**Awareness Mystery Value (AMV)**

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| **Key Stage 2 Unit 3: Why do religious books and teachings matter? [C&F]**  **This unit explores how religions and beliefs express values and commitments in a variety of written forms, and how value is attached to those writings** | | | | | | |
| **About this example**  This series of approximately 11 sessions is intended to provide a set of learning activities for Year 3 or 4 classes. It was written by Karen Maynard, RE lead at St Martin’s C of E Primary School, Weston Super Mare.  The focus here is on exploring religious text and beliefs from Christianity and Hinduism and why they are important. They will look at stories from The Bible and how they can relate to their lives today. | | | | | | |
| **Where the example fits into the AMV programme of study**  This example connects with AMV Areas of Enquiry C (Forms of expressing meaning) and ‘Values and Commitments’ (Area F). | | | | | | |
| **Prior Learning**  Pupils will have looked at special stories in Christianity in KS1 (Unit 3) and How we live our lives (Unit 6) | | | | | | |
| **Featured Religions / Beliefs** | | **Focus ‘Key Concepts’** | | | | |
| Christianity | | **AT 1: Learning ABOUT religion and belief** | | | **AT 2: Learning FROM religion and belief** | |
| Hinduism | | A. Beliefs, teachings and sources | |  | D. Identity, diversity and belonging |  |
|  | | B. Practices and ways of life | |  | E. Meaning, purpose and truth |  |
|  | | C. Forms of expressing meaning | | ✓ | F. Values and commitments | ✓ |
| **Key Question: Why do religious books and teachings matter?** | | | | | | |
| **Supplementary Questions**  Pupils have the opportunity to explore these questions:   1. What different kinds of writing and story are there that are important to religions and beliefs? 2. Where do the most special kinds of writings and stories come from? 3. How do communities show that they value special books and writings? 4. What are the moral messages that can be found in stories from religions and beliefs? 5. How can I best express my beliefs and ideas? | | | | | | |
| **Resources** The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.   * <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyrj6> * Copies of the Bible for each child * Various copied of the Bible e.g. Story Teller Bible, Illustrated Children Bible, Action Bible etc * Copies of Hindu texts/ photos of them * <http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm> * <https://www.bbc.co.uk/bitesize/clips/zsmpvcw> * <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p> * <https://www.bbc.co.uk/programmes/p06ptdgh> * <http://www.awarenessmysteryvalue.org/2016/e03-exemplars-assessment-lower-ks2/> * <https://ministry-to-children.com/prodigal-son-for-kids/> * <https://www.bbc.co.uk/bitesize/clips/z4vcd2p> * <http://request.org.uk/teachers/teaching-resources/story-time-the-parable-of-the-good-samaritan/> * <https://www.dltk-kids.com/bible/cv/good_samaritan.htm> * <https://www.bbc.co.uk/programmes/p065hw17> * Emotion graphs from NATRE website: [www.natre.org.uk/resources/the-ramayana-emotion-graph/](http://www.natre.org.uk/resources/the-ramayana-emotion-graph/) (Subscribers only) | | | | | | |
| **Expectations. By the end of this sequence of learning:** | | | | | | |
| **[Developing] Pupils:** | **[Secure] Pupils:** | | **[Exceeding] Pupils:** | | | |
| * talk about what they feel good people do, e.g. “good people look after injured people”; * communicate what they think about the Bible, e.g., “The Bible is a big book with lots of nice stories”. | * link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied, e.g., “Like the Good Samaritan, I also try to be good by helping everybody I meet – even if they are not my friend and even if they are very different to me and my family. I might now help my Hindu elderly neighbour sweep the leaves from outside their flat”. * describe the importance of the Bible for Christians and give examples of how it is used, e.g., “Christians believe it is from God” and “Christians read it every day” and “some Christians might try to get advice from the Bible stories”. | | * ask questions such as “Why do you think Jesus told this story?” * offer responses to what might happen if different moral decisions were made, e.g., “I think the whole world would be a much better place if everybody cared about each other”. * use religious vocabulary and describe differences in practices, e.g., “Some Christians believe it is the directly revealed Word of God but some other Christians think it was written by people inspired by God” and “Some Christians read it as part of their daily life but others don’t”. | | | |

