

## Words of Wisdom- Year 5/6

### **About the Unit**

In this unit, pupils will consider the sources of guidance they use in their own lives and how they value these. They will investigate the importance of sacred text and its significance to believers. They will try to see why the Bible is special to Christians and the Qur'an to Muslims, by discovering the messages within the texts and the effect they have on people's lives. They will consider what effect the following of a sacred source of guidance might have on their own lives.

### **Key Concepts**

#### **1.1 Beliefs, teachings and sources**

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

#### **1.2 Practices and ways of life**

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

#### **1.6 Values and Commitments**

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

### Key Processes

2.1b	<b>specialist vocabulary</b>	use specialist vocabulary in communicating their knowledge and understanding
2.1c	<b>beliefs and practices</b>	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	<b>Sources</b>	use and interpret information about religions from a range of sources and understand why they are important in religion
2.2a	<b>reflection on feelings, experiences and values</b>	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2d	<b>responses to ethical and philosophical issues</b>	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives
2.2e	<b>Respect</b>	Accept that other people have different views

### Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- f) **Inspirational people:** figures from whom believers find inspiration.
- g) **Religion and the individual:** what is expected of a person in following a religion or belief

**Curriculum opportunities:**

During the course of this unit children may use:

Art- To plan out TV programme about reading sacred texts in comic-strip format; To represent 'pathways of guidance'

Literacy- To explore genres represented in the Bible; To write acrostic poems for 'sacred'; To write a guide to using the Bible for Christian living

Speaking and Listening- To debate the merits of translating/not translating sacred texts

ICT- To record TV programmes about reading sacred texts

**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:

	<b>Year 5</b>	<b>Year 6</b>
<b>Basic</b>	Pupils will understand the importance of sacred text to believers and will know how to treat them with respect. They will be able to list sources of guidance which they themselves value. <b>Level 2</b>	Pupils will name the sacred texts of Muslims and Christians and will know that believers turn to them for guidance, giving reasons. They will give reasons for making use of particular sources of guidance in their own lives. <b>Level 3</b>
<b>Developed</b>	Pupils will name the sacred texts of Muslims and Christians and will know that believers turn to them for guidance, giving reasons. They will give reasons for making use of particular sources of guidance in their own lives. <b>Level 3</b>	Pupils will understand that believers' lives can be affected by their sacred text. They will understand that the Bible and Qur'an are treated and used in different ways. They will explain their criteria for judging advice to be wise. <b>Level 4</b>
<b>Extended</b>	Pupils will understand that believers' lives can be affected by their sacred text. They will understand that the Bible and Qur'an are treated and used in different ways. They will explain their criteria for judging advice to be wise. <b>Level 4</b>	Pupils will show understanding of the use of sacred texts to provide answers to ultimate questions and will recognise variation in expression in response to these. They will begin to explain what inspires, influences and challenges them in the texts studied. <b>Level 5</b>

### **Possible assessment tasks:**

- 'Sacred' acrostic poems
- Guide books for using the Bible as a guide to living
- Paired genre work linked with books of the Bible
- TV programmes about reading sacred texts

### **Resources**

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

- <http://www.bbc.co.uk/learningzone/clips/4606.html> gives an explanation of how Muhammad received the Qur'an and shows Muslim children reading the Qur'an
- Large paper.
- Marker pens.
- Examples of instruction books and other kinds of guidance as stimulus.
- Qur'an and stand (cloth to wrap around)
- *Pathways to Belief: Islam* DVD, BBC
- Big book: *My Muslim Faith*, Evans
- Collection of Bibles not in English, especially Greek and Hebrew.
- Extracts from the Bible e.g. Gen.1v1-14 (narrative); Psalm 23 (poetry); 1 Corinthians 1v1- 3 (letter); Luke 23 - Crucifixion (history); Luke 15 - *The Lost Sheep* (parable). Examples of Proverbs
- Prepared sheet with sentences to complete about different genres in the Bible
- Book: *Meeting Christians 1*, Barratt and Price, Heinemann.
- Christian visitor
- Paper and art materials for booklet
- *Marvellous Stories From The Life of Muhammad*, Mardijah Aldrich Tarantino, The Islamic Foundation.
- *Islamic Stories*, A Ganeri, Evans
- Recordings of the Qur'an being read
- Stories taken from the Qur'an.
- Video/DVD :*What it's like to be a Muslim*, Central; *Worlds of Faith: Islam*, Channel 4.
- Time to plan and present to class. Materials for presentations
- Digital movie cameras

