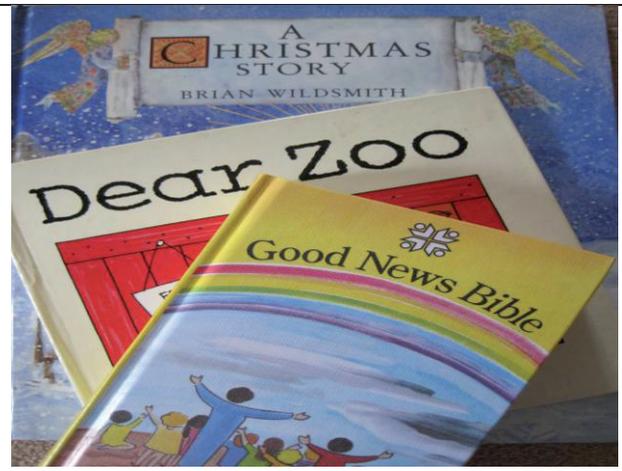
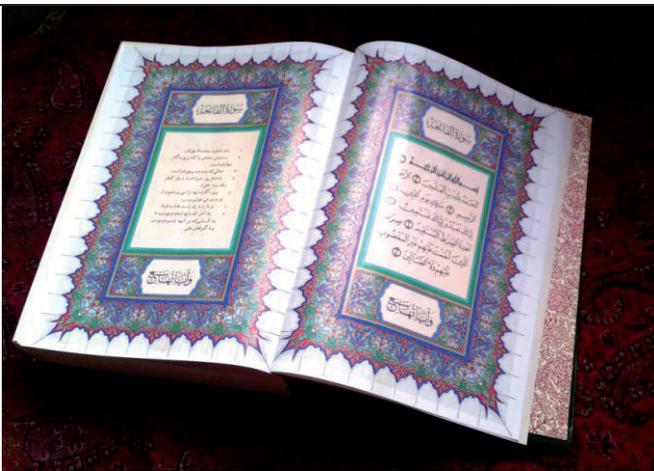


The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *Special Books: What can we learn from stories from different religions?*

Year Group: *Early Years Foundation Stage YR*



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Year Group: EYFS - YR

About this unit:

This unit enables pupils to understand that some books are particularly special and need to be treated with care. They will also be helped to understand that many stories have special meanings for people and that they may help people to learn or guide them in how to behave.

The focus is on appreciating the importance of books and stories to people, including to religions and to become familiar with some of the more common stories from a number of the world's religions.

Pupils will be encouraged to think for themselves about the meanings in the stories. They will consider why books and stories can be important and special then begin to look at how they might be used in faith communities.

Pupils are encouraged to refer 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 story and what we can learn from stories from a range of places, including different religions. The unit will focus on a range of books and stories including some from Hinduism, the Bible and the Qu'ran.

This unit contributes to the continuity and progression of pupils' learning by introducing them to books and stories from different religious traditions.

The unit anticipates a further study of "Books and Stories from Christianity" and "The Torah" at Key Stage One and further study of sacred text and of different religions and beliefs throughout the key stages.

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. As this is a unit for Early Years Foundation Stage, it is expected that the main teaching activities will form the basis for large group time but that the learning environment is organised in such a way as to encounter a good balance of child initiated play and exploration based on the key themes.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching

AT 2: Learning from Religion and Belief

- *Questions of Meaning, Purpose and Truth*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Belief (Many stories from religious traditions are believed to be a source of guidance and inspiration. Christians, for example, believe that the Bible is holy because it was written by people inspired by their belief in God);

Authority (Holy Books have authority because their contents are seen as inspired by God).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Respect for all** by developing a willingness to learn from what books can tell us about what people think and believe;
- **Open mindedness** by engaging in positive discussion and debate.

The unit will provide these opportunities for pupils:

- To consider the concept of tradition within each of the religions;
- To consider a diverse range of views about questions of morality and how to live a good life;
- To think about their own experiences and views in relation to questions of: What does a story tell me and how does it help me? What books and stories are special to other people and why?
- Experiences include looking at a variety of books, listening to a range of stories, participating in role play, considering how books provide ideas about how to live a good life and considering what books and stories can teach us about religions such as Christianity and Hinduism.

