

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: <i>Compassion / Choice</i>
Disposition:		<i>Caring for Others, Animals and the Environment / Being Accountable and Living with Integrity</i>		
Week	Date	Questions	Activities	Resources
1		<p>Is caring for our world a straightforward issue?</p> <p><i>Begin to think about the balance between choice and necessity.</i></p>	<p>Start with a mind map based on "Ways to care for the world." E.g. recycling, composting, walking, etc.</p> <p>Discuss how sometimes these things can be difficult to do.</p> <p>Ask questions based on these difficulties, using if possible, real life examples.</p> <p>E.g. The politician who supports cycling to work but needs a lot of paperwork and security.</p> <p>The environmentalist who needs to fly to meetings.</p> <p>The healthy eater whose food comes in plastic packaging.</p> <p>Ask the children to think about the issues that these people have, leading onto the fact that caring for the world is important but maybe not straightforward.</p> <p><i>We want the children to consider the issues surrounding caring for our world and you might find some interesting issues that could be debated in the press or through other resources.</i></p>	

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Week	Date	Questions	Activities	Resources
2		<p>What would it be like if no one cared for our world or us?</p> <p><i>Begin to think about the consequences of not caring for our world.</i></p>	<p>Paint, draw or create a collage showing what it would be like if no one cared for the world (do this on half of the world).</p> <p>Then ask the children to create a 'label' like they would find in clothes that gives advice on how to care for the planet.</p> <p>Next paint, draw or create a collage on the other half of the world showing what it would be like if the care label was applied.</p> <p>Talk about their pictures.</p>	<p>Links with <a href="#">'Faith makes a difference' DVD</a>:</p> <p>Film clip 5: Caring for Others, Animals and the Environment, Initial, Soundbites from faith communities - start time on DVD 00:00</p>

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Disposition:		<i>Caring for Others, Animals and the Environment / Being Accountable and Living with Integrity</i>		
Week	Date	Questions	Activities	Resources
3.1		<p>How does God want Buddhists and Jains to care for the world?</p> <p><i>Explore what do Buddhists and Jains do to care for the world.</i></p>	<p>Introduce the idea of vegetarianism. What does this mean? Why would someone become vegetarian? How would they live this out in their day-to-day life? Could use cards and children in groups each discuss a card - an aspect of the practice of vegetarianism e.g. - job, food, clothes etc...</p> <p><i>Buddhists follow the five precepts - guidelines. They are not seen as commandments to be obeyed. One of the precepts is not to harm living things.</i></p> <p>Children to complete a chart to illustrate this precept: <u>Not to harm living things</u>. Match from a selection of pictures a picture to illustrate this precept; draw their own example to illustrate this precept; give three examples of how this would impact on day-to-day life - e.g. not wearing leather shoes. What jobs could a Buddhist not do with this in mind? E.g. not a butcher. What jobs could a Buddhist do to promote this precept? E.g. work for the RSPCA.</p> <p><i>Continued on next page.</i></p>	<p>The Clear Vision Trust KS2 pack—DVD and stories <a href="http://www.clear-vision.org">www.clear-vision.org</a></p> <p><u>Buddhist Vihara</u> Anita Ganeri ISBN 0431155178</p> <p><u>Bodh Gaya</u> Mandy Ross ISBN 0431155178</p> <p><u>Looking at Religion: My Buddhist Life</u> Marty Casey and Meg St. Pierre ISBN 0750249595</p> <p><a href="http://www.bbc.co.uk/religion/religions/buddhism/">http://www.bbc.co.uk/religion/religions/buddhism/</a></p> <p><u>The facts about Buddhism</u> Alison Cooper ISBN 0750249595</p>

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Disposition:		<b>Caring for Others, Animals and the Environment /</b> Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
3.2		<p>How does God want Buddhists and Jains to care for the world?</p> <p><i>Explore what do Buddhists and Jains do to care for the world.</i></p>	<p><i>Continued from previous page.</i></p> <p>What list of promises could you make to take care of the world?</p> <p><i>Jains take this even further. Their basic belief is in Ahimsa - no violence, no injury. No-one should cause pain to others - they view violence in three ways - physical violence, verbal violence and mental violence; thinking or feeling anger and animosity towards others.</i></p> <p><i>(Many Jain priests wear gauze masks over their faces to stop them inhaling creatures in the air and sweep the floor in front of them before walking on it so not to step on any living creatures.)</i></p> <p>A possible discussion could centre on the positives and negatives of this behaviour.</p> <p>Which of our school rules fit into these three categories?</p>	<p><a href="http://www.learnjainism.org">www.learnjainism.org</a></p> <p><u>Stories from World Religions</u> Anita Ganeri and Jackie Morris ISBN 9780750247375</p> <p><a href="http://www.bbc.co.uk/religion/religions/jainism/">http://www.bbc.co.uk/religion/religions/jainism/</a></p> <p><a href="http://www.jainism.org/">http://www.jainism.org/</a></p> <p><u>A Faith like Mine</u> Laura Buller ISBN 9780756611774</p>

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Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Sharing and Being Generous</b>		
Week	Date	Questions	Activities	Resources
1		<p>Do you like to give and receive presents?</p> <p><i>Demonstrate to the children that things of value don't necessarily have intrinsic worth in momentary terms.</i></p>	<p><i>Following on from Year 3 reintroduce the idea of presents which are not material.</i></p> <p>Briefly discuss with the children something they would really like to receive that would cost nothing e.g. a hug, a compliment, an invitation, a smile, an extended bedtime.</p> <p>After talking about these things discuss with the children the concept of a present. Is the value of a present only measured by its cost? What is the point of giving presents? Can presents be more than physical things?</p> <p>Tell the children a personal story about a present that you have received that might look of no value to anyone else but is really important to you e.g. a pen pot made by a child, a scruffy toy from a parent, a stone painted, etc. (see example on next page).</p> <p>Ask the children to think of the things that they have been given as presents what would they save if their house is burning down, they could draw and write about it.</p>	<p>Example of personal story of special present (found on next page).</p>

**Example of personal story of special present:**

I have my special Teddy Bear here.

It might not look like anything special but it is very important to me. I know it is old, falling apart, missing an eye and not as cuddly as what it used to be but it is still my Ted.

My Dad gave this to me when I was born. My Mum didn't want it ruined so she put it in the cot. But that meant I grew a special attraction to it.

It went everywhere with me, all throughout my childhood and even my teenage years. When we went on holidays it would come with me. When I was left by myself I would always have my trusted Teddy.

