

Awareness, Mystery and Value (AMV) 2011

Key Stage 2 Unit 3: Why do religious books and teachings matter? [C&F]

This unit explores how religions and beliefs express values and commitments in a variety of written forms, and how value is attached to those writings

About this example

This series of approximately 12 sessions is intended to provide a set of learning activities in RE for a Year 5 class. It was written by Lorna Innalls, RE team leader at St John and St Francis C of E Primary School, Bridgwater and Dave Francis, Associate Adviser.

The focus here is on exploring different religious writings and how believers take meaning from them, as well as leading on to looking how pupils can express their own beliefs. Pupils will look at how religious communities treat their religious texts and how they draw meaning from them. Pupils will also explore how moral messages can be conveyed through stories and how people can express their religious beliefs through their own stories.

Where the example fits into the curriculum

This example connects with AMV Areas of Enquiry C (Forms of expressing meaning) and F (Values and Commitments). It makes cross-curricular connections with **Literacy**, especially when looking at significant authors and their influences. The unit also makes use of **Talk for Writing** strategies.

Prior Learning

Pupils will have looked at special stories in Christianity and Islam (KS1 Unit 3) and Jesus' life (KS2 unit 2)

Featured Religions / Beliefs	Focus 'Key Concepts'			
Islam	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief	
Christianity	A. Beliefs, teachings and sources		D. Identity, diversity and belonging	
	B. Practices and ways of life		E. Meaning, purpose and truth	
	C. Forms of expressing meaning	✓	F. Values and commitments	✓

Key Question: Why do religious books and teachings matter?

Supplementary Questions

- (a) What different kinds of writing and story are there that are important to religions and beliefs?
- (b) Where do the most special kinds of writings and stories come from?
- (c) How do communities show that they value special books and writings?
- (d) What are the moral messages that can be found in stories from religions and beliefs?
- (e) How can I best express my beliefs and ideas?

Resources

The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.

- Set of cards showing features of Qur'an and Bible.
- Pictures of Qur'anic scripts and illuminated Bible manuscripts, e.g., from the British Library:
<http://www.bl.uk/onlinegallery/sacredtexts/index.html>
- <http://www.bbc.co.uk/learningzone/clips/the-importance-of-the-quran/318.html>
- <http://www.bbc.co.uk/learningzone/clips/the-quran/3294.html>
- <http://www.atschool.co.uk/keystage2-ks2/re.asp?section=6925> - requires registration.
- <http://www.bbc.co.uk/learningzone/clips/muhammad-allah-and-the-quran/4606.html> - The Night of Power.
- <http://www.bbc.co.uk/learningzone/clips/what-is-the-bible/307.html>
- <http://www.youtube.com/watch?v=tyWZeOlaRo4> – Max 7 video story of The Lost Sheep.
- <http://www.youtube.com/watch?v=rYuRHp05hBk> – Aslan and the stone table Video clip.
- BBC version of The Lion, the Witch and the Wardrobe or other version of the story.
- http://www.bbc.co.uk/religion/religions/christianity/people/cslewis_1.shtml - information about CS Lewis.
- Access to computers, sound recording and video recording equipment.
- Different versions of the Bible, including a Manga or comic strip version as well as a modern translation such as The Word on the Street.
- <http://max7.org/default.aspx?creatinguser=1> - fantastic animated versions of Bible stories, background music no words.
- Fiona Moss (ed.), 2012, *Opening Up Christianity*, RE Today Services.

Expectations C & F refer here to the focus areas of enquiry identified on the previous page.

By the end of this sequence of learning:

All Pupils:	Most Pupils (majority class expectation):	Some Pupils:
C3 use religious words to describe some of the different ways in which people show their beliefs.	C4 describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.	C5 use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.
F3 link things that are important to them and other people with the way they think and behave.	F4 ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	F5 ask questions about things that are important to them and to other people and suggest answers which relate to their own and others' lives.

