



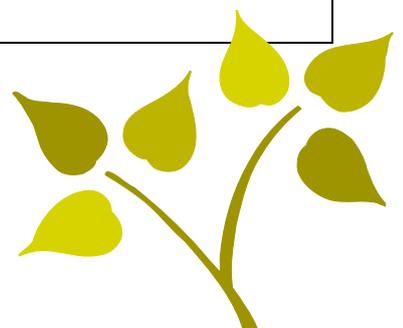
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Words of Wisdom: *What can we learn from reflecting on Christian, Sikh and Muslim wisdom?*

Year Group: 5/6



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About this unit:

This unit uses examples of 'words of wisdom' from Sikhs, Christians and Muslims to enable pupils to think for themselves about sources of guidance or wisdom in their own lives. Stories and sayings from the religions are used, not for skills of recall and memory, but for the opportunity they provide for pupils to reflect on their own experiences.

The unit has a reflective nature and uses 'experiential' methods for learning such as stilling, guided stories and guided reflections to enable pupils to learn from religion in a way that has opportunities for spiritual development at the heart.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well structured opportunities for learners to deepen their understanding of, and learn from, Christian, Muslim and Sikh scriptures, stories and sources of wisdom and authority.

This unit enables pupils to make links with the units studied earlier about Christianity and Islam and the Upper Key Stage Two unit, 'Sikhism in Britain: What is important to a Sikh in Britain today?' The aims of this unit are to build up pupils' skills in making links between religious ideas and teachings and their own experiences and ideas.

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 areas of the curriculum as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Teachings and Sources
- Forms of Expressing Meaning

AT 2: Learning from Religion and Belief

- *Meaning, Purpose and Truth*
- *Values and Commitment*

The core RE concept that the unit develops is:

Authority (People will follow teachings that they consider to have status and integrity – authority. The Scriptures of a religion have authority for followers of that faith.)

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming used to the value of stillness and silence for learning and reflection;
- **Appreciation and wonder** by spending time in a group looking for deeper meanings in experience.

The unit will provide these opportunities for pupils:

- To experience stilling and guided stories;
- To be able to think about their own experiences and views in relation to words of guidance/wisdom.

Background information for the teacher:

For some, the development of attitudes of respect comes from a deepening appreciation of the diverse wisdom of different traditions. Scripture is central to the beliefs and teachings of the Sikhs, Muslims and Christians, each in their own way. The study of sacred texts is not easy in the classroom: material is often hard to understand for younger children. Pupils will need the assistance of the kinds of experiential learning promoted by this unit to see beyond the surface to the wisdom of texts and to be able to apply ideas for themselves.

The Guru Granth Sahib – Sikhism The Guru Granth Sahib is the Sikh Holy Scripture. The fifth Guru, Guru Arjan Dev, collected all the sacred writings of the first five Gurus and of many highly regarded Sikh Saints. He compiled these into one book and named it the Adi Granth in 1604. The tenth Guru, Guru Gobind Singh added the writings of his father, Guru Tegh Bahadur and completed it in 1705. He declared that there would be no more Gurus in human form after him and that the Sikhs should recognise the Adi Granth as their Guru. In 1708, the Adi Granth became called the Guru Granth Sahib.

The Guru Granth Sahib is written in Gurmukhi script. It contains 1430 pages of hymns. These hymns have been arranged according to the 'Raga', or melody, in which they are meant to be sung.

The Guru Granth Sahib begins with the 'Mool Mantra' which contains Guru Nanak's description of God. The hymns contain the philosophy of Sikhism and the Guru Granth Sahib has a central role in Sikh life. Key teachings include:

- 1) Love of God and mankind;
- 2) Service to God and the community;
- 3) Equality of man and woman;
- 4) Respect and tolerance for other religions.

Sikhs have great respect for the Guru Granth Sahib. It is placed on a 'Palki', or decorated seat, which is kept on a 'Takkat', a raised platform, in a prominent position in the main prayer hall of the Gurdwara. It is covered with 'Armadas', or richly embroidered cloths. Above the Guru Granth Sahib is a colourful 'Chandni', or canopy.

