



Key Stage 3 Bridging Unit: Rules and Responsibilities

By the end of this unit, pupils should be able to:

Level 4

Attainment target 1

- use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experience;
- make links between them, and describe some similarities and differences both within and between religions;
- describe the impact of religion on people's lives;
- suggest meanings for a range of forms of religious expression.

Attainment target 2

- raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments;
- apply their ideas to their own and other people's lives;
- describe what inspires and influences themselves and others.

Level 5

Attainment target 1

- use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.
- describe why people belong to religions.
- understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons
- explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

Attainment target 2

- ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.
- Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.



<p>What this unit contains</p>	<p>Through this unit pupils will find out about rules, laws and responsibility in society and in Christianity, Islam and Judaism. They will consider rules in these religions as recorded in the Bible, the Qur'an, the Torah and other sources of authority in these three faiths.</p>																
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the second part of a bridging unit that follows work completed in the Primary Schools during year 6. It should be completed with all pupils entering year 7. Through this unit pupils will focus on key questions: What rules or guidelines for living do we have? Who makes the rules? Where are they found? What kind of rules are they and what happens if you do not follow them? When are rules / laws difficult to follow? Through this unit pupils will consider the implications of rules for belonging to a community, and in particular of belonging to a faith community. They will consider rules in Christianity, Islam and Judaism, building upon the knowledge and concepts introduced in the Key Stage 2 Unit.</p>																
<p>Extension activities – gifted & talented pupils</p>	<ul style="list-style-type: none"> • Students could explain how their either their own or a specific group's beliefs affect the way they live every day. Good answers will include ideas about not lying, not discriminating against others, not stealing, treating others as they would like to be treated. Answers may also be religious for those in the class who are followers of a specific faith. ➤ Students could research rules and laws in Buddhism, Hinduism, or Sikhism, investigating how they affect the way believers live every day. 																
<p>Vocabulary</p> <table border="0" style="width: 100%;"> <tr> <td>authority</td> <td>value</td> <td>rights</td> <td>respect</td> </tr> <tr> <td>morality</td> <td>commitment</td> <td>responsibilities</td> <td>exalted</td> </tr> <tr> <td>scripture</td> <td>revelation</td> <td>obedience</td> <td>Holy</td> </tr> <tr> <td>preserve</td> <td>Qur'an</td> <td></td> <td></td> </tr> </table>	authority	value	rights	respect	morality	commitment	responsibilities	exalted	scripture	revelation	obedience	Holy	preserve	Qur'an			<p>SMSC/Citizenship / Cross-Curricular Links</p> <ul style="list-style-type: none"> ➤ Rules & laws - government, community & faith community ➤ leisure activities
authority	value	rights	respect														
morality	commitment	responsibilities	exalted														
scripture	revelation	obedience	Holy														
preserve	Qur'an																



Focus 1 – Rules

Unit Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider the following key questions in relation to rules : • What rules or guidelines for living do we have? • Who makes the rules? Where are they found? • What kind of rules are they and what happens if you do not follow them? • When are rules / laws difficult to follow? 	<p>√</p>	<p>√</p>	<p><i>Pupils who have taken part in the year 6 section of this project will be able to share their experiences and outcomes including a copy of the creed or values statement produced in their primary school.</i></p> <p>Pupils who have a creed / values statement from their Primary school should share the work with fellow pupils and explain some of the statements decided on in their Year 6 class.</p> <p>Introduce the key questions to the class, explaining that these will be considered in a range of ways / contexts during the unit.</p> <p>Produce mind maps in small groups showing the different types of rules and laws that we follow. - e.g. in families, in school, in the local community, nationally</p> <p>Feedback to whole class and record on the board.</p> <p>Organise a paired discussion leading to whole class feedback: Who makes the rules that have been listed? (e.g. parents , schools, government). How do those people know what to put in the rules? (Who is their authority)? Where do the government get their ideas about what rules we live by? (e.g. Morality / ultimate authority / God?) What kinds of rules are they and what happens if you do not follow them? When are the rules difficult to follow?</p> <p>Set homework: In preparation for sessions later in the unit, watch and make notes on an episode of Blue Peter. Make a note of how 'Blue Peter Special Reports' are presented. Write 5 sentences to explain what the report was about and how the reporter presented it.</p>	<p>Resources</p> <p>Pupil's own day – book / contact book / planner / diary.</p> <p>Plain white paper for group work</p> <p>Exercise book or folder for homework.</p> <p>homework booklet (see resource pack)</p> <p><i>Teacher's note: pupils must be made aware that the content of the report they will watch is not relevant; they are watching to gain an idea of style / genre.</i></p> <p><i>Note: this is a very short session to allow for the administrative tasks that necessarily take place during the first lesson in the new school.</i></p>



