

People in Stories- Year 1/2

About the Unit

The focus of this unit is upon the founders of the Christian and Muslim traditions whom people know about mainly through the Bible and the Hadith and Sunnah stories of Muhammad's sayings and actions. Pupils have an opportunity to begin from their experience of people who are special to them, considering the reasons and the relationships. This could include members of their families or friends who may no longer be alive. Jesus and Muhammad are introduced through stories about them which indicate their characters, abilities and relationships with others. The unit then considers how Christians remember Jesus now through prayer and trying to be like him. It looks at how Muslim practice is based on using Muhammad as an example of how to live. Pupils may reflect on the characteristics they admire and widen their range of special people.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.6 Values and commitments

- a) Learning how religions teach a sense of fairness and caring
- b) Reflecting on their own values and hearing about the values of others

Key Processes

2.1c	beliefs and practices	Name and explore a range of celebrations, worship and rituals in religion
2.1d	sources	Explore a range of religious stories and sacred writings and talk about their meanings
2.1e	Religious/spiritual expression	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses
2.2b	reflection on belonging	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2d	responses to ethical and philosophical issues	(ii) Reflect on how spiritual and moral values relate to their own behaviour

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- b) **Sacred texts and stories:** how and why some stories are special, sacred and important to religions
- e) **Important leaders and teachers:** important figures who are influential locally, nationally and globally in religions
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

Art- To draw special people; to explore artistic representations of Jesus; to decorate Muhammad's name

Literacy- To write sentences about special people; to read books about special people

Drama- To role-play stories about Jesus and real-life scenarios requiring a behaviour response/hot-seating Jesus to find out more about his character within shared stories

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 1	Year 2
Basic	Pupils will be able to retell simply stories of Jesus and Muhammad and to name someone who is special to them personally giving a reason. Working towards Level 1	Pupils will be able to relate particular characteristics of Jesus/Muhammad to stories they have encountered about them. They will say simply why these people are special to Christians/Muslims and how they show it. Level 1
Developed	Pupils will be able to relate particular characteristics of Jesus/Muhammad to stories they have encountered about them. They will say simply why these people are special to Christians/Muslims and how they show it. Level 1	Pupils will be able to identify characteristics they feel are important for 'special' people, giving reasons. They will exemplify some of these from stories of Jesus/Muhammad. They will consider responses to their own attempts to follow a pattern of behaviour. Level 2
Extended	Pupils will be able to identify characteristics they feel are important for 'special' people, giving reasons. They will exemplify some of these from stories of Jesus/Muhammad. They will consider responses to their own attempts to follow a pattern of behaviour. Level 2	Pupils will be able to discuss why Jesus and Muhammad are respected as 'special people' with the two religious traditions and identify the characteristics they show through shared stories. They will consider their own responses to real life scenarios and explain their choices for certain behaviour patterns. They will identify a special role model. Level 3

Possible assessment tasks:

- Role-play/drama unpicking the character of Jesus. Listen to pupil responses and contributions
- Pupil discussion about the example of living given by Muhammad and parallels drawn with everyday life scenarios
- Role model choices and reasons given for choice (orally or through written projects)

Resources

You may find the following resources useful when teaching this unit:

- Art materials
- Photographs of special people
- Chart of class's special people
- A calm atmosphere suitable for a sensitive discussion (use candles, calming music to achieve this)
- A selection of Bible stories in simplified form to be available in the classroom, eg *Sunshine: Religious Stories*, Heinemann.
- A Bible.
- Christian storyteller visitor.
- The Islamic Foundation and other collections of Islamic stories based on the Hadith and Sunnah.
- *Children's Video Bible*, Educational Talking Picture Company.
- *Pathways of Belief, Islam*, BBC.
- *Stop, Look, Listen: Stories of Faith, Islam*, Channel 4 Schools.
- Collection of icons, statuettes and pictures, eg *Jesus Worldwide*, CEM; *Jesus Through Art*, Margaret Cooling, Religious & Moral Education Press (RMEP)
- WWJD (What Would Jesus Do?) band
- Collection of books: 1. Fiction with strong leading character. 2. Information books about individuals in all fields who have achieved something worthwhile. Ensure a good ethnic mix.