Every day Guru Granth Sahib is brought to the prayer hall and a hymn is read from a page opened at random. This is called the 'Hukam', or the order of the day. A 'Granthi' performs all ceremonies and conducts prayers. During the singing of the hymns, the Granthi sits behind the Guru Granth Sahib and occasionally waves a 'Chauri', or fan, over the Guru. The Chauri and Chandni are

symbols of the Guru Granth Sahib's authority. After the evening prayers the Guru Granth Sahib is ceremoniously closed and taken to its 'Sukh-Asan', or place of rest.

A continuous reading of Guru Granth Sahib from beginning to end by a number of readers is called an 'Akhand Path' and it usually takes 48 hours to complete. It is done on special occasions like births, weddings, moving to new homes, and other special occasions.

The Qur'an – Islam. The **Qur'an**, whose name means "**recitation**" in Arabic, is the sacred text of Islam and the highest authority in both religious and legal matters. It is the culmination of all previous sacred writings, including the Bible.

Muslims believe the Qur'an to be a flawless record of the Angel Gabriel's revelations to Muhammad from 610 until his death in 632 AD. They believe that the words existed in heaven from the beginning and were revealed to Muhammad (pbuh).

The Qur'an's name is derived from the Angel Gabriel's initial command to Muhammad (pbuh) to "Recite!" Recitation is a fundamental concept associated with the Qur'an. The first followers of the Prophet memorised his recitation in order to recite it to others, following an established Arabic method for preserving poetry.

The revelation was put in writing shortly after Muhammad's (pbuh) death but it is still regarded as most authentic when recited aloud. Professional reciters of the Qur'an are held in very high esteem, and have often been influential in deciding matters of doctrine or policy.

The Qur'an is divided into 114 surahs (chapters) of widely varying length, which, with the exception of the opening surah (*fatihah*), are generally arranged from longest to shortest. It is always in Arabic, meaning it cannot be changed or misinterpreted.

The Qur'an provides guidance for Muslims but it is thought to be more than just rules. Muslims believe that it has the power to change a person's life. Many Muslims recite from the Qur'an every day and believe that this helps them to achieve a sense of physical and spiritual completeness and closeness to their creator.

When not in use, the Qur'an is wrapped in a clean cloth and kept on a shelf above all other books. It is kept on a special stand and great ceremony is attached to it when it is taken out for prayer or study. When it is being read, everyone is silent and may not eat or drink.

The Bible – Christianity. The Christian Bible consists of two major parts - the Old Testament (OT) and New Testament (NT). The word "Bible" comes from Latin *biblia*, meaning "books". The word "testament" means "covenant". The Old Testament contains 39 books of Jewish scripture whilst the New Testament features 27 books of Christian scripture. There are an additional six books, known as the Apocrypha which Roman Catholics also regard as scripture.

The Bible was written by many different authors writing in many different times and places. It was written from about 1450 BC to 100 AD. It contains many literary genres - poetry, myth, wisdom literature, prophecy, letters and narratives.

The Bible was the first book to be printed, in 1454. Miles Coverdale published the first English translation of the entire Bible in 1535. The Bible has been translated into over 2,000 languages.

Christians believe that the Biblical texts were inspired and directed by God. They believe that they describe how God reveals Himself, how He acts and why He acts in this way. However, Christians

