▪ Begin to identify the impact of the Bible on Christian people: what difference does it make to life? (AT1); ▪ Describe some ways in which God is active in the Bible stories (AT1); ▪ <i>Make links between some of the themes of the stories (e.g. choice and innocence, obedience and safety, jealousy and trust) and experiences of their own (AT2);</i> ▪ <i>Recognise that these stories are shared by Christians and Jews, and that Muslim have many stories of these Prophets as well (AT2);</i> ▪ <i>Ask and consider some important questions of their own about Bible stories, their meanings and their own experiences (AT2).</i> 	<p>Pupils working at level 4 will be able to:</p> <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 (AT1); ▪ Describe some different ideas about the meanings of Bible stories (AT1); ▪ Show that they understand some reasons why the Bible is a best seller (AT1); ▪ <i>Apply ideas like guidance or inspiration to their own chosen 'favourite words' (AT2);</i> ▪ <i>Apply their own views to the ways these stories are shared by different religions – Jews, Christians and Muslims (AT2);</i> ▪ <i>Raise and suggest answers to questions about the Bible and its place and use in Christian communities (AT2).</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> ▪ Explain how religious sources, such as the Bible, are used to provide authoritative answers to ultimate questions and ethical issues such as choice and innocence, the nature of the environment etc (AT1); ▪ Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities, with particular reference to Christians (AT1); ▪ <i>Pose and suggest answers to, questions of sacredness, identity, meaning, purpose and truth, as identified in the stories, relating them to their own and others' lives (AT2);</i> ▪ <i>Explain what inspires and influences them, expressing their own and others' views about the challenges of belonging to a religion (AT2).</i>

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 accessible to lower attaining pupils, 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 they understand why these words are sacred;
- Use ideas from the Bible and from 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;
- I can understand some reasons why the Bible is sacred for Christians;
- I can 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;
- I can give thoughtful responses to the question: what can I learn from ancient sacred stories for myself?
- I can express thoughtful views about aspects of the stories studied and their uses in faith communities;

- I can use, accurately and thoughtfully, the language of religious study, spirituality and morality to explain my understanding of religious stories from the book of Genesis.

Higher attaining pupils could:

- Research a wider range of different Bible stories (or stories from another faith) that have common themes with the Genesis stories. A group of pupils might present this research and another story to the class.
- Use video / DVD extracts, art, poetry, music to further explore and express the meanings of the stories.
- Include opportunities for pupils to express their own ideas / beliefs in creative and thoughtful ways, perhaps by writing a story of their own in which God or an angel is a key character.

UNIT TITLE: Stories of Faith: *What can we learn from stories shared by Christians, Jews and Muslims?*

Key Questions: *Why are some books special? What is a sacred text?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that different people have different sacred books, and the Christian sacred text is the Bible.</p> <p>To know that 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>	<ul style="list-style-type: none"> • Have a classroom display of special books. This should include special books that pupils and staff have brought in, some different 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 idea storm words/phrases 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 pupils about the RE unit they are starting: they will be hearing and learning about four stories from the Christian and Jewish sacred book (and explain that 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. • Pupils suggest reasons why such books are considered 'sacred' or 'holy'. 	<p>I can suggest reasons why some books are sacred or holy within religions. (AT1 L3)</p> <p><i>I can ask thoughtful questions of my own about why books are special. (AT2 L3)</i></p>	<p><i>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.</i></p>

Key Questions: *The Christian Holy Book: How is it used? Why does the Bible matter to Christians?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that the Bible is the sacred text of Christians, and know about some ways in which it is used.</p> <p>To consider the ways the Bible is treated and what this shows about the believer's view of the scriptures.</p> <p>To consider the idea that a text can change lives, can be inspiring or can guide a person.</p> <p>To 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 several suggestions for some of the contexts? Pairs join up and share ideas. • Invite a Christian visitor to talk about the use of the Bible in his or her own 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 people 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. Groups feed back ideas. • 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 also listen to songs inspired by the Bible. <p>Why is there a charity for giving the Bible away free?</p> <ul style="list-style-type: none"> • Tell pupils 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 '<i>It works</i>' 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? Pupils work in groups and feed back ideas. <p>What gives us guidance, comfort, strength or inspiration?</p> <ul style="list-style-type: none"> • Discuss whether there is anything in the pupils' 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. Share thoughts. • 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>I can describe ways in which the Bible is used today. (AT1 L3)</p> <p>I can think for myself about what the Bible might reveal to a Christian. (AT1 L3)</p> <p>I can show my understanding in questions and answers. (AT1 L4)</p>	<p><i>Note that the emphasis here is that the Bible today is important: pupils should not form an idea that the Bible is only an ancient book. It is a contemporary worldwide best seller too.</i></p>

