

World Faiths- Year 1

Judaism

Islam

Hinduism

OVERVIEW FOR JUDAISM – YEAR 1 & FOUNDATION 1

STORIES – ABRAHAM AND MOSES

Judaism is taught for one week every year. Each year the pupils learn more about how their Jewish sisters and brothers live and what they believe as the theme develops. The themes are the same for all religions.

TEACHERS' NOTES

Abraham is the father of the Jewish nation. It was he who answered God's call to leave his home in Mesopotamia and journey to the unknown land that God promised him. God promised to make his descendants a great nation. Abraham helped people understand that there is only one God. An important descendant of Abraham was Moses. He was a leader who helped the Jewish people escape from the slavery in Egypt and journey to their promised land. Through Moses God gave his people the Ten Commandments to live by.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Hanukkah (Chanukah) The feast of lights	There are special days	Hanukkah. The story of the oil lamp in the Temple	God cares for his people
Year 1 FS 1	Stories	Abraham and Moses	We all have stories	Abraham and Moses, leaders of the Jewish people	How God led the Jewish people
Year 2 FS 2	Prayer/home	Shabbat	Families gather	Shabbat	Shabbat the day for God, the day of rest
Year 3	Places for worship	The synagogue	There are special places	The synagogue	The importance of the synagogue
Year 4	Holy Books	The Torah	Books are important	The Torah	The importance of the Torah
Year 5	Beliefs and festivals	Pesach	There are times for remembering	Pesach	God cares for his people
Year 6	Belonging and values	Yom Kippur	Making a new start	Yom Kippur	The value of atonement

RESOURCES

God's Story 2 pages 12, 18-21

KEY WORDS

Stories, Abraham,
Moses, leaders,
Jewish, desert,
promised, Pharaoh

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Celebration, prayer

Area of Study 4: The dignity of the human person, the human community

LOOK AND DISCOVER

Family; the story of the family of Abraham.

RESOURCES

Pictures of families, (*God's Story 1* has some good family pictures)

God's Story 2 pages 12, 18-21 pictures

Some pictures of Jewish children being taught or reading the scriptures

KEY WORDS

stories, family, Abraham promise

TEACHING POINTS

Some children may not have regular families or be cared for children, in that case the teacher needs to speak about her/his own family.

LOOK

LEARNING FOCUS: Family stories.

Y CONTENT

f WHOLE CLASS
CORE INPUT

How have older people in our families shaped how we are today? Talk briefly about who is the oldest person in the children's known family. Some children may have a grandparent or even a great grandparent. How they have shaped the family, possibly through the continuation of a name, or culture, location etc.

Q What do you remember about them?

Q What do you share with them?

DISCOVER

LEARNING FOCUS: The family of Abraham.

Y CONTENT

f WHOLE CLASS
CORE INPUT

Abraham and his family. Look at the pictures of the Jewish children, they are learning about a very important person in their family story called Abraham. Abraham was someone who really loved and trusted God. He was a great leader. He told people that there is only one God, some people at that time thought there were lots of gods. God promised Abraham that his descendent would be as many as the stars in the heaven or the sand on sea shore. Explain that Abraham lived in a tent in the desert with his flocks of sheep and goats.

Here is Abraham's story: use the picture from *God's Story 2* pages 12 on the IWB, read or tell the story.

SOME KEY QUESTIONS

Q What do you think was special about Abraham?

Q How many people did God promise Abraham would be in his family?

Q How important are promises?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

8 Using a template, cut out stars and put names of your family on them and stick them onto a dark background, with a heading like 'Abraham's family' or 'God keeps his promise.'

**f CONTINUOUS
PROVISION**

8 In the sand tray offer children some sticks and cloth make a model of Abraham's desert home and include some small world figures so children can act out the story of Abraham.

8 In outdoor play, offer a sheet to make a tent from and maybe some dressing up clothes so children can role-play the story of Abraham.

8 Invite children to draw/write/paint about their families in independent mark making areas.

DISCOVER

The story of the Moses.

RESOURCES

Pictures of families
God's Story 2 pages 19-20

KEY WORDS

**Moses, leaders, Jewish
Pharaoh**

LEARNING FOCUS: Moses leads the Jewish people to freedom.

Y CONTENT

f WHOLE CLASS CORE INPUT

Many years after Abraham, the Jewish people went to live in Egypt because there had been a famine in their own country and there was work and food in Egypt. At first everything was alright, the Jewish people settled down and were happy, there were lots of them, just as God had promised Abraham.

