

TERM: Autumn 2		YEAR GROUP: 4		SUBJECT: RE: What makes some texts sacred?		
WEEK 1 DATE: Lesson 1: How do people communicate beliefs without words?	WEEK 2 DATE: Lesson 2: What can we find out about scripture?	WEEK 3 DATE: Lesson 3: What does it mean if scripture was revealed or remembered?	WEEK 4 DATE: Lesson 4: Why do some worldviews have more than one book of scripture?	WEEK 5 DATE: Lesson 5: How do some people demonstrate the value of scripture?	WEEK 6 DATE: Lesson 6: How do sacred texts play a part in some people's lives?	WEEK 7 DATE:
<p>LO: To recognise how religious ideas can be communicated without written words.</p> <p>Success criteria: I can give examples of the ways beliefs were communicated prior to the written word. I can explain why statues, images and models were used to share beliefs in the past. I can analyse the benefits and problems of communicating using images and idols</p> <p>Main event: Children in pairs one artefact image card (A-J) from pages 1 and 2 of the <i>Activity: Portraying beliefs without words: part 1</i> to each pair. There are ten images so some pairs will have the same image. Allow the children a few minutes to examine their image and discuss what they believe it represents or is trying to communicate about the beliefs of the people who made it using the questions on slide 1 of the <i>Presentation: Portraying beliefs</i> and</p>	<p>LO: To evaluate information about Buddhist, Hindu and Sikh scriptures.</p> <p>Success criteria: I can talk about the sources and origins of some religious scripture. I can make links and comparisons between how different religious scripture is written. I can distinguish between evidenced information and beliefs about scripture</p> <p>Main event: Display the <i>Presentation: Early writing</i> and ask the children what they think the pictures show and how the items might be connected. The images all show items related to early forms of writing and printing including: a wax tablet; a manual printing press; a quill and ink; papyrus and nibs; a block print and roller. Explain to the children that the invention of written words meant that over time many religious beliefs started to be written down after having been shared orally in the</p>	<p>LO: To make connections with beliefs about the origin of scripture and how it is used.</p> <p>Success criteria: To explain the difference between revealed and remembered writings. To know that there are multiple Hindu scriptures. To consider how beliefs impact the use of scripture</p> <p>Main event: Display slide 1 of the <i>Presentation: Revealed and remembered</i> and explain to the children that there are many Hindu texts which contain different types of writings and are important to different people for different reasons. Explain that Hindu scripture is sometimes divided into two categories called <i>shruti</i> (that which is heard) and <i>smriti</i> (that which is remembered). Use slides 2 and 3 to explain the difference between the two types of writing. Display and hand out the <i>Activity: Shruti and smriti</i> and explain that</p>	<p>LO: To explain why some religions have multiple scriptures.</p> <p>Success criteria: I can describe how the Buddhist Canon came to be written. I can explain why using a range of information is important when learning about religious texts. I can consider the relevance of the Buddhist Canon to some people today</p> <p>Main event: Display the <i>Presentation: Buddhist Canon</i> and use slide 1 to go through the key vocabulary for the lesson. Display slide 2 and click on each image to make it full screen. Discuss with the children what they notice about the images, ensuring that the following points are drawn out. Explain that the Buddhist Canon consists of many books and varies for different Buddhist traditions but is all based on the</p>	<p>LO: To evaluate the significance of religious scripture to some people.</p> <p>Success criteria: I can give examples of how the Guru Granth Sahib is treated to show respect. I can explain why the Guru Granth Sahib is considered a living Guru by many Sikhs. I can make connections between beliefs and practices</p> <p>Main event: Explain to the children that the Guru Granth Sahib is the central Sikh scripture and when it was created, it was decided that it would be the final guru that would live eternally and be sovereign (have the highest power). Display the <i>Presentation: What is the Guru Granth Sahib?</i> and share the information on slides 1–2 with the children then go through the questions on slide 3. Explain that because of what many Sikhs believe about the Guru Granth Sahib, there are practices that are carried out</p>	<p>LO: To describe the importance of scripture to some people</p> <p>Success criteria: I can compare and make links between scripture from different worldviews. I can identify the place of scripture in some people's lives. I can explain why scripture is important to some people</p> <p>Main event: Arrange the class into groups of five and provide each group with one copy of the <i>Activity: Discussion cards</i>. Explain to the children that they are going to discuss the questions, with each person taking a role to facilitate the discussion. Briefly talk through each role and ensure the children understand them. Ask the children to cut up the role cards below the questions, allocate them</p>	

