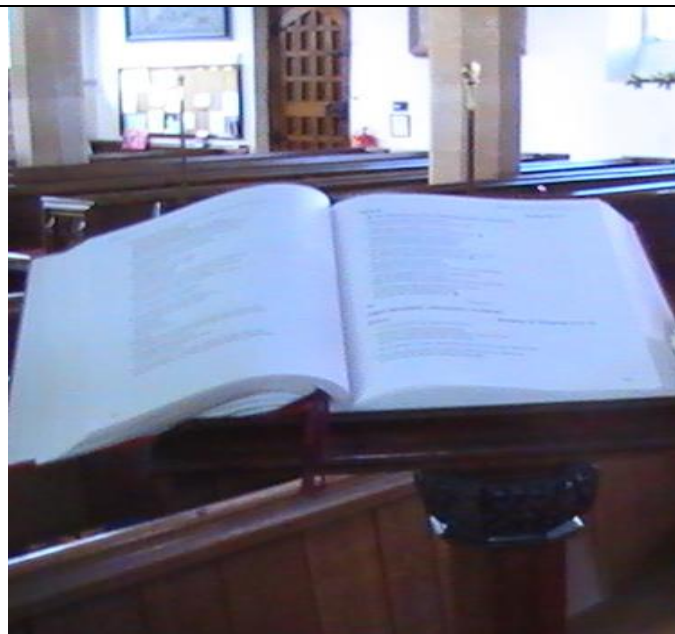




# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification



**Title:** Books and Stories in Christianity:  
*What do Christians learn from the Bible?*

**Year Group:** 1/2



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### **About this unit:**

This unit enables pupils to begin to understand how the Bible and the stories it contains influences the way Christians lead their lives.

The focus is on the importance of the Bible and its teachings to people of the Christian faith and the impact it has on their beliefs and practices. Pupils will engage in activities that will allow them to begin to understand why Jesus told stories in his teaching and why they are important to believers, and to think for themselves about questions to do with stories and why some are sacred and important in religion.

Pupils are encouraged to consider what can be learned from the stories that Jesus told and how they affect people's beliefs, with examples and teaching referring to their own experiences, beliefs and values.

### **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 books and stories in Christianity. The focus is on the stories that Jesus told to his followers by using the concepts of belief, authority and revelation to explore how and why some stories are important to followers of a religion.

This unit contributes to the continuity and progression of pupils' learning by exploring more stories from the Christian faith, developing further from the Foundation Stage unit, "What can we learn from stories from different religions?"

The unit builds upon learning about Christianity in the Foundation Stage and through other units in Key Stage One and links with the Key Stage One unit about The Torah.

The unit anticipates a further study of stories from different religions and of sacred texts in Key Stage Two.

**Estimated teaching time for this unit: 10 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 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.

### **Key Fields of Enquiry addressed in this unit:**

#### **AT 1: Learning about Religion and Belief**

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

## **AT 2: Learning from Religion and Belief**

- *Questions of Meaning, Purpose and Truth*

### **The core RE concepts that the unit develops are:**

**Belief** (Christians believe that the Bible is holy because it was written by people inspired by their belief in God);

**Authority** (Holy books have authority because the contents are seen as inspired by God);

**Revelation** (People who wrote holy books felt inspiration from outside themselves).

### **Attitudes Focus**

This unit will help pupils to explore attitudes of:

- **Self-awareness** by becoming increasingly knowledgeable about sacred stories from other religions and aware of stories that are important to them and why;
- **Open mindedness** by engaging in positive discussion and debate about the importance of these stories and the affect it has on the way people live their lives.

### **The unit will provide these opportunities for pupils:**

- To consider the concept of story and its importance to Christians;
- To consider a diverse range of views about questions of belief and how it is affected by sacred stories;
- From the study of Christianity, pupils will be able to think about their own experiences and views in relation to questions of belief and story telling;
- Experiences such as role-play, drama, creative art, story telling, thinking skills, and use of ICT.