do not revere the Bible as a physical object. This is because they want to remember that it is the living God who is important, not information about Him.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><i>Religious Studies</i></p> <p>Alert Bible Guru Granth Sahib Quotation Qur'an Peace Quietness Reflection Relaxed Revelation Sacred text Scriptures Stillness</p>	<p>Teachers might use:</p> <p>Web</p> <ul style="list-style-type: none"> ▪ www.theresite.org.uk: a good place to look for examples ▪ NATRE's website has a good question about religious experience on its database of pupils' writing about religion and spirituality: www.natre.org.uk/db ▪ www.re-xs.ucsm.ac.uk/schools/ provides interesting teacher resources ▪ For downloadable artefacts pictures and line drawings: http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Images ▪ A useful general site from another SACRE: http://www.devon.gov.uk/dcs/re/places/index.html ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ www.request.co.uk ▪ www.bbc.co.uk/education ▪ www.faithintowerhamlets.com ▪ www.biblegateway.com is useful for finding bible passages in different translations ▪ Inspiring art could be used in this unit www.gallery.euroweb.hu is an online database of thousands of paintings (over 11, 600 painted between 1150 and 1800), all digitally reproduced <p>Books</p> <ul style="list-style-type: none"> ▪ Reflections, edited by Rosemary Rivett, RE Today ▪ Don't Just Do Something, Sit There, by Mary Stone, RMEP ▪ Stilling by Michael Beesley. Diocese of Salisbury ▪ Developing Primary RE: Words of Wisdom is a complete resource for the unit, edited by Joyce Mackley from RE Today ▪ The Book of Books - Trevor Dennis ▪ Sikh Stories by Anita Ganeri ISBN: 0237520370 ▪ New Methods in RE Teaching by David Hay, John Hammond et al, Oliver and Boyd (out of print, but in many RE libraries and resource centres, including Forest Lodge) ▪ The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities ▪ Iman Publishing: authentic books for FS2- Y3 Stories of the Prophet from the Qur'an. info@iman-publishing.co.uk ▪ A good selection of books about the Prophet can be obtained from The Festival Shop (www.festivalshop.co.uk), including: <ul style="list-style-type: none"> ➢ My Muslim Year ➢ The Life of Muhammad (pbuh) ➢ Great Religious Leaders - Muhammad and Islam ➢ Islamic Stories <p>Other</p> <ul style="list-style-type: none"> ▪ PCET, Folens and Nelson publish some useful photo / picture packs on particular religions ▪ A visitor from the faith community prepared to answer questions devised by the pupils.
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> ▪ Opportunities for spiritual development come from increasing pupils' capacity to use skills of empathic reflection, silence and inner thought. 	

EXPECTATIONS: At the end of this unit....		
<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> ▪ Describe what they have learned about Sikhs, Muslims or Christians. (AT1) ▪ Identify some things that have influenced their ideas about spiritual questions. (AT1) ▪ <i>Make a link between a spiritual or religious idea and an idea of their own. (AT2)</i> ▪ <i>Ask important questions of their own about spiritual and religious ideas. (AT2)</i> 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Use religious vocabulary to show their understanding of examples of Sikh, Muslim or Christian wisdom. (AT1) • Suggest varied answers to questions about meaning and purpose in the wisdom of the religions studied. (AT1) • <i>Apply ideas of their own to understand wisdom from different religions. (AT2)</i> • <i>Describe clearly the wisdom that inspires me. (AT2)</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain clearly some examples of similarities and differences in the wisdom of 3 religions. (AT1) • Relate their questions and answers about wisdom in life to the teachings of Sikhs, Muslims and Christians. (AT1) • <i>Explain clearly how and why religious wisdom has inspired or influenced them. (AT2)</i> • <i>Express their own views on the wisdom and challenges of the religions studied. (AT2)</i>

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.

Provide for the pupils to show what they learned by setting the challenge to the class to create pages for their own 'holy book'. Explain that this will be very small scale compared to the words of Gurus, Prophets or Apostles from the sacred texts in the religions, but still potentially inspiring. The task:

- Can you write your own contribution to a 'holy' book?
- Choose a story, saying, poem or song, or piece of wisdom that you find inspiring.
- Make a beautiful page of this.
- Write a short answer to the question: Why is this inspiring for you?

This task is designed to encourage a reflective response from every child, and to enable a class to collaborate in a project that all can be proud to complete.

Bind the class's pages together into a "Book of Inspiring Ideas from Class 5Z", as appropriate.

Lower attaining and higher attaining learners: All children will be able to access this assessment task and achieve at a variety of levels.

UNIT TITLE: Words of Wisdom: *What can we learn from reflecting on Christian, Sikh and Muslim wisdom?*

Key Question: *How can stillness and silence help us to learn?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To experience the practice of 'stilling'.</p> <p>To know that shared stillness can help us to think deeply, use our imagination well and be creative.</p>	<p>Learning to sit still Teachers should choose a good time of day and set this lesson up carefully. Use the script below with the class, after explaining a bit about the unit of RE that they are beginning.</p> <p>“Place your chair so that it is facing me and not touching your table. Sit right back on your chair so that your back is right up against the back of the chair. Put both feet flat on the floor. Place your hands on your lap or let them lie loosely on your knees or on the table in front of you. Give your shoulders a shrug to make sure you are relaxed even though you’re sitting upright. Now you’re sitting in an alert, relaxed position. We will spend a short time in this position. Just take the chance to be aware of what has happened to you today. Think over the whole day so far, from when you woke up until now ... (pause for 30-45 seconds). What was the best bit? What made you smile? When you are ready, open your eyes again and share your thought quietly with your partner.”</p> <p>A variation: it may be possible for pupils to lie on the floor (preferably carpeted) for this exercise.</p>	<p><i>I can sit in a relaxed, alert position and I can use silence to help me think deeply.</i> (AT2 L4)</p>	<p><i>This is unusual learning, but it has the potential for deep and spiritual RE. While it is not easy to 'measure' the impact of the methods, pupils do give good feedback through speaking and listening activities.</i></p>