**Vocabulary**

Christian	Bible	sacred	Hebrew	Greek
Muslim	Qur'an	Allah	Muhammad	dictated

**Glossary of Key Terms****Allah**

Allah is the Muslim name for God.

**Greek**

The New Testament of the Bible was written in the Greek language.

**Hebrew**

The Old Testament of the Bible, the part that is also sacred within the Jewish tradition, was written in the Hebrew language.

**Muhammad**

Muhammad is the founder of Islam. He is regarded by Muslims as a messenger and prophet of Allah. The 'Qur'an, the Muslim sacred book, was dictated to Muhammad by Allah via the archangel Gabriel (Jibril). It is written in the Arabic language.

## **Further Guidance**

**Please see WAS Guidance on using these units ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE))**

This topic could be varied by looking at the Christian and Sikh traditions. Children would need to research the background of the Guru Granth Sahib to understand why it is treated as a person. The sacred book is directly consulted for guidance in a way which has also been used by some Christians, by opening a page at random.

The Jewish tradition would also be relevant and might include the training of young people prior to Bar/Bat Mitzvah. A miniature Torah scroll would be needed, but you may not have an opportunity to see the real scrolls without travel implications.

The teachings of the Buddhist and Hindu traditions are not contained in single volumes but children are introduced to stories from them as a source of guidance, and chanting is part of the practice. There are good translations of the Bhagavad Gita and also children's versions.

Film footage could be used to give pupils experience of how Buddhists chant the sacred texts.

When handling the Quran following these guidelines:

- Wash your hands before handling the Qur'an.
- Ensure a cloth is used to cover the outside of the book.
- Place the Qur'an on a special stand made for the purpose of supporting an open Qur'an and never on the floor.
- When you have finished showing it to the children it should be closed and stored in a clean, respectable place. Nothing should be placed on top of it, nor should it ever be placed on the floor or in a bathroom. It should be stored at the highest point, above all other books.

**Teaching the Unit:**

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><b><i>To be able to identify sources of guidance in their own and others' lives</i></b></p>	<p>Where do you turn for guidance?</p>	<p>Places/books etc where you can Look for guidance</p>	<p>Create a mind-map of ideas for places where people might look for guidance. Display the ideas and discuss.</p> <p>What guidance would you give to a new pupil entering your class? Write a class page together that might be part of the school prospectus.</p> <p>Discuss where pupils might turn for guidance on how to live happily and successfully. Write down any helpful proverbs or sayings they use and under which circumstances they used it and the outcome.</p>	<p>Children can identify where others might look for guidance and advice</p> <p>Children can identify helpful sources of guidance in their own lives</p>	<p>Large paper. Marker pens.</p> <p>Examples of instruction books and other kinds of guidance as stimulus.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.1d Use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><b><i>To know the Qur'an is the sacred text of the</i></b></p>	<p>Where do believers from different faith groups turn to for guidance?</p> <p>How do you show respect for sacred texts?</p>	<p>The Bible as the Christian sacred text and the Qur'an for Muslims, their handling and the respect given to them.</p>	<p>Introduce the Qur'an as the Islamic holy book and demonstrate respectful handling (see Further Guidance)</p> <p>If possible, show a video excerpt about the Qur'an and how it is read or use books to explore pictures of this. Discuss with the children the way in which the Qur'an is treated.</p> <p>To explore the nature of the Qur'an, ask the children to write an acrostic for the word SACRED.</p>	<p>Children know the Qur'an is the special book of the Muslim tradition</p> <p>Children know special ways in which the Qur'an is treated and can explain why</p> <p>Children show some understanding of the term 'scared' in their acrostic poems</p>	<p>Qur'an and stand (cloth to wrap around)</p> <p><i>Pathways to Belief: Islam</i> DVD, BBC</p> <p><i>My Muslim Faith</i>, Evans</p>



