

## What can we learn from sacred books?

	What can we learn from sacred books?		
	Learning objective		Success criteria
Lesson 1	<p>That some books are holy, and what this means</p> <p>That there are many versions of the Bible published and reasons for this</p>	<p><b>What stories are special to us? What is a holy book?</b></p> <p>Sit pupils down for the start of a story time session. Begin by using quite a familiar story starter eg 'Long, long ago...' then stop. Ask children to explain what they were expecting and why. Pose children with the question 'what is a story?'</p> <p>Discuss some other story starters that pupils might know or have used (eg once upon a time..., A long time ago in a faraway land..., one bright and sunny morning...) and think about what else is needed to make a great story such as a middle, end, characters, exciting plot, setting etc.</p> <p>Play a short story building game with children eg give pupils a story starter and each needs to add a sentence to create the story/use story telling dice. Pupils try to use all the elements of a great story that they identified.</p> <p>Ask the children to think of a special book to them. Give each child a folded piece of A4 (as a book cover). On the front of the book cover they draw the cover of their special book. On the inside they write words to say why it's so special.</p> <p>Put the book covers in a class book and discuss how our special book of special books should be treated, where should they be kept etc Think about the different types of stories which the books contain. Do any contain fairy stories? Adventure stories? Scary stories? Funny stories? Stories that teach us something? Stories from a religion?</p> <p>Put the words 'sacred' and 'holy' on the board. Remind children of the Bible, a book which is special to Christians. Recap that the Bible is a holy book. Remembering their discussions from last year, pupils think, pair, share what a 'holy' book is. Ideas might touch upon being more than special, being linked to God, having God's words inside not just people's words. Discuss pupils' responses.</p> <p>Explain that the Bible is so important for Christians that many versions are made so that everyone can read it. Task pupils with finding versions for younger people, older people, those who speak languages other than English, versions in braille etc in the selection.</p>	<p>Emerging: Talk about a special book and a holy book. ( A2)</p> <p>Expected: Independently give reasons why a holy book is considered to be 'holy'. (A2)</p> <p>Exceeding: Clearly describe what makes a book a 'holy' book and make connections between this and why the Bible is published in so many ways. (A3)</p>

<p>Lesson 2</p>	<p>A story that Jesus told;</p> <p>Meanings behind the parable of The Lost Sheep</p>	<p><b>What did Jesus teach about God in a story?</b></p> <p>Ask pupils if they know of any storytellers and if they have ever been a storyteller themselves. Explain that Jesus was a storyteller and that the stories he told are written down in the Bible. Look together at an image of The Lost Sheep (eg 'The Good Shepherd' from Vie de Jesus Mafa). If you have already taught this story in unit 1.1 Who is a Christian? Use the story of the lost coin as an alternative. Ask pupils to describe what they can see then focus on the colours in parts of the painting. Do they think the painting has a happy, sad or another mood? Does this lead them to expect a happy/ sad/ funny/ scary etc story? Pupils should speculate on who they think the man might be.</p> <p>Ask pupils to explain the job of a shepherd. What do they think a shepherd must do if a sheep is in danger? Draw parallels between shepherds looking after sheep and how we look after pets.</p> <p>Explain that the image pupils have been looking at is a picture of a story that Jesus told - The Lost Sheep. Tell the parable in an interactive way.</p> <p>Focus on the feelings that the shepherd must have throughout the story through drama (eg hotseating). Focus on the actions of the shepherd. How is he a good shepherd? How does he try to care for every single sheep? What might this teach Christians about God? Is God a bit like a shepherd? In what ways?</p> <p>Remind pupils that The Lost Sheep is one of many stories that Jesus told. It is a special type of a story that he used to tell called a 'parable'. Explain that parables are stories that Jesus told to help people learn something or understand ideas. Parables might be harder to understand than some other stories as they have hidden meanings. They might seem to be saying one thing, but they are really teaching about something else. Help children understand how a story might mean something else. Do this in a way that is most suitable for the class. Examples might be; basic metaphors such as 'you are my sunshine' or contemporary stories such as Paper Dolls by Julia Donaldson.</p> <p>Give pupils some suggestions about the ideas that Jesus was really teaching when he told The Lost Sheep. Give pupils the opportunity to discuss and select which ones might show what Jesus was really teaching. Look back at the picture from the start. Which elements of The Lost Sheep story can pupils see in the picture? If using the picture from Vie de Jesus Mafa, explain that the shepherd is wearing red to show that he is important - red clothes denote great importance in this style of art from Cameroon.</p> <p>Show the pupils images of two 'Lost Sheep Icons' - one where Jesus has a sheep around his shoulders and one where he has a person. Compare the two icons and the original picture - which one do pupils feel show the real meaning of the parable the best?</p>	<p>Emerging: Talk about a story that is used in religion (A2).</p> <p>Expected: Re-tell The Lost Sheep; suggest the meaning(s) of this story (A2). Ask and suggest answers to questions arising from The Lost Sheep (C1).</p> <p>Exceeding: Suggest their own ideas about The Lost Sheep and give reasons for its significance (C1).</p>
---------------------	--	--	--