Focus 2 – The Club

Unit Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider different kinds of rules that a community needs; ➤ consider what happens if rules are broken; ➤ work in groups to develop empathy and negotiating skills. 	<p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Introduction: in pairs or small groups list on small post-its as many different rules you can think of. These should be of different types, e.g. respect other people's property, don't tell lies, no fighting, be kind to others, don't kill, wear school uniform, and respect the environment.</p> <p>Join one or two other pairs and sort these into different groups:</p> <ol style="list-style-type: none"> 1) Those dealing with personal moral codes 2) Those dealing with collective responsibility 3) Those dealing with our personal responsibilities to others. <p>Briefly feedback to class and discuss issues or points of interest that have arisen.</p> <p>Working in these new groups, role-play as members of a committee setting up a new club – the topic of the club is the group's choice.</p> <p>Hand out the club planning grid. By the end of this lesson, pupils must have negotiated a basic code of conduct for their club including a set of rules.</p> <p>Homework</p> <p>Produce a poster or a leaflet to advertise your club, outlining the details of the club including the rules (teacher to specify).</p> <p>Write 3 - 5 sentences explaining how and why you selected the rules for your club.</p>	<p>Resources</p> <p>Cards giving examples of rules e.g. rugby club, Guides / Scouts, school rules.</p> <p>Plain white paper for homework.</p> <p>Club planning grid and instructions for pupils (see resource pack)</p> <p><u>Ideas for the content of code of conduct:</u></p> <p>Tell the truth - no lying Pay subscriptions Listen and act on leader's instructions Respect others' property. Be a good representative of the group in public Let people know if you will miss a session / are ill Clear up at the end of the session, penalties for breaking the rules Schedule of activities.</p>



Focus 3 – Rules and laws in the Christian community

Unit Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ Consider the following Key Questions: • What rules do Christians follow? • Where do these rules come from? • How do the rules affect Christians' lives? • Are these rules easy / difficult to follow? 	✓ 	✓ 	<p>Introduce a sorting activity which will help pupils consider the rules that Christians follow. This is a pair or small group task. Pupils will be given the Ten Commandments and Jesus' 2 Golden Rules.</p> <p>a) Sort sets of cards into their 2 groups – 2 minutes. Check accurately completed. b) Sort the Commandments cards into 2 sub – groups: (1) those about the worship of God (2) those about treatment of others c) Compare these with Jesus' rules. d) Feed back & discuss.</p> <p>Discuss the two Great Commandments (Mark 12:28-34), loving God and loving your neighbour. How do Christians put these into action? Discuss - are these easy or difficult to follow? When might they be most difficult?</p> <p>Task: for pairs / small groups / class activity if preferred Loving God. Focussing on the first four of the 10 Commandments, pupils should decide how Christians put these into action in their lives e.g. by going to church on Sunday and sharing in worship. Watch the video and explain how each of the activities shown can be described as 'loving God'. Give out sheet 'Living'. Read together, fill in missing words / phrases together and discuss.</p> <p>Homework Look up these references in the Bible: Matthew: 5: v44 6:v1 - 4 5: v38 - 42 6: v25 7:v 1 Write a paragraph to describe how Jesus expected people to live, relating to the quotations.</p>	<p>Resources Sets of 12 cards containing the Ten Commandments (Exodus 20) and Jesus Two Golden Rules.</p> <p>Video: showing clips of Christians 'in action'</p> <p>Sheet: 'Living'</p> <p>NB KEY QUESTIONS are covered over both lessons 3 & 4:</p>

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Focus 4 – Rules and laws in the Christian community – Loving your neighbour