### **Background information for the teacher:**

In Christian thinking, the Bible, made up of the Old and New Testament, acts as a guide for living and inspiration to be reflected upon. It is made up of commandments, stories and poems.

The New Testament contains the stories of and about Jesus. It follows his life from birth to after death, and the work of his followers.

The stories Jesus told are referred to as parables and were used to help people understand how God wished them to live.

Many religious traditions use story as a way of engaging with followers and believers:

- In Muslim thinking, the Qur'an is viewed as a series of teachings, the word of Allah as given to the Prophet Mohammed (pbuh);
- In Jewish thinking, the Torah, meaning teaching, is seen as the will of God. Orthodox Jews see it as the word of God and therefore to be taken literally whilst more progressive Jews see it as being written by man and therefore open to interpretation.

| Vocabulary & Concepts  | Resources   |
|--|---|
| <p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Specific religions</b></p> <p><b>Christianity</b><br/>           Belief<br/>           Bible<br/>           Friendship<br/>           Jesus<br/>           New Testament<br/>           Old Testament<br/>           Parables<br/>           Religion<br/>           Special</p>        | <p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>▪ Christian visitor to talk about their favourite Bible story;</li> <li>▪ Selection of Bibles;</li> <li>▪ Special books;</li> <li>▪ Pictures of stories to be used;</li> <li>▪ Props such as sling, pebbles, cloak for David and Goliath, toy animals i.e. sheep, pigs, money, coins, toy fencing;</li> <li>▪ A visit to a church to see where the Bible is kept and used;</li> <li>▪ Percussion instruments.</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues:<br/> <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ Online searchable sacred texts from different religions at:<br/> <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ <a href="http://www.request.co.uk">www.request.co.uk</a></li> <li>▪ <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> </ul> <p><b>Books</b></p> <p>“Wonderful Earth” - N. Butterworth and M. Inkpen ISBN 185 60800 56<br/>           “Stories Jesus Told” - N. Butterworth and M. Inkpen ISBN 0 5510307 20<br/>           “ Five Minute Bible Stories” - Lois Rock ISBN 0-7457-4757-3</p> <p><b>Film and video</b></p> <p>Dottie and Buzz (Ch 4)<br/>           Sarah and Paul (RMEP)</p> |
| <p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from considering others’ beliefs and becoming aware of their own;</li> <li>• Opportunities for <b>moral development</b> come from recognising the lessons the stories are trying to teach.</li> </ul> |   |

| <b>EXPECTATIONS: At the end of this unit...</b>  |  |   |
|--|--|---|
| <p><b>Pupils working at level 1 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name the Bible as the special book for Christians. (AT1)</li> <li>• Recall some of the stories in the Bible. (AT1)</li> <li>• <i>Talk about a favourite story from those studied. (AT2)</i></li> </ul> | <p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Retell a story Jesus told and what it means to a Christian person. (AT1)</li> <li>• <i>Identify things that are important to themselves. (AT2)</i></li> <li>• <i>Respond sensitively to stories about people from the Christian religion. (AT2)</i></li> </ul> | <p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make a link between how a Bible story is used in church and how it may have an impact on a Christian child. (AT1).</li> <li>• Use religious or spiritual vocabulary such as Bible, New Testament, Old Testament, parable (AT1).</li> <li>• <i>Ask some questions and suggest some answers about how the Bible influences Christians and what influences me. (AT2).</i></li> </ul> |

### **ASSESSMENT SUGGESTIONS**

*A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.*

*Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.*

With a talking partner pupils could list the Bible stories looked at over the unit and Babble Gabble their favourite story to partner explaining why it is their favourite.

They then describe what might the story mean to a Christian child? Less able pupils could look at pictures around the room depicting scenes from the stories. Can they match stories to pictures?