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| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  b) Where do the most special kinds of writings and stories come from? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 1**  *What book is special to me and why?*  Pupils will:  begin to understand how different people treat special writings;  reflect on why people behave in a particular way around special objects. | Bring in some of your own books and discuss why the books are special. Alternatively, they could bring in books from home to share. It could be a favourite book that has been read to them when they were younger. It might be one that someone special in their lives has read to them. It might be one about something they enjoy doing or themes that are important to them. It could be that it was given to them as a present for a special occasion. Discuss why they are special and record their ideas, either individually or as a class. They could draw a picture of their book and write an explanation of how it is special to them.  Then look at which books are special to different religions. You could look at copies if you have them in school (remembering to be respectful of rules that surround the use of holy books) or look at pictures of them. Discuss why they are special and how they come to be written. They usually have teachings in them that are important to that religion. Some people believe the holy scriptures are dictated by God, others believe people writing them were inspired by their God. (Make links back to the religions they have studied in KS1: Bible- Christians, Quran- Islam, Vedas- Hinduism, Tripitaka- Buddhism, Judaism- Torah, Sikhism- Guru Granth Sahib, Charles Darwin- theory of evolution.)  Point out that people have different ideas about the *authority* of these texts. Some people believe they have been given to human beings by God, or divinely inspired. Others deny any divine intervention, but still respect the books as containing inspirational stories, poems, ideas, beliefs, encouragement to do good deeds and ways they can live their lives. | Pupils will:  understand that different religions have special books and that they are used in different ways. | **Key vocabulary:**  Special, important, text, sacred, holy book.  **Resources**  Range of special books, scriptures from different religions. |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  b) Where do the most special kinds of writings and stories come from? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 2**  *Why is the Bible special to Christians?*  Pupils will:  begin to understand what makes the Bible special to Christians;  begin to understand how Christians use the Bible as a guide for life. | Ask the children what they know about the Bible already. Then watch [www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyrj6](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyrj6)  Discuss the information which comes up in it which includes how it is divided into different sections and different types of stories in each.  Ask: How do Christians use the Bible as a guide on how to live their lives and how do the stories help them do this?  Point out the moral teachings and lessons given in many Biblical stories. These can appear in different forms: lessons from history, miraculous events, and stories written deliberately to convey meanings, such as parables.  If you have copies of the Bible, give children the opportunity to look at them and find the different sections. If they have copies at home of Bibles they could bring these into discuss. Also, look at different types of Bibles – Lion Storyteller Bible etc. Why do they think they are written in different ways? Which do they prefer? Do they think it is ok to change the original stories?  If possible, arrange a visit from a local vicar, priest or minister to talk about the Bible and how Christians use it. Alternatively, children could think of questions to send to the minister and they could email/ record responses or meet over Zoom / Google Meet etc.  Make sure the visitor addresses the question of how the Bible came about, including ideas about it being written over many hundreds of years and beliefs about it being divinely inspired. | Pupils will:  describe the importance of the Bible for Christians and give examples of how it is used. | **Key vocabulary:**  Bible  New Testament  Old Testament,  Sacred text  Parable, miracle  **Resources**  Copies of Bibles, Illustrated Children’s Bible, Action Bible etc. |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  b) Where do the most special kinds of writings and stories come from?  d) What are the moral messages that can be found in stories from religions and beliefs?  e) How can I best express my beliefs and ideas? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 3**  *How does the Bible show us how to live our lives?*  Pupils will:  understand how the Bible may be used as a guide on how to live a good life;  give examples of how Christians might live their lives;  express their understanding through art. | Recap on what they can remember about the Bible from the previous lesson.  Look at a couple of verses from the Bible and what they mean, e.g. 2 Timothy 3.16-17. *All Scripture is inspired by God and is useful to teach us what is true and to make us realize what is wrong in our lives. It corrects us when we are wrong and teaches us to do what is right.