Unit Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know some of the rules associated with the three faiths studied in the unit. ➤ consider the Key Questions: <ul style="list-style-type: none"> • know rules that Christians follow; • know where these rules came from; • consider whether these rules are easy or difficult to follow; • Know how the rules affect Christians' lives. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Loving your neighbour</p> <p>In the last session we looked at some rules that are followed in Christianity, Islam and Judaism. Working in pairs or small groups pupils should sort sets of cards so that the key words match the explanations and are connected with the right instructions / faith.</p> <p>Recall Jesus' teaching on forgiveness and loving your neighbour. Pupils read teacher's choice from the stories provided in this pack. Hand out the Bible Quotations. Set task for pairs / small groups: How would Christians put Jesus' teaching on forgiveness into action? Feedback. Read together and discuss the quotation from the Archbishop of Canterbury's sermon. How hard is it sometimes to follow the teachings and rules of a religion? How hard was it for these people?</p> <p>Engage in a short research activity</p> <p>a) How do individual Christians commit themselves to following Christian rules and values as members of the Christian community? They decide to demonstrate their commitment through Adult baptism / confirmation but what else do they do?</p> <p>b) How does the Christian community work together to follow Jesus' teachings? E.g. The local church and its outreach activities (clubs for old people, collections for the poor, collecting the old / ill for church on Sundays); Christian Aid, the Salvation Army.</p> <p>Homework</p> <p>Research how the local Christian church puts these two Commandments of Jesus (loving God and loving your neighbour) into practice: through visit, interviews, email etc.</p> <p>Look on a church notice board or read a church newsletter to gain a clear idea of how the church operates in the community.</p>	<p>Resources</p> <p>Cards with key words, explanations, phrases, groups.</p> <p>Quotations from the Archbishop of Canterbury's Christmas sermon 29005</p> <p>Cards with copies of the stories of the unforgiving servant (Matt 18: 23-35) or the prodigal son (Luke 15:11-32).</p> <p>Sheet: 'holy books'. http://www.licc.org.uk/culture/forgiveness-and-the-kingdom</p> <p>Websites Christian Aid http://www.christian-aid.org.uk/</p> <p>Cafod http://www.cafod.org.uk/</p> <p>Islam http://www.irw.org</p> <p>Teachers - note connection here with joining ceremonies in 'the club' activity.</p>



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Focus 5 & 6 – Rules in Islam and Judaism

Unit Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupil should:</p> <ul style="list-style-type: none"> know some of the rules that Jews/Muslims have; know where these rules came from and how people learn about them; know how Jews and Muslims put rules into action in their daily lives; consider whether these rules are easy/difficult to follow. 	<p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Recap where religious people gain their ideas about what's right and wrong. Jesus' teaching is recorded in the Bible, where do other faiths find their rules?</p> <p>Read through the 'Holy books' sheet and complete the sheet. (maximum of 20 minutes).</p> <p>Group assessment task: Judaism or Islam (give out instruction sheet) The class will be divided into two sections, some studying Judaism, others Islam Pupils will work in pairs/groups of three</p> <p>a) Using the resource sheets, the internet or resources within the RE department pupils will investigate the rules of the Jewish / Muslim community and discuss how Jews / Muslims put these into action in their daily life. The rules are all about loving God, loving others and becoming members of the faith community</p> <p>b) Pupils will spend the rest of this lesson, next lesson and two homeworks investigating and preparing a 'Blue Peter' style report for the final lesson of the Unit which will be an assessment task.</p> <p>Rules for the Jewish community:</p> <p>a) the Shema (Deuteronomy 6:-6) and the Ten Commandments (Exodus 20) Putting rules into practice as a member of the community</p> <p>b) Bar/Bat Mitzvah</p> <p>c) Mitzvot / Tzedakah: e.g. helping the needy, giving to charity</p> <p>Rules for the Muslim community, the Ummah</p> <p>a) the Shahadah and Qur'an: Surah 6 Putting rules into practice as a member of the community</p> <p>b) salat(prayer); worshipping Allah (at home, in the mosque) fasting</p> <p>c) Zakat, the Red Crescent</p> <p>Homework Preparation for report.</p>	<p>Resources</p> <p>Information & activity sheet: 'holy books' instructions for presentation Shema References, video clips, case studies, pictures of Bar/Bat Mitzvah Information about Tzedakah Copies of the Jewish Chronicle, Jewish Relief http://www.jw-relief.co.uk http://www.jewfaq.org/tzedakah.htm http://www.tzedek.org.uk Shahadah Surah 6 pictures of washing and prayer positions Information about Zakat Internet references: Interpal - Palestinian Relief http://www.interpal.org/index.htm Islamic Relief http://www.islamic-relief.com Muslim Aid http://www.muslimaid.org.uk Red Crescent Oneworld Charities Page http://www.oneworld.org.uk/</p>