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Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Sharing and Being Generous</b>		
Week	Date	Questions	Activities	Resources
2		<p>Are you rich enough to share?</p> <p><i>Introduce the Mary and Martha idea of hospitality (both the physical and relational aspects) as a gift to be shared.</i></p>	<p>Remind children that presents don't have to be physical and giving doesn't have to be a present. Ask the children how rich someone needs to be in order to share. Is sharing only for the rich? Is giving always a 'present'?</p> <p>Read the story of Mary and Martha Luke 10:38-42. In which way was each sister sharing or giving?</p> <p>Read Romans 12:11-13 and 1 Peter 4:7-9. How are Christians expected to share their homes? Discuss whether richness or poverty of either host or guest would make a difference?</p> <p>As a class, plan and be involved in hospitality at a school or community event.</p>	<p>International Children's Bible ISBN 0-85009-900-5</p> <p>References: Luke 10:38-42 Romans 12:11-13 1 Peter 4:7-9</p>

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Disposition:		<b>Sharing and Being Generous</b>		
Week	Date	Questions	Activities	Resources
3		<p>How do Sikhs show their generosity?</p> <p><i>Explore the concept of the Sikh Langar.</i></p>	<p>Ask the children what they do to help other people. Do they do anything to help at home without getting pocket money or anything in return?</p> <p>Discuss how it is "good" to do something for nothing in return.</p> <p>Explain to the children that Guru Amar Das introduced the concept of Langar - the free kitchen - within Sikhism. This still continues today. Langar is also the name given to the free meal prepared and eaten at the Gurdwara. It is a central part of the Sikh faith. Volunteers take it in turns to prepare and serve food.</p> <p>Watch DVD clip - <a href="#">Sharing and Being Generous</a> which shows what happens at a Sikh Langar. With partners, list the jobs that are carried out in the Gurdwara - e.g. cooking, preparing, serving...</p> <p>Prepare questions that you could ask at the Gurdwara Or Complete a survey of who volunteers in school - school councillors, recyclers, peer mediators, etc. Discuss the value of doing something for free. This could link to a visit to a Gurdwara to see the Langar in action.</p>	<p>Links with '<a href="#">Faith makes a difference</a>' DVD: Film clip 6: Sharing &amp; Being Generous, Initial, Langar - start time on DVD 00:00</p> <p><b>Looking at Religion - My Sikh Life</b> (Kanwaljit Kaur-Singh) ISBN 978-0750249577</p> <p><b>Sikhs in Britain</b> (Fiona MacDonald) ISBN 978-0749658830</p> <p><b>The facts about Sikhism</b> Alison Cooper ISBN 978-07500251075</p> <p><b>The Golden Temple</b> Victoria Parker ISBN 978-0739860793</p> <p><b>My Sikh Year</b> Cath Senker ISBN 978-0750240550</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Autumn Two	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Being Loyal and Steadfast</b>		
Week	Date	Questions	Activities	Resources
1		<p>What sort of a friend are you?</p> <p><i>Explore the boundaries of friendship.</i></p>	<p>Ask the children what sort of friend they are to the people that they know and love. How does their friendship show?</p> <p>What about the kind of friend they are to people who are very different to themselves?</p> <p>Tell the children the whole story of the Good Samaritan, including the question at the beginning.</p> <p><i>Explain that this story is called a parable, which means it is a story with an extra meaning.</i></p> <p><i>Christians love God sufficiently to treat their neighbour like themselves.</i></p> <p>Ask the children to write a modern day version of the parable.</p>	<p>International Children's Bible ISBN 0-85009-900-5</p> <p>Reference: Luke 10:25-37</p>

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Disposition:		<b>Being Loyal and Steadfast</b>		
Week	Date	Questions	Activities	Resources
2		<p>How do the members of Christianity show their commitment?</p> <p><i>Explore the link between belief and behaviour.</i></p>	<p>Remind the children of the story from last week.</p> <p>Discuss how Jesus has told Christians to go and love others the way they love themselves.</p> <p>Do you need to have a religious tradition to do charity?</p> <p>Investigate the origins of Barnardo's and the Salvation Army, both of which were started by Christians in Victorians times. (History link)</p>	<p><a href="http://www.barnardos.org.uk/">http://www.barnardos.org.uk/</a></p> <p><a href="http://www1.salvationarmy.org.uk/uki/www_uki.nsf">http://www1.salvationarmy.org.uk/uki/www_uki.nsf</a></p> <p><a href="http://www.historic-uk.com/HistoryUK/England-History/victorianchristmas.htm">http://www.historic-uk.com/HistoryUK/England-History/victorianchristmas.htm</a></p>

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Disposition:		<b>Being Loyal and Steadfast</b>		
Week	Date	Questions	Activities	Resources
3		<p>How do the members of Christianity show their commitment?</p> <p><i>Become aware of the lifelong commitment of practising Christians.</i></p>	<p>Create a discussion around the following questions:</p> <p>What does Commitment mean?</p> <p>What are they committed to?</p> <p>How long does commitment need to last to be valid?</p> <p>Talk about the lifelong commitment of a Christian to following God's word. Do you think this is easy?</p> <p>Can you think of any issues that might come up along the way? Consider inviting a local Christian, known to the school, to talk about what commitment means for them and to answer questions.</p> <p>Suggest that the children demonstrate their commitment to each other as friends by being nice or kind throughout a whole week. When something nice is done for or to them they can write it on a flower or a leaf and add it to the friendship tree.</p> <p>See how many things have grown by the end of the week and talk about how hard it can be to maintain commitment.</p>	

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Year: Five		Term: Autumn Two	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Being Hopeful and Visionary</b>		
Week	Date	Questions	Activities	Resources
1		<p>What do you hope for the future?</p> <p><i>Begin to understand that human hopes are often short term and fragile.</i></p>	<p>What did you hope for at the beginning of Year 5? Have you begun to achieve it? (E.g. Has their handwriting started to improve? Have they remembered their homework? etc)</p> <p>What has helped them or hindered them along the way?</p> <p>In groups, ask the children to think of a number of 'hopes' they have (personal, for their family, for the world, short, medium or long term). Are their hopes certain? How much can they influence the outcome? How often do their hopes depend upon the reliability of others? Do the things they hope for change over a period of time?</p> <p>Look at <a href="#">'Faith Makes a Difference' DVD</a> (Caring for others, animals and the environment). In this clip we see homeless people having their needs met. Those who hoped for a hot meal that night received one. Also we hear that people talk to them about bigger issues. The homeless people at the centre are encouraged to hope for a better future, a long-term relationship with God.</p>	<p><a href="#">'Faith Makes a Difference' DVD</a> - Caring for others, animals and the environment (1)</p>

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Disposition:		<b>Being Hopeful and Visionary</b>		
Week	Date	Questions	Activities	Resources
2.1		<p>What do Christians hope for the future? Why are they confident?</p> <p><i>Explore the Christian future hope of heaven and its relationship to the season of Advent.</i></p>	<p>The month of December is known by Christians as the season of Advent. The word Advent means 'coming'. It is when Christians remember Jesus coming to earth as a baby and when Christians especially think about Jesus' promise to return. Jesus' return will be a sad time for some and a happy time for others.</p> <p>The Bible tells us that on the day that God has chosen for Jesus to return, everyone will be judged. Until then, God is being patient, so that everyone has time to change his heart and his life (2 Peter 3:3-13).</p> <p>The Bible says that on the day of judgement, those who believe and trust in Jesus will go to live with him forever in heaven (or when they die if that happens first). Ask the children what they think heaven is like. Collate their ideas. Are there any major themes recurring?</p> <p><i>Continued on next page.</i></p>	<p>International Children's Bible</p> <p>Materials to make an Advent crown</p> <p>Card and collage materials to make advent crown pictures.</p>