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Key Question: Why do religious books and teachings matter?			
Supplementary Question (c): How do communities show that they value special books and writings?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 1</p> <p>Pupils will:</p> <ul style="list-style-type: none"> begin to understand how different people treat special writings; begin to understand that people can express their beliefs in a variety of ways; reflect on why people behave in a particular way around special objects. 	<p>1. How do I treat things that are special to me?</p> <p>Have six (or more) pictures around the classroom (see notes), ask pupils to take a sticky note, write a word to describe how they treat the object and place on to the picture.</p> <p>Ask some pupils to explain why they chose that word for the picture. What would their special item be and why? How would they show that this object is important to them? Ask pupils to talk about their reasons on their tables and then share with the class.</p> <p>Ask pupils in their groups to answer the question, 'If you are / were a religious person, what is / might be special to you?'</p> <p>Create a class mind map of ideas from the groups.</p> <p>Using the Qur'an, show pupils how Muslims would treat the book. Get pupils to watch in silence as you wash your hands, e.g., using hand sanitiser, wrap it up, place it up high etc. Ask pupils to say how each action shows that the book is special.</p> <p>Show pupils a video clip explaining why the Qur'an is special for Muslims, e.g., www.bbc.co.uk/learningzone/clips/318.html</p> <p>Ask pupils to create a guide sheet/guide video to show how you should treat the Qur'an. There are opportunities to differentiate the task here:</p> <ul style="list-style-type: none"> All pupils can produce a simple guided sheet showing what people should do when handling and reading from the Qur'an. Most pupils can produce a guided sheet showing what to do and why. Some pupils go on to produce a guided sheet showing what to do and why, with links to their own knowledge (e.g., you need to wrap it carefully to protect it, just like we wrap babies up carefully). 	<p>Pupils:</p> <ul style="list-style-type: none"> talk about what is important to themselves and others with respect for people's feelings. F2 link things that are important to them and other people with the way they think and behave. F3 	<p>Key vocabulary:</p> <p>Islam, Qur'an, Muslim, Allah, respect.</p> <p>-----</p> <p>Notes:</p> <p>Pictures could be, e.g., baby, X-Box, photo album, favourite toy etc.</p> <p>Teaching strategy / skills used in this session:</p> <p>Pupils should choose how to present their information, giving a more structured approach for the LA but a chance for the HA to be <i>Creative Thinkers</i> and <i>Self Managers</i> (PLTS)</p>

Key Question: Why do religious books and teachings matter?

Supplementary Question (c): How do communities show that they value special books and writings?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 2 Pupils will:</p> <ul style="list-style-type: none"> • suggest similarities and differences between the Bible and the Qur'an; • make connections between things that are special to them and those that are special to others. 	<p>2. Remind pupils about the Qur'an and how it should be treated – link back to their special objects and how they treat those objects. Ask pupils where they keep their favourite books and where a Christian might keep a Bible. Where in their home might a Muslim keep the Qur'an?</p> <p>Explain that pupils are going to find out what is similar and different about the Bible when compared with the Qur'an.</p> <p>Provide pupils on their tables with some cards (see notes on the right) showing a number of different features of the Bible and the Qur'an, e.g., 'First written in Arabic'; 'First written in Hebrew and Greek'; 'Given to Muhammad by an Angel'; 'Written by many different inspired individuals'; etc. Explain that the cards represent statements held to be true by believers and ask pupils to use their existing knowledge about Christianity and Islam to work out (a) which statements most likely refer to the Qur'an and which to the Bible; and (b) which statements are connected across the two holy scriptures, e.g., statements about the <i>language</i> in which the books are written, or statements about <i>Jesus</i>, etc.</p> <p>Tell pupils that the Qur'an is considered to be the word of Allah, dictated to Muhammad (pbuh), whereas Christians generally believe that the Bible has been <i>inspired</i> by God rather than <i>dictated</i> directly. Explain that both the Qur'an and the Bible are used by believers as a source of inspiration and an instruction guide for life. People have shown how highly they value these scriptures in a variety of ways, e.g., washing hands before handling the Qur'an, placing the Bible on a lectern before reading from it in a church. People have also produced highly decorated versions of these scriptures and copied the words with great care. Show pupils pictures of elaborately decorated Qur'an extracts and illuminated Bible manuscripts (see Resources: British Library Manuscripts).</p> <p>Ask pupils to discuss in pairs and then feedback to the whole class, (a)</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious words to describe some of the different ways in which people show their beliefs. C3 • link things that are important to them and other people with the way they think and behave. F3 	<p>Key vocabulary: Bible, Muhammad (pbuh - Peace Be Upon Him), dictated, inspired, scriptures, lectern. -----</p> <p>Notes: Set of cards for each table showing features of Qur'an and Bible. Pictures of Qur'anic scripts and illuminated Bible manuscripts, e.g. from the British Library collections. NB Muslims do not draw pictures of Allah (God) or important religious people such as Jesus, Muhammad etc, as this might be seen as worshipping a person or a picture rather than God.</p> <p>PLTS <i>Team workers</i></p>