Focus 7 – Presentations

Unit Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider and find answers to the following Key Questions: <ul style="list-style-type: none"> • What rules do Jews and Muslims follow? • Where do these rules come from? • How do Jews and Muslims put these into action in their daily lives? • Are these rules easy or difficult to follow? • What happens when people break the religious rules? 	√	√	<p>Pupils present their Blue Peter reports. This could be, for example, a power point presentation, video, role play scenario, recording of interview with member of faith community. Other pupils listen, watch, and evaluate using peer evaluation sheets.</p> <p>Look again at the creeds / statements supplied by pupils as a result of their primary school experiences.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Is there anything they would change? • Is anything missing? • Should anything be removed? <p>1) Peer evaluation Pupils evaluate the outcomes of other/selected groups, either orally or through a proforma based on the key questions with a marking grid for each question, grading the success of each response between 1 - 5</p> <p>2) Marking by teacher on</p> <ul style="list-style-type: none"> • collaboration • presentation • content • understanding / demonstration of skills <p>Homework Write a personal creed based on your learning in this unit. Complete Evaluation of unit sheet</p>	<p>Resources Equipment as required by groups</p> <p>Pupils' evaluation sheets</p> <p>Teacher marking sheets</p> <p>Evaluation Sheet</p>



Focus 2:

THE CLUB

Scenario: You are members of the committee at a new club. You are going to be responsible for setting up the rules of the club and making members aware of them.

You must:

1. Decide on the type of club you will run.
2. Give your club a name.
3. Negotiate
 - a set of rules
 - punishments for breaking the rules
 - a dress code
 - an activity schedule.
4. Record your ideas on the planning grid.
5. Within your group get into pairs. Then decide which pair will make a leaflet to describe the club and which pair will make a poster to advertise it.

How will you be assessed?

Your teacher will be watching your groups carefully to gain evidence of the following:

Are you working well in your group? Are you taking responsibility for your own work? Do you contribute to the task?

Do you allow others to contribute? Do you help others to complete the task?

Do you communicate well and behave sensibly toward others in your group?



Focus 2

CLUB PLANNING GRID

Use this grid to make notes for your homework. The final box has been left for you to use as you need. There is also a small space outside the boxes for you to use if you wish.

RULES	
PUNISHMENTS Or SANCTIONS	
DRESS CODE	
ACTIVITY SCHEDULE	

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Focus 2 THE CLUB

UNIFORM REQUIREMENTS – information sheet

GIRLS

Under 5's , Class Grade – Grade 2:

Uniform leotard, white ballet socks, white leather ballet shoes with white elastic (white ribbons must be sewn on for exams), white ballet cardigan, white canvas tap shoes. Long hair in two plaits neatly fixed in a 'box' over top of head, short hair in hairnet and band. All hair must be off the face (no fringe).

Grade 3 - 7:

Uniform leotard, black character skirt, black canvas soft - soled character shoes pink convertible ballet tights, pink ballet shoes (divided sole) with elastic and pink ribbons, suntan convertible dance tights, black tap shoes, black ballet cardigan, black knee pads.

Senior classes:

Uniform leotard, black character skirt, black canvas soft - soled character shoes, pink convertible ballet tights, pink soft pointe shoes with elastic and pink ribbons, black ballet cardigan, black tap shoes, black knee pads, suntan convertible dance tights, black and a white minimal bounce dance bra.

Senior girls must have pointe shoes fitted professionally and checked by the teacher **before** they are worn for class.

BOYS

Class Grade - Grade 1:

Short - sleeved close fitted white T – shirt (plain) worn with black cotton lycra cropped tights (cycle shorts), white ballet socks, white ballet shoes, white canvas tap shoes.

Grade 2 and above: Short - sleeved close fitted white T – shirt (plain) worn with black cotton lycra cropped tights (cycle shorts), white ballet socks, long black tights (ballet only), black ballet shoes, black character shoes, black tap shoes.