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Disposition:		<b>Being Hopeful and Visionary</b>		
Week	Date	Questions	Activities	Resources
2.2		<p>What do Christians hope for the future? Why are they confident?</p> <p><i>Explore the Christian future hope of heaven and its relationship to the season of Advent.</i></p>	<p><i>Continued from previous page.</i></p> <p>Read Revelation 21:1-4. <i>Explain to the children that the language used in this book is 'imagery' or 'picture language.'</i></p> <p>Working in groups, give the children a photocopy of the text. Ask them to highlight words and phrases which describe what heaven will be like. <i>The key points are: heaven replaces the current earth and sky (v.1); there is no sea (sea is biblical imagery for chaos/uncertainty); God's home is with his people (v.3); God will personally care for his people (v.4); and there will be no death, sadness, crying or pain (v.4).</i></p> <p>Heaven is a sure and certain hope for those who truly trust and believe in Jesus. Look up John 14:1-3. Jesus promises his followers that he will come to take them home. The way this passage is worded in the original Greek indicates Jesus is not just talking about those who were with him as he spoke, but to all who follow him.</p> <p><i>Continued on next page.</i></p>	<p>International Children's Bible</p> <p>Bible references: Revelation 21:1-4 John 14:1-3</p> <p>Materials to make an Advent crown Card and collage materials to make advent crown pictures.</p>

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Disposition:		<b>Being Hopeful and Visionary</b>		
Week	Date	Questions	Activities	Resources
2.3		<p>What do Christians hope for the future? Why are they confident?</p> <p><i>Explore the Christian future hope of heaven and its relationship to the season of Advent.</i></p>	<p><i>Continued from previous page.</i></p> <p>Many churches use an Advent crown to mark the passing of Advent and to help focus on the coming of Jesus as a baby and the second coming of Jesus which Christians look forward to. You could make a class Advent crown with four red candles (one at each corner) and a central white candle, all decorated with holly. The children could also make pictures of Advent crowns.</p> <p>Light one candle a week on the real thing and let the children stick one flame a week onto their picture to represent the candle being lit. The card versions can go home in the holidays to be completed.</p>	<p>International Children's Bible</p> <p>Bible references: Revelation 21:1-4 John 14:1-3</p> <p>Materials to make an Advent crown Card and collage materials to make advent crown pictures.</p>

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Disposition:		<b>Being Hopeful and Visionary</b>		
Week	Date	Questions	Activities	Resources
3		<p>What do Muslims hope for the future?</p> <p><i>Explore how peace could be achieved through unexpected circumstances as long as you are committed to the intention.</i></p>	<p>Give pupils a copy of the story of Hudaibiyya (on next 5 pages).</p> <p>Read through the story together.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1) List all the steps taken by the Muslims to ensure that their journey to Makkah was peaceful (e.g. no weapons, changing the route when they knew that a group of 200 people were coming from Makkah, trying to see things from the Makkans point of view, signing an unfair treaty, returning home without completing the pilgrimage etc)</li> <li>2) List the emotions Muslims would have experienced whilst preparing for the journey, during the journey and at the end of the journey.</li> <li>3) What made the Muslims believe that the journey to Makkah and back was a victory?</li> </ol>	The Story of Hudaibiyya (found on next 5 pages)

### STORY OF HUDAYBIYYA

The month of Ramadan had begun, and prophet Mohammad, as he usually did, intensified night worship and was even more attentive to the well being of the poor and needy. This was a month of intense spirituality, when Muhammad recited back to Angel Gabriel all that had been revealed of the Qur'an, and during which he lengthened ritual prayers and performed the additional prayers of Tarawih (which are only performed in the month of Ramadan). Women and men were fasting during the day liberating themselves from eating and drinking. By controlling their needs Muslims were to strive to get closer to the qualities of the divine and experience Allah's presence through meditation. Beyond this, Muslims were also expected to 'fast' with their tongues (avoiding lies, vulgarity and indecent remarks) and their hearts (avoiding bad feelings or thoughts). That spiritual discipline went along with additional demands as to the care and attention the poor must receive. The month of Ramadan was both the month of the Qur'an and that of generosity, giving and solidarity. Muslims whether women, men or children were strongly advised to pay Zakat-ul-Fitre at the end of the fasting month in order to take care of the needs of all the members of the Muslim community during the days of celebration they observed. The quest for proximity to the one All mighty God, Allah, can only be experienced and perfected through proximity to the poor: respecting, caring for and serving them brings one closer to God.

During that month, the prophet Mohammad had a surprising dream both perplexing and gratifying. He dreamed that he entered the Kabbah. The vision was powerful and prophet Mohammad interpreted it as a sign and a message. The next day, he told his companions about the dream and invited them to get ready for the lesser pilgrimage called the Umrah (the greater pilgrimage is called the Hajj and is the fifth pillar of Islam).

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## STORY OF HUDAYBIYYA

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Between twelve hundred and fourteen hundred companions undertook the journey. The danger was considerable because the people of Makkah were bitter enemies of Muslims but prophet Mohammad did not allow the pilgrims to carry weapons.

When the people of Makkah heard that a convoy of Muslims was heading for Makkah, intending to visit the Kabbah they were faced with an unsolvable dilemma. They could not see how they could justify barring the Muslims from entering Makkah because for decades this has been the most legitimate right of all Arabs irrespective of their faith and their relationships with the people of Makkah. By allowing the Muslims to enter Makkah, in the opinion of the Makkans they would be giving them unacceptable prestige. The Makkans sent two hundred men under the leadership of a man called Khalid ibn al-Walid to stop the Muslims reaching Makkah. On hearing this, prophet Mohammad changed his route and relied on the knowledge of a companion who knew the area well and arrived south of Makkah in the plain of Al-Hudaibiyah.

The people of Makkah were determined not to allow the Muslims to perform the pilgrimage. The people of Makkah sent different influential people in the region, four times, to tell the Muslims to go back. After each visit, the person returned to report that the Muslims have come unarmed, in peace to carry out the pilgrimage and should not be stopped.

Prophet Mohammad then decided to send Uthman ibn Affan, his son-in-law to assure the Makkans that the Muslims have come in peace only to perform the pilgrimage. Three days passed and Uthman did not return.

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## STORY OF HUDAYBIYYA

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A rumour spread that Uthman had been killed. This caused prophet Mohammad deep sorrow because if the rumour proved to be true on investigation this would mean that the people of Makkah had declared war. This would mean that the Muslims would have to defend themselves with no weapons and it would end prophet Mohammad's hope for peace.

Prophet Mohammad sat under an acacia tree and called all the Muslims who had come with him. He explained that if the rumour was true and they were attacked they would have to defend themselves with no weapons. He asked each Muslim to pledge allegiance, this is famously called Bait-ul-Ridwan, that they would stand firm whatever the outcome. However, just as the last Companion had finished giving their pledge Uthman suddenly appeared. He too took the pledge. Prophet Mohammad was happy to see him. The courage of the Muslims was tested to the extreme and Muslims passed this test by taking the allegiance. Allah acknowledges this in the Qur'an in chapter 48 verse 18;

'Allah's good pleasure was on the believers when they swore freely to you under the tree' (48:18).