<p>Lesson 3</p>	<p>Some of the lessons taught by Jesus in the Sermon on the Mount</p> <p>Ways in which these lessons can be put in practice today</p>	<p><b>What did Jesus say about how to treat others?</b></p> <p>Ask pupils to recall the class rules. Why do we need class rules? Which ones do children find easier or harder to keep? Which ones are about how we treat others?</p> <p>Ask pupils to describe/act out what a teacher is. Once you have heard/seen descriptions, explain that people call Jesus a teacher too. He may not have taught Maths and English to a class of children every day, but he did teach lots of things and these are written down in Christians' holy book, the Bible. Ask pupils to recall what Jesus was really teaching in the parable of The Lost Sheep or the lost coin.</p> <p>Explain that the Bible contains a story of how Jesus came to do some of his teaching. Lots of people wanted to hear him teach, so large crowds followed him. When he saw the crowds, he went onto a mountainside and sat down and he began to teach. Some of the things that he taught were: - Do not be angry, make up quickly and forgive each other. Ask pupils to show body language of anger and making up. - If somebody is nasty to you, don't be nasty back. Be kind instead. Pupils show 'nasty' and 'kind' faces. - Love everybody. Even love people who do not love you. Discuss what is meant by 'love' here. Pupils act this teaching out quickly in pairs. - Treat others the way that you would like to be treated. Pupils give suggestions of how we should treat others. Take photos of pupils' body language, nasty/kind faces and acting and scribe ideas of how to treat others. Go back through these photos and words with pupils and try to remember which teaching they link to.</p> <p>Give pupils a situations- Your sister has unwrapped your birthday present - what do Jesus' teachings mean a Christian might do? Don't forget the teaching that says 'Do not be angry, make up quickly and forgive each other.' Discuss the answers. Next ask pupils to discuss what a Christian might do in some different situation in small groups. When they explain it, check that they can link their solution back to at least one of Jesus' teachings, if not, help them to work out which teaching(s) it links back to. Pupils show their solutions through art, drama or writing</p> <p>Suggested situations:</p> <ul style="list-style-type: none"> <li>- You are going out to playtime (hooray!) when you notice that your friend can't come with you because s/he hasn't finished tidying the book corner yet, what do Jesus' teachings mean a Christian might do?</li> <li>- Simon never helps you with your work and now he is stuck on his maths, what do Jesus' teachings mean a Christian might do?</li> </ul> <p>Remind pupils about both our class rules that teach us how we should treat each other and about what Jesus taught relating to how people should treat each other. Give pupils some time to choose 'My rule for us all' - one rule from the class set or Jesus' teachings that they think is the most important of all. Some pupils may be able to go further and write their own 'My rule for us all'. Save these rules as they will be used in the next section.</p> <p>Look in a Bible to find the Sermon on the Mount where Jesus taught the lessons that pupils have been focusing on. Discuss the fact that we have previously heard a story from the holy book that taught people about God. Now we have learnt some words of Jesus from this holy book that teach people how to live.</p>	<p>Emerging: Recall at least one thing that Jesus taught (A2)</p> <p>Expected: Recognise that sacred texts contain teachings which are special to many people (B3). Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition (A2). Talk about issues of good and bad, right and wrong arising from the teachings (C3). Make links between the messages within Jesus' teachings from the Bible and the way people live (A2)</p>
-----------------	---	---	---