Then there was a new Pharaoh in Egypt who did not like the Jewish people and he made them into slaves. They had to work very hard building pyramids for Pharaoh. They were often beaten and even killed. God wanted his people to be free so he chose a leader, Moses. At first Moses told God he didn't want to be a leader because he was useless at speaking and he didn't think he could do it. God told him not to worry that he would help him. So after some difficulty Moses led the Jews out of Egypt towards their own promised land. Moses was a great leader, a person who is very important for Jewish people. Look at the pictures and text from *God's Story 2* pages 19-20 pictures.

SOME KEY QUESTIONS

- Q How would you feel if you had been Moses and been asked to do a dangerous job by God?
- Q What makes someone a good leader?
- Q Do you know any good leaders?

**Y SOME SUGGESTED
ACTIVITIES**

**f ADULT DIRECTED
GROUP ACTIVITY**

8 Learn/sing the song:

Moses I know you are the man

'Moses, I know you're the man' the Lord said.
'You're going to work out my plan' the Lord said.
'Lead all the Israelites out of slavery,
and I will make them a wandering race called the
people of God '

(chorus)

*So ev'ry day we're on our way,
for we're a travelling, wandering race
called the people of God.*

'Don't get too set in your ways', the Lord said
'Each step is only a phase' the Lord said.
'I'll go before you and I shall be a sign
to guide my travelling wandering race.
You're the people of God.'

chorus

'No matter what you may do' the Lord said
'I shall be faithful and true' the Lord said
'My love will strengthen you as you go along,
for you're my travelling wandering race.
You're the people of God.'

chorus

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8 Make a collage of the people starting their journey out of Egypt, led by Moses, each child making a person to stick on the collage.

**f CONTINUOUS
PROVISION**

8 Play follow my leader.

8 Talk/draw/write/paint about leaders in their lives, maybe think of when/how they follow the head teacher or a spiritual leader.

DISCOVER AND RESPECT

How God led the Jewish people.

KEY WORDS

desert, promised

LEARNING FOCUS: God led the Jewish people to freedom.

Y CONTENT

f WHOLE CLASS CORE INPUT

Moses went to Pharaoh and with God's help and great courage he asked him to let the Jewish people go, Pharaoh refused, Moses went back to him a few more times, eventually Pharaoh said yes, but Moses thought he might change his mind. So at night the Jews had one last special meal then gathered up their belongings and left quickly and quietly with Moses leading them. They just escaped the Egyptians who came chasing after them. The Jewish people spent 40 years in the desert and had quite a few adventures before they arrived at the land God had promised them.

SOME KEY QUESTIONS

- Q What helped Moses speak to Pharaoh?
- Q How do you think the Jewish people felt as they wandered through the desert?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- 8 Look at and think about the last verse of Moses I know you are the man.
- 8 In small groups enact the situation of Moses pleading with Pharaoh to let his people go.
- 8 Give children cards that either allow them to draw a picture of themselves as a person of God or to draw or write about someone in the story of Moses who was a person of God.

f CONTINUOUS PROVISION

- 8 Role-play: offer children a small bag and a set of possessions, they have to choose what they would take on a journey and what they would leave behind.
- 8 Small world play: in sand tray make a desert scene so children can act out the story of Moses.

RESPECT

How God led the Jewish people

Children gather around the display and have a quiet moment to reflect on what the children have enjoyed about the topic. Encourage them to think about and appreciate what they have learnt about God and how he used good people to guide the Jews.

OVERVIEW FOR ISLAM – YEAR 1 & FOUNDATION 1

STORIES – MUHAMMAD

Judaism is studied by everyone and Islam one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Muslims are followers of the religion of Islam, which began in Saudi Arabia around the seventh century. They believe in one God, Allah. There are two main groups of Muslims, Shi'ah and Sunni. The Sunnis are the larger group. Their beliefs are similar but they differ on the forms of leadership. What the children learn in this programme of study is a *middle way*, offering what is most general in Islam. The spelling used is *Makkah* rather than the common version *Mecca* to avoid confusion.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Prayer mats	Special objects	Prayer mats and the Qur'an	What is special for Muslims
Year 1 FS 1	Stories	Muhammad	Special stories	Muhammad	Muhammad is important for Muslim people
Year 2 FS 2	Prayer/home	Prayer at home	Quiet times	Prayer five times a day	Prayer is important form Muslims
Year 3	Places for worship	The mosque	Special buildings	Friday is a day of special prayer. Call to prayer	How Muslim people worship
Year 4	Holy Books	The Qur'an	Important books	The Qur'an. 99 beautiful names of God	The importance of the Qu'ran for Muslims
Year 5	Beliefs and festivals	Ramadan and Pilgrimage	Special times	Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha Hajj	Respect for the special occasions for Muslims
Year 6	Belonging and values	Guidance for Muslims	Guidance in life	The 5 pillars Zakat	What is important for Muslims