Uthman informed the prophet that the people of Makkah were sending a person called Suhayl ibn Amr with another two men to seal a formal agreement with the Muslims. When Suhayl arrived, after a lot of discussion, the terms of the agreement were at last settled. Prophet Mohammad asked his cousin Ali ibn Abu Talib to write them down. Ali started the agreement with 'In the name of Allah the most merciful the most kind'. Suhayl stopped him and said 'I do not like that phrase just write 'In your name, O God'. The companions of the prophet objected but the prophet instructed Ali to write as Suhayl says. The terms of the agreement were written.

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## STORY OF HUDAYBIYYA

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Prophet Muhammad signed the agreement 'Muhammad, Allah's messenger'. Suhayl refused to accept the signature. He said 'If we had known you to be Allah's messenger we would not have fought you, sign Muhammad ibn Abdullah for the agreement to be finalised'. Prophet Muhammad agreed to this condition. The Muslims were both upset and shocked at this as well as the terms of the agreement which they thought to be unfair.

The four points of the agreement worth mentioning here are;

Muslims could not complete their pilgrimage this year but could come for three days next year.

A ten year peace was to be observed by both sides.

Any person who went from Makkah to Madina was to be returned immediately to Makkah.

Any person who went from Madina to Makkah was never to be allowed to return to Madina.

The companions of the prophet were really upset. They could not understand prophet Mohammad's attitude. He had always taught them courage and dignity and now he was accepting an unfair agreement. On the way home Allah revealed His words to prophet Mohammad, through angel Gabriel recorded in chapter 48 verse 1 and 27 of the Qur'an

'Verily We have granted you a manifest victory'.. 'Truly did Allah fulfil the vision of His prophet: you shall enter the Kabbah, if Allah wills. He knows what you do not know, and he has granted you, besides this, a victory near at hand.' (Qur'an 48:1,27)

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## STORY OF HUDAYBIYYA

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The Muslims were soon to realise the benefits of the agreement. For the first time ever they were not being attacked. They could live in relative peace and concentrate on education and building the community. Though they were sad about point 3 of the agreement but they felt comfortable with point 4 because they strongly felt people should have the right to choose where they lived. Over the next few years the peaceful conditions helped the spread of Islam in Arabia and the landscape of Arabia was changed for ever.

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Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Open, Honest and Truthful</b>		
Week	Date	Questions	Activities	Resources
1		<p>Why does the truth matter?</p> <p><i>Understand that a speaker has some responsibility for the reactions of listeners, especially if the speaker is telling lies.</i></p>	<p>Get the children to talk about when they are wrongly accused of doing something, be it at home or school. How did they feel when this happened?</p> <p>Read The Balaclava Story from The Fib by George Layton—this is also a SEAL resource). What options did the character have in this story?</p> <p><i>Draw out from the children that often people resort to violence, emotional response, name calling or more stirring of a situation when they feel wrongly accused. Therefore the truth is really important because of people's reactions.</i></p> <p>Explain that this and the other stories are told in a school context and we have thought about how important truth is in schools. However, it doesn't stop there; in society the consequences of irresponsible or inaccurate reporting can damage somebody's life irreparably.</p> <p><i>If there are any relevant examples of 'false accusations' in the media at the time, you might want to look at these too.</i></p>	<p><u>The Fib and other Stories</u> George Layton ISBN -10: 0330397958 ISBN -13: 0330397957</p> <p><a href="http://www.nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal">http://www.nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal</a></p> <p>Links with <a href="#">'Faith makes a difference' DVD</a>: Film clip 22: Being Open, Honest &amp; Truthful, Initial, Faith soundbites - start time on DVD 01:52</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Open, Honest and Truthful</b>		
Week	Date	Questions	Activities	Resources
2.1		<p>How do members of Christianity find out what is right?</p> <p><i>Begin to understand that the Bible, a Christian's source of truth, is both from God and written by people.</i></p>	<p>At the beginning of the lesson "stage" a series of events. If the children are coming in from a break perhaps have props and/or people in the room. Maybe arrange for an adult to come in at a specific time with a verbal message. Introduce the lesson by saying that Christians believe the Bible to be true; to be God's message to people. The Bible is made up of 66 separate books and has over 40 authors, but Christians believe that every word was 'inspired' by God's Holy Spirit. Read 2 Timothy 3:16.</p> <p>Announce to the class that a series of events happened at the beginning of the lesson. In small groups, children jot down anything they remembered happening since the break. Ask them to put as much detail as possible.</p> <p>Taking a different coloured pen, read the lists, circle anything they get right and note the score e.g. remembering a lady came in - circle it and gain 1 point; remembering a lady came in and wore glasses - circle and gain 2 points; remembering a lady came in, wore glasses and a red jumper - circle them all and gain 3 points.</p> <p><i>Continued on next page.</i></p>	<p>International Children's Bible</p> <p>Bible References: 2 Timothy 3:16</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Open, Honest and Truthful</b>		
Week	Date	Questions	Activities	Resources
2.2		<p>How do members of Christianity find out what is right?</p> <p><i>Begin to understand that the Bible, a Christian's source of truth, is both from God and written by people.</i></p>	<p><i>Continued from previous page.</i></p> <p>Once you have finished the list, ask children to read anything they have written which is not circled. If these are true and valid recollections, award points. If they are 'made up' they must record minus points. Each team works out their plus points and minus points and their total.</p> <p>Point out that one of the criticisms of the Bible is that it isn't always 100% consistent. That's because when there are several witnesses, it is hard for everyone to remember things exactly the same. God chose to allow people and their individual personalities to be part of the way he 'revealed' (made known) his character.</p> <p>Conclude that if a number of witnesses made exactly the same report of a series of events, we would be wise to suspect a plot!</p>	