Key Question: How can breathing exercises help us to be calm?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To use breathing exercises to enable pupils to think deeply and use imaginative abilities.</p>	<p>Follow the same routine as in the previous session to begin with. Then the teacher might say:</p> <ul style="list-style-type: none"> ○ When you are sitting in an alert and relaxed position, with your eyes closed, begin to breathe slowly and silently. Don't change your natural breathing, but do notice it. Notice the way your breath enters and leaves your body... ○ As you breathe in, begin counting in your mind. Each time you breathe in count slowly to four in your mind: In...two...three...four. Each time you breathe out count slowly to four: Out...two... three...four... And then start again. If your mind wanders, bring it back gently. ○ Teacher pauses for a short while to allow pupils to focus on their breathing, building up to perhaps a couple of minutes. <p>A variation: Ask the children to breathe in good things like air, health, calmness, imagination, and to breathe out bad things like tension, annoyance or anger.</p> <p>After the exercise: Ask pupils to make an image/drawing of their breathing. They might use clouds or lungs as a framework. Ask them to choose words or symbols that experience in the exercise. Discuss the outcomes in circle time.</p>	<p><i>I can focus on my breathing and I can use the silence to help me think deeply. (AT2 L4)</i></p>	<p><i>Pupils with breathing-related problems such as asthma or hay fever may find this activity difficult.</i></p> <p><i>Pupils should be provided with the opportunity to observe.</i></p> <p><i>Pupils' spoken feedback will help the teacher to know how far the objectives were achieved.</i></p>

Key Question: How can a tensing exercise lead to better imagination?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To experience how tensing and focusing on parts of the body can help in using a relaxed mind for learning imaginatively.</p>	<p>Tensing can be used alongside the stilling or breathing exercises to enable pupils to be more confident in using stillness for learning. The teacher might say:</p> <ul style="list-style-type: none"> • Now that you are sitting in an alert, relaxed position, let your eyes close gently (or look at the floor if you prefer, so as not to distract others). I'm going to ask you to focus on your body. As I mention each part of your body... feet... hands... face...and so on... I would like you to focus on that part. • First of all I want you to focus on your feet... how do they feel? ... Flex your toes... and then let them relax. Now do the same with the muscles in your legs – tighten the muscles... hold that tension for a moment... and then let the muscles relax. (<i>Lead pupils, in the same way, to focus on other parts of their body... their bottom... stomach... chest... shoulders... neck... different parts of the face... scalp.</i>) Pause for a short while, perhaps around a minute, before bringing the children 'back to the room'. <p>Variation: this is a good point in developing the class's ability to work in this reflective way to give them some imaginative freedom. Ask them to imagine their favourite quiet and beautiful place on earth, and picture themselves there, with two companions. This kind of script may help:</p> <ul style="list-style-type: none"> • Look closely... what do you see? Notice the colours... shapes...textures. What can you hear? What is happening to you? How do you feel? What are you thinking? Spend a few moments enjoying your time in this special place. When you are ready slowly open your eyes... come back into this room... stretch if you want to ... rejoin the group. • After time spent in this, ask the pupils to create a simple 2 colour drawing of the scene. 	<p><i>I can focus on different parts of my body to help me get into a relaxed, alert position and I can use the silence to help me think deeply. (AT2 L4)</i></p>	<p><i>The exercise can be done simply as 'tensing', or pupils can be led to focus on their breathing as outlined in the previous activity above, or the exercise can be used as a prelude to one of the imaginative sessions that follow.</i></p>