Background information for the teacher:

- In Christian thinking, the Bible is a guide and reference for how to live a good life, written by people who were inspired by God;
- In Muslim thinking, the Qu'ran is a guide and reference for how to live a good life. The Qur'an is considered to be the actual word of God as handed to the Prophet Muhammad (pbuh) by the Angel Jibril. Many Muslims learn whole sections of the Qur'an and those who can recite the whole Qur'an through memorisation are greatly respected;
- In Hindu thinking, the story told during Divali from the Ramayana is one of good conquering evil and keeping light in the world and is celebrated during this festival;
- Among non-religious people, there are many books which can guide people to live good lives.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Bible God Holy Jesus Parable</p> <p>Hinduism Bad Diva Divali Evil Good Hanuman Light Rama Sita</p> <p>Islam Kursi Qur'an Prophet Muhammad (pbuh)</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> • Puppets to role play the stories • Visitors from each of the religions • Qur'an plus wrapping and kursi (stand) • Artefacts from religions, as appropriate <p>Books</p> <ul style="list-style-type: none"> • "The Lion Storyteller Bible" by Bob Hartman, or other First Bibles • "Noah and his Big Boat" by Tim Dowley • "Caleb's Ride on Noah's Ark" by Dick Bruna • "Stories Jesus Told – The Good Stranger" by Nick Butterworth and Mick Inkpen • Divali story sack containing a story of Divali e.g. "My First Divali" (Dorling Kindersley), "My Divali" (Little Nippers), "We Love Divali" (Wayland) • "The Lost Sheep" by Nick Butterworth and Mick Inkpen • "The Two Sons" by Nick Butterworth and Mick Inkpen • "The Precious Pearl" by Nick Butterworth and Mick Inkpen • "The House on the Rock" by Nick Butterworth and Mick Inkpen • "Dogger" by Shirley Hughes. • "Cleversticks" by Bernard Ashley • "Handa's Surprise" by Eileen Browne <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories from young people ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ http://ks3.reonline.org.uk/topiclist.php?11 Topic list: Christianity: Where do we look for God? Links to resources ▪ Noah's Ark story – www.treasurebox.com – free resource
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from the sharing of special books in a respectful way; • Opportunities for moral development come from learning about the messages that books and stories teach us; • Opportunities for cultural development come from understanding how books are used in different faiths and cultures and what can be learned from them. 	

EXPECTATIONS: At the end of this unit...		
<p>Pupils working at the Early Learning Goals <i>By following this unit, children will gain exposure to the following Development Matters statements and Early Learning Goals:</i></p> <p>PSED</p> <ul style="list-style-type: none"> ▪ Have an awareness and an interest in cultural and religious differences, ▪ Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. ▪ Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. ▪ Respond to significant experiences, showing a range of feelings when appropriate. ▪ Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others. ▪ Has a developing respect for own culture and beliefs and those of other people. <p>CLL</p> <ul style="list-style-type: none"> ▪ Use language for an increasing range of purposes. ▪ Extend vocabulary, especially by grouping and naming. ▪ Use language to imagine and recreate roles and experiences. ▪ Retell narrative in the correct sequence drawing on the language patterns of stories. <p>KUW</p> <ul style="list-style-type: none"> ▪ Gain an awareness of the cultures and beliefs of others. ▪ Feel a sense of belonging to own community and place. ▪ Identify significant personal events. ▪ Begin to know about their own culture and beliefs and those of other people. ▪ Find out about past and present events in their own life and in those of family members and other people they know. <p>CD</p> <ul style="list-style-type: none"> ▪ Play alongside other children who are engaged in the same theme. 	<p>Pupils working at level 1 will be able to:</p> <ul style="list-style-type: none"> • Retell parts of a religious story (AT1); • <i>Talk about their own experiences and feelings from religious stories (AT2).</i> 	<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Retell and suggest meanings for religious stories (AT1); • <i>Ask and respond sensitively to questions about others' experiences and feelings (AT2).</i>
<p>ASSESSMENT SUGGESTIONS</p> <p><i>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</i></p> <p>In accordance with good early years foundation stage practice, assessment should be ongoing through observation of children engaged in a variety of experiences both in large and small groups. As a final assessment, teachers may want to share evidence and record the child's comments as 'the voice of the child'. Foundation Stage Profiles should be updated to reflect the progress pupils have made.</p>		

UNIT TITLE: Special Books: *What can we learn from stories from different religions?*