<p>encourage them to write notes on a whiteboard. Discuss their ideas and point out how, even without written words or speaking to the creator, we can make educated guesses about the beliefs portrayed. Give each pair the corresponding information about their image from pages 3 and 4 of the <i>Activity: Portraying beliefs without words: part 1</i>. Ask the children to read the information and consider whether their predictions about what it represented were correct or not and why this might be using the questions on slide 2 to guide their discussion. Take feedback. Hand out the <i>Activity: Portraying beliefs without words: part 2</i> to each pair or display it on the screen using slide 3. Ask the children to look at the images and decide which one shows the same belief as their original image card in a different way, using the questions on slide 4 to support their discussions. Explain that although religious beliefs have been around for tens of thousands of years, the earliest known writing only dates back to around 5,500</p>	<p>past. This is sometimes referred to as scripture. Ask the children if they know the names of any scripture or religious texts. Observations Divide the class into nine groups and explain that they will investigate three different religious scriptures or writings. Hand out the <i>Activity: Scripture images</i> so that three groups have the Buddhist images, three have the Hindu images and three have the Sikh images. Display and provide each group with one copy of the <i>Activity: What can we find out about scripture?</i> and explain to the children that they should complete the first column headed 'Observations' with anything they notice about the images. Sorting information Display the <i>Presentation: Evaluating information</i>. Use slide 1 to explain that what we know about scripture or religious texts may be recognised or evidenced information based on archaeological information or historical evidence such as when a particular text was written, what language it is written in or who wrote it. Display slide 2 and explain that other information about scripture is based on people's beliefs or opinions and</p>	<p>the children need to choose four different colouring pencils and use them to colour the boxes containing the headings on page two of the sheet. Allow time for the children to read the information and underline three interesting things, three puzzling things, three connections with something familiar to them and three things they think are important using the colours corresponding to each heading. If necessary, model this on the screen. Organise the class into five groups and hand out one sheet (labelled A – E) from the <i>Activity: Discussion cards</i> to each group. Ask the children to read the statement in the centre of the card and the responses shown before discussing what they think about the statement. Allow time for the children to discuss the statement before swapping cards with another group. Repeat until each group has had the opportunity to discuss all of the cards. Display slide 1 of the <i>Presentation: Discussion prompts</i> to help the children focus and structure their conversations. Point out the special box from Lesson 1. Ask the children if they think all or some of the texts they have learnt about during the</p>	<p>Buddha's teachings. Explain that many Buddhists use the term Dharma rather than scripture to refer to written and spoken teachings. Display slide 3 and explain that, as with many religious texts, the Buddhist Canon developed over hundreds of years. There are many different pieces of information that can help with understanding what it is and what it means to many Buddhists today. Like a jigsaw, different pieces of information are needed to give a full picture. Ask one child at a time to come to the board and click one of the jigsaw pieces, working from left to right, top to bottom, and read the information aloud to the class. Arrange the children into groups of three and hand out the <i>Activity: Buddhist scripture jigsaw</i> and ask the children to cut up the cards and put them in a pile. Explain that they should read the cards one at a time and decide whether the information on the card tells them about how the Buddhist Canon came to be, what it is today or about how it is used by Buddhists. Model this on the screen by displaying the <i>Activity: Buddhist</i></p>	<p>that reflect its value and importance within the worldview. Watch BBC Teach - The Guru Granth Sahib and New Holy Crib: The Gurdwara asking the children to look out for all the practices that demonstrate the belief that the scripture is a living, eternal and sovereign guru. Use the <i>Presentation: Guru Granth Sahib</i> to recap some of the key practices that many Sikhs carry out relating to the Guru Granth Sahib. If using the optional artefacts, allow time for the children to explore them. Ask children to draw a table with three columns and put the headings 'Practice', 'Reason' and 'Belief' at the top of each column. Explain that they should list practices they saw on the presentation or in the videos and write a short explanation of why the practice is carried out and what belief it demonstrates. Support Should use the <i>Activity: Practices chart</i> to record their ideas during the Main event; could have access to the videos or the <i>Presentation: Guru Granth Sahib</i> to remind them of the practices.