*  And/or Colossians 3.16. *Let the message about Christ, in all its richness, fill your lives. Teach and counsel each other with all the wisdom he gives. Sing psalms and hymns and spiritual songs to God with thankful hearts.*  If the school has a particular Bible verse, this could also be a good opportunity to discuss this and what it means.  In pairs, ask the children to find different verses in the Bible (see Resources). They then discuss what they think they might mean about how they might live their lives today. Can they think of an example of something they should or shouldn’t do at home / school? Each group/ pair can then report back to the class and discuss.  Children then draw a picture (paint/ watercolours/ pastels) to show what their verse means to them and write a caption explaining to others what it means. Can they also explain how it might apply to a person’s life? | Pupils will:  give examples of how the Bible is used and how it helps Christians live their lives. | **Key vocabulary:**  Old Testament, New Testament, Bible, chapter, verse, influence, guide.  **Resources**  Bibles for children to share or selection of Bible verses for children to look at, e.g. Exodus 34.6-7, Luke 6.31, Ephesians 4.25 & 4.32, Matthew 22.37 – 39, Hebrews 13.5 & 13.16, Mark 16.15, Psalms 112.5, 1 John 3.18, Proverbs 19.17, Timothy 6.18, Luke 6.27, Matthew 6.14, Acts 5.29, and could use commandments from Exodus 20. |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  b) Where do the most special kinds of writings and stories come from? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 4**  *What is Hinduism’s holy book?*  Pupils will:  understand that there are many holy scriptures that are important to Hindus, such as the Vedas, the Bhagavad-Gita and many others;  understand that Hindus may use the scriptures to help them live their lives. | Look at what the Hindu holy books are, using the information on primary homework help or another website. Look at how it is made up of several different scriptures and that each of these books is different.  The most ancient sacred texts of the Hindu religion are written in **Sanskrit** and called the Vedas. Explain that Sanskrit is an ancient Indian language and many modern languages are descended from it. The Hindu scriptures were written in India over many centuries.  These scriptures help to guide Hindus in their daily life. They also help to preserve the religious dimensions of family and society. Hindus have developed their system of worship and beliefs from the scriptures.  **The Vedas** - a collection of hymns praising the Vedic gods. Veda means 'knowledge'.  **The Ramayana** - long epic poems about Rama and Sita.  **The Mahabharata** - which includes the Bhagavad Gita and the story of Rama and Sita, celebrated every year in the festival of Diwali. Show the children a copy of the Bhagavad-Gita if you have or can borrow one.  **The Puranas** - a collection of stories about the different incarnations and the lives of saints.  Explain that all these scriptures were written a long time ago, before the time of Jesus, for example, over 2,000 years ago.  Ask the children why they think many of these scriptures are still in popular use today? Can they think for example, that these are ‘timeless’ stories that still have meaning for people today, and that they are part of a very strong tradition, handed down across the generations?  After discussing the information, can they see any similarities with The Bible? What are the main differences, do they think?  Match up statements about what is in part of the scriptures or complete a mind map of what they know. | Pupils will:  describe the importance of the Vedas for Hindus. | **Key vocabulary:**  Hinduism, scriptures, Vedas, The Ramayana, The Mahabharata, The Puranas.  **Resources**  The Bhagavad-Gita.  Further information on the Vedas: Primary Homework Help > [Hinduism](http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm)  BBC [Hinduism](https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p)  **Twinkl also have a PowerPoint that helps explain it: KS2** [‘All about the Vedas’](https://www.twinkl.co.uk/resource/ks2-all-about-the-vedas-powerpoint-t-re-7106)**.**  **For more detailed background see REonline section on Hindu Worldviews >** [Sacred Texts](https://www.reonline.org.uk/subject-knowledge/hindu-worldview-traditions/sacred-texts/)**.** |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  d) What are the moral messages that can be found in stories from religions and beliefs?  e) How can I best express my beliefs and ideas? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 5**  *What is the story of Rama and Sita?*  Pupils will:  retell the story of Rama and Sita. | Look at how one of the stories in the Hindu scriptures is the story of Rama and Sita. It is very long - 24,000 verses. They need to understand that there are lots of retellings of the story.  Show the children several pictures of it both modern and traditional (Rama and Sita by Sanjay Patel and discuss what they can see in them and what might be happening. Then watch the story or read a version of it.) See the NATRE version to read or show the BBC version.  