Vocabulary

hero/heroine	leader	respect	Jesus	New Testament	Christian	icons
Muhammad	Muslim	Allah	Hadith	Sunnah	Qur'an	Niyyah

Glossary of Key Terms

Hadith

Oral tradition relating to the sayings and deeds of Muhammad and his companions

Icons

Religious works of art used to inspire worship but not actually worshipped themselves

Niyyah

The intention in a Muslim's heart to act in a way fitting for Allah

Qur'an

The Muslim holy book. It should be kept higher than all other books, with nothing placed on top and should never be put on the floor (use a special Qur'an stand to support the opened book) or touched with unwashed hands.

Sunnah

The way of life prescribed as normative for Muslims on the basis of the teachings and practices of Muhammad and interpretations of the Qur'an

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

It would be possible to carry out this unit in relation to the Sikh traditions using stories of the Gurus. It would not be essential to limit to one Guru so long as the pupils were aware that there were ten.

The Jewish tradition would also be possible drawing upon stories of patriarchs, kings and prophets.

Buddhist stories of the Buddha are to be found in Jataka tales and Buddha rupas may be explored.

There would be more difficulty in approaching the Hindu tradition because its stories are about deities in the main and no leading human figure.

Care needs to be taken in relation to the representation of Muhammad in Islam, or the Sikh Gurus. Ensure that when pupils are introduced to a Bible, it is treated with the respect which should be shown to all sacred texts. There is no requirement to use a Qur'an in this unit, but should you choose to have one available treat it with the utmost respect, following guidelines stated in the glossary section.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><i>To be able to name someone who is special to them and to give reasons why they are special</i></p> <p><i>To be able to discuss ways in which they feel close to that person or how they remember a special person who is no longer</i></p>	<p>Who is special to me?</p> <p>Why are they special?</p> <p>Who is special to me that I don't meet in the ordinary way?</p>	<p>Pupils' personal experience of family and friends.</p> <p>People the pupils know of but don't know personally, or people no longer alive.</p>	<p>Discussion as a class should be followed by each child painting their special person or the class making a chart with pictures of their special people or a collection of photographs with captions such as '... is special to me because'</p> <p>Widen the discussion to include those who are no longer alive. How do they remember them? What makes them feel close? Include also heroes/heroines of whatever kind that they know about but have not met. The discussion may include faith leaders or deities. Why do they seem special?</p> <p>Write sentences 'I think ... is a special person because...' These may be accompanied by drawings etc.</p> <p>Alternatively, explore storybooks and decide what is special about the hero/heroine. Would they like to be like that person?</p>	<p>Children are able to name 'special' people</p> <p>To be able to give reasons why chosen people are 'special'</p> <p>To be able to name some ways of remembering special people who are no longer alive</p>	<p>Art materials, Photographs of special people</p> <p>Chart of special people</p> <p>A calm atmosphere suitable for a sensitive discussion</p>

alive					
Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p><i>To know Jesus is an important figure to Christians</i></p> <p><i>To be able to identify why Jesus is special by investigating the qualities he shows through exploring different stories</i></p>	<p>Who is important to Christians?</p> <p>What was Jesus like?</p>	<p>Stories about Jesus eg</p> <ol style="list-style-type: none"> 1. as a boy in the Temple (wise teacher) 2. Healing the paralytic or the blind men (caring healer) 3. Befriending Zacchaeus (kind friend) 4. Stilling the storm (powerful helper) 	<p>Tell the pupils that Jesus is special to Christians. Share stories of Jesus showing the pupils their source in the Bible, New Testament. Read at least one story from a modern version of the Bible.</p> <p>Let them use the stories to build a character sketch of Jesus. Use drama to re-enact the stories or 'hot-seating' to develop the character of Jesus as a worthy leader.</p> <p>In the case of both the Christian and the Muslim stories a storyteller from within the tradition might be considered as a visitor to be questioned.</p>	<p>Children are able to give reasons why Jesus is special to Christians</p> <p>Some children will be able to provide evidence from various stories to support their ideas</p>	<p>A selection of Bible stories in simplified form to be available in the classroom, eg <i>Sunshine: Religious Stories</i>, Heinemann.</p> <p>Stories to be told.</p> <p>Simplified texts in 'Big Book' format.</p> <p>A Bible. Christian storyteller visitor.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p><i>To know Muhammad is an important figure to Muslims</i></p> <p><i>To be able to identify why Muhammad is special by investigating the qualities he shows through exploring different stories</i></p>	<p>Who is important to Muslims?</p> <p>What kind of person was Muhammad?</p>	<p>Stories of Muhammad:</p> <ol style="list-style-type: none"> 1. Honest camel trader (honest and reliable) 2. Making a friend (friendly and caring) 3. Adopting an orphan boy (kind and generous) 4. With animals (cat, camel, ants) (thoughtful and respecting animals) 	<p>Explain to the children that Muhammad is special to Muslims because he helped them to know about Allah.</p> <p>Share the stories from the Hadith and Sunnah traditions as you did those about Jesus but do not represent Muhammad dramatically or in pictures.</p> <p>Give the pupils opportunities to draw parallels between the stories and personal experiences through discussion.</p> <p>Make sure the children know that the Hadith are not part of the Qur'an but separate special books and Sunnah are stories about what Muhammad did.</p>	<p>Children are able to give reasons why Muhammad is special to Muslims</p> <p>Some children will be able to provide evidence from various stories to support their ideas</p>	<p>The Islamic Foundation and other collections of Islamic stories based on the Hadith and Sunnah.</p> <p>Some Christian and Muslim stories may be found on video, eg <i>Children's Video Bible</i>, Educational Talking Picture Company.</p> <p><i>Pathways of Belief, Islam</i>, BBC.</p> <p><i>Stop, Look, Listen: Stories of Faith, Islam</i>, Channel 4 Schools.</p>