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/the-prophet-muhammad/313.html>

KEY WORDS

Muhammad
Makkah, Ka'bah,
Qur'an

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Celebration, prayer

Area of Study 4: The dignity of the human person, the human community

LOOK AND DISCOVER

Special stories and Muhammad.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/5965> and [5957](http://www.bbc.co.uk/learningzone/clips/5957)
Muslim prayer mat

KEY WORDS

Muhammad (peace be upon him), Makkah Ka'bah, Qur'an

TEACHING POINTS

Whenever Muhammad's name is mentioned Muslims say 'Peace and blessing be upon him' (pbuh)

LOOK

LEARNING FOCUS: Special stories.

Y CONTENT

f WHOLE CLASS CORE INPUT

Every family has stories, maybe you remember stories about your parent or grandparent or brother and sister, maybe there is a story about you. In class there are stories about things that happened. What is your favourite story about someone you know?

DISCOVER

LEARNING FOCUS: The story of Muhammad.

Y CONTENT

f WHOLE CLASS CORE INPUT

The special person for Muslims is Muhammad, Muslim people have many stories about him. Show the children the <http://www.bbc.co.uk/learningzone/clips/the-prophet-muhammad/313.html>

He was born in Makkah in the Middle East in 570. His father died before he was born and his mother shortly afterwards. His uncle brought him up. He worked first as a camel driver then as a merchant for his uncle. Muhammad was respected as he was a wise and fair businessman. As he grew up, he became known for his truthfulness, generosity and sincerity. He was concerned about the behaviour of the people of Makkah which was not good and also the fact they worshipped over 300 different gods made of stone or clay, he knew that could not be right.

Muhammad was a religious man and he used to pray for many hours in a cave on Mount Hira. One day an angel spoke to him and told him about Allah, the one God. Muslims believe that Allah chose Muhammad to be his Prophet. He was about 40 when he received his first message from God.

Muhammad began to preach to the people of Makkah telling them there was only one God, Allah and they were to stop worship all their gods and started be kind to each other. Many the of people were cross with him and made him leave Makkah

Muhammad went to Madinah where the people did listen to him and he told them how Allah wanted them to live. Later this message was written down in the Muslims' holy book called the Qur'an.

Eventually Muhammad returned to his own city of Makkah. He cleaned up the Ka'bah, which had been a holy place for the people of that area many years, but had been misused. It became one of the very holiest places for Muslims. Muslims respect Muhammad as a special person and the last prophet of Allah. By the time he died most of the people of Arabia were Muslims.

SOME KEY QUESTIONS

- Q What were the signs that Muhammad was a holy man?
- Q Think about the courage needed by Muhammad to stand up to others with Allah's message. How might he have felt?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ∞ Make a story board for the display.
- ∞ Make a poster encouraging the people of Makkah to listen to Muhammad, give your reasons.

f CONTINUOUS PROVISION

- ∞ Place the shapes in a pattern as part of the topic display.

DISCOVER

Story about Muhammad.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/life-in-coventry-yonis/9651.html>

TEACHING POINTS

The following video clip continues the story of Muhammad and could be used instead of the story, depending on the class interest and ability

<http://www.bbc.co.uk/learningzone/clips/muhammad-and-the-first-muslims/315.html>

LEARNING FOCUS: Story about Muhammad.

Y CONTENT

f WHOLE CLASS CORE INPUT

There was a boy who lived in the city of Medina who loved dates. He would do anything to get dates fresh from the tree. Just outside the city there was a cluster palm trees on which the dates grew.

Each day the boy would go off there. He took out a handful of stones and hit the tree with them so he could knock down the dates until there were lots of dates lying underneath in the sand around. He ate all the date he could knock down. He did not bother that he had damaged the trees and the fruit would not grow again.