Key Questions: What do Sikhs think about the value of money? What do I think?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand Sikh teaching about the things that matter more than money, such as justice, service to others and appreciating the divine.</p> <p>To use a stilling technique and a contemplation activity to deepen understanding of values beyond mere 'cash value'.</p> <p>To make sense of links between Sikh story, scripture and teaching, and ideas of one's own.</p>	<p>Sit the class in a circle in a room where the lighting is soft. Use a stilling activity from those practised above to get the mood of the class right.</p> <ul style="list-style-type: none"> Place the first bowl with money in the centre of the group on a table where it is visible to everyone. Ask the group to look at it and to allow thoughts, ideas and imaginings to flow through the mind. Ask them to note their feelings and ideas. Ask the children to imagine that they had won the bowl of money in a competition: what would they do? After a few minutes (2-3 minutes is long enough) remove the first bowl and replace it with the second empty bowl and its label. Tell the pupils again to allow thoughts and associations to flow through the mind and to note their feelings and ideas. Ask them to think about how they would complete the label 'Living a rich life is...' Again, after a few minutes remove the bowl. Allow time for individuals to note down their ideas. Questions to discuss: What did the first bowl of money represent to you? Try to say why. What association(s) did it bring to mind? What did the second bowl represent to you? Try to say why. What association(s) did it bring to mind? What ideas did you have about using the money? How did you complete the sentence 'A rich life is...?' Let pupils share responses in two or threes, then follow this up by a general discussion of the interpretations, feelings and questions that the symbol raises. Read together a story of Guru Nanak in which his attitude to money is made clear, and/or some sayings from Sikh scripture about the limits of cash (there are many examples). Consider what can be learned from the Sikh's wisdom about money. Ask children to record their learning from Sikhism in an appropriate form (poster, poem, PPT). 	<p><i>I can use stillness and imagination to reflect for myself on questions about values. (AT2 L3)</i></p> <p><i>I can make links between Sikh teaching and my own ideas. (AT2 L3)</i></p> <p><i>I can understand and apply ideas about the things that matter more than money for myself, using Sikh teaching (AT2 L4)</i></p>	<p>Equipment: You'll need to create a bowl which appears to contain a great deal of money (newspaper cut to the size of £10 or £20 notes concealed under one or two real ones – or get some other pupils to 'colour in' copies of notes). You'll also need a bowl which is empty but has a label saying 'Living a rich life is...'</p> <p><i>Sikh Stories by Anita Ganeri has several stories that illustrate the Sikh attitude to money, written in a very child friendly way.</i></p>

Key Questions: *What do Muslims think about the beauty of nature? What do I think?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore and respond to ideas about creation from Islamic traditions.</p> <p>To think about the beauty of the Earth for themselves, connecting their thoughts to the idea of thankfulness.</p>	<p>Muslims thank God for a beautiful creation. What do you think?</p> <ul style="list-style-type: none"> ▪ Pupils hear and respond to Islamic teaching about the beauty of the world Allah created and link their own ideas about the beauty of the earth to Muslim ideas. ▪ Pupils read and hear a selection of ideas from the Qur'an about the beauty of the earth and the beauty and creation of Allah. ▪ An Islamic saying about God: 'When you walk towards God, then God runs towards you.' Ask pupils to consider the Muslim teaching that humans can see signs of Allah's mercy and kindness in the created world ▪ Ask pupils in groups to select and organise twelve or thirteen images of the beauty of the earth, perhaps one for each month of the year, as a calendar. Ask them to select a Qur'anic saying or a traditional Hadith to go with each of the images they choose. Creating these calendars provides for pupils to learn about the Muslim calendar (which is lunar, and has 13 months), and to express ideas of their own in the light of their learning. ▪ Share the images selected by the groups and consider these questions in conversation: <ul style="list-style-type: none"> ○ Why is it wise to think about and care for the natural world? ○ What do Muslims think about Allah as creator? ○ What reasons might Muslims give for caring for the earth? ○ Does the beauty of the earth show the mercy of God? • What 'wise words' did the pupils like in this lesson? 	<p>I can describe what the Qur'an says about Allah's creation. (AT1 L3)</p> <p>I can make links between the beauty of nature and Muslim belief. (AT1 L3)</p> <p><i>I can describe the most beautiful aspects of nature for me, and respond to ideas about creation. (AT2 L3)</i></p>	<p><i>Sensitive handling of the Qur'an as a religious artefact is important: just as important is to enable pupils to access the words of the text for themselves, and appreciate its messages.</i></p>