PLEASE NOTE:

- All pupils must arrive at and leave classes in suitable warm clothing. Pupils are expected to wear the school tracksuits and T - shirts, which are available from the teacher, class assistants or class reps.
- Dance clothes for auditions / shows / competitions are to be provided by the pupil to the teacher's specification.
- Leotards in colours and styles other than those specified above may be worn in modern and tap lessons. However, pupils should always arrive neatly and appropriately dressed.
- In the interest of safety, hair must **ALWAYS** be secured firmly to pupils' heads: when travelling or turning, a girl's hair can become extremely heavy and dangerous to herself and others. Pupils with untidy or dangerous hairstyles will not be allowed to participate in any class.
- Jewellery of any description (including watches) is **NOT** to be worn in classes or examinations.



Focus 2 THE CLUB information sheet

Blackheath Rugby Football Club:

DISCIPLINE CODE

This is to be read in conjunction with Rules 6 and 15 of the 'Rules of the Club'.

It must be realised that it is not only the behaviour of players, which can result in the appearance of the Club before a County Disciplinary Hearing. Club Members are responsible for their guests at all times.

1. It must be remembered that match officials voluntarily give of their time in the cause of Rugby. Match officials should be shown the utmost respect both on and off the field of play. Decisions made by the referee are final and should not be questioned.
2. Only the captain, vice captain or pack leader should refer to the referee during play.
3. Players should not engage in arguments with spectators.
4. Any player sent from the field of play will appear before the Club Disciplinary Committee, which will impose a minimum-playing ban of 28 days. He will also be required to attend a Kent County RFU Disciplinary hearing, where a further ban may be imposed.
5. Captains or coaches must supply to the Playing Chairman the name of any player who is cautioned and temporarily suspended from a match ('yellow carded'). Any player who accumulates two yellow cards in a season will be required to appear before the Club Disciplinary Committee.
6. Spectators should refrain from using foul or abusive words or behaviour or acting in any way which could be deemed to be abusive. They must not encroach on the field of play.
7. Any Club Member who through his or her words or behaviour brings the club into disrepute will be required to appear before the Club Disciplinary Committee.
8. A member who has been sanctioned by the Disciplinary Committee may appeal to the Executive Committee against that sanction or finding. Notice of such an appeal must be in writing to the Club Chairman. It must set out the reasons for the appeal and be received within fourteen days of the original finding.
9. Any finding recommending dismissal from the club must be ratified by the Executive Committee.
10. None of the above shall affect the overriding principles contained in The Laws of the Game of Rugby Union, or the rules of Kent County RFU



Focus 3

LIVING

To most people religious beliefs are very important, so it is not surprising to discover that these beliefs have a great effect upon the way they live day by day.

One example of this is in the food that religious people eat. The **OLD TESTAMENT** in the book of Leviticus lays down strict dietary rules which are followed by most Jews. The food that a Jew can eat is **KOSHER** or fit, and includes any animal which has cloven hooves and chews the cud. This means that strict Jews can't eat pig meat, but they can eat the meat of both cows and sheep.

The **QUR'AN** forbids Muslims to eat pig meat or fat, to drink alcohol, or to take part in gambling of any kind. These items and activities are **HARAM** or forbidden. The meat Muslims eat must be killed and butchered in a specific way described in the Qur'an. This makes the meat **HALAL** or allowed. If Muslims cannot obtain halal meat, they must follow a vegetarian diet.

Jesus taught that peoples' behaviour was more important than keeping strict religious rules. He showed this when he broke some of the religious rules of Judaism by picking food to eat on the **SABBATH**. Jesus also made this belief clear in his teaching when he said *'love your neighbour as much as you love yourself'*.

THINGS TO DO

Complete the following sentences by filling in the blank spaces. There is no word list, but you will find all the words you need in the writing above.

- a) In both the Jewish and Muslim religions, nobody is allowed to eat - - - - - .
- b) Muslims are not allowed to drink - - - - - or take part in - - - - - .
- c) Muslims must eat - - - - - food or follow a - - - - - diet.
- d) Jesus broke some of the religious rules of - - - - - to show people how he expected them to live.
- e) Jesus said that people should treat others as they would like to be treated - - - - - .



