

Unit title	Year	Background notes
Who influences our lives?	1	<p>In this unit, pupils will reflect on what people are special to them. Through stories from several religious traditions – Christian (<i>St Francis</i>), Muslim (<i>Prophet Muhammad</i>) & Sikh (<i>Guru Nanak & Guru Gobind Singh</i>) – they will then learn about some people who are believed to be special & how this specialness might influence the ideas & lives of people.</p> <p>Much in this unit will be developed & extended in later units. For example, the person of St Francis is again referred to in the Year 3 unit, 'What makes me the person I am?'</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
Which people are special to me?	Special people Thankfulness	I can say who is special to me (Level 1)	<ul style="list-style-type: none"> • Talk about special people in their lives & why they are special. Make a display with photos & drawings • Think about special people in school - eg midday assistants, support assistants, caretakers, dinner staff, identify what special things they do • Make a card for a special person in school to say 'thank you for helping me/us' • Invite in someone the class has chosen as being special to be a guest. Think about how the room will be decorated, what music will be played or what song sung, what food will be shared etc. How will the class make this person feel special? Make a photo display of the visit. Give a photograph to the person as a keep-sake 	Digital camera

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Why is <i>St Francis</i> special for many Christians?	Relationship <i>Saint</i>	<p>I can remember a story about <i>St Francis</i> & talk about it (Level 1)</p> <p>I can talk about the qualities that <i>St Francis</i> had (Level 1)</p> <p>I can think of things I could give up, like <i>St Francis</i> did (Level 1 / 2)</p>	<ul style="list-style-type: none"> Look together at a picture or statuette of <i>St Francis</i>. Explain that he is a special person for many Christians & say a little about his background (eg gave up money, lovely clothes, shared food with those less fortunate etc) Children to discuss what they have that they could share with others & spend some time reflecting on this Children to draw five things that they could give up/ share with others Ask children if they are scared of any animals. Look at pictures of wolves & talk about what sort of animal they are. Explain how some people are scared of wolves Listen to the story of <i>St Francis</i> & the wolf of Gubbio, telling how <i>St Francis</i> subdued the wolf. Why did the wolf change? How did <i>St Francis</i> show that he cared about the wolf? Explain how saint means a very holy Christian Act out the story of <i>St Francis</i> & the wolf of Gubbio, showing the scared children, the angry wolf & the effect <i>St Francis</i> had on the wolf. Show him making the sign of the cross to the wolf, the children putting out food & everyone living together happily in the end <p>or</p> <ul style="list-style-type: none"> draw two 'before-&-after' pictures of the story, one when all the children were scared & unhappy & one showing how happy the city of Gubbio was after <i>St Francis</i> had helped 	<p>Statuette or picture of <i>St Francis</i></p> <p>Pictures of wolves</p> <p>Scholastic Curriculum Bank , Bk 1, pp40-41</p> <p>NB The painting 'Le loup de Gubbio' by Luc-Olivier Merson (1846-1920). See 'Agreed Syllabus Gallery' section of Redbridge RE Network website</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	
<p>Why are stories about <i>Muhammad</i> special for Muslims?</p>	<p>Forgiveness Kindness</p>	<p>I can remember a Muslim story & talk about it (Level 1)</p> <p>I can tell a Muslim story & say some of the things that people believe (Level 2)</p>	<p><i>If used as an assessment task, see separate sheet.</i></p> <ul style="list-style-type: none"> • Show children a picture of a camel & talk about what sort of countries it comes from, & how hot these countries can be • Explain that <i>Muhammad</i> is a special person to Muslims • Share the story of the Crying Camel & talk about what special thing <i>Muhammad</i> did in the story. Ask key questions: How did Muhammad make things better? How did the camel owner change? Why did he change how he behaved? What is the story trying to tell us? (If children are unsure, ask What is the story trying to tell us about animals?) Why do you think this is an important story? (If children are unsure, ask What have you learnt from this story?). If children evidently find these questions easy, some simpler questions can be left out • H/a children to take on the role of 'storyteller'. See if they can recount the story with good use of feeling & expression to a small group of their peers • Discuss how various characters within the story would have felt. Hot seat the camel or camel owner • If pupils are familiar with this story from Foundation Stage, the story of <i>Muhammad</i> & the sleeping kitten could be told. Muhammad saw a kitten sleeping on his cloak. Rather than disturb the creature, he cut a hole around it in his cloak. What does that tell us about <i>Muhammad</i>? • Allow children time to reflect upon previous discussion & think about how they should treat animals then feedback. • Children could perform role play about how it is important to be loving & kind to all creatures • Draw the camel or another animal & show how you would care for it 	<p>Picture or toy of a camel</p> <p>Scholastic Curriculum Bank, Bk 1, pp44-45, 125</p>

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Why do Sikhs tell the story of Guru Nanak bathing in the river?	Special Holiness Guru	<p>I can tell a story about <i>Guru Nanak</i>. (Level 1)</p> <p>I can say why <i>Guru Nanak</i> is a very special person for Sikhs. (Level 2)</p>	<ul style="list-style-type: none"> Pupils look at pictures of <i>Guru Nanak</i> & say what they can see in the pictures. What does the person look like? How can we tell he is special? Show the light around his head & talk about what that might mean. Explain that <i>Guru Nanak</i> is a special person to Sikh people & that guru means special teacher Tell the story of <i>Guru Nanak</i> bathing in the river, breaking it into two sections. The whole class role plays looking for <i>Guru Nanak</i> after he has disappeared. Then tell the second part in which he reappears. Talk about what special message <i>Guru Nanak</i> brought back after three days away The class could then draw a picture of <i>Guru Nanak</i> which a Sikh child or family would like as a present, perhaps adding light to the picture, or gold paper to show how special the <i>Guru</i> is to Sikhs. (NB a selection of the pictures could be given to a local gurdwara for them to display) 	<p>Pictures of <i>Guru Nanak</i></p> <p>Scholastic Curriculum Bank , Bk 1, pp103-104, 156-157</p> <p>Scholastic Curriculum Bank , Bk 2, pp14-15</p> <p>Gold paper & collage materials</p>
What did Guru Gobind Singh ask Sikhs to look like?	Special objects Symbolism	<p>I can say why <i>Guru Gobind Singh</i> is a special person to Sikhs (Level 2)</p> <p>I can recognise & name the five Ks & say why they are important to Sikhs (Level 2)</p>	<ul style="list-style-type: none"> Hand around the class a Sikh <i>kara</i> (bangle) in a velvet bag. Children feel the bag & guess what they think is inside it. Show the five Ks. Play a guess the artefact game by hiding the five Ks & describing one. Children must guess the artefact that is being described Explain that it is one of the special things that many Sikhs wear & that <i>Guru Gobind Singh</i> told Sikhs what to wear in order to show that they belonged to the same religion? Act out the story of Baisakhi & discuss the <i>Five Ks</i> in greater detail, or watch a video that shows the <i>Five Ks</i> Do they know anyone in the school who wears something to do with their religion? Dress a doll as a Sikh boy or girl, showing that they are wearing all or most of the <i>Five Ks</i> 	<p>Sikh <i>kara</i> + other examples of the Sikh Five Ks</p> <p>Scholastic Curriculum Bank , Bk 1, pp32-33, 116-117</p> <p>BBC Pathways of Belief video on Sikhism</p> <p>Redbridge SACRE briefing paper, <i>Sikh Appearance & Identity</i></p> <p>A soft toy of a Sikh child wearing the five Ks is available</p>