

World Faiths- Year 4

Judaism

Islam

Hinduism

OVERVIEW FOR JUDAISM – YEAR 4

HOLY BOOKS – THE TORAH

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

For Jewish people their scriptures are very important. The first five books of the Hebrew scriptures are called the Torah, sometimes it is called the *Books of Moses*, as Jewish people believe that God dictated the Torah to Moses on Mount Sinai. The Torah shows how God wants the Jewish people to live. The Sefer Torah, or Torah scrolls are treated with great reverence and respect.

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

<http://www.bbc.co.uk/learningzone/clips/the-rules-of-judaism/4675.html>

<http://www.articlesoffaith.co.uk/>
for the purchase of ritual objects

BBC DVD Pathways of Belief

Sample of Hebrew writing: e.g. from a
website site

KEY WORDS

books, Tenakh Sefer
Torah, Hebrew, scroll
scribe, yad, Ark, Bar/
bat Mitzvah

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 1: Knowing and loving God

Area of Study 3: Prayer

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

LOOK AND DISCOVER

Books and the Torah.

RESOURCES

A facsimile of a Torah scroll or a picture of one, or a visit to a synagogue.

<http://www.bbc.co.uk/learningzone/clips/the-rules-of-judaism/4675.html>

KEY WORDS

Books, Tenakh, Sefer Torah, scroll

LEARNING FOCUS: Books and the Torah.

CONTENT

LOOK

Talk about the importance of books, the pleasure they give and the many ways they help us.

SOME KEY QUESTIONS

Q What is your favourite book and why?

Q Where do we find books?

Q How do we treat books?

CONTENT

DISCOVER

The *Tenakh* is the Hebrew Bible containing 39 books. It has three parts, the Torah, the Prophets and the Writings. The Writings include the psalms. The Torah is a collection of laws, commandments, rules and stories. Contained in five books; Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The Torah is very special for Jewish people and they consider it to be the greatest gift God has given them. The Sefer Torah is the scroll on which the Torah is written. Show a picture or video clip of a scroll.

SOME KEY QUESTIONS

Q What do you notice about the Sefer Torah?

Q What language is it written in?

SOME SUGGESTED ACTIVITIES

8 Learn the names of the 5 books of the Torah – Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

8 Research a Torah story e.g. Rebecca at the well (Genesis 24: 10-20), or the call of Moses (Exodus 3: 1-12), explain how the story shows God's care for the people.

DISCOVER

The Torah.

RESOURCES

A Bible
Sample of Hebrew writing Picture of a
yad or a facsimile
<http://www.bbc.co.uk/learningzone/clips>
of a scribe writing a scroll

KEY WORDS

Hebrew, scroll, scribe, yad
parchment, kosher, Ark

LEARNING FOCUS: The Torah.

CONTENT

The Torah is written by hand in Hebrew by very specially trained scribes, who prepare themselves by praying before they write. (Show a picture of a Torah scroll.) It is written on parchment from a kosher animal, (that is an animal considered fit to be used for this purpose – or, indeed, fit/allowed to be eaten) usually a goat, bull/cow, or deer. It is carefully prepared for writing. The scribe makes his own quills for writing, usually from such kosher birds as a goose or turkey. The scribe also has to make his own ink. He only makes a little at a time as the ink must be fresh. The scroll cannot be used if there are any mistakes or even smudges. Once the sheets of parchment are completed, the scribe checks each of them three times.

When the writing is complete, the scribe sews the individual pieces of parchment together. Each scroll is about 100 metres long. Then the scroll is sewn onto wooden rollers. The Sefer Torah is then dressed with a beautiful cover because it is very holy. The tops of the wooden rollers are often decorated with either silver or gold crowns which cover both rollers, because God is king.

The Sefer Torah is kept in the Ark or cupboard in the synagogue. A section of the Torah is read each week in the synagogue. When someone reads from the Sefer Torah they may not touch the parchment so they use a *yad*, the Hebrew word for *hand*, which is a silver pointer. Hebrew words are read from right to left.

Studying and learning the Torah and what it means is very important for the Jewish people. There are Hebrew classes for the children. Jewish people have great reverence and respect for the Torah because they know it is God's message to them and shows God's care for them.

SOME KEY QUESTIONS

- Q Why do you think that the scribe takes so much care and preparation over the writing?
- Q How long do you think the scribe takes to write a scroll?