When the people who owned the trees came to check their fruit, they were very surprised. Each day there were fewer and fewer dates to be seen. Each day the trees looked less and less healthy. They decided to watch the trees for a whole day, to see what was happening.

The boy arrived with his stones, they were angry when they saw what he was doing to the trees. No wonder they did not look healthy. The owners stepped out of their hiding place and took hold of the boy. He was surprised, and a little frightened. The owners were angry, they were not sure what to do, "Let's take him to Prophet Muhammad," one said "He will know what is right."

Standing in front of The Prophet, the boy was afraid. He was usually very well behaved and had never been in serious trouble before. But he did love dates.

Prophet Muhammad looked at the boy. He spoke very quietly, because he was not angry. He could tell that the boy loved dates so much that he did not think about the damage he had caused to the trees. "Why do you throw stones at trees? Don't you know it hurts them?" The boy said he was sorry. He had not thought about the trees. He only thought about getting the dates.

“Why don’t you wait,” said Prophet Muhammad,” until the dates are really ripe, and fall from the trees themselves. They will taste even better.” The boy smiled. He could still enjoy his dates. The trees would stay healthy, and grew more dates next year. And sure enough, the boy found that the dates he picked up from the sand tasted wonderful.

SOME KEY QUESTIONS

- Q What do you think about the boy?
- Q How do you think the owners felt?
- Q What do you think about the way Muhammad explained to the boy what he had done wrong?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- 8 Dramatise the story adding your own ideas for dialogue
- 8 Draw a palm tree and add labels saying how we should take care of all living things.
- 8 With the whole class have a series of concentric circles drawn large. In the centre write the boy, then in each circle who or what was affected by his action, so the trees, the owners, the dates, next year’s dates, the Prophet Muhammad. Talk about how what we do can have consequences for other people and things. Then, dependent on ability children could on their own sheet of circles think about something they do/have done that has an impact on others. This may be a kind act or something they have done wrong or both. Some children may prefer to recall the key parts of the story they have heard and set the names into the most suitable circle.

f CONTINUOUS PROVISION

- 8 Look at some dates and maybe taste them. Find the seed inside the date and talk about what they think it needs to grow. This could be planted and observed if this links with science at the time.

DISCOVER AND RESPECT

Muhammad preached kindness and Muhammad is important for Muslim people.

LEARNING FOCUS: Muhammad preached kindness.

Y CONTENT

f WHOLE CLASS CORE INPUT

The message which the Prophet Muhammad preached was that there was only one God and that people should be kind to one another, especially to orphans, widows and animals.

One day when he went into his house he saw his cat sleeping with her kittens on the cloak which he wanted to wear. Rather than disturb it Muhammad cut off the end of the cloak on which the cat was sleeping and wrapped what remained around his own shoulders.

Another time he was walking along one of the narrow streets of his town when a camel came running. People were panicking and rushing into doorways to escape its large hoofs and strong teeth. Muhammad was used to camels, before he became a prophet he had been a camel driver. He stopped the camel. The breathless owner came up to him, thanked him and was about to give the animal a beating.

Muhammad said to him, "Why don't you feed this camel properly? He is complaining that he is hungry. Camels don't run away if they are properly treated". The man was rather shocked but he admitted that he had been wrong. He realised that the camel wasn't only there to be his servant; it was also an animal which had to be cared for.

SOME KEY QUESTIONS

- Q What do you think these stories tell us about Muhammad ?
- Q Why do we care for animals?
- Q How can we care for animals?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- 8 Make a guide for caring for a pet of your choice.
- 8 Make a profile of Muhammad, draw a crescent Moon in the centre of the paper to represent Muhammad, and round the edge write down the qualities of Muhammad that you have learnt from the stories about him.

f CONTINUOUS PROVISION

- 8 Have a home corner vets, or just a few soft toys and a doctors/vets kit on the carpet as a play resource.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they enjoyed about the topic. Encourage them to appreciate and respect Muhammad who is important for Muslim people.

OVERVIEW FOR HINDUISM – YEAR 1 & FOUNDATION 1

STORIES – KRISHNA AND GANESHA – RAKSHA BANDHAN

Judaism is studied by everyone and Hinduism one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Hinduism is one of the oldest religions of the world, it has no known founder, but is deeply rooted in Indian culture, having begun in the Indus Valley about 5,000 years ago. Hinduism possesses no authoritative body to define the limits of orthodoxy. There are many shared beliefs among Hindus but it is a flexible religion which allows people to express their belief and worship in different ways. The programme of study here is a middle way, offering what is most general in Hinduism but not necessarily what every Hindu would believe or live.