	as many different and similar ways as they can think of that Christians and Muslims show their beliefs about Holy Scriptures; and (b) examples of ways in which they take care of things that are special to them.		<i>Effective participators</i>
Key Question: Why do religious books and teachings matter?			
Supplementary Questions (b): Where do the most special kinds of writings and stories come from? and (d) What are the moral messages that can be found in stories from religions and beliefs?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 3 Pupils will: <ul style="list-style-type: none"> reflect on the values of Muhammad (pbuh); suggest what a Muslim might believe from a religious story; reflect on how the story may relate to their own lives; appreciate the importance of taking care when writing down ideas based on scriptures; consider the consequences of being trusted or mistrusted. 	<p>3. Explain that they are going to investigate possible reasons why Allah gave the Qur'an to Muhammad. Show the story of 'The Night of Power', e.g., from www.bbc.co.uk/learningzone/clips/4606.html and ask pupils to look out for references to Muhammad and to work out what sort of person he was, i.e. what his 'values' were. Note also that Muslims say 'Peace and blessings upon him' when they speak of Muhammad. Ask pupils why they think they do this.</p> <p>Ask pupils to say what they found to be (a) the most important, (b) the most surprising parts of the story, and why Allah might have thought Muhammad was worthy of such an important book.</p> <p>Encourage pupils to write answers to these questions and then to say (a) how they might feel if they had been given such an important task and (b) what they might have done next.</p> <p>Draw out features of Muhammad's character and values, e.g., be trustworthy, don't trick people in business, be honest, think and pray, remember God's words, put God and others first. Focus on the importance of being trustworthy and ask pupils to consider the benefits of being trusted and the problems that can come if no one trusts you.</p> <p>Ask pupils to put the words 'Al-Amin – the Trustworthy' in the middle of a page and to write words – neatly, decoratively and with respect, to mirror the Muslim way – around the outside that show the benefits of being trusted by everyone. On another sheet, they could then write a sentence describing what might happen if a person could never be trusted.</p>	Pupils: <ul style="list-style-type: none"> use religious words to describe some of the different ways in which people show their beliefs. C3 ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values. F4 	Key vocabulary: trustworthiness. ----- Notes: BBC Learning Zone clip. PLTS <i>Creative thinkers</i> <i>Effective participators</i>

Key Question: Why do religious books and teachings matter?

Supplementary Question (a) What different kinds of writing and story are there that are important to religions and beliefs? and (b): Where do the most special kinds of writings and stories come from?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 4 Pupils will:</p> <ul style="list-style-type: none"> understand that beliefs can be expressed in a variety of ways; reflect on the reasons for presenting the Bible in different ways. 	<p>4. Explain that, having taken a brief look at the Qur'an, pupils will now consider some of the ways in which the Bible is produced. The Christian Bible is made up of the 'Old Testament' (the books of the Hebrew [Jewish] Bible) and the New Testament (which puts Jesus at the centre of the story). It was all written hundreds of years before the Qur'an, though different churches or <i>denominations</i> of Christianity include some different books within the whole.</p> <p>Show pupils the BBC Learning Zone clip about the Bible and show them the different types of Bible (see Resources). Ask them, in groups, to come up with ideas about (a) why there are so many books in the Bible, (b) why, like the Qur'an, the Bible has been translated into so many different languages and (c) why, unlike the Qur'an, the Bible has been produced in so many different <i>versions</i>.</p> <p>Ask pupils to compare the same passage in two different versions of the Bible (e.g., Genesis 1:1-3) and write down what is similar / different. There are opportunities to differentiate the task here: a simple task would be for pupils to use a Children's Bible and a Manga Bible with a framework for sticking on ready-made similarities or differences. Pupils working at a higher level could compare the Children's Bible and New Living Translation, using a ready-made framework to record their ideas on. Other pupils could compare the King James Bible and the Street Bible (<i>the word on the street</i>). These pupils could choose their own way to present their findings, e.g., make a video guide to the different Bibles, especially if you want to provide an alternative to traditional written work for some pupils.</p> <p>Ask pupils to share their findings with the rest of the class. Which Bible would they prefer to read and why? Which translation might make most difference to the way young people think and behave?</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. C4 link things that are important to them and other people with the way they think and behave. F3 	<p>Key vocabulary: Christian, translation, denomination, version. -----</p> <p>Notes: BBC Learning Zone clip. Children's Bible, Manga Bible, New Living Translation, King James Bible and Street Bible. Worksheet or framework to record similarities and differences.</p> <p>PLTS <i>Team workers</i> <i>Effective participators</i></p>

Key Question: Why do religious books and teachings matter?

