

In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.

## KEY VOCABULARY

- CHRISTIANS
- BIBLE
- MUSLIMS
- TORAH
- BELIEVER
- TEXT
- STORIES
- JEWS
- QUR'AN
- SPECIAL



### Lesson 1: What is special to you and why?

**STEP 1:** Show a selection of things that are special to you and explain why they are special. Show a story book (perhaps choose one from when you were younger that you enjoyed) explain why this story is special to you. Share the book with pupils - ask what they like about it. Encourage pupils to talk about something that is special to them and explain why.

**STEP 2:** Using a feely bag and 'I wonder why...' questions, share a range of artefacts from Christianity with pupils. You might like to choose a bible, some Bible story books, a baptism candle, a cross, an Easter card etc. Ask who pupils think these items are special for and why they might be special; briefly discuss what they are used for.

**STEP 3:** Explain that we are going to be finding out about stories that are special to many Christians, Muslims and Jewish people.

### Focus Group:

Pupils work with an adult, sharing items or stories that are special to them.

### Independent Group:

Leave the artefacts from Step 2 on an investigation table/tuff tray with some Bible story books for pupils to investigate. What do they notice? What do they like about the stories? Why might the stories be important to Christians?

### Lesson 2: Which stories do you know that are special to Christians?

**STEP 1:** Introduce Grace to the pupils. Explain that Grace is a Christian girl who goes to church. Tell pupils that Grace has brought a selection of different Bibles and stories for them to look at today. Show the different bibles (you may wish to include a children's bible, Beginners Bible, NIV, journaling bible and a selection of Bible story books). Talk with pupils about who might use these different types of Bibles and stories. Ask: Why are they important to believers? What might a believer find out by reading them?

**STEP 2:** Show different interpretations of Jesus calming the storm. Discuss what is happening in the pictures. Can pupils find a story book or page in a child friendly Bible amongst the books they looked at earlier that tells this story?

**STEP 3:** Choose a high-quality version of the story that keeps closely to the original text (you might read from The Beginners Bible here or perhaps The Storm that Stopped by Alison Mitchell – if you use this explain that this version is written for Christian children like Grace which is why it calls it a true story). Read the story together and ask pupils why they think it might be important/special to Christians. Explain that the story shows how much the disciples could trust Jesus and that for many Christians, it shows that Jesus can be trusted. Also, explain that the story shows that for Christians, Jesus was God's son who came to earth to help people. Most Christians believe Jesus was both God and human and came to earth to help people. Show Jesus calms the storm by Rembrandt – Ask what pupils see in the picture and how the story has been told.

### Focus Group:

Give the children paper folded into a zigzag book. Children to have a go at drawing scenes from the story in order – you may wish to have some scenes that they could order to support them with this.

### Independent Group:

Pupils to paint their own pictures to retell the story of Jesus calming the storm

# Which stories are special and why?

## Lesson 3: How might a story from the Bible show a Christian how to treat other people?

**STEP 1:** Choose a high-quality text to share the story of Zacchaeus with pupils (examples could be The Beginner's Bible or The Magpie's Tale – Jesus and Zacchaeus by Nick Butterworth). Introduce the story, explaining that it is important for many Christian children like Grace. Read it together, picking out the key events.

**STEP 2:** Explain that Zacchaeus wasn't well liked because he was a tax collector. Tell pupils that tax collectors like Zacchaeus collected money for the Romans but were thought to steal a little bit for themselves. Ask: Why would Jesus want to have tea with someone like that? What does this tell Christians about what Jesus was like?

**STEP 3:** Explain that most Christians try to act like Jesus did. Discuss what pupils think a Christian might do if Jesus showed kindness to people. Talk about the idea of Jesus seeing someone's heart and knowing that they want to make a change. Discuss what Jesus knew about Zacchaeus.

### Focus Group:

Design a meal for Zacchaeus to make for Jesus. Whilst doing this, encourage pupils to talk about why Jesus went to Zacchaeus' house.