Note that spellings of words may vary: i.e. Ganesha or Ganesh. Some images have blue faces this is to show that they are holy.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Diwali	We all celebrate	Diwali	Diwali is important for Hindu people
Year 1 FS 1	Stories	Krishna and Ganesh Raksha Bandan	Stories we enjoy	Krishna and Ganesh Raksha Bandan	Shared stories bring people together
Year 2 FS 2	Prayer/home	Prayer at home Puja	Quiet times	Puja	Prayer is part of Hindu life
Year 3	Places for worship	The Mandir	Special places	The Mandir	How Hindu people worship
Year 4	Holy Books	Vedas and Bhagavad-Gita	Special books	Vedas and Bhagavad-Gita	Sacred writings guide people's lives
Year 5	Beliefs and festivals	Brahman Belief in one god Pilgrimage	What is important?	Hindu believe in one God, pilgrimage	Respect for the beliefs of Hindus
Year 6	Belonging and values	Karma	Rules for life	Karma and Dharma	Hindus care for creation

RESOURCES

BBC learning zone video clips
<http://www.resourcehouse.co.uk/pdf/articles-of-faith-catalogue-2011.pdf>
My Hindu Faith by Anita Ganeri
 ISBN: 0237518961
 Google images Ganesha

KEY WORDS

Stories Krishna,
Ganesh,
Raksha
Bandhan Rakhi

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
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RE CURRICULUM DIRECTORY

Area of Study 3: Celebration, prayer

Area of Study 4: The dignity of the human person, the human community

LOOK AND DISCOVER

Stories we enjoy and the story of Ganesha.

RESOURCES

Story books
Picture or image of Ganesh (Articles of Faith)

KEY WORDS

stories, Ganesh

TEACHING POINTS

There are a number of versions of these stories, none of them definitive so it is alright to use a different Hindu version, suitable to the age of the children. There are short animated stories on the internet, check the content first.

Some children may ask if these stories, are actually true; the best response is to say that have been handed down through thousands of years and they have a true meaning, usually the meaning is about good overcoming evil.

LOOK

LEARNING FOCUS: Stories we enjoy.

Talk about favourite stories the children have read themselves or heard told and what it is like to hear stories together.

Y CONTENT

f WHOLE CLASS
CORE INPUT

SOME KEY QUESTIONS

- Q Which stories do you like best and why?
- Q Is it the way it is told, or the action in the story?
- Q Is it the words which make pictures in your mind?
- Q What happens when you hear a really enjoyable story?

DISCOVER

LEARNING FOCUS: Hindu stories; Ganesha.

When people share stories it brings them together. Hindu people have lots of stories about people who are important to them in their religion. The story of how Ganesha got his head is one of them. Use a picture of Ganesha on the IWB or a model of his image

Y CONTENT

f WHOLE CLASS
CORE INPUT

Shiva and Parvati had a son called Vinayaka. Every morning Parvati took a bath and while she was doing so guards stood by the door to make sure that no-one could enter. One day the guards were ill and Parvati asked her son to guard to door for her. She told him not to let anyone in. Vinayaka stood proudly in front of the door with a large spear in his hand. He had not been on guard very long when he saw Shiva coming towards him. Vinayaka told Shiva that no one was allowed in. When Shiva realised he would not be allowed in, he got very angry. He took his axe and chopped off his son's head.

Parvati, was very upset about what had happened. When Shiva saw this, he was very sorry and looked around for Vinayaka's head so that he could try to put his son back together. The head was nowhere to be found. As Shiva was searching in the woods for the missing head, he met an elephant. Shiva asked the elephant if he would give his head so that his boy could live again. The elephant agreed.

Shiva returned to where his son's body lay and fixed the elephant's head on to it. Then he breathed life into it. The boy slowly sat up, rubbing his neck. Parvati was overjoyed to have her son back. Shiva announced that now his son would be called Ganesh.

Look at Ganesh what do you notice about him? What do you think the symbols mean?

He is a popular god and is known for his wisdom and he is the lord of success and destroyer of obstacles. He is also worshipped as the god of education, knowledge, wisdom and wealth. His large ears show he is ready to listen. The snake that runs round his waist represents energy. And he is humble enough to ride the lowest of creatures, a mouse.