<p><b><i>Muslim tradition</i></b></p> <p><b><i>To know the special way the Qur'an is treated and why</i></b></p> <p><b><i>To be able to explore the term 'sacred'</i></b></p>					
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<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>2.1d Use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><b><i>To know that the Bible is the sacred text of the Christian tradition</i></b></p> <p><b><i>To begin to understand about the origins of the Bible and its original languages</i></b></p>	<p>How did Christians receive the Bible?</p> <p>Why do they have it in their own languages?</p>	<p>The origins and transmission of the Bible.</p>	<p>Give a brief explanation of the origins of the Bible (the first 5 books-the Pentateuch- written by Moses followed by the collections of psalms, proverbs and poetry alongside extensive narrative). Explain the terms Old and New Testament and the relationship with Judaism.</p> <p>Discuss the practice of translating it from the original Hebrew and Greek into English. What could happen during translation? Will everyone understand Hebrew and Greek sayings/phrases in the same way when they are translated?</p> <p>Ask pupils to list reasons why it is helpful for Christians to have it in their own language.</p> <p>Examine a selection of Bibles in languages other than English including the Greek and Hebrew from which the two testaments were translated originally.</p>	<p>Children know the Bible is the sacred text of the Christian tradition</p> <p>Children know some facts of the origins of the Bible</p> <p>Children share their ideas about the process of translating the Bible into English</p>	<p>Some Bibles not in English, especially Greek and Hebrew.</p>

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<p>2.1b Use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b><i>To know that the Bible is made up of different books</i></b></p> <p><b><i>To be able to match extracts from the Bible to different genres</i></b></p>	<p>Is this just one book?</p> <p>How is it made up?</p> <p>Why do people write in different forms?</p>	<p>The Christian Bible, its structure and content, many literary genres, and how its teachings are presented.</p>	<p>Mind-map all the different types of books found in a library e.g. adventure stories, historical stories, science fiction, poetry.</p> <p>Try and arrange for this lesson to take place in the school library if possible.</p> <p>Working in pairs, provide the children with extracts from the Bible to study and try to match them with correct genres.</p> <p>Ask the children to complete a sheet with sentences such as: Poetry expresses .....; Parables are stories which .... etc printed on it.</p>	<p>Children know the Bible is made up of different books</p> <p>Children can match extracts from the Bible to different genres</p>	<p>Extracts from the Bible e.g. Gen.1v1-14 (narrative); Psalm 23 (poetry); 1 Corinthians 1v1-3 (letter); Luke 23 - Crucifixion (history); Luke 15 - <i>The Lost Sheep</i> (parable). Examples of Proverbs</p> <p>Prepared sheet with sentences to complete</p>

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<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><b><i>To be able to explore how a Christian might</i></b></p>	<p>Why do Christians read the Bible?</p> <p>What effect does it have on their lives?</p> <p>How do they introduce it to children?</p>	<p>Guidance. The Christian idea of the Bible as the 'Word of God' relevant for their lives today.</p> <p>Junior churches.</p>	<p>Discuss why a Christian would read the Bible today and what difference it might make to their lives if they used it as a guide for living. Invite pupils to make a little booklet that could accompany a Bible explaining how it might be used.</p> <p>It would be useful to interview a Christian visitor on this subject.</p>	<p>Children can explain how a Christian might use the Bible as a guide for living</p>	<p><i>Meeting Christians 1</i>, Barratt and Price, Heinemann.</p> <p>Christian visitor</p> <p>Paper and art materials for booklet</p>