### Independent Group:

Set up a role play area and encourage pupils to have a go at acting the story.

## Lesson 4: Which stories are special to Christian and Jewish people?

**STEP 1:** Talk with pupils about stories that are special to them. Can they remember any stories that are special to Christians (such as Grace)? Explain that some stories from the Bible are also special to Jewish people because they are found in the Jewish holy text, the Torah (show photographs of a Sefer Torah or a mini-Torah scroll if you have one).

**STEP 2:** Share the story of David and Goliath using a high-quality text. Ask: What was the problem for David and the people in the story? Who was brave in the story? Discuss whether pupils have ever had to be super brave, when and why this was, and what they did.

**STEP 3:** Explain that fighting Goliath would have been scary for David. Collect pupils' ideas about who David might have trusted in. Explain both Jews and Christians believe that David trusted in God and that God helped and looked after him.

### Focus Group:

Look at religious artwork of the story of David and Goliath (e.g. artists' impressions/stained-glass windows). Can pupils identify the different scenes? Discuss why they think people might create or own these pictures.

### Independent Group:

Draw a large outline of a giant (wallpaper paper) and encourage pupils to fill the inside with their own drawings from the story. Afterwards, encourage them to reflect upon the most important part of the story and what it reminds Christians and Jewish people of?

## Lesson 5: What is the holy book for Muslims?

**STEP 1:** Show a Qur'an stand. Encourage pupils to investigate its features, how it moves etc. Ask what pupils think it is for. Introduce Imran, explaining that he is a Muslim and has his own Qur'an stand, it is used for holding the Qur'an, the holy text for Muslims.

**STEP 2:** Lift a Qur'an from the top shelf in the classroom and encourage pupils to take note of the cloth it is wrapped in. Ask why they think it is wrapped up and what this tells them about what is inside. Explain that you need to wash your hands before unwrapping the book and ask why pupils think this is. Explain that most Muslims do this because the Qur'an is special and holy. Tell pupils this is why it is kept on the highest shelf and usually wrapped in a cloth. Give pupils some time to look at the Qur'an on the stand, see some of the text inside and talk about what they notice.

**STEP 3:** Show book containing Qur'anic story/stories for children (e.g My First Quran Storybook by Saniya Nain Khan). Explain that next time we will read a story from the Qur'an to find out more about how many Muslims believe they are told to act.

### Focus Group:

Working with adult(s) write some care instructions for the rest of the school to use to show how to care for the Qur'an. Encourage pupils to make a collective poster and use artwork pupils in the independent group have created to decorate it.

### Independent Group:

Look carefully at some Islamic artwork and repeating patterns that are found on pages of Qur'ans. Pupils try out recreating this artwork with different types of pens and pencils.

## Lesson 6: Which stories are special to Muslims?

**STEP 1:** Recap pupils' knowledge about the Qur'an. Ask: What do you know about the Qur'an? Show the care poster made as a class last week. Ask: How do many Muslims care for the Qur'an?

**STEP 2:** Explain that Muslims believe the Prophet Muhammad was first given the Qur'an by Allah at mount Hira. Show a picture of mount Hira.

**STEP 3:** Explain the Qur'an holds many stories showing Muslims how to act and today we will find out about one of them. Follow the reflective story telling script of 'the boy who threw stones at tree's (found with the resources) with pupils and use the 'I wonder why...' questions to discuss their reflections on what Muslims might learn from this story.

### Focus Group:

Give pupils a palm tree outline to colour in support children (if needed) to write how a Muslim might act after reading this story. E.g., 'Be kind', 'wait', 'be gentle' etc.

### Independent Group:

Construction – pupils to have a go at making their own palm trees from construction materials.

### Learning Outcomes

- Identify some of their own feelings in the stories they hear
- Talk about some religious stories
- Recognise some religious words, e.g. about God
- Identify a sacred text e.g. Bible, Torah
- Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zaccheus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanks; what the Chanukah story teaches Jews about standing up for what is right) etc .