<p>Lesson 4</p>	<p>That holy books are treated in special ways</p> <p>How Christian people treat the Bible to show that it is holy.</p> <p>And/or</p> <p>How Muslim people treat the Qur'an to show that it is holy.</p> <p>And/or</p> <p>How Jewish people treat the Sefer Torah to show that it is holy.</p>	<p><b>How are holy books treated?</b></p> <p>Help pupils to remember the story of David and Goliath from their work in Foundation. Do they remember which holy book the story was from? Explain that the story is in the Bible (the holy book for Christians) and the Torah (the holy book for Jewish people). Allow pupils to look at a mini Torah scroll and yad - together list as many facts about them as possible (eg the scroll has 2 wooden rollers, it has writing inside, it is not written in English, the yad is silver, it has a pointy finger on the end etc). Give pupils some questions to speculate further eg Where is the scroll used? When is it used? Who reads from it? Collect ideas. Watch a video of a Torah scroll (Sefer Torah) being taken from the Ark and used in a Synagogue - were any of children's speculations correct?</p> <p>Torah scrolls at opening of this clip and around two minutes in: <a href="http://www.bbc.co.uk/education/clips/zctb4j6">www.bbc.co.uk/education/clips/zctb4j6</a></p> <p>Watch the video again and ask pupils to be detectives and spot as many ways as possible that Jewish people treat the Sefer Torah as special and holy. Ways include: keeping it in its own special cupboard (the Ark), 'dressing' it in a mantle (which is often velvet), it is bowed to or kissed respectfully when carried around the Synagogue, it is read using a yad to point to the words rather than a human finger, bells on top so everybody can hear it coming.</p> <p>Show a picture or video of a sofer (scribe) writing a Torah scroll for example <a href="http://www.bbc.co.uk/education/clips/ztqjmn6">www.bbc.co.uk/education/clips/ztqjmn6</a></p> <p>Explain that a Sefer Torah is so holy for Jewish people that it is very important to take extra special care when making it. Go through some of the facts about this eg it must be handwritten by a scribe, there must be no mistakes at all, it takes about a year to eighteen months to write a full Torah scroll...</p> <p>Explain that, just like the Bible, the Torah is a holy book that has stories and teachings. In fact, 'Torah' means 'teaching' and is thought of by many Jewish people as a precious gift from God. Children each use the rule chosen in the 'My one rule for us all' activity in the section called What did Jesus say about how to treat others? Write it carefully with no mistakes whatsoever to stick into a whole class special book or mini Torah scroll (which can be made simply with doweling sticks and some rolled up white paper).</p> <p>Introduce the word 'Hebrew' and tell pupils this is the language of the writing in the Sefer Torah. Pupils can try writing Hebrew letters (perhaps שלום, which is read as 'Shalom' and means 'peace') too, taking very good care and making no mistakes - remember to go from right to left!</p> <p>Discuss how sacred texts should be treated, how would a Christian, Jew or Muslim want their holy books treated? Why is it important to be careful with holy books and treat them well? Discuss some ground rules for how we will treat the whole class special book/mini Torah scroll.</p>	<p>Emerging: Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Expected: Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Exceeding: Independently give well thought out responses to how to treat holy texts, backed up with reasoning (A2)</p>
-----------------	--	--	---

