

Unit title	Year	Background notes
Why are different books special for different people?	2	<p>In this unit, pupils will reflect on what books are special for themselves and why. They will then learn about the important place of books in three religious traditions – Christianity, Islam and Judaism – and how people’s attitudes to these books are shown in how they treat them.</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
What books are special to me and why?	Special Value	I can: talk about what is important to me and to other people (Level 1)	<ul style="list-style-type: none"> • Share with the class your own special book. Give some reasons why it is special for you (because of the person who gave it you ... its contents ... its beautiful cover ... its age ...?) • Let the children talk about their special books and the reasons why they are special • The children draw a picture of the front cover of their special book, or a favourite from one they have read in class. They can then add some words which explain why the book is special • Put together their work into a class big book. Ask for suggestions about where it should be kept and how it should be treated or looked after • Make up some class rules about looking at the book. Could it be read at playtime if it is wet outside? Should it be kept near the paint table? Should it be kept on the floor? Display and treat the book in the agreed ways • Create a class display of special books which must be treated in an agreed special way 	<p>Teacher’s special book</p> <p>See the opening section of the Redbridge video on RE in the Foundation Stage: here, a reception class has made its own special book after a visit to a <i>Sikh gurdwara</i></p>
What books are special in this school and why?	Influence Memory		<ul style="list-style-type: none"> • Invite in some visitors from the school community to talk about their special book and how it has made a difference to their lives. Take some photos of them to make into a display with speech bubbles • Look at any books that show the history of the school and talk about why these books are kept and not thrown away when the children leave 	Digital Camera

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For whom is the Bible a special book and why?	Special book Holy book Bible	I can: say what the Bible means to Christians (Level 2)	<ul style="list-style-type: none"> • Obtain and display a selection of different kinds of Bible eg children's version, leather-covered, family Bible, large, small, in non-English language, Braille • Show the children a copy of the Bible and explain that it is not just a special but a holy book for many people and remind them how carefully it should be treated. Ask if anyone knows anything about the Bible • Introduce idea that the Bible is holy for Christians and show two parts of the Bible: Old and New Testaments. Explain that stories about Jesus can be read in the second part, the New Testament • Using a children's version of the Bible, read a story about Jesus from the New Testament (use children's version of a Bible) eg Jesus stilling the storm on the Lake • Look through the Bibles to find the story they were told or pictures which show the story • Invite in a Christian visitor to talk about the Bible and what it means to him/her 	<p>Different kinds of Bible including children's versions</p> <p>Mark's Gospel, chapter 4, verses 35-41</p> <p>BBC Watch programme, 'The Bible'</p>

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What is the Torah and why is it special for Jews?	Holy Torah Yad	<p>I can: use religious words to describe some of the ways Jews show their beliefs through the language of Hebrew and through their treatment of the Torah (Level 3)</p> <p>describe what a Jew might learn from a story in the Torah (Level 3)</p>	<ul style="list-style-type: none"> • What things in their home are they not allowed to touch, or can only touch very carefully? Why is that? Explore ideas of 'precious' and 'special' • Introduce idea of the Jewish holy book being so special that Jewish people use a yad (pointer) to read from it. Look at pictures of Torah scrolls and a yad and/or a miniature Torah scroll and yad. Watch a video that shows Torah scrolls being written by a sofer and being taken around the synagogue • Practice writing Hebrew letters (perhaps Shalom = peace) with calligraphy pens, trying to make sure that there are no mistakes and care is taken. Remember to go from right to left • Why is the Torah so special to Jews? Explain that it is thought of as God's precious gift to the Jewish people and that Torah means 'teaching'. Explain how it is treated in a special way: it is 'dressed' in a velvet Torah mantle, kept in a special place (the ark) and bowed to respectfully when it is taken around the synagogue • Choose one of the favourite stories from the Torah eg Noah's Ark, Joseph or Moses to read and discuss what Jews believe that the story is teaching them about life and God • What special things can the children learn from the Torah? Examples include: 'Show respect for old people and honour them' (Leviticus 19.18), 'Love your neighbour as you love yourself' (Leviticus 19.18). List pupils' ideas about special rules for a happy life • Make a scroll that includes their most special rules written with great care, with no mistakes. They could also make a cover for their special scroll, which could have significant letters or symbols on it NB Torah covers (mantles) often have pictures of a crown to show God as King, a rainbow to remember God's promise in the story of Noah's Ark, flames to remember the story of the Burning Bush 	<p>Miniature Torah scroll and yad</p> <p>See photograph of sofer at work on Redbridge RE website</p> <p>Video on Espresso</p> <p>Examples of writing in Hebrew</p> <p>See visits section of Redbridge RE Network website: Barkingside Progressive Synagogue, for photographs of scrolls and an ark</p>

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Why is the Qur'an a special book for Muslims?	Holy book Revelation Qur'an Muhammad	<p>I can: use religious words to describe how Muslims show their beliefs through their treatment of the Qur'an (Level 3)</p> <p>Use religious words to describe the revelation of the Qur'an to Prophet Muhammad and the importance of the Qur'an to Muslims (Level 3)</p>	<p><i>If used as an assessment task, see separate sheet.</i></p> <ul style="list-style-type: none"> • Explain that you are going to show something special to Muslims. Pass around a velvet bag that contains a Qur'an stand. Ask children to describe what they can feel • Take the stand out and ask questions to encourage children to look at it thoughtfully eg Does it move? ... What is it made of? ... What patterns does it have? ... What could it be used for? ... • Explain how a Qur'an stand is used and ask children to think why the Qur'an is lifted up when Muslim people read from it. Draw a picture of the Qur'an stand and design a border that is very beautiful and has repeating motifs eg flowers. If you would like to concentrate on the special style of Turkish Islamic art called Iznik, you could limit them to only painting in blue, white and red to reflect Iznik style • Tell the Muslim story of how Muhammad received the first words of the Qur'an. Pupils get into pairs and try to retell the story to each other • Each child to mind-map key elements of the story. Write 'Muhammad receives a special message' in the centre of the mind-map (some children may need to do this orally). Design an Islamic style border around the mind map • Invite in a Muslim visitor to read from the Qur'an (in Arabic) and to talk about why it is special to him/her 	Wooden Qur'an stand Muslim visitor/s Qur'an