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<p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><i>To be able to identify different aspects of Jesus' character portrayed through icons and paintings</i></p> <p><i>To be able to suggest ways in which Christians might try to be</i></p>	How do Christians remember Jesus now?	<p>Icons, statuettes and pictures of Jesus.</p> <p>Christians trying to live like Jesus and praying to him.</p>	<p>Give pupils the opportunity to handle and look at icons, statuettes and pictures of Jesus from a variety of sources. Make observational drawings.</p> <p>Consider what the Christian artists want people to know about Jesus. Explain that Christians use these things to help them talk to Jesus in prayer. Perhaps set up a trail around the classroom in which pupils can move between icons/paintings of Jesus and write/record their thoughts about how Jesus is presented in each one.</p> <p>Create a class mind map about what a Christian would perhaps do to try to be like Jesus. Show them a WWJD (What Would Jesus Do?) band that some Christians wear on their wrists to remind them of this. Ask them to write sentences about this.</p>	<p>Children can see the differences between the way Jesus is presented in icons/paintings and identify the different aspects of his character that are being presented in each</p> <p>Children can identify some ways in which Christians might try to be more like Jesus</p>	<p>Collection of icons, statuettes and pictures, eg <i>Jesus Worldwide</i>, CEM; <i>Jesus Through Art</i>, Margaret Cooling, Religious & Moral Education Press (RMEP)</p> <p>WWJD band</p>

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<p>2.1e Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><i>To be able to identify the way a Muslim should live based on the evidence of Muhammad's actions in the shared stories</i></p> <p><i>To know Muhammad's name is treated</i></p>	How do Muslims remember Muhammad now?	<p>The treating of Muhammad's name with respect and saying 'Peace be upon him'.</p> <p>Muslim idea of niyyah (intention) which also underlies Christian teaching.</p>	<p>Use the evidence from the shared stories to make a list of the kinds of things Muslims should do to be pleasing to Allah.</p> <p>Ask the children to write the name of Muhammad very beautifully and decorate it in a suitable way. Explain that the name of Muhammad is very special to Muslims and each time it is said they respond with 'Peace be upon him'</p> <p>Explain to pupils that Christian and Muslim children believe that if they do their best to do the right thing and are sorry when it goes wrong, God will forgive them, but they must go on trying. In Islam this intention of good behaviour is called Niyyah.</p>	<p>Children show some understanding of Muhammad's name being special to Muslims</p> <p>Children can decorate the name of Muhammad in a beautiful and appropriate way</p> <p>Children show understanding of the Muslim idea of Niyyah and the similarities with Christians in this manner</p>	Coloured paper and art materials.

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2.2d (ii) Reflect on how spiritual and moral values relate to their own behaviour <i>To be able to identify a special person that might inspire them and their behaviour</i>	Who would I most like to be like?	A wider range of special people from real life and stories as chosen by the pupils.	Have available a range of books, both fictional and non-fictional. Give the pupils opportunities to share the books with each other or read alone, with the task of deciding who they would like to be like and saying why. They could make stick puppets of their chosen special people through which they could answer the 'why' question to the class. A homework task of finding out more about a real life 'special person' might also be appropriate here.	Children can identify a special person whom they would like to be like	Collection of books: 1. Fiction with strong leading character. 2. Information books about individuals in all fields who have achieved something worthwhile. Ensure a good ethnic mix.