Supplementary Questions (b): Where do the most special kinds of writings and stories come from? and (d): What are the moral messages that can be found in stories from religions and beliefs?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5</p> <p>Pupils will:</p> <ul style="list-style-type: none"> consider that holy scriptures can be interpreted in different ways; suggest what a believer might learn from a religious story; invent their own parable with a moral message; suggest how a story may help a person to make a moral decision. 	<p>5. Recap on the Bible and what pupils have found out about it.</p> <p>Talk about how the Qur'an is an instruction guide and that some Christians view the Bible in the same way. Believers try to interpret the scriptures to help them understand how God wants them to live. Explain that many churches hold Bible study classes where they talk about the meaning of stories for their lives. These stories are sometimes interpreted in different ways.</p> <p>Explain the idea of a parable and ask pupils to think about why Jesus told stories in the form of parables. Watch the parable of the lost sheep, e.g., www.youtube.com/watch?v=tyWZeOlaRo4</p> <p>Ask pupils what they think the message might be. Ask them why they think the message was told in the form of a story like this and whether such stories could still have meaning for people today. Ask pupils what other messages Jesus might have liked to have delivered by using parables.</p> <p>Remind pupils of other parables, e.g., The Good Samaritan. If needed, watch/read a few parables with pupils and ask them to think about what message they could deliver in the form of a parable.</p> <p>In mixed ability groups, pupils decide on an idea that could be delivered through a parable or use the idea from the Good Samaritan of treating others as you wish to be treated. Once they have decided this ask pupils to start mapping out their ideas of how they could create a parable using Photo Story 3 or similar computer programme.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> link things that are important to them and other people with the way they think and behave. F3 	<p>Key vocabulary:</p> <p>parable, moral interpretation, message, Samaritan.</p> <p>-----</p> <p>Notes:</p> <p>You Tube video of the Parable of the Lost Sheep.</p> <p>Photo story or access to computers and camera would be useful for this lesson and the following lesson.</p> <p>You may wish to have copies of other parables e.g. from www.max7.org/)</p> <p>PLTS</p> <p><i>Self Managers</i></p> <p><i>Creative Thinkers</i></p>

Key Question: Why do religious books and teachings matter?

Supplementary Questions (d): What are the moral messages that can be found in stories from religions and beliefs? (e): How can I best express my beliefs and ideas?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 6 Pupils will:</p> <ul style="list-style-type: none"> • suggest why a religious story might be important to a believer; • question what a story means; • suggest how a story may help a believer to make a moral decision. 	<p>6. Recap what pupils believe a parable is and ask them how they think that the parables and stories were told before they were assembled into the Bible.</p> <p>Sit pupils in a circle and tell them a well known fairy tale (e.g. the three little pigs, goldilocks and the three bears etc). Ask pupils if they think that Bible stories could have been passed on in this way. Explain that in the days before most people could write it was really important for people to remember the stories and the words they valued most highly so that they could pass them on to others through the generations.</p> <p>Remind pupils about their pupils' modern day parables and ask them what ideas and questions they have about presenting their parable.</p> <p>If available, suggest that they use cameras and computers, to make a Photo Story, with photos and captions.</p> <p>In the final pictures they should make some points about what might happen to people who (a) followed the teaching of the parable and (b) did the opposite.</p> <p>Encourage the groups to present their parables to the rest of the class, seeing if the other groups can guess their message.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values. F4 	<p>Key vocabulary: parable, moral interpretation. -----</p> <p>Notes: Cameras and use of computers would be needed for this lesson.</p> <p>PLTS <i>Team workers</i> <i>Creative Thinkers</i></p>

Key Question: Why do religious books and teachings matter?

Supplementary Question (d): What are the moral messages that can be found in stories from religions and beliefs?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lessons 7&8 Pupils will:</p> <ul style="list-style-type: none"> • understand that religious ideas could be expressed in a variety of ways • suggest what 	<p>7&8. Recap what has been learnt so far about the Qur'an and Bible – what is a parable, etc. Share the idea that both books contain expressions of belief from people in the past that still have relevance for today. Ask pupils how they think people express their beliefs in the modern day? Talk about books, songs, poems etc.</p> <p>Tell pupils how a Christian writer like C S Lewis has shown his beliefs through the story of The Lion, the Witch and the Wardrobe.</p> <p>Show an extract from the film of Aslan and the stone table: (see</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use a wide vocabulary in suggesting reasons for the similarities and differences in the ways 	<p>Key vocabulary: resurrection, parable, holy scripture. -----</p> <p>Notes: Copies of Matthew 28.1-10.</p>