Can they retell the story to a partner orally or order a set of pictures and use them to retell the story?  Alternative, ask them to look at the different characters and make top trumps cards about them, e.g. names, brothers, qualities such as devotion, courage, strength, special powers.  Ask them to consider their own beliefs and ideas, particularly about duty. Ask them to give examples of when they do what is expected of them: at home, in school, in an after-school club / sport, etc. | Pupils will:  understand that the story of Rama and Sita is important to many Hindus. | **Key vocabulary:**  Rama, Sita, Hindu, Scripture, Bhagavad-Gita, duty  **Resources**  **NATRE website – ‘What are the meanings of the story of Rama and Sita?’ from ‘Inspiring RE’)**  **Google Sanjay Patel Rama and Sita or look on NATRE resource.**  BBC Diwali: the [Story of Rama and Sita](https://www.bbc.co.uk/programmes/p06ptdgh). |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  d) What are the moral messages that can be found in stories from religions and beliefs? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 6**  *Why is the story of Rama and Sita important to many Hindus?*  Pupils will:  be able to say why dharma is important to Hindus;  give examples of how the characters in Rama and Sita fulfil their Dharma. | Remind children of the story of Rama and Sita and that the story comes from a Hindu scripture called the Bhagavad-Gita (or Gita for short) and that this is just one type of text amongst many different types of Hindu scripture.  Ask the children to retell the story of Rama and Sita orally using pictures to support.  Talk about the characters and how they might feel at different points of the story.  Model how to plot one character’s emotions on an emotions graph then get children to have a go at this for other characters.  Discuss the concept of Dharma and what it means. Explain that, in Hinduism, 'dharma' means duty, religion, virtue and morality; it is a central part of a Hindu's daily life. Hindus believe that there are right and wrong ways to behave, so they must behave correctly, follow the moral law and take their duties seriously. For Hindus, there are various moral duties; these usually include not lying, not stealing, not harming others, self-control, patience, and generosity. There are family and community responsibilities too.  Can they think of any points in the story where the characters fulfil their Dharma?  They could record these under the emotions graph and explain how the characters would show this Dharma. | Pupils will:  understand how some of the characters fulfil their Dharma in the story of Rama and Sita. | **Key vocabulary:**  Rama, Sita, Hindu, Scripture, Bhagavad-Gita, Dharma, duty, moral, responsibilities  **Resources**  Pictures of story of Rama and Sita.  Emotions/feeling graph. (Construct your own or use the one [on the NATRE website](https://www.natre.org.uk/resources/the-ramayana-emotion-graph/) – member resource only.) |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  d) What are the moral messages that can be found in stories from religions and beliefs? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 7**  *What can we learn from the parable of the Lost Son?*  Pupils will:  understand the different kinds of stories that are important to Christians;  be able to retell the story of The Lost Son. | Talk to the children about what a parable is. A **parable** is a simple story which has a special religious or moral meaning at the end. People can learn from **parables** because stories are easy to remember and they remind us of things we do in our own lives.  Ask the children to recall any parables that they have heard before.  Do they know what they mean and what message they might be telling? Explain that they are going to think about two parables that Jesus told; the Lost Son and the Good Samaritan. Both parables contain a message for the hearers, for example, challenging them to think about their own behaviour in relation to that of the characters in the story, or saying something about God or about human life.  Watch a version of the Parable of the Lost Son or read the story from a children’s version of the Bible, e.g, Storyteller Bible.  Explain that it is sometimes called the Parable of the Prodigal Son and that ‘prodigal’ refers to a person who wastes all their money or talents.  Discuss the meanings of the parable. Can they say how each character behaved and what human characteristics they displayed?  Then get children to retell and act out the story in groups or they could make puppets to act out the story. | Pupils will:  link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied. | **Key vocabulary:**  Parable, moral,  Prodigal,  **Resources**  BBC: [The Parable of the Lost Son](https://www.bbc.co.uk/bitesize/clips/zsmpvcw).  Ministry to Children: [The Prodigal Son for Kids](https://ministry-to-children.com/prodigal-son-for-kids/). |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  c) How do communities show that they value special books and writings?  