Lesson 5	A story from the Torah (Moses).	<p><b>What story is special for Jewish people in the Torah?</b></p> <p>Ask pupils to recap what they know about the Torah. Explain that there are lots of stories in the Torah then tell the story of Moses with the class through use of drama. You will need two x 2 metre lengths of fabric here, one red and one blue.</p> <p>1) The Children of Israel were slaves in a country called Egypt. Moses was born and his mother was worried for his safety so placed him in a basket and floated it on the Nile, his sister Miriam watched as Pharaoh's daughter rescued and adopted Moses. Miriam suggested that Moses' real mother should help to bring him up. (Use blue cloth for Nile, Red for Miriam to 'wear' and a basket with doll in for Moses).</p> <p>2) When he was an adult, Moses ran away from Egypt and became a shepherd. One day, he saw a burning bush. God's voice came from the bush! Moses had to take his shoes off because this was holy ground. God told Moses to go back to Egypt and rescue the Children of Israel from slavery. (Take shoes off, sit in circle around red cloth for the bush. Pupils can make red cloth move slightly to symbolise flames. Choose some children to hold blue cloth above the circle to be desert sky).</p> <p>3) Moses went back to try to convince the Pharaoh (leader of Egypt) to let the Children of Israel go free. This was a very hard job and God had to help Moses by sending plagues. But in the end, the Pharaoh set the Children of Israel free. They escaped from Egypt and crossed the Red Sea. (Near the end of the story choose four children to hold the cloths and make them ripple like waves of a calm sea. As the Children of Israel cross the sea, split the cloths. Choose a Moses to lead the rest of the class, in role as the Children of Israel, through the sea and onto dry land).</p> <p>Discuss with pupils what they think the most worrying, happy and exciting parts of the story were. How did they feel when they finally left Egypt and crossed the Red Sea - can they show these feelings on their faces and bodies? Explain it is such an important story in the Torah for Jewish people that they have a special festival every year to remember how God helped Moses to free them from Egypt. Put six images from different parts of the story up can anyone retell the whole story?</p> <p>Explain that pupils have almost learnt the whole story, but not quite, because...</p> <p>4) A little while after the Children of Israel crossed the Red Sea, God gave them some rules to live by. There were many rules, but there was a very important set of ten rules called the Ten Commandments. Children remember their 'My one rule for us all' -is anybody's 'one rule' in the Ten Commandments? Are there any rules that the class had not yet thought of but feel are exceptionally good? Are there any rules that they ever try to stick to, eg not stealing or lying?</p> <p>Ask pupils to remind you which teachings of Jesus they learnt about from the Bible. Remind them that the Bible and Torah are both holy books that have teachings on how to behave as well as stories. Locate the story of Moses in the Bulrushes in a Bible. Explain that just like the story of David and Goliath, the story of Moses and the ten special rules called the Ten Commandments are in the Torah and the Bible too. Not everything about the Bible and Torah is the same (so there is no Lost Sheep or teachings of Jesus in the Torah), but some things are.</p>	<p><b>Emerging:</b> Talk about the story of the Exodus and consider why Jewish people still remember it (A2).</p> <p><b>Expected:</b> Re-tell the story of the Exodus (A2). Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments (C3).</p> <p><b>Exceeding:</b> Make links between the messages within the Ten Commandments and the way people live (A2).</p>
-------------	---------------------------------	--	---

<p>Lesson 6</p>	<p>A story about the Prophet Muhammad</p> <p>Meanings behind an Islamic story</p>	<p><b>Which story do Muslims tell about the Prophet Muhammad?</b></p> <p>Introduce pupils to Muhammad's nickname 'Al Amin' and explain that it means 'Trustworthy'. Ask pupils to define trust. To help, play some trust games (eg blindfolding one pupil and letting another orally guide them from point A to point B). Give pupils the opportunity to share the names of people that they can trust. Why do they trust these people?</p> <p>Recap stories from Holy Books and that these stories often teach something - maybe about God or how to treat others. Explain that the Muslim holy book (the Qur'an) contains stories too. Muslims also tell and hear stories about the Prophet Muhammad that are not in the Qur'an but do teach important lessons.</p> <p>Tell the story of Muhammad and the Black Stone. Stop as Muhammad arrives and needs to solve the problem - think together about what the problem is that he needs to solve. Brainstorm what Muhammad could do to sort things out. Share the end of the story</p> <p>Pose the pupils the question 'what is this story really all about?' Give pupils two or more ideas (amount of ideas depends on ability). Ideas could include: 'try not to argue', 'be fair', 'Muhammad', 'it is good to be trustworthy', 'teamwork is good', 'the black stone is important'. Ask pupils to choose one message that they think is really important in this story - can they say why?</p> <p>Ask pupils to sum up the most important message of the story in a snappy way, this can be presented as the story's new title or a newspaper headline for the story. Ask pupils to think, pair, share why people still tell stories about Muhammad today, even though he lived hundreds and hundreds of years ago.</p> <p>Allow pupils to look back through the story meanings. Ask them to choose which one(s) they personally think are really important for people to learn (whether or not they thought this was the most important message of Muhammad and the Black Stone) and explain their ideas and reasons.</p> <p>Notes: Share a Story RE Today services has a digital story of Muhammad and the Black Stone</p>	<p>Emerging: Talk about why people might still tell the story of Prophet Muhammad and the Black Stone (A2)</p> <p>Expected: Suggest a meaning for the story of Prophet Muhammad and the Black Stone (A2)</p> <p>Exceeding: Make a link between the story of the black stone and something that Muslims do today (A2)</p>
-----------------	---	--	--