<p>religious beliefs might mean to someone</p> <ul style="list-style-type: none"> ask questions about what they believe and what is important to them. 	<p>Resources) and ask pupils what they think the story of Aslan is about. Explain that C S Lewis wanted to tell the story of Jesus in a new way and that the extract showed Aslan coming back to life in a similar way to Jesus rising from the dead after his crucifixion.</p> <p>Read the story of Jesus' resurrection from Matthew's Gospel: 28.1-10. Ask pupils to note similarities and differences in the C S Lewis story and Matthew's account of the resurrection and to say why there are these similarities and differences.</p> <p>Encourage the pupils to ask their own questions about what is important in the stories of Aslan and of the Resurrection. Employ a 'community of enquiry' approach that explores pupils' questions, based on reflection and discussion in pairs then small groups.</p> <p>Encourage them to focus on ONE or TWO key questions and to engage in some personal research to find possible answers. Direct pupils towards such sources as: http://www.sparknotes.com/lit/lion/canalysis.html and https://www.churchofengland.org/our-faith/being-a-christian.aspx</p> <p>Invite pupils to spend some extended time on their research.</p>	<p>people express their faith. C5</p> <ul style="list-style-type: none"> ask questions about things that are important to them and to other people and suggest answers which relate to their own and others' lives. F5 	<p>See SAPERRE website for ideas on the 'community of enquiry'. If pupils do not have access to the internet, some of the notes on Interpreting Aslan and the CofE views on Being a Christian could be printed off for pupils' research.</p> <p>For background information about CS Lewis, see Resources.</p> <p>PLTS <i>Independent enquirers</i> <i>Reflective Learners</i></p>
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Key Question: Why do religious books and teachings matter?

Supplementary Questions (c): How do communities show that they value special books and writings? and (d): What are the moral messages that can be found in stories from religions and beliefs?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 9</p> <p>Pupils will:</p> <ul style="list-style-type: none"> understand that religious ideas can be expressed in a variety of ways suggest what 	<p>9. Invite pupils to share what they have learnt about (a) the similarities and differences in the stories of Aslan and the Resurrection of Jesus and (b) their answers to questions they have asked about the important features of the stories.</p> <p>Explain that for some Christians Bible reading is daily part of their lives; but its use varies for different Christians. Some take it to be the directly revealed 'word of God'. Others consider it as containing ideas and stories that were developed in the context of the times; but all Christians</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe different ways in which Christians use the Bible. C3 use a wide vocabulary in 	<p>Key vocabulary: resurrection, Hebrew, New Testament Greek, scripture, revelation, translations, versions. -----</p> <p>Notes: Copies of Luke 15.11-</p>

<p>religious stories might mean – to themselves and believers;</p> <ul style="list-style-type: none"> ask questions about what they believe and what is important to them. 	<p>believe that the Bible contains wisdom that can be applied in the here and now.</p> <p>Remind pupils that the Bible was written in Hebrew and (New Testament) Greek and that there are several English translations. Give pupils the ‘tangled’ copy of the story of the Lost (Prodigal) Son (see Notes on right) and ask them to use two different colours to underline the text that belongs together.</p> <p>Ask pupils why they think Christians make new translations and how important it might be to express faith in new ways.</p> <p>Explain that one way of expressing the story is through acting it out. Follow the activity ideas in ‘Opening Up Christianity’ and ask pupils to work in small teams to act out a section of the story, thinking about the emotions of the key characters at each point and identifying the ‘turning point’ for each character. Ask pupils to say what they think the message of the story is – and what Jesus’ followers might have learnt from it.</p> <p>Engage the pupils in a Hot Seat activity and interview the characters in the story. Ask the characters to suggest answers that relate to people’s lives today as well as specifically to the characters in the story.</p>	<p>suggesting reasons for the similarities and differences in the ways people express their faith. C5</p> <ul style="list-style-type: none"> ask questions about things that are important to them and to other people and suggest answers which relate to their own and others’ lives. F5 	<p>32 – the Parable of the Lost (Prodigal) Son – plus the ‘tangled translations’ version in ‘Opening Up Christianity’, p.27 (see Resources). This uses the Wycliffe Bible of c.1400 and ‘The Message’, published in the USA in 2002.</p> <p>PLTS <i>Reflective Learners</i> <i>Creative Thinkers</i></p>
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Key Question: Why do religious books and teachings matter?