SOME KEY QUESTIONS

Q What do you admire most about Ganesh?

Q What do you think about the elephant?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

∞ Act out the story of Ganesh.

∞ Make a story board.

∞ Make a drawing of Ganesha putting in your own symbols to show his characteristics.

DISCOVER

The story of the birth of Krishna.

RESOURCES

Picture or image of Krishna (Articles of Faith)
www video clips of the story

KEY WORDS

Krishna

LEARNING FOCUS: The story of the birth of Krishna.

Y CONTENT

f WHOLE CLASS CORE INPUT

Krishna is a very popular Hindu god. Look at the pictures of Krishna or an image of him, what symbols do you notice and what do you think they tell you about him?

Hindu people have lots of stories about him. Here is one about his birth.

Krishna's parents had been imprisoned by a wicked uncle called Kaunsa. Krishna was born at midnight and while the guards slept his father smuggled him out in a basket. When he came to a village named Gokul, he left Krishna with his friend Nanda and his wife Jashoda and returned to his wife in prison.

Everyone in Gokul loved Krishna very much. As he grew up, he played with cow herds and teased the milkmaids. He was very fond of butter, he ate their curds and broke their butter pots. They complained to Jashoda, yet they loved him. He played the flute and its music made them forget everything else.

Even as a boy Krishna was brave. He fought against the nasty snake called Kali, who troubled the people of the village. News of this brave young boy reached his cruel uncle Kaunsa. He felt sure that this lad was his own nephew. He feared that Krishna would one day kill him. He made many plans to kill Krishna, but without success. At last, Kaunsa invited Krishna to attend a grand feast. His plan was to kill Krishna but it was Krishna who killed Kaunsa. Krishna then set his parents free from the prison.

SOME KEY QUESTIONS

- Q What do you think about Krishna's father?
- Q What kind of boy was Krishna?
- Q What showed Krishna's bravery?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- 8 Make a story board of Krishna's story.
- 8 Use paper bags to draw the faces of the characters in the story, some children could paint a background and dramatise the story for another class.

***f* CONTINUOUS
PROVISION**

- 8 With a talk partner, choose a picture of Krishna that you like. Give three reasons for liking the picture. Where appropriate to ability, write the reasons on a post it note and stick them by the picture.

DISCOVER AND RESPECT

A story of Rakhi; appreciation that shared stories
bring people together.

RESOURCES

BBC learning zone clip number 3622
Wool, thread, beads

KEY WORDS

Rakhi, Raksha Bandhan

LEARNING FOCUS: A story of Rakhi.

Y CONTENT

f WHOLE CLASS CORE INPUT

This is a story about the festival of Raksha Bandhan. Once Lord Indra was in a battle with a nasty demon, it was a battle of good against evil. It looked as if he was going to lose the battle. His wife tied a sacred thread on his wrist and he won the battle. After that people believed that if you wore a sacred thread it would protect you from bad things. Krishna advised his friend to wear one when he was in difficulty.

Today there is a popular festival called Raksha Bandhan. *Raksha* means protection, whilst *Bandhan* is the verb to tie. Traditionally, during the festival, sisters tie a rakhi, a bracelet made of interwoven red and gold threads, around their brothers' wrists to show their love. As she does so she will say something about wishing him well and hoping he will be protected from bad things. This shows the love and care brothers and sisters have for each others. Brothers will protect their sisters from harm. She will also give her brother a sweet. Brothers give their sisters a present.

SOME KEY QUESTIONS

- Q What does the Rakhi bracelet symbolise?
- Q What do you think a sister might say to her brother as she places the rakhi on his wrist?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- 8 Make a rakhi bracelet for a friend out of coloured wool and add some beads.
- 8 Write a blessing for a brother or sister.
- 8 Make Indian sweets:
 - 450g desiccated coconut
 - 200g icing sugar (plus extra for rolling the sweets in at the end)
 - 400g condensed milk, colouringMix everything together in a mixing bowl. Make into small (sweet sized) balls; coat in icing sugar, leave on a tray to set.

**f CONTINUOUS
PROVISION**

8 Colour and decorate a box or small paper bag to hold their sweet to give to their brother or sister or someone who is like a brother or sister to them.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic and what they have learnt. Encourage them to think about and appreciate the stories which are special to Hindu people and how sharing the stories brings them together.