*Higher attaining pupils: To extend this work, ask pupils to describe ways in which one or more of the Bible stories might affect the life of a Christian child and reasons why.*

## UNIT TITLE: Books and Stories in Christianity: What do Christians learn from the Bible?

**Key Question: *What makes a book special?***

| Learning Objectives   | Suggested Teaching and Learning  | Learning Outcomes   | Points to note   |
|---|--|---|--|
| <p>To know that different books are special to people.</p> <p>To consider how to treat things with respect.</p> | <p>Show pupils a book that is special to you and explain why. Ask pupils to bring in their own special books and talk about them. Are they family heirlooms? Old/new? Discuss how they would feel if their book was lost or damaged. How should they treat each other's special books?</p> <p>Explain that a visitor is coming to school to talk about their special book.</p> <p>In pairs, write down three questions that you think no one else will ask. Ask them to choose their favourite one. Collect and make a list to make sure there are not too many duplicate questions.</p> | <p><i>I can talk about a book that is important to me.</i><br/>(AT2 L1)</p> | <p><i>(Note this lesson has links with unit on the Torah).</i></p> <p><i>The visitor should be a Christian, e.g. the local vicar, who is happy to come and share their "special book" and favourite story.</i></p> |

**Key Question: *What makes a good story?***

| Learning Objectives   | Suggested Teaching and Learning   | Learning Outcomes  | Points to note  |
|---|---|--|---|
| <p>To recognise a story.</p> <p>To talk about my favourite story.</p> <p>To talk about the different reasons people have different favourite stories.</p> | <p>Begin a story with the words “Once upon a time...” then stop.</p> <p>Ask the pupils what they were expecting. Discuss storytelling. What is a story? Who tells stories? Where do stories come from? What kind of stories do they like best? Why do people like stories?</p> <p>Explain that Jesus was a storyteller and that we will be looking at some stories he told.</p> <p>Pupils talk about, write or tape their responses to above questions.</p> <p>Discuss one or two stories they know. Do they have messages or meanings?</p> <p>Ask pupils to select a favourite story. Ask them to think carefully about the story and their favourite part in it. Ask them to draw a picture to illustrate this part of the story and then write about or describe why they like this part best. Higher attaining pupils could construct a book cover for their favourite story with a summary of the story on the back and their explanation of why this is their favourite story. They could also add details of the meaning or message of this story.</p> | <p><i>I can think and talk about my experiences of storytelling. (AT2 L1)</i></p> <p><i>I can say why a story is my favourite. (AT2 L1)</i></p> <p>I can identify key points of a story. (AT1 L1)</p> <p>I can retell and suggest meaning for my favourite story. (AT1 L2)</p> | <p><i>Links with Literacy.</i></p> <p><i>Pupils might like to bring in their favourite books from home to make a display.</i></p> <p><i>Some pupils find it hard to talk about favourite books but will be able to talk about favourite film or television stories.</i></p> |

**Key Question: *Why is the Bible special to Christians?***

| Learning Objectives   | Suggested Teaching and Learning  | Learning Outcomes  | Points to note |
|---|--|--|----------------|
| <p>To know that the Bible is special to Christians.</p> <p>To know some reasons why the Bible might be special to Christians.</p> | <p>Invite the vicar (or another Christian) into school to talk about why the Bible is special to them.</p> <p>Ask them to explain how they use their Bible, when they read it, why it is important to them, etc.</p> <p>Ask them to tell the pupils which story is their favourite and why.</p> <p>Ask them to retell their favourite story to the pupils.</p> <p>Pupils ask questions.</p> <p>Visitor explains what the story is all about and why it is important to them. How does it guide them in their own life?</p> | <p>I can name the book that is special to Christians.<br/>(AT1 L1)</p> <p>I can identify some reasons why the Bible is special to Christians.<br/>(AT1 L2)</p> |                |