Key Question: *What is it that makes the Bible so widely read and studied?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe their own most important books, giving reasons for their significance and impact on lives.</p> <p>To know that the Bible is the world's best-selling book and know some facts about it.</p> <p>To 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"> Idea storm 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. Pupils, in trios, consider books that have had a significant impact on their lives. Which? What impact? Why? Use the example of the Bible Society (www.biblesociety.org.uk) to teach about the Bible as the best seller. The site has lots of statistics and stories on it. Give the pupils five minutes in trios to idea storm 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 pupils 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 up to five new pieces of information. Add this to the 'collective knowledge' in appropriate categories. Invite pupils 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 pupils 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? etc. Ask the pupils to work in pairs to identify one or two questions 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. Pupils, in groups, compile information and then explain views to the class. 	<p>I can gather and present descriptive information about the Bible as a best seller. (AT1 L3)</p> <p>I can describe some of the impact of the Bible on the life of a Christian. (AT1 L4)</p> <p><i>I can identify some reasons why the Bible is so popular. (AT2 L3)</i></p> <p><i>I can raise, and suggest answers, to questions of sacredness. (AT2 L4)</i></p>	<p><i>This work is developed thoroughly in RE Today's publication 'Words of Wisdom' (Developing Primary RE series, ed. Mackley).</i></p>

Key Question: *What can we learn from the story of Adam and Eve?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of Adam and Eve from Genesis 2-3.</p> <p>To consider the ideas in the story, such as choice and innocence.</p> <p>To suggest the meaning of the story and the possible impact on Christians.</p> <p>To apply learning from the story to 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 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. For example, put a chair with a notice on it saying ‘Do not touch this chair’ in a place where pupils walk past at break. Have two pupils 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’ (or human continuum across the room). 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 pupils 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>I can give an example of a belief that Christians take from the story. (AT1 L3)</p> <p>I can raise questions and suggest answers about the meaning of the story and make links to the underlying beliefs. (AT1 L4)</p> <p>I can explain how religious sources can be used to provide authoritative answers to questions of meaning and purpose. (AT1 L5)</p> <p><i>I can make links between my own ideas and Christian ideas in the story. (AT2 L3)</i></p> <p><i>I can apply for myself the ideas of innocence and choosing to break a rule. (AT2 L4)</i></p>	<p><i>The story telling abilities of any teacher can be a huge asset in this unit.</i></p> <p><i>Search for the story teller within, prepare your storytelling carefully, and enjoy the magic of the spoken word.</i></p> <p><i>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.</i></p>

	<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? Share ideas in groups and feed back. <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 about the real meaning of the story and the impact it might have on Christians. Why? Ask them to share their ideas. • Groups consider the impact. What challenges might it pose for a Christian? • What challenges might this pose for pupils? What inspires or influences them? 	<p><i>I can explain what inspires and influences me, expressing my own and others' views on some of the challenges of belonging to a religion. (AT2 L5)</i></p>	
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Key Question: *What can we learn from the story of Noah?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of Noah and the Ark from Genesis 6-9.</p> <p>To reflect upon key moments in a Bible story and engage with the concept of prayer.</p> <p>To use the methods of Philosophy for Children to explore questions arising from the story.</p> <p>To 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 sticky 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 explain why they are key moments. Then ask them to write the prayers that Noah might have said at these moments (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 about the concept of prayer? <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 that the pupils choose. 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 – 	<p>I can single out a belief about God found in the story. (AT1 L3)</p> <p>I can use a developing religious vocabulary to describe and show understanding of religious story. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain some of the possible impact of beliefs upon individuals and communities. (AT1 L5)</p> <p><i>I can ask and respond to questions about the meanings of the story. (AT2 L3)</i></p> <p><i>I can apply ideas for myself about safety and danger in the story of Noah. (AT2 L4)</i></p>	<p><i>This and all the other stories in this unit can be taught in Literacy, as stories from another culture or traditional stories.</i></p> <p><i>Much good linked work on Literacy can be done, but in RE keep the focus on beliefs, teachings and ideas, not phonemes or adjectives!</i></p>