SOME SUGGESTED ACTIVITIES

- 8 Make a quill and try copying some Hebrew writing.
- 8 Design a cover for a Sefer Torah.
- 8 Describe how a scribe produces a scroll.
- 8 Write an article about the Torah, for a magazine about Jewish people. In it show how they give such great reverence and respect for the Torah and the reasons why.

DISCOVER AND RESPECT

Bar/bat Mitzvah. The importance of the Torah for the Jewish people.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips>
on Bar/bat Mitzvah

KEY WORDS

Bar/bat Mitzvah

LEARNING FOCUS: The synagogue is a community centre.

CONTENT

When a Jewish boy is 13, or girl is 12, he/she undergoes a special ceremony during which they become full members of the Jewish community. This is called the Bar Mitzvah, that is son of the commandment or Bat Mitzvah, daughter of the commandment. Children who do not go to a Jewish school will attend lessons at the synagogue, where they study Hebrew with the rabbi. This is not an easy language. It has its own letters and does not have any vowels when it is written down. It is written and read from right to left.

When the great day comes the boy or girl is dressed in their best clothes and goes to the synagogue with their family and friends. Usually the only boys will wear a prayer shawl. During the ceremony he/she stands on the bimah in front of everyone and reads or sings a section of the Torah in Hebrew, translates it into English and often says what it means.

There is a special blessing from the rabbi. Bar or Bat Mitzvah is a joyous time, marking the beginning of a new stage in life. A party is usually held and gifts and cards are received. From now on the Jewish girl or boy is considered to be responsible for his or her own actions and for keeping the commandments.

SOME KEY QUESTIONS

- Q What would you find best about preparing for a Bar and Bat Mitzvah?
- Q What would be difficult?
- Q How do you think a young person would live after their Bar and Bat Mitzvah?

**SOME SUGGESTED
ACTIVITIES**

- 8 Find out about Bar and Bat Mitzvah, from a Jewish person or from a video or a book.
- 8 Describe how a Jewish young person would prepare and feel about their Bar or Bat Mitzvah.
- 8 Design a Bar and Bat Mitzvah card to send to a Jewish friend.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate that the Torah is an important book for Jewish people and how they treasure it and how it guides their life.

OVERVIEW FOR ISLAM – YEAR 4

HOLY BOOKS – THE QUR’AN

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. The beliefs of both groups 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. In the Qur’an there is mention of Jesus as a prophet and his Mother Mary. Some of the stories which are in the Old Testament are also found in the Qur’an, but with some differences.

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 for 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-quran-a-guide-for-life/4219.html>

<http://www.bbc.co.uk/learningzone/clips/the-importance-of-the-quran/318.html>

<http://www.bbc.co.uk/learningzone/clips/the-quran/320.htm>

Articles of faith Qur’an stand, prayer beads

KEY WORDS

Qur’an, subhas

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: Prayer

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

LOOK AND DISCOVER

Important books, the Qur'an.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/the-quran-a-guide-for-life/4219.html>

A copy of the word *Allah* in Arabic

Materials to make a Qur'an cover

KEY WORDS

Qur'an

LEARNING FOCUS: Important books.

CONTENT

LOOK

Think about the books you use. Which is the most important book for you? One that you treat very carefully, are proud of and would like to keep always. This might be a photo album, a souvenir of special football match or a wedding. It might be a book given as a prize or a gift from someone special. How do you care for and value the book?

LEARNING FOCUS: The Qur'an.

CONTENT

DISCOVER

The Qur'an is the Muslims' most holy book. Muslims believe that it contains the actual words of Allah spoken to Muhammad by the angel Jibril (we would say Gabriel). It took 23 years for the angel to give Muhammad the whole message. Later Muhammad dictated the message to some of his followers, who wrote it down in Arabic.

The words of the Qur'an have remained unchanged since the time of Muhammad. In it, Allah tells Muslims how they should worship him and also how they should behave towards each other. It is a collection of signs of Allah's existence and instructions for how Muslims should live their lives. It is the Muslims' guidebook for life.

Show the video clip 4219

For Muslims, the Qur'an is a very special book and so they treat it with great respect and honour. It is always placed in a higher position than any other book and no other book is ever placed on top of it. To keep it clean it is wrapped in a special cover. Before Muslims read it, they take off their shoes and wash their hands. It never touches the ground so when it is used in prayer it is put on a stand.

SOME KEY QUESTIONS

- Q What did you notice in the video clip?
- Q Why is the Qur'an treated so carefully?
- Q What do you think about the way Muslims treat their most holy book?