Focus 4 Information Sheet

Quotations from the Archbishop of Canterbury's Christmas sermon 2005

A few weeks ago, Gee Walker, mother of the murdered Liverpool teenager, Anthony Walker, told us that yes, she forgave her son's killers and yes, her heart was still broken. What made this so intensely moving was the fact that her forgiveness was drawn agonisingly out of her, without making her loss easier. She could not have been who she was if she did not recognise that forgiveness was laid upon her; her life and her dead son's would have been nonsense if she did not forgive. It was mercy without a hint of trivialisation or excuse for wrongdoing. No preacher could say it like that, could make it sound utterly true and costly and necessary all at once.

And last week, the mother of Abigail Witchall, paralysed by a knife attack in April, described her sadness about Abigail's attacker, who had killed himself: 'his death is the real tragedy in this story', she wrote, not making light of her daughter's terrible ordeal or denying the complex evil of the action, but simply making space in her heart for someone else's fear and pain.

Why remember what happened at Bethlehem...? Because of people like these. They have known in their flesh and nerves just what the difference is that Jesus makes; it is not comfort or easy answers, it is the sheer fact that – we have to use the word – miraculous love is possible. The vilest offender, as the hymn says, is now deserving of attention and compassion; no life can be allowed to fall out of the circle of love.



Focus 4

Jesus' teaching from the New Testament

'But I tell you: 'Love your enemies and pray for those who persecute you'. . .'

Matthew 5: 44

'Be careful not to do your acts of righteousness before men, to be seen by them. If you do, you will have no reward from your Father in heaven. So when you give to the needy, do not announce it with trumpets, as the hypocrites in the synagogues and on the streets, to be honoured by men. I tell you the truth; they have their reward in full. But when you give to the needy, do not let your left hand know what your right hand is doing, so that your giving may be in secret. Then your Father, who sees what is done in secret, will reward you.'

Matthew 6: 1-4

'You have heard that it was said, 'eye for an eye, and tooth for a tooth.' But I tell you, do not resist an evil person. If someone strikes you on the right cheek, turn to him the other also. And if someone wants to sue you and take your tunic, let him have your cloak as well. If someone forces you to go one mile, go with him two miles. Give to the one who asks you, and do not turn away from the other one who wants to borrow from you.'

Matthew 5:38-42

'Therefore, I tell you, do not worry about your life, what you will eat or drink; or about your body, what you will wear. Is not life more important than food, and the body more important than clothes?'

Mathew 6:25

'Do not judge, or you too will be judged.'

Matthew 7:



Focus 5

HOLY BOOKS

A holy book or **scripture** is a book in which God's message has been written down and carefully preserved over a long period of time. Sometimes this time is extremely long. The **Bible**, for example, took almost 1500 years to write in full, although the books in the **New Testament** were completed in about 80 years. Scriptures in some other religions were completed more quickly.

The followers of most religions believe that their scriptures have come directly from God. For this reason these scriptures are often called the 'word of God'. To Muslims, the **Qur'an** is the perfect record of the **revelations** which were given to the **Prophet** Muhammad (peace and blessings be upon him) by Allah. The Prophet taught these revelations to the people during his lifetime, and they were written down by the Muslim leaders after his death.

To underline their importance and holiness, Scriptures are often treated in a special way. When not in use, the Qur'an is kept covered so that it does not get dirty or dusty. Worshippers always wash their hands before using the Qur'an and it is touched as little as possible. No fingers are allowed to touch the **Torah** scrolls in a **synagogue**, and only a metal pointer prevents the readers from losing their place in the Hebrew text. In the synagogue at the festival of **Simchat Torah** the Torah is paraded above the heads of the worshippers to show its exalted position in their faith.

Respect is also shown by the place that scriptures are given in both public and private worship. In each Christian service at least one reading from the **Bible** takes place.

For religious believers, the most important aspect of their scriptures is the teaching that they contain. Most believers are quite sure that God has spoken through their scriptures in the past and continues to do so today.

1) Under the heading 'Holy Books', write a few sentences to explain why holy books are important to religious believers.

2) Find out the meanings of the following words:

revelation

exalted

holy

preserve

3) Choose one holy book from those described above. Then:

a) write 5 facts about it

b) find out and describe how it is used in worship.