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

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise that people may have special books.</p> <p>To recognise that many people learn about ways of living from books and stories.</p> <p>To be aware that the Bible is a special book for Christians.</p> <p>To recognise that a prayer book can help some people to think about and concentrate on God.</p>	<p>Practitioner to share their favourite book or a book that is special to them and explain why it is their favourite or is special to them. Then follow up:</p> <ol style="list-style-type: none"> 1. Ask children to bring their favourite book to school. Share these in small groups, discussing why it is their favourite story/ book. What do they like about it and why? Who gave you the book or where did they hear the story? Where do they keep it/ where can it be found etc. Children could then draw a picture from their favourite book to be displayed in the book corner. 2. Discuss favourite classroom books and choose a selection for display. 3. Discuss how to treat special books with care. 4. Over a few days, share books/stories from a range of cultures including a selection from the classroom display, e.g. "Cleversticks", "Dogger", "Handa's Surprise". 5. Discuss the messages behind the stories and how those messages can help us in our daily lives. <p>Now turn to a range of Aesop's fables or moral tales, e.g. "The Stork and the Jug".</p> <ol style="list-style-type: none"> 1. Tell two or three such stories. 2. Discuss and draw out the meaning of the story. 3. Ask the children to talk to somebody else about what is the meaning of the story. 4. Draw pictures to illustrate the meaning of their favourite story. 	<p><i>I can recall and talk about my favourite book or story. (AT2 L1)</i></p> <p><i>I recognise that some stories are helpful in learning about how to behave. (AT2 L1)</i></p> <p>I know that the special book for Christians is the Bible and that it has stories that teach important ideas. (AT1 L1)</p> <p>I recognise what a prayer is and that it is important for some people. (AT1/AT2 L1)</p>	<p><i>Parents could be asked to bring in/ tell or share children's stories from their own cultures to the class or small groups.</i></p> <p><i>When telling the stories, use props and visual aids to enhance understanding and make it as accessible as possible for your class, e.g. have a loaf and share between the class for the story of the loaves and fishes.</i></p> <p><i>Ensure Holy Books are handled appropriately. See "Faith Sensitivities Guidance" in Support materials.</i></p>
	<p>Introduce special books such as the Bible and the Qur'an, explaining who they are special to and display near the display of classroom books. (<i>Observe rules for handling and displaying</i>). Talk about the Bible being an important book for Christians. Introduce the term "holy". Explain that the Bible is a holy book which helps Christians to understand more about God and how people and the world work. Look at a range of children's Bibles to compare.</p>		

	<ol style="list-style-type: none"> 1. Share a couple of Old Testament stories such as “Noah’s Ark”, “Jonah and the Whale” and discuss the basic meaning behind the story. 2. Share a couple of the New Testament stories such as “The Precious Pearl”, “The Loaves and Fishes”. Draw out the meanings/message of the stories. 3. Pupils draw a symbol to represent their favourite story, highlighting whether it is from the Old or the New Testament. They talk about why they like the story and what it means. 		
	<p>Read the poem, “The Grass House” by Shirley Hughes or talk about how in classroom you have different places to go for quiet/reflective time. (<i>Emphasise that everybody has a place that they go for quiet reflection even if it is curled up on the settee but some Christians have the prayer book to support them in reflection. This could be further supported by creating a class quiet place.</i>)</p> <ol style="list-style-type: none"> 1. Class discussion about what we do when we need thinking time or when we are sad. 2. Unwrap a prayer book that is owned by ‘a friend’ of the teacher and emphasise that it is another special book for many Christians, which helps them to focus on God and allows them time to think. (Common Prayer Book), Talk about Prayers as being there to help some people to sort out ideas and get help when things are difficult and to offer thanks for everything that they have. Explain that this is also demonstrated in song through hymns that might be sung, e.g. “Thank you God for this new day.” 3. Collectively contribute to writing a class reflection/prayer that covers thanks, forgiveness and support. 		<p><i>“The Grass House” By Shirley Hughes. Emphasise that everybody has a place that they go for quiet reflection even if it is curled up on the settee but some Christians have the prayer book to support them in reflection. This could be further supported by creating a class quiet place.</i></p>

