

Unit title	Year	Background notes
What inner forces affect how we think and behave?	5	<p>In this unit, pupils will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of the Buddha and Kisagotami (Buddhist tradition). In each, they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences.</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	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
When am I tempted?	Right Wrong Temptation	<p>I can compare some of the things that tempt me with those that tempt other people. (Level 3)</p> <p>I can link what I and other people think are right and wrong with how we think and behave. (Level 3)</p>	<ul style="list-style-type: none"> If appropriate, leave a closed box/covered bowl in classroom before the lesson and ensure children are made aware that there is something special inside, but that they are not allowed to look inside it. Monitor whether children manage to leave the box/ bowl alone or are tempted to look. Look at the photocopiable sheet on Temptation and, in pairs, talk about the temptation shown in each picture. Who is being tempted? Who or what by? Does everyone have feelings of temptation? Refer back to children's experiences with the box/bowl ask who was/was not tempted to look inside and why. Pupils individually reflect on the word temptation and what it means to them, producing a mind map, diagram or sketch that conveys their ideas. Share the ideas with the whole class, producing a definition of temptation that everyone agrees upon. Listen to the story of Jesus' three temptations in the desert. Watch Jesus' temptations on The Miracle Maker – children to create thought tunnel. Why did Jesus fast? How did he answer? Why was Jesus faced by these temptations? 	<p>Scholastic Curriculum Bank RE, Bk 2, pp 23-24, 119 (worksheet)</p> <p>Box/ bowl full of 'something special'</p> <p>The Miracle Maker</p>

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Why did Adam and Eve disobey God?	Obedience Temptation Responsibility	I can describe what a believer might learn from a religious story or a sacred text. (Level 3)	<ul style="list-style-type: none"> Share what pupils know about Adam and Eve, perhaps using a picture for stimulus Tell the story from the photocopiable sheet. What is the story telling us about people and how they behave? Split into groups and answer the questions on photocopiable sheet p127 and report back Each pupil writes their own belief in a speech bubble to display what they believe the message of the story is: 'I think the story is telling us ...' 	Scholastic Curriculum Bank RE, Bk 2, pp44-46, 126-7 (story + worksheet)
Why did Jonah behave in the way he did?	Free will Authority Consequences	<p>I can describe what a believer might learn from a religious story or a sacred text. (Level 3)</p> <p>I can understand that moral decisions that people make have different consequences, and show that different choices are often based on different beliefs and values (Level 4)</p>	<ul style="list-style-type: none"> Listen to the story of Jonah and the whale. Ensure children know that Jonah and the whale can be found in the Old Testament and is important to both many Christians and Jews alike. Ask questions. Why did Jonah disobey God? Why didn't he want to go to Ninevah? Why didn't he want to pray for help inside the whale? Should God have asked him a second time to go to Ninevah? Using the Diamond 9 activity, rank the messages in the story with the most important on top: (a) People must be good; (b) People must listen to God; (c) Boats can be dangerous; (d) You cannot escape from God; (e) You feel bad inside if you do something wrong; (f) Prayer helps; (g) It is never too late to change your behaviour; (h) We have to obey rules in life; (i) It's wet inside a fish Share the different thoughts with the class, bringing out the ways in which different pupils have responded to the task, according to their beliefs (NB Jonah – Yunus in Arabic - is a Muslim prophet. Jewish people read the story at the annual festival of Yom Kippur) 	Scholastic Curriculum Bank RE, Bk 2, pp52-53, 131

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What beliefs would I refuse to deny?	Conviction Belief	I can link what I and other people think are right and wrong with how we think and behave (Level 3)	If used as an assessment task, see separate sheet. <ul style="list-style-type: none"> Give pupils the list of statements (p115). They must choose five that they feel are most important. They can add their own beliefs. They should then order their beliefs from the most to the least important. Then they can compare their list with a friend to see how they are similar and different Introduce the Muslim story of Bilal who was tortured for his beliefs but did not deny them. Read story on p116. Listen to the adhan (call to prayer) Write a story about a situation where they find themselves having to defend their most important conviction, identified in the task above. Or write a poem dedicated to the courage of Bilal or someone else who has suffered for his/her beliefs 	Scholastic Curriculum Bank RE, Bk 2, pp19-20, 115-6 (worksheets) Pictures of minarets of mosques Recording of the Muslim call to prayer
Why do I sometimes find it difficult to accept what I know to be true?	Truth Compassion Acceptance	I can describe what a believer might learn from a religious story or a sacred text. (Level 3) I can consider important questions about life and compare my ideas with those of other people. (Level 3)	<ul style="list-style-type: none"> Unwrap the Buddha image and encourage children to look closely at it, sharing thoughts about the Buddha's face, the feeling it gives them, the position of the hands. Explain how Buddhists believe that the Buddha (who lived c2500 years ago in India) showed people how to be wise and compassionate Read the story of Kisagotami. Divide into groups to discuss the questions on the photocopiable sheet. Explain that the Buddha taught how to respond to the sufferings of others, which is being compassionate. How did Kisagotami learn compassion for others? After listening to calming music, pupils share experiences of times when they found it difficult to accept something that had happened. How did they come to accept it? In small groups, freeze into a tableau which is called 'Compassion'. Take photos of each group's tableau for display 	Scholastic Curriculum Bank RE, Bk 2, pp21-23, 117-118 (story + worksheet) Buddha image, wrapped in silk, velvet or 'special' cloth Calming music Digital camera

Useful websites

<http://www.lincoln.ox.ac.uk/images/chapel/eastwindow7.jpg>

<http://islamicity.com/multimedia/radio/ch90>

<http://www.fabutech.com/islam.htm>

<http://muslim-canada.org/whoarewe.htm>

Stained glass image of Jonah and the fish at an Oxford college

One of many sites where you can hear the adhan (Muslim call to prayer)

Listen to the adhan from different mosques

This has difficult text but it has the adhan and also an animation of people walking round the Ka'ba