Focus 4 - sorting activity

Jewish Bible	Christian Old Testament	Qur'an	Christian New Testament	Halal
Kosher	Fit for Jews to eat	Permitted for Muslims	The first section of the Bible shared with the Jews	Christian
Judaism	Christianity	Islam	Jew	Muslim
The role model for this faith taught that behaviour was more important than keeping strict religious rules when he said '<i>love your neighbour as much as you love yourself</i>'.	The food that members of this faith community can eat is called KOSHER or fit, and includes any animal which has cloven hooves and chews the cud.	Members of this faith community are forbidden to eat pig meat or fat, to drink alcohol, or to take part in gambling of any kind.	Holy book of Muslims revealed to Prophet Muhammad (pbuh)	Translated into many languages across the world
Written in Hebrew	Written in Arabic	Contains the Ten Commandments given by God to Moses	Contains Jesus' 2 great Commandments	Contains Allah's rules for living as told by the Angel Jibril
Contains the Ten Commandments given by God to Moses	Tells people to pray five times per day	Tells people to keep one day holy every week		



Focus 4

THE STORY OF THE LOVING FATHER

This is a story Jesus told to a crowd of his followers.

'There was once a man who had two sons, who were now grown up. They knew that when their father died they would share between them anything he owned. The elder son would have two shares and the younger son would have one share according to the local custom.

The younger son was impatient. He went to his father and said, 'I want to enjoy my life now while I am still young. Can I have my share of the money now?' His father was very upset but eventually he agreed and gave a third of his money to his younger son.

The younger son left the farm and went to the big city in search of fun and excitement. He had plenty of money, so he brought drinks for people and presents for lots of girlfriends. He gave parties and had many friends staying at his house. He didn't do any work and had great fun until one day he realised that all his money was gone. He wasn't worried because he had friends he would be able to ask for help.

That night he asked some friends if they could lend him some money. They didn't have enough money with them, but promised to bring some the very next day. Next day, they didn't arrive. He never saw them again. They had never really been his friends at all.

Now the younger son was poor and lonely in the big city. He started to beg and had nowhere to stay. Life was miserable. In the end he had to go and work on a pig farm, even though good Jews never touch pig - meat. He spent all day in the fields with the pigs and even had to eat the same food he gave them. One day the younger son thought, 'Why am I doing this? My father's farm workers live better than this. I'll ask if I can have a job on my father's farm.'

He set off towards his home. For several days he walked, feeling very weak and weary. Finally, he saw his father's farmhouse. In the distance he could see somebody walking towards him. As they got closer and closer to each other he realised it was his father coming to meet him! His father threw his arms around his son and cried with joy, saying, 'My son, my son.' The son felt ashamed and said,

'Father, I am no longer your son. I have wasted all your money and I have disgraced you.' His father would not hear such talk. Instead, he took the younger son into the house, fed him, gave him clean clothes and even gave him a new gold ring.



Contd

The older brother was out in the fields, working hard as he always did. When he came home that evening he heard music and singing in the house and asked a servant what was going on. The servant told him that his father was celebrating because his younger brother had returned. The older brother was furious and refused to attend the party.

His father came out of the house and asked the older brother why he was so upset. He replied, 'I'm fed up. I've worked hard for you ever since he went away and you've never had a party for me. Now he comes home and gets treated like a king. It's not fair.'

His father said, 'Don't be miserable. Everything I have is yours. The farm belongs to you. This party is not for your brother, but for me. I had two sons and one got lost. I thought he was dead. Now he's found. I am a happy man. Come and be happy with me.' So the two men went indoors together.'

Jesus never told his audience what his stories meant, but left them to work out the meaning for themselves.

Either:

a) Imagine that you are the younger son. Describe or draw a cartoon strip to show all that happened after you left your father's house. Remember to explain why you left home, how you spent all your money, and how you felt when you were left alone and with no money.

Or:

b) Imagine that you are the older son. Draw a cartoon strip to show what you did after your younger brother left home. Remember to include how you felt when you heard about the party and what you thought after you had spoken to your father.

Then:

- c) Explain what you think Jesus was telling his followers about the nature of God. Make sure you include:
- who you think the younger son represents?
 - who you think the older son represents?
 - who you think the father represents?



Focus 4

The Unforgiving servant

There was once a king who was owed an enormous amount of money by an officer in his army. The king gave instructions that the man, his wife and his children should be sold in the slave - market to help pay off the debts.

The officer begged and begged the king for forgiveness until eventually the king decided he had learned his lesson. The king said, 'I will be generous. I will cancel the debt you owe me.'

