

Unit 3.5: *Holy Books*

What are the writings that guide people of faith?

About the Unit:

Children will focus on the use of religious texts. The unit provides opportunities to observe and investigate how they are treated and used by members of a faith community.

Where the Unit fits:

This unit builds on Unit 2.5 *Poems, Prayers and Promises* and F6 *Special Books*.

Key Vocabulary:

Bible, Qur'an, Torah, Guru Granth Sahib, sacred, holy, lectern, stand, respect

Suggested Resources:

Bibles, appropriate other texts, appropriate audio-visual resources

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
1	Know that stories about special people are found in special books	Talk about a favourite story
2	Begin to know why some books are special and are treated in a special way	Talk about how you feel when reading a special book
3	Recognise why people need special books and how they may be treated differently in different religions	Describe your thoughts and feelings when observing how religious books are handled
4	Understand why a religious book may be special to a community and how and why respect may be shown to a book	Ask questions and develop your own answers about why some people believe holy books are special

Points to Note/Further Suggestions

Remember the sensibilities about handling holy books! See units F4 and 1.3.

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PLACES (1) explore local places of worship through visits whenever possible</p> <p>WRITINGS (1) watch, read, discuss and listen to a wide range of stories and religious writings from various sources, appropriate to their level of understanding (2) examine writings respectfully in the context of their surroundings</p>	<p>(a) describe the main features of a religious place and know that people worship there</p> <p>(b) describe how religious artefacts are used by members of faith groups in a special place</p> <p>(c) show recognition of similarities and differences between places of worship</p> <p>(d) describe different uses for religious places</p> <p>(b) describe how certain writings are handled with respect by the members of a faith group</p>	<p>(d) describe the significant features of a religious place</p> <p>(e) think about times when they have been to a place of worship and share how they felt</p> <p>(b) reflect upon and talk about a belief expressed in non-narrative religious writing</p> <p>(c) describe their thoughts and feelings when observing how religious writings are handled</p>	<p>Connect</p> <ul style="list-style-type: none"> Think about the different ways in which books are treated. Consider books that are treated in a special way. How are they shown to be special and why? Invite children to bring and share a personal book that is really special. <p>Consider and Respond</p> <ul style="list-style-type: none"> Visit two places of worship to observe a holy book being read (or watch video of this). Talk about similarities and differences in how the Holy Books were handled. Invite a member of a faith community to talk or answer questions about their special book, and when it is used during the day and the week. Consider the pattern of readings across the year. Tell a story with a moral or message, e.g. parable or fable. Rewrite a parable in a modern context, e.g. The Good Samaritan, The Talents. Write 'a day/week in the life of a sacred book', e.g. Bible, Qur'an, Guru Granth Sahib. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Plan and present a ceremony using readings from some of the texts studied and some favourite texts. Enact a parable in a modern context and present it to an audience. <p>Review</p> <ul style="list-style-type: none"> Map popular extracts/ names of parables/ stories, etc. to the names of sacred books from which they are taken and illustrate it. Talk about how they felt when observing a holy book being read.

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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