SOME SUGGESTED ACTIVITIES

- 8 Make a Qur'an stand
- 8 Design a Qur'an cover and make one in felt or some other material. (Remember no images of people or animals)
- 8 If you were asked to write a guidebook for life, what would you write on the first page?

DISCOVER

The importance of the Qur'an.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/the-importance-of-the-quran/318.html>

LEARNING FOCUS: The importance of the Qur'an

CONTENT

Show the video clip 318

Children learn to read the Qur'an in Arabic and their own language from a very early age. They go to Islamic classes after school and at the weekends. They also learn about the prophet Muhammad. Children will read the Qur'an at home with their parents and learn parts of it off by heart. The Qur'an contains guidance for how they should live their lives. Here are the first words of the Qur'an.

'In the name of Allah, most merciful. Praise be to God, Lord of the universe, the merciful, the mercy giving! Master of the day of judgement! You alone do we worship and from you do we ask for help. Guide us along the straight road.'

SOME KEY QUESTIONS

- Q How do you think it helps to learn the Qur'an off by heart?
- Q What are the different ways of learning the Qur'an?
- Q What did you notice about the way the Qur'an was being read? (Right to left and starting at what would be for us the end of the book.)
- Q What do the opening words of the Qur'an tell you about its purpose?

SOME SUGGESTED ACTIVITIES

- 8 Put these opening phrases into your own words and explain their meaning.
- 8 Copy the word *Allah* or some other words in Arabic. Note that Arabic is read right to left.
- 8 In pairs or as a written exercise, imagine a conversation between a Muslim father and his son about going to the Qur'an lessons or going out to play football.

DISCOVER AND RESPECT

The 99 beautiful names for Allah
and the Qur'an guides the lives of Muslims.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/the-quran/320.html>
Prayer beads

KEY WORDS

Subha Prayer beads

LEARNING FOCUS: The 99 beautiful names for Allah.

CONTENT

The Qur'an contains 99 beautiful names for Allah. Each name describes the nature or characteristics of Allah. Many Muslims use a *subha*, a string of beads to recite their names and to count their prayers. The subha is made up of three sets of thirty-three beads and one large bead making one hundred in total. They are often made from wood or plastic. The ninety-nine beads are used to say the ninety-nine names for Allah during prayer. Muslims believe that repeating his name over and over brings them closer to God.

Some of those names are:

- The gentle
- The all-forgiving
- The all-knowing
- The Creator
- The all-seeing
- The strong
- The truth
- The giver of life

The Qur'an stresses the importance of respect for human life and this includes responsibilities between parents and their children. It tells children to obey their parents and look after them and to care for them when they get old.

Show kindness to parents and to relations and orphans and the needy' (4.36)

SOME KEY QUESTIONS

- Q Why do you think there are so many names?
- Q Which one do you like best and why?
- Q What do you think the world would be like if everyone respected and cared for their parents?

SOME SUGGESTED ACTIVITIES

- 8 Choose a few names from the list and describe what you think they might tell you about Allah.
- 8 Use one of the names to design a calligraphy pattern with it.

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 how important the Qur'an is for Muslims.

OVERVIEW FOR HINDUISM – YEAR 4

HOLY BOOKS – VEDAS & BHAGAVAD-GITA

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. Spellings of words may vary.

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
An example of Sanskrit writing

KEY WORDS

Vedas, Sanskrit,
Bhagavad-Gita

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: Prayer

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

LOOK AND DISCOVER

Special books and Vedas and Bhagavad-Gita.

RESOURCES

An example of Sanskrit writing

KEY WORDS

**Vedas, Sanskrit, Upanishads
Bhagavad-Gita**

LEARNING FOCUS: Special books.

CONTENT

LOOK

Talk about the children's favourite books. Why they are special? Is there a book that they have had a long time that means something special to them or their family?

LEARNING FOCUS: Hindu holy books.

CONTENT

DISCOVER

Hinduism does not just have one sacred book but several scriptures. Hindus read and study them as part of their worship and the contents of these books guides their lives. There are two types of holy books, one is described as *being heard*. For thousands of years the contents were not written down but were learnt by heart. Later they were written down in a language called Sanskrit, which means 'well made or put together' (show pupils an example). The oldest is called the Vedas. The word *Vedas* means *knowledge*. It is a collection of hymns and prayers, some of which are more than 3,500 years old. They explain how to worship the gods and they give advice on life. At the end of the Vedas is the Upanishads, written about 2800 years ago. This is a collection of the teachings of the gurus (holy teachers) containing the most important of all Hindu teaching and is well known by Hindus. It is one of their most important books.