Supplementary Questions (a): What different kinds of writing and story are there that are important to religions and beliefs? and (e): How can I best express my beliefs and ideas?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 10</p> <p>Pupils will:</p> <ul style="list-style-type: none"> understand that religious ideas could be expressed in a variety of ways; suggest what 	<p>10. Ask pupils to reconsider the story of the Lost (Prodigal) Son and explain that generally Christians take the Father in the story to represent God; the younger son, the representative of all people (sinners); and the older brother as people who already have a relationship with God.</p> <p>Ask pupils about the morality of the father welcoming the younger son back: was he right to do so? How might the story have ended if the father had not forgiven his son?</p> <p>‘Opening Christianity’ has a graphic cartoon version of the Lost Son, plus</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ask questions about the moral decisions they and other people make, and suggest what might happen as a 	<p>Key vocabulary:</p> <p>Prodigal, meaning, message, unconditional love, forgiveness.</p> <p>-----</p> <p>Notes:</p> <p>For ideas about the meaning of the Parable</p>

<p>different kinds of presentation of ideas might be most effective today;</p> <ul style="list-style-type: none"> produce 'mind-maps' on the idea of unconditional love. 	<p>links to other versions, including animations, e.g. the Lego version: www.youtube.com/watch?v=x_xBYzdGH_s</p> <p>Ask pupils to say which form of presentation (e.g., animation, play, film, song, rap, poem, short video, tweet) might be most effective in communicating the message of the story to children today and to give two good reasons for their choice.</p> <p>Focus on the idea of 'unconditional love' and ask pupils to produce 'mind maps' of their different ideas, beliefs and questions about how a person might show that they are loved even if they do something wrong (this could be one drawn from a religious or non-religious idea).</p> <p>Share some of these mind-maps near the end of the lesson, explaining how the idea of 'unconditional love' is crucial in Christianity and comes from Jesus' teaching and life.</p>	<p>result of different decisions, including those made with reference to religious beliefs / values. F4</p> <ul style="list-style-type: none"> use a wide vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith. C5 	<p>of the Lost Son, see, e.g., 'Opening Up Christianity', p28 (see Resources).</p> <p>PLTS <i>Reflective Learners</i> <i>Creative Thinkers</i></p>
<p>Key Question: Why do religious books and teachings matter?</p>			
<p>Supplementary Questions (e): How can I best express my beliefs and ideas?</p>			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lessons 11&12 Pupils will:</p> <ul style="list-style-type: none"> reflect on meanings and messages in the Parable of the Lost Son; consider what consequences may follow from making certain 	<p>11&12. Remind pupils of their exploration of Jesus' Parable of the Lost Son and ask them to reflect on what might happen next. Ask them to work in small groups to make a presentation of ideas: this could be a play that they video, an animation, a Photo Story, a poem, poster, song or rap etc.</p> <p>As part of their presentations, ask pupils to include some or all of the following features:</p> <ul style="list-style-type: none"> 'religious' words (love, forgiveness etc); links between good ideas and the way people think and behave; different styles of expression (words, photos, art-work, actions etc); 	<p>Pupils:</p> <ul style="list-style-type: none"> describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. C4 ask questions 	<p>Key vocabulary: love, forgiveness, consequences, styles of expression. -----</p> <p>Notes: Access to relevant technology and programmes may help some pupils in their presentations.</p>

<p>decision in relation to the characters in the Parable;</p> <ul style="list-style-type: none"> • make presentations demonstrating understanding of why religious books and teachings matter. 	<ul style="list-style-type: none"> • moral questions; • the consequences of decisions; • their own answers to the big question of why religious stories matter. <p>Ask the groups to make their presentations in two to three minute slots towards the end of the session.</p>	<p>about things that are important to them and to other people and suggest answers which relate to their own and others' lives. F5</p>	<p>PLTS <i>Reflective Learners</i> <i>Creative Thinkers</i> <i>Effective participators</i></p>
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RECORD OF ATTAINMENT

KS2 UNIT 3: Why do religious books and teachings matter? (C&F) Year 5

All Pupils:	Most Pupils (majority class expectation):	Some Pupils:
C3 use religious words to describe some of the different ways in which people show their beliefs.	C4 describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.	C5 use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith.
F3 link things that are important to them and other people with the way they think and behave.	F4 ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	F5 ask questions about things that are important to them and to other people and suggest answers which relate to their own and others' lives.