As the man left the king's palace he bumped into some fellow officers. One of these owed the man a small amount of money. Seeing him, the man demanded the money back immediately, and when his fellow officer explained that he could not pay he had him thrown in prison until the debt was paid.

The other officers had heard the man's harsh treatment of the debtor. They were angry and went to tell the king. The king sent for the officer.

'You hateful man,' shouted the king. 'You are a hypocrite. I let you off all the money you owed me, but you could not be patient for even a small sum from your fellow officer! I know how to deal with you. You will go to prison until you pay every single part of your debt. That will be for the rest of your life! The other prisoner will be set free.'



Focus 5 & 6

ZAKAH

Islam teaches that wealth is God-given and should therefore be shared. Sharing wealth is not optional; it is one of the five pillars which are the foundations of Islam. This is called ZAKAH or almsgiving. Muslims therefore pay 2.5% of their annual profits after all their normal expenses to help the poor and needy.

There are many reasons for Zakah. Muslims make their payments as a way of obeying God's words in the Qur'an and therefore of gaining paradise:

'Those who in charity spend of their goods night and day, in secret and in public, have their reward with their Lord.'

Surah 2: 274

They believe that Zakah is a way of cleansing their wealth of greed and selfishness. They also believe that Zakah reinforces the UMMAH or brotherhood of Islam and ensures that everyone understands how it feels to be hungry or thirsty.

'He who eats and drinks while his brother goes hungry is not one of us.'

Hadith al Bukhari

Muslims are also encouraged to help the poor by giving them on which no interest is charged. Interest or RIBA is forbidden under Islamic law or SHARI'AH. If the poor find it difficult to repay the loan, it should be changed into a gift:

'If the debtor is in difficulty, grant him time to repay. But if you remit it by way of charity, that is best for you if only you know.'

Surah 2: 280

In addition to Zakah, Muslims make voluntary payments called SADAQAH whenever they are asked or in response to an emergency. They also make a special payment to the poor each year at the festival of Id ul Fitr.

KEY WORDS

Zakah	literally 'to cleanse' or 'to purify'
Qur'an	the holy book of Islam, regarded as the complete, perfect, and final word of God.
Riba	charging or paying interest charging interest on money lent or borrowed.
Hadith	a collection of the wise words of the Prophet Muhammad (pbuh)



Focus 5 & 6

INSTRUCTIONS FOR YOUR PRESENTATION

You are going to give a 'Blue Peter Special Report' on one religion of your choice.

Choose a faith with which you are familiar or know you can research easily. Do as much as you can in the lesson and ask your teacher for help whenever you need it.

In your report you will need to tell the class about the rules for your chosen religion, where the rules come from, and what believers consider happens if they break them.

In your group:

Organise who will research the background, who will do the interview, and who will research the consequences.

Presentation:

Once you have done your research and preparation, practice your presentation. Make sure everyone speaks. Try to be as imaginative as possible and use visual aids!

There will be a prize for the best presentation.

Good Luck!



Focus 5 / 6 Bridging Unit Information Sheet

A Jewish Statement of Belief

The Shema

(abridged version for young children)

Listen Israel, the Lord is our God, the Lord is one.

Let the name of His magnificent kingdom be blessed forever and ever.

You shall love the Lord your God with all your heart, with all your soul and with everything you have.

Let these words which I command you today, be on your heart.

Teach them carefully to your children.

Speak of them when you are sitting at home and when you are travelling. When you go to bed and when you get up.

Tie them on your arm as a sign and place as a sign between your eyes.

Write them on the doorposts of your house and on your gateposts.

Deuteronomy 6: 4-9

A Muslim Statement of Belief

The Shahadah

“There is no God except Allah and Muhammad (pbuh) is the messenger of Allah”



Bridging Unit - Rules and responsibilities' Evaluation Sheet

End of Unit Evaluation Sheet

Name.....

1. Which part/s of this unit did you like? Why?
.....
.....
2. Which part/s of this unit didn't you like? Why?.....
.....
.....
3. Did you work best on your own or with others? Give reasons.....
.....
.....
4. Do you think that you participated well in discussions?.....
.....
.....



Transition Bridging Unit KS 3 Rules and Responsibilities

Bridging Unit – 'Rules and responsibilities' End of Unit Evaluation Sheet contd.

5. Is there anything else that you wanted to find out?.....

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6. What have you learned by doing this unit?.....

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7. What will you remember from doing this unit?.....

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