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Open, Honest and Truthful</b>		
Week	Date	Questions	Activities	Resources
3		<p>How do the members of Christianity learn to live openly honestly and truthfully?</p> <p><i>Discover that Jesus does not like hypocrisy and his teaching encourages his followers to ensure that their own lives are open, honest and truthful.</i></p>	<p>Provide a number of pictures or scenarios and ask the children to decide if the characters are being open, honest and truthful. (E.g. one picture might involve someone hiding something behind their back, another might be telling someone they look ok when they clearly don't.) The idea is to realise that real honesty is about everyday little things as well as big issues.</p> <p>Read Matthew 23:25-28. Explain that Pharisees were a Jewish religious group who followed the religious laws and customs very strictly.</p> <p>What specific things does Jesus accuse them of?  What does he liken them to?  What does he call them?</p> <p>Read Luke 7:37-42. This story of the speck and the plank teaches Jesus' followers that they are accountable for their own actions and for their own openness and honesty - not to be policemen of everyone else.</p>	<p>International Children's Bible</p> <p>References:  Matthew 23:25-28  Luke 7:37-42</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence</b>		
Week	Date	Questions	Activities	Resources
1		<p>What is it like when you are really quiet?</p> <p><i>Explore the ability to listen in a discerning way.</i></p>	<p>Can you identify the instruments in a piece of music? Recommended music is Peter and the Wolf or Carnival of the Animals.</p> <p>Discuss with the children specialist listening, e.g. blind piano tuners who have acute hearing.</p> <p>Practical activity such as walking in pairs with one partner blindfolded and the other giving directions or instructions.</p> <p>OR</p> <p>Play the 'Queens Treasure'. Sit one child in the middle of a circle in a chair put something under them that is noisy for example a set of keys, the others then sneak up and grab the item, when the child in the middle hears the noise they shout stop then point to where the sound is coming from. They may not take off their shoes, they must walk slowly.</p>	<p>Music:</p> <p>"Peter and the Wolf"</p> <p>"Carnival of the Animals"</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence</b>		
Week	Date	Questions	Activities	Resources
2		<p>How does Christianity teach you to listen and see what's important?</p> <p><i>Consider the value of reflection and meditation.</i></p>	<p>Ask children to describe the way they think through important decisions and big ideas.</p> <p>Some Christians seek a better understanding of what God wants from them by meditating. Some meditate on a candle flame but many meditate on words of Scripture.</p> <p>Read Psalm 119:9-16. Every verse refers to the Bible/ scripture. Can the children identify how? i.e. word, commands, decrees, laws, statutes, precepts. What has the writer done or what does he want to do with God's words?</p> <p>Discus how thinking about a passage of scripture in quietness might help a believer to understand what is important. If there is time choose an easy passage for the children to mediate on.</p> <p>Suggestions...</p> <p>Psalm 8:3-5 Proverbs 3:5-6 Proverbs 16:22-23</p>	<p>Bible references: Psalm 119:9-16 Psalm 8:3-5 Proverbs 3:5-6 Proverbs 16:22-23</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence</b>		
Week	Date	Questions	Activities	Resources
3		<p>How does Islam teach you to listen and see what's important?</p> <p><i>Explore the importance of listening, including how to listen, within Islam.</i></p>	<p>In small groups, ask pupils to blind fold one person and give them instructions to follow to move around the class, etc. or the Queen's treasure where a child tries to sneak up and grab something (noisy) and a blind folded person points to where it is etc.</p> <p>Explain to the children that The Qur'an says: <i>When the Qur'an is read, listen to it with attention, and hold your peace: that ye may receive Mercy.(7:204).</i></p> <p>Reflect on the following two verses from the Qur'an. Read Verse One (found on next page). Pupils to discuss this verse in small groups and write a few bullet points in their books to answer the following question:-</p> <p>Q: What can a Muslim, listening to this verse, carefully understand from it?</p> <p>Finish the lesson by sharing a saying of prophet Muhammad with the pupils—Verse Two (found on next page). As a whole class write down listening rules as a whole class.</p>	<p>Verse One (found on next page).</p> <p>Verse Two (found on next page).</p>

**Verse One:**

Qur'an 2:177

It is not righteousness that ye turn your faces towards east or west; but it is righteousness to believe in Allah and the Last Day, and the Angels, and the Book, and the Messengers; to spend of your substance, out of love for Him, for your kin, for orphans, for the needy, for the wayfarer, for those who ask, and for the ransom of slaves; to be steadfast in prayer, and practice regular charity; to fulfil the contracts which ye have made; and to be firm and patient, in pain (or suffering) and adversity, and throughout all periods of panic. Such are the people of truth, the Allah-fearing.

**Verse Two:**

"He who performed ablution well, then came to Friday prayers, listened to the sermon, kept quiet (silent) all his/her sins between that time and the next Friday prayers would be forgiven (he who fidgeted has caused an interruption)."

(Hadith: Book 7, chapter 8, page 10 hadith 857R1)

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Participating and Willing to Lead</b>		
Week	Date	Questions	Activities	Resources
1		<p>What is good about taking part?</p> <p><i>Become more aware of the need for social interaction and social responsibility.</i></p>	<p>Discuss with the children what they can participate in the school community. As they get to the top of the school, their role changes when taking part, from a follower to a leader. Do any of the children have experience of leading?</p> <p>Talk about how even as a leader you have to sit back and listen and still take your turn. Today's activity is about articulating your merits in a way that does not diminish the qualities of others but promotes you.</p> <p>Create a Balloon debate- this could centre around important people or roles in the school- justify your existence (e.g. someone from school council, a sports person, recyclers, monitors etc.).</p> <p>Children have to speak for a minute about why people should join their cause. They then vote for who should stay and go.</p>	

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Participating and Willing to Lead</b>		
Week	Date	Questions	Activities	Resources
2		<p>How do believers of Christianity (or other RT) participate in the world?</p> <p><i>Learn how individuals influence the nature of society.</i></p>	<p>Ask the children how they think societal changes occur, e.g. How would a society go from being slave traders to equality for all citizens?</p> <p><i>During this lesson we want children to come to a realisation that individuals make changes because of their beliefs and as a result, social change occurs. A modern day secular example could be Jamie Oliver's successful campaign for healthy school meals.</i></p> <p>Examples that could be looked at further include:</p> <ul style="list-style-type: none"> <li>• Elizabeth Fry (Quaker)- prison reform.</li> <li>• Oscar Romero- an Archbishop from El Salvador who spoke out for the poor at a time when the government wasn't doing so and was killed for his beliefs.</li> <li>• Mother Teresa a nun who worked with poor people in Calcutta.</li> </ul> <p>Finish with a discussion on "What social change would you be willing to lead?"</p>	<p>Links with <a href="#">'Faith makes a difference' DVD</a>:</p> <p>Film clip 16: Participating and Willing to Lead, Initial, Peace officers - start time on DVD 04:20</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: <i>Community</i>
Disposition:		<i>Participating and Willing to Lead</i>		
Week	Date	Questions	Activities	Resources
3		<p>How do believers of other faiths (RT) participate in the world?</p> <p><i>Learn how individuals influence the nature of society.</i></p>	<p>Look at other example of people from a variety of faiths: E.g. Gandhi Malcolm X Baha'u'llah</p>	<p>"The Salt of Freedom" - The Story of Mahatma Gandhi Peter Hepplewhite ISBN 0-7502-3770-8</p> <p>The Official Malcolm X website: <a href="http://www.cmgww.com/historic/malcolm/home.php">http://www.cmgww.com/historic/malcolm/home.php</a></p> <p>Baha'u'llah Book Christine Abbas ISBN 1904744443</p> <p>The Baha'i Faith Patrick Vickers ISBN 1851680306</p> <p><a href="http://www.bahai.org/dir/bahauallah">http://www.bahai.org/dir/bahauallah</a></p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Being Modest and Listening to Others</b>		
Week	Date	Questions	Activities	Resources
1		<p>Why should we listen to others?</p> <p><i>Explore, experience and begin to understand pride and humility.</i></p>	<p>Explore pride by having a tongue rolling competition.</p> <p>How did the one who could do it feel?</p> <p>What about those who couldn't?</p> <p>Tongue rolling is not a skill but genetically transferred ability.</p> <p>Does that change how people feel about whether they failed or succeeded?</p> <p>Consider scenarios e.g. a child winning a competition because the opposition didn't show up versus a child in a wheelchair coming 12<sup>th</sup> in a major race.</p> <p>Discuss whether it is ever OK to be proud?</p>	<p>Definitions of pride and humility.</p> <p>Class list</p> <p>Nominations for class prizes</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Being Modest and Listening to Others</b>		
Week	Date	Questions	Activities	Resources
2		<p>What does the Bible teach about putting yourself first?</p> <p><i>Learn about pride and humility by seeing what it looks like from modern day and Jesus' examples. Including the humility of Jesus, exemplified by Him washing the disciples feet and what it teaches about putting others first. To understand the significance of the last supper and why it is important for Christians to listen to Jesus and remember it.</i></p>	<p>Discuss what the worst thing is that you have ever done for someone.</p> <p>Look at carer's role and the humility they show when they have to serve others despite it not being glamorous.</p> <p>Tell story of Jesus washing disciples' feet John 13:1-17. Jesus was willing to serve other people, and humble himself.</p> <p>Discussion of how we can serve one another within the classroom.</p> <p>Play memory game.</p> <p>Lord's Supper is about remembering a very important event in Christian history.</p> <p>Watch Miracle Maker on Last Supper.</p> <p>Read 1 Corinthians 11:23-26. Explain the significance of bread and wine representing Jesus' body and blood. This is also important because it was the last meal that Jesus had with his friends before he was killed.</p>	<p>Footage of carer helping someone</p> <p>Bible reference: John 13:1-17 1 Corinthians 11:23-26</p> <p>Memory game</p> <p><a href="#">Miracle Maker DVD/video</a> on Last Supper</p> <p>Links with <a href="#">'Faith makes a difference' DVD</a>: Film clip 13: Being modest &amp; listening to others, Initial, Footwashing - start time on DVD 02:19</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Being Modest and Listening to Others</b>		
Week	Date	Questions	Activities	Resources
3		<p>Why should we put others first?</p> <p><i>To reflect on why people should be humble and not proud, by thinking about Jesus' example and what humility might look like for us.</i></p>	<p>Quiz from the last three lessons.</p> <p>Look at a newspaper story of heroic effort. In small groups, discuss the feelings of all the different parties. For example: the rescuer, the rescued etc.</p> <p>Discuss how Jesus didn't have to die on the cross, he didn't deserve it but instead he did it for everybody. He loved everybody that much and wanted to rescue them.</p> <p>Children to have photocopies of Philippians 2: 5-11 (shown on next page). They are to highlight the different aspects that show Jesus' humility.</p> <p>Children to write a journal entry, thinking about humility.</p>	<p>Quiz from last 3 lessons</p> <p>Recent newspaper story of heroic effort</p> <p>Photocopied worksheet Philippians 2: 5-11 (found on next page)</p>