Another group of holy books are those which have been remembered and are stories told by professional story tellers. One of these writings is called the Bhagavad-Gita, or the 'Song of the Lord'. It is well-known by Hindus. It tells the story of Krishna and the hero prince Arjuna. Their discussion teaches Hindus what is important in life, as Krishna tells Arjun that he must do his duty as a warrior without thinking about himself.

Every story has many meanings and Hindus find the Truth in their stories so they are very important.

SOME KEY QUESTIONS

- Q What do you think the difference is between something heard and something remembered?
- Q How do you think writings and stories can help people lead better lives?
- Q What do you think about Krishna's advice to Arjuna?

SOME SUGGESTED ACTIVITIES

- 8 Write a story which has a message in it.
- 8 Research the story of the Bhagavad-Gita.
- 8 Copy some Sanskrit writing for the display

DISCOVER

Learning from scripture.

LEARNING FOCUS:

Learning from scripture.

CONTENT

Here is a story called *The Bold Beggar* from the Upanishads, one of the holy scriptures of the Hindus. It might be helpful to explain that in the Hindu religion, some monks give up all their possessions and journey on foot as beggars seeking truth and holiness.

Once there were two sages (wise men) who lived in a forest. They spent most of their time worshipping Vayu, the wind god. One afternoon, as they were beginning their meal, a young holy man who was a beggar arrived, holding his begging bowl. He asked for some food.

'No' replied the sages, 'we can't spare any.'

The beggar asked them which god they worshipped. The sages told him Vayu, the wind god, known as the *Prana*, breath of life.

"Ah! Then you must know that "Prana, fills the whole universe" said the young beggar

The sages were getting impatient, "Yes, yes, we know all that, young man."

The beggar then asked, "Could you tell me to whom did you make this food-offering?"

"Prana, the life, who else?" said the irritated sage. The young monk smiled and retorted, "If life fills the universe, it fills me too. Am I not a part of that universe?" "Yes, that's right" replied the sage, in a puzzled state of mind. "It is Prana, or life, that is in me too," appealed the beggar. The sages realised he was speaking the truth and that just reading the scriptures does not make them holy but putting into practice what is read. Ashamed at their ignorance, the sages gladly shared their food with the young beggar.

SOME KEY QUESTIONS

- Q Why did the sages refuse the beggar food?
- Q What made the sages understand it was right to share their food ?
- Q What did the sages need to learn from scriptures?

SOME SUGGESTED ACTIVITIES

- 8 Make a storyboard of the story.
- 8 Act out the story or make paper bags puppets to dialogue the story.
- 8 With the heading, 'practise what you believe', write an article explaining how it is important to make links between what you believe and what you do, giving examples from daily life.

DISCOVER AND RESPECT

Hindu search for truth through their stories and sacred writings guides their lives.

LEARNING FOCUS: Hindus search for truth through their stories.

CONTENT

Here is another Hindu story. It tells how 6 blind men tried to find out what an elephant was. Each felt a different part of the elephant.

Divide the children into groups and allocate a part of the elephant to each. Draw that part on a very large piece of paper and suggest that the children imagine they are blind and only touching that part of the animal, what would they think it was? Write their ideas around the drawing.

- I only felt the side and said an elephant is ...
- I only felt the tail and said an elephant is ...
- I only felt the trunk and said an elephant is ...
- I only felt the ears and said an elephant is ...
- I only felt the tusks and said an elephant is ...
- I only felt the legs and said an elephant is ...
- I only felt the hide and said an elephant is ...

Each group has described what they think the elephant is from what they have touched.

In the Hindu story, the first blind person who felt the side thought an elephant was a wall; the second who felt the tail thought it was a rope; the next who felt the tusk, thought it was a spear; the one who touch the trunk thought it was a snake. The one who touched the legs thought it was trees; the one who touch the ear thought it was a fan.

Each group is right in its own way but is only one part of the elephant, so not complete. They didn't see the whole elephant. This story shows the different ways in which Hindus search for Truth in their stories. Each story may contain a part of the Truth.

SOME KEY QUESTIONS

- Q What did it feel like to touch part of the animal?
- Q What are the situations where you only know part of the truth?
- Q What helps you find out more truth?

RESPECT

Children gather around the display and have a quiet moment to reflect on what they children have enjoyed about the topic. Encourage them to think about and appreciate that Hindu holy books have an important message for Hindus and they help them to search for Truth and find guidance for their lives.