	<p>Christians today may pray if they feel in danger, for God's protection. Work linking to concerns from PSHE and SEAL might also be planned here.</p> <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.• Compare the two stories. What impact might this story have on the lives of Christians and Muslims? Might it have different impacts on different individuals?		
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Key Question: *What can we learn from the story of Jacob?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of Jacob from Genesis 28 and 32.</p> <p>To raise and suggest answers to questions relating to the story.</p> <p>To consider different points of view to build up their understanding of the story.</p> <p>To apply learning about the story to their own and others' lives.</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? Discuss in groups and feed back briefly. • 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? What impact might being still have in a Christian's life? <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>I can suggest what was important in Jacob's story and make a link to my own experiences. (AT1 L3)</p> <p>I can describe Jacob's dream, and give an idea of my own about a 'ladder between heaven and earth'. (AT1/2 L3)</p> <p>I can show that I understand that Jews and Christians believe God communicates with people in different ways, and God can accept us whatever we are like. (AT1 L4)</p>	<p><i>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.</i></p> <p><i>The stories raise issues about family life and belief that need sensitive handling –but not avoiding, in the classroom.</i></p>

	<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 pupils' own experiences and ideas. Offer the chance to pupils to make connections to their own experiences and lives.		
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Key Question: *What can we learn from the story of Joseph?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of Joseph from Genesis 37 and 39 – 46.</p> <p>To consider and respond to the ‘ups and downs’ of the story.</p> <p>To show understanding of the meaning of the story.</p> <p>To raise and answer questions about the story relating to 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, if appropriate. <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><i>I can make links between the experiences of the characters in the story and my own experiences. (AT2 L3)</i></p> <p><i>I can apply ideas from the story to my own and other people’s lives. (AT2 L4)</i></p> <p><i>I can describe some of the ‘ups and downs’ Joseph experiences. (AT1 L3)</i></p> <p><i>I can show understanding of how Jews and Christians see the ‘hand of God’ at work in the story. (AT1 L4)</i></p>	<p><i>This is a long story, and teachers may find it hard to give enough time to unpacking the whole of it.</i></p> <p><i>Some of the story will have been encountered in KS1 and can be quickly recapped.</i></p> <p><i>Working on the narrative as a literacy text can be fruitful for both RE and Literacy.</i></p>

	<p>The meaning of the Story</p> <ul style="list-style-type: none">• Discuss in groups what the meaning of this story is for members of the Jewish and Christian faiths. Is there meaning for people in general? Groups share ideas and feed back.• Pupils write about the importance and meaning of the story and the impact it might have on the lives of individuals and on the Jewish and Christian communities.		
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Key Questions: *What have we learned from stories in the Bible? What words are holy or sacred, especially wise, for us?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<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 narrative 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 impact it has on the life of a Christian (or/and Jew/Muslim); 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 him or her. 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 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? 	<p>I can make links between the stories I have studied and sacred words. (AT1 L3)</p> <p><i>I can describe some words that are significant to me and say why. (AT2 L3)</i></p> <p>I can show that I understand different ideas about how the Bible is used by Christians as a source of guidance and teaching. (AT1 L4)</p> <p><i>I can apply ideas from the stories to my own life and those of others. (AT2 L4)</i></p> <p>I can explain clearly how 'sacred words' can inspire, guide, challenge or comfort people in different religions. (AT1 L5)</p> <p><i>I can explain what inspires and guides me, applying ideas from my learning. (AT2 L5)</i></p>	<p><i>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.</i></p> <p><i>The task works well if taught in association with Literacy work on stories from other cultures or on persuasive writing.</i></p>

	<ul style="list-style-type: none">○ Is it holy or sacred or special in anyway? (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?○ What impact might the activities have on pupils?		
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