d) What are the moral messages that can be found in stories from religions and beliefs? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 8**  *Why are holy scriptures important to some people?*  Pupils will:  begin to understand how and why people use stories from holy scriptures to guide their actions. | Recap the story of the Lost Son from last week then either re-show the video or get children to do an oral retelling of the story with the use of pictures.  Ask them why they think the story is still being told today, around 2,000 years after Jesus told it? How else do Christians show that they value the stories found in the Bible?  Point out that the Bible always has a special place in a church, and that stories from the Bible are often portrayed in a variety of creative ways: cartoons, films, stained glass windows in a church, children’s books and so on. The Bible is also found in every school – and often used in RE! Ask why they think that is.  Explain that some Christians believe the Bible is the directly revealed Word of God but some other Christians think it was written by people inspired by God. Some Christians read it as part of their daily life but others don’t.  Point out that Christianity and the Bible are an important part of British heritage and morality and that it forms an important part of British history and law-making traditions. There are still Church Bishops in the House of Lords – helping to make the laws of the country.  A good example of a story from the Bible that is still highly valued by Christians today is this one about the Lost Son. It’s important partly because it’s a story that Jesus told, but also because it teaches something about how people behave and makes us think about how we *should* behave.  Provide the children with a template with ‘BIBLE’ in the middle of the page. Ask them to work in pairs to write words around the outside of Bible describing the different ways in which Christians show they value the Bible. Remind them of the clues above to help with the task. | Pupils will:  understand how Christians show they value the Bible and its stories. | **Key vocabulary:**  Bible  Heritage  Morality  Tradition  **Resources**  BBC: [The Parable of the Lost Son](https://www.bbc.co.uk/bitesize/clips/zsmpvcw).  Ministry to Children: [The Prodigal Son for Kids](https://ministry-to-children.com/prodigal-son-for-kids/).  Mind map template with ‘BIBLE’ in the middle. |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  a) What different kinds of writing and story are there that are important to religions and beliefs?  d) What are the moral messages that can be found in stories from religions and beliefs? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 9**  *What can we learn from the stories of the Lost Son and the Good Samaritan?*  Pupils will:  understand the different kinds of stories that are important to religions and beliefs;  be able to retell the story of The Good Samaritan;  begin to understand the moral messages found in Jesus’ Parables. | Remind the children about the characters in the parable of the Lost Son (both sons and the father). Get children to think about how these character might feel at the different points of the story. They could use a feelings graph to record these emotions.  Then go on to tell the story of the Good Samaritan either from a book / version on the internet or watch a video clip. Explain that this was another story that Jesus told. In this case he told this story in answer to a question: ‘Who is my neighbour?’  Ask the children whether they think this is a parable or not. Clarify that it is indeed a parable – a story with a meaning, or number of meanings.  Ask them what meaning(s) this parable might have and point out the behaviour of the different characters involved. Explain that Christians use these stories to help them think about the right way to behave.  In groups, ask children to freeze-frame different parts of the story, e.g. the traveller seeing the priest, the lawyer arriving, Samaritan coming towards him, being helped by the Samaritan.  Discuss how the traveller might be feeling at different parts of the story. They could also think about how the other characters might be feeling as they come across the traveller. Why did they leave him and did they make the right choice? Who was the best ‘neighbour’ to the injured man? How would you behave?  Photos of freeze frames could be taken as evidence for children’s engagement and understanding. | Pupils will:  understand how the parables show how and why Christians might live their lives;  understand how people might feel in the two parables and give reasons for their views. | **Key vocabulary:** Parable, meanings, Samaritan, moral.  **Resources**  Video links:  BBC: [Parable of the Good Samaritan](https://www.bbc.co.uk/bitesize/clips/z4vcd2p).  RE:quest: [Parable of the Good Samaritan](http://request.org.uk/teachers/teaching-resources/story-time-the-parable-of-the-good-samaritan/).  Story:  DLTK: [The Good Samaritan](https://www.dltk-kids.com/bible/cv/good_samaritan.htm).  Feelings/emotion graph. NATRE members can find examples on their website. |
| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  d) What are the moral messages that can be found in stories from religions and beliefs?  e) How can I best express my beliefs and ideas? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 10**  *The Good Samaritan in a modern-day context.*  Pupils will:  Apply learning to modern day situations. | Remind children of the story from last week.  Ask for children’s ideas on such questions as: ‘What does it mean to be a good Samaritan today? Can we make any links to Corona Virus? Did people do things to help others during lockdown? If the Good Samaritan story happened in your town today, what would it be like? Who might be helped? Who would do the helping?  Encourage them to give reasons for the views they have and the connections they make.  This could be just a discussion or read the story from the salvation website or watch the BBC assembly link.  Ask the children to draw pictures with annotations about how they could be a good Samaritan today or write a poem in pairs or groups about how they can be a good Samaritan today. | Pupils will:  provide good reasons for the views they have and the connections they make;  create pictures or poems adapting the story of the Good Samaritan for today. | **Key vocabulary:**  Parable, meaning,  Samaritan.  **Resources**  Modern day Samaritan story - Salvation army website.  Video link:  BBC: [The Good Samaritan](https://www.bbc.co.uk/programmes/p065hw17). |

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| **Key Question: Why do religious books and teachings matter?** | | | |
| **Supplementary Questions:**  b) Where do the most special kinds of writings and stories come from?  c) How do communities show that they value special books and writings?  d) What are the moral messages that can be found in stories from religions and beliefs? | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 11**  *Assessment* | Key questions:   * How does the Parable of the Good Samaritan inspire Christians to lead a better life? * What do Christians believe about the Bible? * What makes it important for them? * How did the Bible come to exist? * What different ways is the Bible used by Christians? | See Assessment Exemplar below. | **Resources**  Storyboard version of the Good Samaritan.  Mind map template with ‘BIBLE’ in the middle. |

AMV Assessment Exemplar: Key Stage 2 Unit 3

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| **Title: Why do religious books and teachings matter? Areas of Enquiry: C&F**  **Key Question:** What do people believe about the Bible and learn from it?  **Outcomes: *Investigation of religious and non-religious worldviews:*** *c:* link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied; ***Christianity*** *d:* describe the importance of the Bible for Christians and give examples of how it is used; ***Throughout:*** provide good reasons for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Assessment to be read alongside (and can be integrated into) Lesson 9 of Exemplar 2031. | | | | |
| **Assessment Activity – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| * annotate a given simple storyboard version of the Good Samaritan showing who was kind and who was not (this can include thought bubbles). From reading this story how might a Christian be inspired to live a better life? * draw a mind map centred around ‘Bible’, and include what Christians believe about the Bible / what makes it important for them, how the Bible came to exist and examples of how it is used. | | * talk about what they feel good people do, e.g. “good people look after injured people”; * communicate what they think about the Bible, e.g., “The Bible is a big book with lots of nice stories”. | * link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied, e.g., “Like the Good Samaritan, I also try to be good by helping everybody I meet – even if they are not my friend and even if they are very different to me and my family. I might now help my Hindu elderly neighbour sweep the leaves from outside their flat”; * describe the importance of the Bible for Christians and give examples of how it is used, e.g., “Christians believe it is from God” and “Christians read it every day” and “some Christians might try to get advice from the Bible stories”. | * ask questions such as “Why do you think Jesus told this story?” * offer responses to what might happen if different moral decisions were made, e.g., “I think the whole world would be a much better place if everybody cared about each other”; * use religious vocabulary and describe differences in practices, e.g., “Some Christians believe it is the directly revealed Word of God but some other Christians think it was written by people inspired by God” and “Some Christians read it as part of their daily life but others don’t”. |
| **Key Concepts**   * Bible * Gospel * Parable * Divine Inspiration | **Pupils’ Attainment (names)** |  |  |  |