**Key Question: *What stories are in the Bible?***

| Learning Objectives   | Suggested Teaching and Learning   | Learning Outcomes   | Points to note  |
|---|---|---|---|
| <p>To know some of the main stories found in the Bible and suggest reasons for their importance for Christians.</p> | <p>Have a number of different Bibles to show the pupils. Let them take time to explore them and to see that although they are different they all contain the same stories.</p> <p>Refer back to the visit from the Vicar and the stories they talked about. With support, help pupils to find them. Ask the pupils what they notice. (That the Bible is made up of lots of different stories and they have meanings that are important to Christians.)</p> <p><b>Select one or two stories from Old and New Testament to work with. Choose versions that make the stories clear and relevant to the pupils.</b></p> <p><b>What follows are only some examples of activities that teachers could do. Ensure that the pupils are given the chance to consider what each story might mean to Christians today.</b></p> | <p>I can recognise some of the stories found in the Bible.<br/>(AT1 L1)</p> | <p><i>Check stories chosen have not been covered in other units of work or in YR.</i></p> |

**Key Question: *How did the world begin?***

| Learning Objectives   | Suggested Teaching and Learning   | Learning Outcomes  | Points to note  |
|---|---|--|---|
| <p>To know that Christians believe God created the world.</p> <p>To reflect on the natural world.</p> <p>To suggest how we could look after this world.</p> | <p>Have a box of artefacts to help tell the story of the Christian creation. Take the items one at a time as the story unfolds and place along a strip of black cloth. Encourage pupils to think about/ reflect on story with questions such as:</p> <ul style="list-style-type: none"> <li>- I wonder what you think is the most important Creation.</li> <li>- I wonder what the world would be like without...</li> <li>- Which of these things is special to you? Why?</li> </ul> <p>End by asking pupils to look around the room and see if they can find an object that would fit into one of the days and place it there, i.e. model examples, candle, flowers, pictures, water, etc.</p> <p>Explain why the story is important to Christians (belief that God created world).</p> <p>Take the children on a walk or to a place where they can see a wide variety of natural things. (Or show lots of pictures).</p> <p>Look at the things in detail. What can they see? Encourage them to look really closely.</p> <p>Ask pupils to find and draw something they find fascinating. Display pictures with pupils' thoughts.</p> <p>Explain that you are going to make a class poem about the creation of creatures according to the Creation story. The poem begins with God asking, "What should the animals I make be like?"</p> <p>Thought shower as many types of animal as possible and then ask children to choose one of them and to say why it is special. Depending on the age/ability of the pupils, it may be useful to have a collection of toy animals for the children to look at. Make up a line to explain:</p> <p>Peacock - "we should be bright and colourful".</p> <p>Mouse - "we should be small and quiet" etc.</p> <p>The class poem can then be performed and concluded with God saying, "I will choose them all!"</p> <p>Return to consider the importance of the creation story for Christians today.</p> | <p>I can tell someone what happens in the Christian creation story. (AT1 L1)</p> <p>I can put parts of the Creation story in the correct order. (AT1 L2)</p> <p><i>I can talk about how it feels to create something myself and how it would feel to have my creation spoiled.</i> (AT2 L1)</p> <p><i>I can ask some questions about creation and its puzzling mysteries.</i> (AT2 L2)</p> | <p><i>Be careful not to repeat stories used in other units.</i></p> |

**Key Question: *Does bigger mean better?***

| Learning Objectives  | Suggested Teaching and Learning   | Learning Outcomes  | Points to note  |
|--|---|--|---|
| <p>To retell the story of David and Goliath.</p> <p>To recognise why the story is important to Christians.</p> | <p>Mime part of the story to the pupils, as David. Now take on the mantle of the expert (Hot Seat) and invite pupils to ask questions while you are still in role. Reveal and tell the story in this way.</p> <p>Stand up from the chair and invite pupils to describe what sort of person David was. Place on the chair sticky notes with pupils' thoughts.</p> <p>Create a 'sculpture' of the scene using pupils in freeze positions. Then ask pupils to create the communal voices of the characters and stand behind the characters voicing the thoughts or words of David, Goliath and possibly other characters.</p> <p>Discuss which part of the story they feel is most important and why.<br/>           What is the meaning of the story?<br/>           Why did David behave the way he did? Would they have done the same?</p> <p>Refer back to the story of David and Goliath. Ask pupils to turn to partner and tell them the story with as much detail in three minutes and then switch roles.<br/>           Explain the meaning of the story to Christians today.<br/>           Can children think of a time either they or a friend has been bullied or if they have ever picked on someone in an unkind way?<br/>           Discuss how the story helps Christians to know how to treat each other.</p> | <p>I can suggest what the story might mean for a Christian today.<br/>(AT1 L2)</p> <p>I can say how Christians treat each other because of their faith.<br/>(AT1 L2)</p> <p><i>I can respond to stories of bravery with my own ideas.</i><br/>(AT2 L2)</p> | <p><i>Links with PSHE and anti bullying.</i></p> <p><i>See "Drama Conventions Glossary" in the Support Materials.</i></p> |