**Be Unselfish like Christ**

Philippians 2: 5-11

5. In your lives you must think and act like Christ Jesus.
6. Christ himself was like God in everything. He was equal with God. But he did not think that being equal with God was something to be held on to.
7. He gave up his place with God and made himself nothing. He was born to a man and became like a servant.
8. And when he was living as a man, he humbled himself and was fully obedient to God. He obeyed even when it caused his death - death on a cross.
9. So God raised Christ to the highest place. God made the name of Christ greater than every other name.
10. God wants every knee to bow to Jesus - everyone in heaven, on earth, and under the earth.
11. Everyone will say, "Jesus Christ is Lord" and bring glory to God the Father.

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</b>		
Week	Date	Questions	Activities	Resources
1		<p>What influences your behaviour?</p> <p><i>Raise awareness of our 'natural tendency' to protect/defend ourselves, save ourselves, justify ourselves/be seen to belong to our peer group.</i></p>	<p>What would you do if...?</p> <p>Teacher comes in and wrongly accuses someone of something dreadful/several people or whole class. Let class react.</p> <p>Admit it was a false accusation to see how they would react. How did they feel? How did they react?</p> <p>Produce a mind map of their reactions. Use words, colours, thoughts and feelings.</p> <p>Using scenarios of various stress situations (e.g. The Titanic was sinking and there were not enough life boats, Malta was under siege in WWII and there was not enough food). How might people react? How would you react if a group of classmates were painting graffiti or a large group of older children were picking on an unpopular pupil?</p> <p>Ask the children to come up with other situations, write them down without showing their friends then pick one out the hat and talk about it.</p>	

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</b>		
Week	Date	Questions	Activities	Resources
2		<p>How does Christianity (or other RT) teach you to respond to the things that hurt you or make you angry?</p> <p><i>Raise awareness of the life of Jesus as a behavioural model for the life of Christians.</i></p>	<p>Begin with a multi choice quiz.</p> <p>1. How would you react if someone took your chocolate biscuit? Would you: (A) shout and make a fuss. (B) Complain to a parent/teacher. (C) buy another (D) do without.</p> <p>2. Your classmates accuse you of cheating. Would you: (A) Sulk. (B) Protest your innocence by being outraged and angry. (C) state the truth and leave it at that.</p> <p>Read Matthew 27: 11-26, especially v13-14. Jesus before Pilate. Jesus didn't defend himself, he didn't react.</p> <p>Read Isaiah 53:1-9 (especially v7)</p> <p><i>Draw out that Isaiah was written 650 years BC, so Jesus' silence before his accusers was not only remarkable but foretold.</i></p> <p>Read Matthew 5:38-48. This is the passage referring to turn the other cheek.</p> <p>How are Christians to react? Why? If you had exercised such self-discipline, would you have reacted differently to anything that has gone on in the last week?</p>	<p>International Children's Bible</p> <p>References: Matthew 27: 11-26 Isaiah 53: 1-9 Matthew 5: 38-48</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</b>		
Week	Date	Questions	Activities	Resources
3.1		<p>How does Buddhism (or other RTs) encourage its members to do better?</p> <p>What is it like to meditate?</p> <p><i>To experience the practice of meditation</i></p>	<p>Recap the Four Noble Truths from Year 4 Autumn Term.</p> <p>The Four Noble Truths are:</p> <ol style="list-style-type: none"> <li>1. Suffering exists. No-one can experience total satisfaction. Nothing is permanent.</li> <li>2. The cause of suffering: People suffer because they are not satisfied. They are greedy and self-centred.</li> <li>3. To remove the suffering we need to recognise our feelings of greed and dissatisfaction and get rid of them.</li> <li>4. Follow the path of the Buddha.</li> </ol> <p>Ask children what it is like to be peaceful and calm?</p> <p>Explain what meditation is and why Buddhists do it. The <i>Being Silent and Attentive to and cultivating a sense for the sacred and transcendence</i> film could be used to introduce this concept.</p> <p><i>Continued on next page.</i></p>	<p>Relax Kids: The Wishing Star - Marneta Viegas</p> <p>Relax Kids: Aladdin's' Magic Carpet - Marneta Viegas</p> <p>The Clear Vision Trust KS2 pack - DVD and stories <a href="http://www.clear-vision.org">www.clear-vision.org</a></p> <p>Buddhist Vihara - Anita Ganeri ISBN 0713654988</p> <p>Bodh Gaya - Mandy Ross ISBN 0431155178</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</b>		
Week	Date	Questions	Activities	Resources
3.2		<p>How does Buddhism (or other RTs) encourage its members to do better?</p> <p>What is it like to meditate?</p> <p><i>To experience the practice of meditation</i></p>	<p><i>Continued from previous page.</i></p> <p>Introduce the practice of meditation to children with simple breathing exercises; being aware of their breath; counting breaths; being aware of the sounds around them - no need to lie down, the children could put their heads on their desks.</p> <p>Read a meditation.</p> <p>Children to be brought out of meditation in a calm way.</p> <p>Ask children to respond to their experience of mediation through writing or art work.</p> <p>Ask the children - What do you think are the benefits of meditation?</p>	<p>Links with <a href="#">'Faith makes a difference' DVD</a>:</p> <p>Film clip 12: Being temperate, exercising self-discipline &amp; cultivating serene contentment, Initial - start time on DVD 03:33</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five	Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>	
Disposition:		<b>Being Accountable and Living with Integrity</b>		
Week	Date	Questions	Activities	Resources
1		<p>Can others depend on you? Can you let yourself down?</p> <p><i>Raise awareness that for some, mortality is an absolute but for others it is only a social constraint.</i></p>	<p>Cut a stick of seaside rock and see the writing. What other things are as consistent as seaside rock? What other things have the same message all the way through?</p> <p>Look at scenarios showing a character being inconsistent, i.e. saying different things to different people, or saying one thing and doing another or adopting a series of attitudes, one after another.</p> <p>Discuss how we feel about inconsistency in others.</p> <p>In groups, discuss how we feel about immorality in others? In us? How do we feel when we have behaved wrongly? Are we "guilty " without others opinions or only if we lose others good opinion of us?</p>	Seaside rock with lettering throughout.