<b><i>use the Bible as a guide for living</i></b>					
Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d Use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><b><i>To know how Muhammad received the Qur'an</i></b></p> <p><b><i>To begin to understand the merits of translating/not translating sacred texts</i></b></p>	<p>How did Muslims receive the Qur'an?</p> <p>Why is it still in Arabic?</p>	<p>The dictation of the Qur'an to Muhammad.</p> <p>The importance of direct transmission.</p>	<p>Hear the story of how Muhammad received the Qur'an.</p> <p>Discuss the advantages of not translating the 'Word of Allah'. The Qur'an is written in Arabic and Muslims must learn this language in order to read it.</p> <p>Discuss with the children the merits of translating or not translating sacred texts. Hold a class debate to explore this issue further.</p>	<p>Children know the story of how Muhammad received the Qur'an</p> <p>Children can debate the merits of translating/not translating sacred texts</p>	<p><a href="http://www.bbc.co.uk/learningzone/clips/4606.html">http://www.bbc.co.uk/learningzone/clips/4606.html</a> gives explanation of how Muhammad received the Qur'an and shows Muslim children reading it</p> <p><i>Marvellous Stories From The Life of Muhammad</i>, Mardijah Aldrich Tarantino, The Islamic Foundation.</p> <p><i>Islamic Stories</i>, A Ganeri, Evans</p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p>2.2e Accept that other people have different views</p> <p><b>To be able to explore the reasons Muslim parents send their children to Qur'an school</b></p> <p><b>To be able to present their own reasons for prompting the reading of sacred texts</b></p>	<p>Why do Muslim children study and learn the Qur'an?</p> <p>Why do you think believers continue to read sacred texts?</p>	<p>The Qur'an as a book of guidance for living for Muslims.</p> <p>Stories from the Qur'an.</p> <p>The nurture of children.</p> <p>Using the Qur'an in the home and Qur'an schools as guidance for living and to understand the faith.</p>	<p>Listen to recitation of the Qur'an.</p> <p>Listen to Qur'an stories and say how Allah offers guidance.</p> <p>Watch video of young people attending Qur'an school. Make a list of 10 things which pupils think adults want for them. Make a second list saying what Muslim parents/teachers want for their children. Compare the lists.</p> <p>Plan a TV programme for 5-6 yr olds to show 'The importance of reading sacred Texts'. (Pupils to choose either the Qur'an or the Bible as a focus for the programme). Children could use comic strips to plan out the content of the programme or use digital movie cameras to actually make short films.</p>	<p>Children can give some reasons why Muslim children attend Qur'an school</p> <p>Children can present their reasons for promoting the reading of sacred texts</p>	<p>Recordings of the Qur'an being read</p> <p>Stories taken from the Qur'an.</p> <p>Video :<i>What it's like to be a Muslim</i>, Central.</p> <p><i>Worlds of Faith: Islam</i>, Channel 4.</p> <p>Time to plan and present to class. Materials for presentations</p> <p>Digital movie cameras</p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><b><i>To be able to recognise occasions when words of wisdom are valuable</i></b></p> <p><b><i>To be able to identify their sources of guidance during these occasions</i></b></p>	<p>When do you think it is important to receive and follow guidance?</p>	<p>Personal experience and ideas of the pupils.</p>	<p>Discuss the occasions when words of wisdom are valuable.</p> <p>Ask the children to draw their own 'pathways of guidance', showing where they would turn for advice and guidance in given situations</p>	<p>Children can identify occasions when words of wisdom are valuable</p> <p>Children can identify their own sources of guidance during such occasions</p>	<p>Paper and writing materials for drawing 'pathways of guidance'</p>