</p>	<p>randomly within their group and decide which question they would like to discuss first. Allow time for the groups to discuss their first question, circulating the room and encouraging the children to use the prompts on their role cards to facilitate a balanced discussion. On a signal, ask the groups to randomly reallocate the role cards and choose a new question to discuss. Continue until all the questions have been discussed or the end of the allocated time. Support Should take the roles of instigator or prober during the <i>Activity: Discussion cards</i>; could have access to the <i>Activity: Scripture information</i> from Lesson 2 during the discussions. Challenge: Should explain how someone from a particular worldview might respond to the discussion question; could include ideas based on knowledge of Abrahamic scripture in their discussion responses; could take on the role of summariser or builder during the <i>Activity: Discussion cards</i>.</p>	
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<p>years ago in Ancient Sumer. Other civilisations are thought to have developed their own writing systems independently at later dates. The technology of writing also spread as people moved to new places. The first evidence of writing in Britain is from around 50AD.</p> <p>Support Could look at image cards C or E which have shorter corresponding information that is easier to interpret.</p> <p>Challenge: Could look at more than one image card during the lesson and make comparisons between the two.</p>	<p>may not be agreed on by everyone. Provide each group with the corresponding sheet for their images from the <i>Activity: Scripture information</i> and ask them to cut up the statements and sort them into the headings 'Recognised or evidenced information' and 'Beliefs and opinions' on the <i>Activity: What can we find out about scripture?</i>, glueing them down once they are happy with their placement.</p> <p>Support Should use the Hindu information which uses shorter sentences when completing the <i>Activity: What can we find out about scripture?</i>; could use a selection of information cards rather than the full set; could use the <i>Knowledge organiser</i> during the Wrapping up.</p> <p>Challenge: Could watch British Library - Discovering Sacred Texts to find out more information about the scripture; should explain the impact of the scripture being written both at the time and now.</p>	<p>lesson should go into the box and to give reasons why or why not. Display slide 2 and encourage the children to challenge each other with questions like those shown:</p> <p>Support Should underline one sentence or phrase for each part of the key on the <i>Activity: Shruti and smriti</i>; could use the <i>Presentation: Discussion prompts</i> during the discussion cards task.</p> <p>Challenge: Should be given the statements from <i>Activity: Discussion cards: extension version</i> without the speech bubbles and add their own different possible responses around the statements; should explain their choices on the <i>Activity: Shruti and smriti</i> in the box below each heading on page two.</p>	<p><i>scripture</i> and identifying a card that gives historical information (for example, the top left card) and a card that explains how the texts may be used by Buddhists (for example, the middle card on the bottom row). Suggest the children draw a chart on a whiteboard with the headings 'How the Buddhist Canon came to be', 'What it is today' and 'How it is used by Buddhists' and place the cards on it as they sort them.</p> <p>Allow the children time to turn over their cards and arrange the cards to complete the image of the Buddha. Remind them that different types of information used together help gain a full understanding like a jigsaw needs all the pieces before the picture is revealed. Show the children the special box from Lesson 1 and ask them if they think the Buddhist Canon should be put in the box, encouraging the children to justify their answers using learning from the lesson.</p> <p>Support Could use the word bank from slide 1 of the <i>Presentation: Buddhist Canon</i> to check the meaning of words throughout the lesson; could sort the five cards from the centre column of the <i>Activity: Buddhist</i></p>	<p>Challenge: Should describe something they treat with great respect and why, relating it to how Sikhs treat the Guru Granth Sahib; could make links between the meaning of the words Waheguru and Guru Granth Sahib and why it might be considered sacred or holy by many Sikhs.</p>		
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			<p><i>scripture jigsaw</i> rather than all 15.</p> <p>Challenge: Should justify their decisions clearly when sorting the cards; could explain how a person might change the way they live their everyday life if following the teachings in the Buddhist Canon.</p>			
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