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Accountable and Living with Integrity</b>		
Week	Date	Questions	Activities	Resources
2		<p>What do Christians (or other RTs) teach about living out your beliefs?</p> <p><i>Introduce the idea that the Christian life is not one of slavish obedience but of a loving desire to please God by living his way.</i></p>	<p>Read the story of Jesus anointed by a sinful woman, Luke 7:36-49.</p> <p><i>Morality and integrity are absolute concepts in Christian teaching. God expects Christians to do what is good/right, to say what is good/right and even to think what is good/ right. Not because we must but because we want to.</i></p> <p><i>In the story that we read, the Pharisee (law keeper) was failing to show love to others, in this case Jesus, but the woman out of her thankfulness for forgiveness showed love, in generous measure!</i></p> <p>Construct a comprehension exercise to enable the children to analyse the story as outlined above. (This is a perfect story to teach the Literacy objective of inference!)</p>	<p>International Children's Bible</p> <p>Reference: Luke 7:36-49</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Accountable and Living with Integrity</b>		
Week	Date	Questions	Activities	Resources
3.1		<p>What do Hindus (or other RT) teach about living out their beliefs?</p> <p><i>Explore how Hindus live out their beliefs.</i></p>	<p><i>The sanctity of the cow has probably originated from the association with Krishna. The legend states that Krishna was brought up as a dairy farmer's son. He used to look after the cattle. In India there is even a festival in November set aside for cows.</i></p> <p>Discuss with children, all of the things that cows can be used for (ploughing, milk and dairy products, meat... the cow is a real asset to a farmer).</p> <p>Explain how special cows are because of their uses. Hindus do not eat beef. This is not only religious but also a factor within Hindu agricultural society.</p> <p>Start a discussion around the following ideas:</p> <p>"Killing cows is banned in India."</p> <p>"Some Hindu temples keep sacred animals."</p> <p>"No Hindu will eat beef."</p> <p>"Sacred cows are allowed to wander wherever they want in India."</p> <p><i>Continued on next page.</i></p>	<p>Shambo, the Hindu cow - <a href="http://news.bbc.co.uk">http://news.bbc.co.uk</a></p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Accountable and Living with Integrity</b>		
Week	Date	Questions	Activities	Resources
3.2		<p>What do Hindus (or other RT) teach about living out your beliefs?</p> <p><i>To understand why Hindus believe cows to be special and how this affects their lives.</i></p>	<p><i>Continued from previous page.</i></p> <p>What would Hindus do if the life of a sacred cow was put in danger? The case of Shambo hit the news last year for exactly this reason. Information is taken from the BBC website (see the next page).</p> <p>Divide the class into two groups - those who will argue to sustain the life of Shambo and those in favour of Shambo being put down. Class to present arguments. Then whole class to vote on the evidence presented.</p> <p>Ask children what would you be prepared to stand up for? Children to write down a list of things that are important to them and then split this list into two - things that are important to them; things that they would be prepared to stand up for.</p> <p>This could be shared with the class as a poster, talk or display.</p>	

**The following information is from the BBC Newsround website, July 2007:**

A young bull from west Wales, who faced being put down, has been given the right to live after a campaign by the Hindu monks who worship him. Shambo tested positive for a cow version of a lung disease called tuberculosis - or TB for short.

Welsh Assembly officials feared that Shambo would be a threat to other creatures if he was allowed to live. But a judge overturned the ruling, saying the bull could live, as long as he was kept away from other animals.

However, he also said that he could not guarantee that Shambo "would live until his natural death". That means that Shambo's future is uncertain and it's possible that he might be put down in the future.

Cows are sacred in the Hindu religion and the monks argued that, because of this, Shambo should live. They said that the bull's "religious importance" meant that normal farm animal rules shouldn't apply to Shambo. It's possible that the Welsh Assembly might appeal against the High Court's decision.

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Thankful</b>		
Week	Date	Questions	Activities	Resources
1		<p>When and why do we say thank you?</p> <p><i>Explore the difference between spontaneous appreciation of others and a trained dutiful response.</i></p>	<p>Discuss with the children the phrase 'thank you'. Ask for examples of when and how they use these words.</p> <p>Create two lists using the examples given. One list being when they have said it as a response the other being when they have initiated Thanks. <i>(For example, the difference between saying thank you for some food the dinner lady has given them and thank you to the dinner lady for being there. At home, the difference between saying thank you for pocket money or spontaneous thank you for just being their mum).</i></p> <p>In their environment, when could the children say thank you during their day as opposed to using it like a reward when they have been given something.</p> <p>What could they give thanks for?</p> <p>Discuss different expressions of thanks. Does it always have to be done through the spoken word? (Other ways of expressing thanks include, gifts and hugs).</p>	