Lesson 7	<p>The story of Jonah from Jewish and Christian holy texts.</p> <p>Meanings behind the story of Jonah in Jewish and Christian holy texts with a focus on what it teaches about God and forgiveness.</p> <p>The story of Jonah from the Qur'an.</p> <p>That the story of Jonah is in more than one holy text and shared by people of different religions</p>	<p><b>What can be learnt from the story of Jonah? What is special about Jonah?</b></p> <p><b>The children in 2021 onwards will have heard this story so will only need a quick recap.</b></p> <p>On the board, write 'Yunas', 'Jonah', 'Yonah'. What do pupils notice about these words?</p> <p>Explain that we are going to be learning a story that is in both the Bible and Jewish holy text and thinking about what people might learn from it. Introduce pupils to the story of Jonah (attached to this unit) in an interactive manner. (Instruments) Stop the story at appropriate points to ask how characters might be feeling or what the atmosphere would be like – discuss suitable responses and pupils can show these using their instruments. How did God find Jonah? Why do you think Jonah prayed in the fish? If Jonah didn't go to Nineveh the first time, why did he go on the second? Why did God keep Nineveh safe? Who was forgiven in this story?</p> <p>Place pupils into groups of around four. Assign a key event from the story to each group: 1) God telling Jonah to go to Nineveh 2) the storm and Jonah being thrown into the sea 3) Jonah's prayer when inside the fish 4) Jonah's escape from the fish 5) Jonah finally going to Nineveh 6) How the people of Nineveh changed their behaviour 7) God saving Nineveh</p> <p>Pupils work with their group members to decide what emotions Jonah might be feeling at their given point of the story. Set the groups the additional task of working out what their part of the story might teach a Jew or Christian about God. Discuss groups' decisions.</p> <p>Read the end of the story of Jonah and using a child friendly version of the tale, explain Jonah's reaction to the saving of Nineveh and what God says to him about this. Discuss what the sending of the worm, God's forgiveness and his concern for the people and animals of Nineveh might show Christians and Jews about God.</p> <p>Remind pupils that forgiveness is important in this story and explain that In the Jewish tradition, the story of Jonah is read on Yom Kippur – a day when Jews say sorry for things that they have done wrong. They ask others and God to forgive them. Introduce the Jewish ceremony of tashlich that happens a few days before Yom Kippur. At tashlich, Jewish people symbolically show that they are sending all of their wrong deeds away and saying 'goodbye' to them by throwing small pieces of bread (the bad deeds and mistakes) from their pockets into flowing water.</p> <p>Can children themselves think of a time when they have done something wrong and needed to say sorry and/or be forgiven? Write or draw the incident onto the side of small paper boat. Use water tray so children can launch boats and watch these incidents float away.</p> <p>Look back at the words 'Yunas', 'Jonah', 'Yonah'. Explain that 'Jonah' is the English way of saying Jonah's name and that is the way that it is written in English Bibles. 'Yonah' is the Hebrew way of saying the name – look at 'Yonah' written in Hebrew and explain that this is how it is written in Jewish holy text. 'Yunas' is the Arabic way of saying the name – look at 'Yunas' written in Arabic and explain that this is how it is written in the Qur'an. Emphasise that Yunas/Jonah/Yonah is the same man who appears in Christian, Jewish and Muslim holy books. The story of Jonah is the same for both Jews and Christians. The story in the Qur'an is slightly different. Share the story from the Qur'an. Discuss differences.</p>	<p>Emerging: Talk about the story of Jonah and why people still read it (A2).</p> <p>Expected: Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). Notice and respond sensitively to how people from different faiths still tell the story of Jonah today (B3) Suggest answers to questions arising from the story of Jonah (C1).</p> <p>Exceeding: Suggest their own ideas about meanings behind the story of Jonah (C1). Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness(A2) Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah</p>
-------------	---	---	---

## Jonah and the Big Fish

Long, long ago, there lived a man. A very special man named Jonah. Jonah was such a special man, because he was a messenger. The messages he gave were no ordinary messages. They were messages from God.