**Key Question: *How should we treat our friends?***

| Learning Objectives   | Suggested Teaching and Learning   | Learning Outcomes  | Points to note                                       |
|---|---|--|--|
| <p>To recognise ways in which our actions can affect others.</p> <p>To retell the story of Zaccheus.</p> <p>To suggest reasons for wanting to change actions.</p> | <p>Use pictures to show a story of friends quarrelling and then making up. (Bel Mooney stories could be used here.)</p> <p>Ask pupils to suggest what they think happened. Invite pupils to share times they have fallen out with their friends and how they say sorry and make up.</p> <p>In pairs, ask pupils to role-play some simple situations and how they might resolve them. Freeze-frame and invite thoughts. Can anyone else help? How do we feel when we are sorry?</p> <p>In groups, write down ways arguments and quarrels can be resolved. Explain that sometimes we need someone to show us what we are doing wrong.</p> <p>Recap on previous work. Mime part of the story of Zaccheus meeting Jesus and invite pupils to ask questions.</p> <p>Tell the story of Zaccheus to the pupils and ask them to complete the sentences in the role of Zaccheus:<br/>           I haven't any friends because...<br/>           I'm climbing the tree because...<br/>           Jesus has been to my house.<br/>           Now I want to...</p> <p>Encourage pupils to share their sentences with rest of class and use them to discuss Zaccheus and how/why he changed.</p> <p>Why did he change? Can pupils think of times they have changed or would like to?</p> <p>Consider what the meaning of this story is for Christians today.</p> | <p><i>I can identify with the feelings involved in breaking up, making up and saying sorry. (AT2 L2)</i></p> <p><i>I can talk about saying sorry and forgiving people and say why it matters. (AT2 L2)</i></p> <p><i>I can talk about what happened to Zaccheus when he climbed the tree. (AT1 L1)</i></p> <p><i>I can retell a story from the Bible and suggest what it might mean to a Christian. (AT1 L2)</i></p> | <p><i>Link with PSHE and SEAL Relationships.</i></p> |

**Key Question: *Why did Jesus tell stories?***

| Learning Objectives                    | Suggested Teaching and Learning  | Learning Outcomes   | Points to note   |
|--|--|---|--|
| <p>To know why Jesus told stories.</p> | <p>Talk about Jesus as a good storyteller who told some of the most well known stories in the world. Explain Jesus told stories to teach people about God and how they should live. These are called Parables and have a special meaning.</p> <p>Tell the pupils the story of the <b>Good Samaritan</b> (Luke 10). Talk about the main characters and discuss backgrounds. Ask the pupils which person they would have expected to stop and help the injured man and who did help. Explain that, for Christians, being a good neighbour means being a friend to everyone.</p> <p>Break down story into scenes for pupils to express action through mime. Draw big hands and thought bubbles on a white board and retell the story, pausing at key moments for pupils to suggest thoughts and actions of the various characters. Write these ideas inside the shapes.</p> <p>Give the pupils sheet with large speech bubbles. If they were watching the events, what would they say to the people who walked by? What would they say to the Samaritan?</p> <p>Pupils to draw a picture of their friend and complete the sentence: A good friend is -----.</p> <p>Why is this story important for Christians today? What is it telling Christians to do?</p> | <p>I can retell Bible stories. (AT1 L1)</p> <p><i>I can express my own ideas about stories of bravery, kindness and friendship from the Bible. (AT2 L2)</i></p> | <p><i>Choose one or two of the Parables to look at in depth, rather than looking at all three.</i></p> <p><i>Links with literacy and P.S.H.E.</i></p> <p><i>Folens Ideas Bank Bible Stories N.T. Book 1 is useful. See "The Lost Sheep" by Nick Butterworth and Mick Inkpen and "The Lost Coin" by Nick Butterworth and Mick Inkpen for suitable versions.</i></p> |
|  | <p>Ask the pupils if they have ever lost anything precious to them and how it felt. Did they find it?</p> <p>Tell story of the <b>Lost Sheep</b> (Luke 15) and discuss meaning with the pupils. Talk about what Jesus is saying about the nature of God and the nature of the people. (God as a forgiving father. Each one of us is unique and important.) Talk about being sorry and making amends.</p>   |   |  |