Key Questions: *What do Christians think about the meaning of love? What do I think?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe and understand the teaching of St. Paul in the Bible about love, and to broaden and deepen their own understanding of the idea of love.</p>	<p>Christians believe God has given humanity the gift of love. What do you believe?</p> <ul style="list-style-type: none"> ▪ Pupils begin by making lists in pairs of the characteristics of love. What is love like? What does love do? How does love feel? Talk about the different kinds of love here, and emphasise the love between members of the family. Recognise that this is a sensitive discussion, and respond sensitively. ▪ Ask pupils to listen to and study and think about the words of Saint Paul from 1 Corinthians 13 on the topic of love. Explain that these words are often read at Christian weddings, and ask the pupils why this might be. They are also read at funerals sometimes. Why might this be? ▪ Ask pupils to listen to a sung version of this chapter of the Bible, if you can. They might create some movement or dance patterns to go with the song. ▪ Ask pupils to think of other poetry or songs they know about love, and see if there are links between these songs and poems and the text from 1 Corinthians 13. <p>Give each pupil a copy of the text, centred on a page. Ask them to write reflections of their own about love around the edges, and to make the text beautiful with calligraphy and decoration.</p>	<p><i>I can describe what makes a good relationship on 'both sides'. (AT2 L3)</i></p> <p><i>I can make links between Christian teaching about love from the Bible and ideas of my own. (AT2 L3)</i></p> <p>I can understand why the Bible is a source of wisdom for Christians. (AT1 L4)</p>	<p><i>As with many RE topics, this is a sensitive area. Teachers develop their own ways of making sure the pupils' own experience is valued, and troubled children can find this work powerful.</i></p>

Key Question: *How can I express what I have learned about money, beauty and love?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To express their understanding of 'wisdom' creatively.</p>	<p>Choose a topic and express through a work of art</p> <ul style="list-style-type: none"> ▪ Pupils choose one of the three topics that have been studied and express their responses through a piece of creative work. This work may be musical or artistic. ▪ For a very simple approach, give pupils the chance to make acrostic poems, or to include symbols of their choice on a large class collage, in three sections, for the different 'wisdom' topics they have covered. ▪ Pupils need time and space to develop ideas here, and the opportunity to talk and write about their idea. ▪ After making the art work, then pupils might discuss or write about these prompts: <ul style="list-style-type: none"> ○ What 'wisdom' is shown in your work? ○ What did you learn from the religions you studied in this unit? ○ Why do different people have different 'wisdom'? ○ Are there wise words in all religions? What examples do we know? <p>Are you proud of your work? Why? How can it be made even better?</p>	<p>I can make a link between the wisdom found in religions and some things I think are wise. (AT1 L3)</p> <p>I can express my understanding of a key idea about wisdom from one of the religions I've studied. (AT1 L4)</p>	<p><i>Links to the art or music curriculum are obvious here.</i></p> <p><i>Literacy links can also provide more time to explore vocabulary and narrative than is often available for RE. Seize the links for good work in both subjects.</i></p>

Key Question: *What have we learned in this unit?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To work collaboratively to create a shared selection of wise words.</p> <p>To learn about questions to do with the nature of sacred writing and holy texts, recognising and starting to understand the influence of such texts on millions of people over thousands of years.</p>	<p>Writing a class book of wise words.</p> <ul style="list-style-type: none"> • Provide for the pupils to show what they have learned by setting the challenge to the class to create pages of their own 'holy book'. Explain that this will be very small scale compared to the words of Gurus, Prophets or Apostles from the sacred texts in the religions, but still potentially inspiring. • The task: Can you write your own contribution to a 'holy' book? Each pupil thinks about wise words and creates a page for the class's 'sacred book' with their own choice – or composition – of wise words included. • Encourage pupils to spend time thinking about the words they choose, and presenting them using calligraphic skill, suitable imagery, or in some other special manner. Songs, holy books, family wisdom or quotations websites are interesting starting points for this. 	<p>I can make a link between a spiritual or religious idea and an idea of my own. (AT1 L3).</p> <p><i>I can describe clearly the wisdom that inspires me. (AT2 L4)</i></p> <p>I can express my own views on the wisdom and challenges of the religions I've been learning about (AT1 L5).</p>	<p><i>This task is designed to encourage a reflective response from every child, and to enable a class to collaborate in a project that all can be proud to complete. It can make powerful links between RE and Literacy.</i></p>