One day, God told Jonah to go to the great city of Nineveh and deliver a message. The people who lived there were living wicked lives. They were doing the most terrible things. God told Jonah to tell the people of Nineveh that they must change their ways...or their whole city would be destroyed! **Jonah was very scared to take this message to Nineveh**, so he decided to run away. He got onto a ship that was sailing far, far away - **he was trying to run away from God**. Once he was on the ship, Jonah went downstairs. He lay down and fell into a deep, deep sleep.

**Then, God sent a massive storm with rain, thunder and lightning.** The waves of the sea grew bigger and bigger and all the sailors were worried that the ship would sink! The sailors were afraid and cried out to their own gods, asking for help. And where was Jonah during this storm? He was still asleep in his cabin. The ship's captain woke Jonah up and told him to pray to his own God for help with the dangerous storm.

**But Jonah thought that praying to God would not help. God had sent the storm because Jonah was running away.** "Pick me up and throw me into the sea," he told the sailors, "and it will become calm. This storm is my fault." The sailors certainly did not want to throw Jonah into the dangerous sea, so they tried to row back to dry land instead, but the storm would not stop and the sailors could not row. In the end, they had to throw Jonah overboard.

**At once, the storm stopped.** There was no more rain. The thunder and lightning disappeared and the waves died down. Next, God sent a fish. It was a huge fish. So large, that **it swallowed Jonah whole!** **When he was in the belly of the fish, Jonah prayed to God.** He thanked God for keeping him alive and saving him from the storm and sea. Jonah was in the fish for 3 days and 3 nights, then at God's command, the fish spat him out onto a beach.

Jonah was given a second chance, because once again God told him to go to Nineveh and give the message. **This time, Jonah did what God told him to do.** The people of Nineveh listened to Jonah and were very worried. **They changed their wicked ways and were good.** They even stopped eating and drinking for a time and wore special cloth to show how sorry they were. **God did not destroy Nineveh – he saved it!** He did not destroy Nineveh because he saw how well the people behaved after receiving Jonah's message.

**NOTE FOR THE TEACHER:** Phrases and sentences in bold print are suggested points in the story for discussion of action, characters' feelings and atmosphere leading to musical activity.



## Resources

### Teachers might use:

- Share a Story With... (Interactive CD and book) (RE Today) includes story of Prophet Muhammad and the black stone.
- Opening Up Islam edited by Fiona Moss, RE Today, includes some stories of the Prophet
- The Lost Sheep: Stories Jesus told by Nick Butterworth (Author) and Mick Inkpen (Contributor) ISBN-10: 1859857469, ISBN-13: 978-1859857465
- The Lion Storyteller Bible by Bob Hartman and Krisztina Kallai Nagy and My Look and Point Bible by Christina Goodings both contain stories from this unit and may be useful retellings to use with your class
- My First Quran by Saiyasnain Khan. This English version is designed to be attractive to pupils. Although it has relevant pictures, none of them contain people in line with Islamic thought – this is interesting to discuss with pupils
- RE Ideas Fairness and Justice edited by Fiona Moss, for work on Jonah
- The Christianity Project KS1 unit on God has more ideas for work on parables, Jonah and forgiveness
- The Complete Guide to Godly Play Volumes 2 and 3 have sections on the Exodus, Jonah and the Good Shepherd
- Storybag or godly play box and resources for the Good Shepherd

### From the Web:

- The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <http://www.bbc.co.uk/education/subjects/zxnygk7>
- The BBC also offers lots of information and material on its main religion site: [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)
- The best gateway for RE sites is: [www.reonline.org.uk](http://www.reonline.org.uk)
- You can find and use searchable sacred texts from many religions at: [www.ishwar.com](http://www.ishwar.com)
- If teachers wish to focus on the story of Bilal when learning about Muhammad, a video of a KS1 lesson on this story and some teaching resources can be found here: <http://www.natre.org.uk/primary/good-learning-in-re-films/>
- Many videos of Go Fish's '10 Commandment Boogie' can be found on the internet. Please explain to pupils that it is a song that Christians might sing about the ten commandments or just play relevant verses

### Artefacts:

- Religious artefacts for this unit are available to purchase from- Articles of Faith (Tel: 0161 763 6232) and TTS (Freephone 0800 137525)
  - Mini Torah scroll
  - Yad (pointer for Torah scroll)
  - Qur'an
  - Qur'an stand
  - A range of versions of the Bible
- Do remember to ask local places of worship and members of religious communities whether they would like to give or lend you any appropriate resources for this unit