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Thankful</b>		
Week	Date	Questions	Activities	Resources
2.1		<p>What different ways do believers have of saying thank you?</p> <p><i>Explore ways that Christians give thanks to God.</i></p>	<p>Divide the class into four; give each group the relevant Bible passage and other stimuli. Each table has to create an information page, a poem, an advert, a painting, a dance, a picture using a camera or any other way to feedback to the class what they have learnt.</p> <p><u>Giving thanks by action.</u> Look up James 2:14-17. The passage teaches that wishing somebody well when they are hungry and not feeding them is not a living faith. So one of the ways that Christians believe God can be thanked is by giving to others in need. (Possibly a painting or a poster encouraging aid).</p> <p><u>Giving thanks through Words</u></p> <p>Look at the Hannah's Prayer, 1 Samuel 2:1-10.</p> <p><i>Continued on next page.</i></p>	<p>Bible References:</p> <p>James 2:14-17 1 Samuel 2:1-10 Psalm 100 or Psalm 136 Mark 12:41-44</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Thankful</b>		
Week	Date	Questions	Activities	Resources
2.2		<p>What different ways do believers have of saying thank you?</p> <p><i>Explore ways that Christians give thanks to God.</i></p>	<p><i>Continued from previous page.</i></p> <p><u>Worship.</u> Read either Psalm 100 or Psalm 136. These passages are praise poems thanking God and acknowledging his goodness. One of the ways Christians today thank God today is through using these Psalms to create modern worship songs, e.g. Psalm 100 is repeated in a modern format in Everyone's Singing Lord and Psalm 136 has been shaped into a modern worship song by Chris Tomlin "Give Thanks to the Lord (Forever)". (Possible a poem or a song).</p> <p><u>Giving thanks through Money</u> Read the story of The Widow's Gift, Mark 12:41-44. This passage shows the true generosity is not how big the gift is but how costly to the giver. Christians worship by giving generously. Most Christians would consider the Old Testament "tithe" of 10% to be the minimum they would give.</p>	<p>Bible References:</p> <p>James 2:14-17 1 Samuel 2:1-10 Psalm 100 or Psalm 136 Mark 12:41-44</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Thankful</b>		
Week	Date	Questions	Activities	Resources
3		<p>What different ways do believers have of saying thank you?</p> <p><i>Explore the different ways that Muslims are thankful to Allah.</i></p>	<p>How do Muslims thank Allah for all that He has given them?</p> <p>Read through and discuss the different ways how Muslims thank Allah for all that He has given them (found on next page).</p> <ol style="list-style-type: none"> <li>1) Ask pupils to work in pairs to make a list of all the ways in which they can help people.</li> <li>2) Ask pupils to work in pairs and make a list of things they would never say to anyone because they know it would be hurtful.</li> <li>3) Ask pupils to discuss in pairs what other worship do Muslims do and give pupils an opportunity to feed back to class.</li> <li>4) In pairs pupils to discuss the times when they have given charity.</li> </ol> <p>Finish the lesson by telling pupils that prophet Mohammad taught Muslims to give charity before praying on the day of the Eid celebrations which marks the end of Ramadan so that everyone rich and poor can celebrate Eid.</p> <p>(Hadith Muslim: book 12, chapter5, page 80 hadith 986).</p>	<p>Ways in which Muslims thank Allah for all that He has given them (found on next page).</p>

### Ways in which Muslims thank Allah for all that He has given them:

- 1) Through action by doing things that please Allah,  
e.g. by giving helping.
  
- 2) Through words  
E.g. By Always using the tongue to say good things and by never hurting people by saying bad things. Using words that Allah has taught Muslims through His last prophet Mohammad e.g. Assalamu Alaikum/ Walaikum Salaam when Muslims greet each other which means peace on you/ peace on you too; when thanking someone to say Jazakum Allahu Kheirun which means may Allah bless and reward you; When someone asks how are you to respond by saying Alhumdulillah which means praise be to Allah etc.
  
- 3) Through worship  
e.g. Praying five times a day, fasting in the month of Ramadan, going for Hajj at least once in the life time, reading the Qur'an etc.
  
- 4) Through money  
E.g. by Giving alms (zakah) which is the fourth pillar of Islam therefore is also an act of worship. By giving as much charity as possible and to remember that one does not have to be rich to give charity. If one only has one pound then give a few pence from that as well.

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Imaginative and Explorative</b>		
Week	Date	Questions	Activities	Resources
1		<p>What do you see in your mind?</p> <p><i>Begin to appreciate the uniqueness and complexity of imagination.</i></p>	<p>Give the children 10 minutes to paint or draw a flower in silence. Discuss the drawings/ paintings. What do the representations have in common? Why is that? Draw out that, although flowers have certain things in common, the children's drawings have been sourced from their own minds. Where do the ideas come from? (Memory, nature, imagination, God? )</p> <p><i>Cross-curricular link, Art, study flower paintings by famous artists.</i></p>	<p>Links with <a href="#">'Faith makes a difference' DVD</a>:</p> <p>Film clip 1: Being Imaginative &amp; Explorative, Initial, Christianity, artist using paint in/as worship - start time on DVD 00:00</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Imaginative and Explorative</b>		
Week	Date	Questions	Activities	Resources
2		<p>How do RT's respond to human creativity in worship?</p> <p><i>Become aware of the different RT's attitudes to human creativity.</i></p>	<p>What do religions encourage and prohibit in their artistic creativity?</p> <p>Look at pictures of the inside of a number of different places of worship. What do you notice about artistic decoration?</p> <p>Draw out that different religious traditions adopt quite different approaches to artistic representation, e.g. in Islam, neither prophets nor Allah are represented in drawings. Mosques are therefore beautifully decorated by tessellated patterns.</p> <p>In Hinduism, decoration of the human body (Murti) is a form of worship and the sacred dance is common in worship. <i>The word mudra comes from a Sanskrit word Mud and Dhra - bliss and dissolving... Bringing the worshipper and the divine together. The mudras are gestures performed with the hands to convey various feelings, expressions and meanings. They are used in worship, yoga and dance. Various Hindu deities have specific mudras associated with them. Each finger represents one of the five elements (earth, wind, fire, air and water).</i></p>	<p>Links with <a href="#">'Faith makes a difference' DVD</a>:</p> <p>Film clip 1: Being Imaginative &amp; Explorative, Initial, Christianity, artist using paint in/as worship - start time on DVD 00:00</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Imaginative and Explorative</b>		
Week	Date	Questions	Activities	Resources
3.1		<p>How do Christian artists represent Jesus?.</p> <p><i>Consider what Jesus would have looked like.</i></p>	<p>In groups, ask the children to describe what they think Jesus would have looked like. When collecting the information be aware of stereotypical responses e.g. Beard, sandals, blond hair, blue eyes. <i>Point out to children that it is unreasonable for us to expect Jesus to be fair skinned and blond haired.</i></p> <p>Explore photographic or artistic material of people from the Middle East.</p> <p>Using the Jesus photo pack, ask the children to choose the photographs which surprise them and the photographs which most accord with their view of who Jesus is.</p> <p><i>The pack features photographs, which show that an artist's cultural background is reflected when representing Jesus. So some of the photos show Jesus to be an African tribesman where as others show him to be oriental or Latin in appearance.</i></p> <p><i>Continued on next page.</i></p>	<p>"In Christ We Share" photo pack from the Methodist Publishing House.</p> <p>"He was one of us" by Rien Poortvliet. (A book by a Dutch artist)</p>

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Being Imaginative and Explorative</b>		
Week	Date	Questions	Activities	Resources
3.2		<p>How do Christian artists represent Jesus?</p> <p><i>Consider what Jesus would have looked like.</i></p>	<p><i>Continued from previous page.</i></p> <p>Point out to the children that although, the Bible makes clear that Jesus encountered thousands of people in the three years of his active ministry, yet nowhere in the Bible are we told the colour of his eyes or the shape of his nose or any other descriptive factor. This enables everyone to identify with Jesus and also prevents makes it more difficult for people to idolise Jesus.</p>	<p>Jesus photo pack.</p> <p>"He was one of us" by Rien Poortvliet. (A book by a Dutch artist)</p>