Key Question: *Why is the Qur'an special to Muslims?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise that the Qur'an is special to Muslims.</p> <p>To recall stories and suggest meanings in them.</p>	<ol style="list-style-type: none"> 1 Show the children a Qur'an again and explain that it is the holy book for Muslims. Explain that there are lots of stories in it that help Muslims to learn about Allah and that they believe it helps to teach them how to lead a good life. 2 Choose a story from the Qur'an, e.g. Muhammad (pbuh) and the Crying Camel or Muhammad (pbuh), the Spider and the Pigeon. 3 Ask the children to talk about one of the stories they have heard. Can they retell it? 4 Discuss what important messages the stories have for Muslims. 5 Is this an important message for me too? Discuss whether the message is only important for religious people or whether we can all learn from the story. 	<p>I can recall and talk about stories that are important to Muslims. (AT1 L1)</p> <p>I can retell a story from Islam and suggest meaning in it. (AT1 L2)</p> <p><i>I can say what I find interesting or puzzling in the stories. (AT2 L1)</i></p> <p><i>I can say what is important to me and to others from stories I have listened to. (AT2 L2)</i></p>	<p><i>Stories from the special book of any faith could be used here. Select as appropriate to the class.</i></p>

Key Question: *What can we learn from the story of Noah's Ark?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To retell parts of the story of Noah's Ark.</p> <p>To recognise the importance of keeping promises.</p>	<p>Sing "Who Built the Ark?" and/ or "The Animals Went in Two by Two," with actions, to introduce the story of Noah's Ark. Have pictures of rainbows on the IWB.</p> <ol style="list-style-type: none"> 1 Read the story of 'Noah's Ark,' using props as appropriate. 2 Discuss the promise of the rainbow. 3 Discuss what a promise is. <p>This story could be further explored through a range of experiences. E.g.</p> <ul style="list-style-type: none"> • Large bricks for creating the Ark; • Small world Noah's Ark with paper and materials; • Painting – as a response; • Water tray – boats and animals; • Writing area – write promises for a promise box; • ICT – 2 Simple writing and pictures. <ol style="list-style-type: none"> 4 Use the props and resources made by the children to act out the story. Use the children's ideas to lead the drama. 5 Share promises from the promise box. Circle time – The children share a promise they have made. Record these promises onto a large rainbow. 	<p>I can retell parts of the story of Noah's Ark using pictures. (AT1 L2)</p> <p><i>I can share a promise and explain why it is important.</i> (AT2 L1)</p>	<p><i>Some children might not understand what a promise is at this stage.</i></p>

Key Question: *What can we learn from the story of Zaccheus?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To retell parts of the story of Zaccheus.</p> <p>To recognise ways in which Zaccheus changed as a person.</p>	<ol style="list-style-type: none"> 1 Show some traditional stories and identify the bad and good characters. What makes them bad or good? 2 Create bad characters from traditional stories or make up their own using paints, crayons, construction, junk modelling or play dough. 3 Introduce the first part of the story of Zaccheus, focusing on the bad character that he was (stop at the tree part). 4 Ask the children how they can help Zaccheus to become good. <p>Activities/resources:</p> <ul style="list-style-type: none"> • Role play ending to the story; • Writing area – record how to make Zaccheus good; • Painting/drawing of a good Zaccheus. <p>Complete the story, highlighting how he changed and what he did to show that change.</p> <p>Ask the children to sit or lie on cushions with soft music and dimmed lights, thinking about how they could change to become a better person. Share some ideas in circle time, if appropriate.</p>	<p>I can retell parts of the story of Zaccheus using props. (AT1 L1)</p> <p><i>I can talk about how Zaccheus changed and relate this to my own experiences. (AT2 L1)</i></p>	

Key Question: *What can we learn from the story of Rama and Sita?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To retell parts of the story of Rama and Sita.</p> <p>To introduce the idea of good and bad.</p>	<ol style="list-style-type: none"> 1 Ask the children if they can remember the story of Rama and Sita (if that unit has already been taught). <p>Read (or recap) the story of Rama and Sita, highlighting the different characters. Why was Rama sent away? Who helped him to rescue Sita and become king?</p> <ol style="list-style-type: none"> 2 Ask the children if they have ever done anything to help someone else. Discuss experiences. <p>Activities/resources:</p> <ul style="list-style-type: none"> • Make masks for the different characters, using a range of materials; • Creative area – make props for the story; • Writing area – character references using word cards. <ol style="list-style-type: none"> 3 Act out the story using the props and masks made by the children. Freeze frame and describe how the characters are feeling and what they are like. 4 Ask the children which character they would like to be and why. 5 Talk about times when we want to do the right thing but find it difficult. Who can we ask to help us? 	<p>I can retell parts of the story of Rama and Sita using props. (AT1 L1)</p> <p><i>I can recognise the good and bad characters by what they do. (AT2 L1)</i></p>	<p><i>Use knowledge from the previously taught unit on Divali.</i></p>