

Unit 1.3: Faith Stories

Why are some books more special than others?

About the Unit:

This unit introduces the children to key figures from the Old and New Testament, and possibly, other religious traditions. It provides a base for later work on the lives of key figures. This unit focuses on Christianity and Judaism.

Where the Unit fits:

This unit builds on the Foundation units of F3 *Special People* /F6 *Special Books* and prepares for the Unit 2.3 *Leaders - What they said and did*.

Key Vocabulary:

God, Jesus, Moses, Jonah, Ganesha, Krishna, Bible, Torah, Qur'an, Guru Granth Sahib, lectern, Qur'an stand, special books

Suggested Resources:

A children's Bible, Bible picture story books, examples of holy books and pictures showing how they are used/treated, Islam - stories of Muhammad's (pbuh) childhood, Sikhism - stories about the Sikh Gurus

Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Know that stories about special people are found in special books, e.g. stories about Jesus are found in the Bible	Talk about a favourite story
2	Begin to know why some books are special and to identify a key figure from a faith story	Talk about how you feel when a faith story is read to you
3	Recognise why people need special books and how they may be treated differently. Identify and link key figures within a particular faith	Describe how listening to a faith story might influence the lives of those hearing it

Points to Note/Further Suggestions

When handling holy books it is good idea to be aware of how believers would want them to be handled and demonstrate this. See Unit F.4.

When talking about faith leaders and their life stories it is inappropriate to draw pictures of Muhammad.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE</p> <p>(2) explore the roles of special people in their lives and the lives of others</p> <p>(3) learn about simple features of the lives of key figures</p> <p>WRITINGS</p> <p>(2) experience a wide range of stories and writings used to communicate beliefs</p> <p>(5) consider the respect which may be shown to certain religious books</p>	<p>(c) name someone important to a member of a faith group</p> <p>(e) recount an event or events in the life of a key figure</p> <p>(c) recognise that some religious stories linked to faith come from a named text</p> <p>(i) recognise how some special books are cared for by faith members</p>	<p>(c) talk about people special to others</p> <p>(e) listen to and reflect upon a story about something in the life of a special person</p> <p>(c) talk about a belief in a religious story</p> <p>(i) talk about feelings concerning inconsiderate treatment of special writings</p>	<p>Connect</p> <ul style="list-style-type: none"> Name people who are special. Talk about why these people are special. What do they do that makes them special? Tell a story about someone in your life and something that happened to them. <p>Consider and Respond</p> <ul style="list-style-type: none"> Introduce special books where faith stories have been written down. Demonstrate how special books are treated with respect and explore reactions to the mistreatment of special books. Tell/read famous faith stories and make reference to the books they come from, e.g. Old Testament - the story of Moses left in the bulrushes, the story of the burning bush, God's call to Samuel, Jonah and the whale; New Testament – Jesus, Paul on the road to Damascus, shipwreck, stories about Jesus. Stories from other faiths. Act out some of the stories. Illustrate the stories. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Prepare a brief presentation of one story to share with another class/year. Talk about your favourite faith story. <p>Review</p> <ul style="list-style-type: none"> Reflect on people who are considered special by Christians. Make a class/whole school book of special stories chosen by children and others in school. Decide how to show that it is special and how it will be treated, where it will be kept, etc.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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