|  |  |  |  |
|--|--|--|--|
|  | <p>Give pupils cut out shapes of sheep and shepherds. On shapes, write down words of how the sheep and shepherd were feeling.</p> <p>Pupils could write or talk about one time they did something wrong, were sorry and were forgiven and tried hard not to repeat the action.</p> <p>What is the meaning of this story for Christians today? What difficulties might there be in trying to follow the teachings?</p>  |  |  |
|  | <p>Tell pupils the story of the <b>Lost Coin</b>.<br/>Hide a number of plastic or chocolate coins around the room. Say that you have lost them and need help with finding them.</p> <p>Discuss meaning of the parable. (Christians believe that God thinks each person is special and important even when we do wrong.)</p> <p>Link story with the Lost Sheep and with their own experiences of losing and finding something.</p> <p>Discuss why the coin was so special.<br/>Children to retell story in pictures or to complete sentence: '<i>Finding the coin was important because.....</i>'</p> <p>Return to the meaning of the story for Christians. What difficulties might it present?</p> |  |  |

**Key Question: *How is the Bible treated in church?***

| Learning Objectives   | Suggested Teaching and Learning   | Learning Outcomes   | Points to note |
|---|---|---|----------------|
| <p>To know where the Bible is kept and how it is used in church.</p> <p>To reflect upon and respond to what has been learned about the Bible.</p> | <p>Recap with the pupils where the stories you have been looking at are from.<br/>Tell a talk partner at least three things they have learnt about the Bible.</p> <p>Share with class and discuss why Christians read the Bible today.<br/>Use pictures, DVDs (such as “Sarah and Paul”) or a visit to show where the Bible is kept in church and how it is treated.<br/>What clues are there that it is a special book?</p> <p>Use an enlarged picture of a Bible and ask pupils to write speech bubbles to place around it to explain something they know about the Bible, its stories and its importance for Christians.</p> | <p>I can make a link between how a Bible story is used in church and how it may have an impact on a Christian. (AT1 L3)</p> <p>I can describe what I have learned about the Bible. (AT1 L3)</p> |                |

**Key Question: *What have I learned during this unit?***

| Learning Objectives   | Suggested Teaching and Learning   | Learning Outcomes  | Points to note   |
|---|---|--|--|
| <p>To retell a story from the Bible and say why it is my favourite.</p> | <p>With a talk partner, list stories looked at over the unit. Have pictures around the room depicting scenes from the stories. Can they match stories to pictures?</p> <p>Babble gabble favourite story to partner and explain why it is their favourite. What might the story mean to a Christian child? How might that story affect the life of a Christian child?</p> <p>Give pupils time to write / word process and draw pictures of their favourite Bible stories to put in a big class book.</p> | <p>I can remember and tell someone things about my favourite Bible story.<br/>(AT1 L1)</p> <p>I can retell a story from the Bible and suggest what it might mean.<br/>(AT1 L2)</p> | <p><i>Links with Literacy; speaking and listening.</i></p> |