Poetry, text and debate in RE KS2

Fiona Moss: RE Today Services
RE comes first.....
RE and English

Only make links where both RE and English objectives will be taught well.

Expect the same standards of Literacy in RE as you would in your English or literacy lessons.

Ensure feedback is given in relation to the RE learning outcomes and then, if appropriate, feedback refers to literacy or English outcomes.

See links as an opportunity to ‘steal’ extra time for RE. Using RE as the context for some English or literacy work does not mean you should lose time for RE.

Don’t limit study to sacred texts. Many religious believers today use literacy as a form of expression. Seek out song lyrics, poetry and prose from modern followers of a religion to use as a stimulus.
What do we need to do in English?

• read easily, fluently and with good understanding
• develop the habit of reading widely and often, for both pleasure and information
• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
• appreciate our rich and varied literary heritage
• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
Write about real events: how to baptise a baby

Identifying themes and conventions in a wide range of books: Different types of writing in the bible - the Big Story of the bible

Use technical terms such as metaphor, simile, analogy, imagery etc.: Study the I am sayings in John that describe Jesus eg the light of the world, the bread of life, the gate

Opportunities for pupils to develop and order their ideas through playing roles...: Freeze frame or project forward Zaccheus a month later

Recognising different forms of poetry: Psalm 119 - the acrostic psalm as it has 8 verses, one for each Hebrew consonant

Making inferences on the basis of what is said and done: Tell a story - what happens between the scenes eg Milk and jasmine flower draw, act or write what happens between scenes.

Identifying audience and purpose for writing, selecting the appropriate form and using similar writing as models for their own: Sita tweeter
Forgiveness
Forgiveness is out of fashion.
Sorry seems to be an act of weakness.
Not accepting those who disagree or those we do not understand or those we simply do not like is now the everyday.
Forgiveness is out of fashion.
It is an act we need to learn.
A habit we need to practice.
A muscle we need to exercise.
A shirt we need to wear everyday.
And most of all, we must learn to be unfashionable.

Paul Cookson
Holy words

What words are holy for you? Select a saying or story you really love about peace, faith, unity, prayer or some other religious theme. Incorporate your holy words into your poem and/or express the value and meaning of the words you have chosen in the poem that you write. This theme has a close connection to the study of holy books and teaching from 2 or more different scriptures can be used, so get reading from the Torah and the Gospel, the Qur’an and the Gita, the Dhammapada or the Guru Granth Sahib. And add some words from a non-religious source of wisdom too if you like.
Where is God?
Atheists, agnostics and believers in God might all respond to this by expressing their sense of the search or the find. Where’s God? In your heart, in prayer, in the temple or in the universe? Or is she hiding? Is he not there at all? Looking for God, searching for him or her, matters – but how are we doing in finding God? God?

Would you search with google or a ‘goddetector’? Is God on Instagram or WhatsApp? Can God be found by prayer or by looking among the world’s suffering people? This popular ‘Art in Heaven’ theme produces great work where pupils use ideas from religions clearly: The Jewish Psalms 42 and 43 are where it starts.

God’s Good Earth
Are we spoiling God’s good earth? Should we be thankful for it? Can we save it in time from the threats of climate change? The beauty of the earth is celebrated in many religions, but the human spoiling of the earth is a danger and a coming crisis. In this theme, learners are invited to explore ideas and beliefs about the natural world, human responsibility for the earth and ways of praying about climate justice.
Inspiring

What inspired you? A song? A quote? Another person’s life? A place? Religion offers people inspiration to live. Sometimes an inspirational life, a person’s example, a text or a piece of music crystallizes our inspiration. In this theme, you are invited to identify what inspired you from a religion – it doesn’t have to be your own faith, as inspiration tends to spill over the edges of religious or non-religious worldview.
Questions? Questions? Questions? Finley (Age 7)

"Why did Judas lie... to make Jesus die? Why did Simon Peter betray... on that day? What does Jesus look like now? How did he rise from the tomb? How? When the disciples were eleven was Judas in Heaven? When Jesus died... why did he cry? Has Jesus still got holes in his hands? Do we live by His commands?"
Soul Song
What is the soul?
An infinite loop of love and personality
A spiral of safety inside you
A mystery of man
The sun inside you
What is the soul?
The howling wind that powers you to live
The electric sparks that fly when you feel good
The magic part of you that makes you you
No one can steal your soul
What is the soul?
A burning fire inside you telling you to believe
A soul song is a power in you that sings your sadness away
Sing your soul song
What next?
When your body on earth fails, your window is closed, your soul song ends your
Soul will go to the place over the rainbow where losts souls go
Do what makes your soul shine

2/20/2019
Edith, 11
• The important thing is…
• The important book Margaret Wise Brown
• Key feature of the subject repeated in the first and last line
• Between them several lines describing others features of the subject
The important thing about Shabbat is that it is a rest day.
It is relaxing,
It is peaceful,
A day to be happy,
A day for sharing,
A day that represents God,
A day for spending time with your family
But the important thing about Shabbat is that it is a rest day.

Poppy and Ethan

The important thing about Shabbat is spending time with your family.
It is meeting, eating, sharing, playing, resting and being peaceful.
But the important thing about Shabbat is spending time with your family.

Cameron and Kyle

The important thing about Shabbat is family.
There is bread, wine, candles and food and grape juice for the children.
But the most important thing is family.

Thomas and Zara
Faith

The important thing about faith is that you can decide about it yourself. It is being God’s friend, It is there when you need it, It is being you, It is trusting other people and believing in things, It is caring for people and helping them when they are in need. But the important thing about faith is that you can decide about it yourself.

Eleanor, Mason and Jake

Faith

The important thing about faith is that it’s inside you. It is all around you, It’s having faith in people, It’s about having faith in you. But the important thing about faith is that it’s inside you.

Damien

The important thing about faith is to trust and believe in someone. It is to trust and care about people, You can choose your religion, You can choose to believe in God, or something else, No-one can force you to do what they do, You don’t pray if you don’t want to. You can choose to follow the religion of your parents or believe in something else. The important thing about faith is to trust and believe in someone.

Freya and Emma
The important thing about RE is exploring different faiths.

It is about belonging.
It is about understanding.
It is about respect.

The important thing about RE is exploring different faiths.
I think that having RE lessons in school really helps you to think about the world and all the people in it. Firstly, you can accept others for who they are and not judge them by the way they look or their religion. You can learn to do this in RE. Secondly, if you do something kind or good, like baking cakes for a charity or giving away old clothes, you can pass that kindness on. Spreading it around the world. Learning to respect others is one of the key things you can explore in RE. You can be inspired and inspire the people around you to make the good choices in life. If we didn’t have RE, no one would ask questions and we would judge everyone. It is important to love everyone no matter what religion or what color skin they have. We should all celebrate our differences and act as one. In RE we can explore and discover, even changing our world to improve the lives we lead. You are free to ask questions in RE, discussing problems that you can’t talk about in any other lesson. Sharing your thoughts with others is the best way to learn to accept each and every person in this world.

Some schools don’t have RE lessons, and, as a result, the pupils judge others. We should all love each other, not judging. Some people in this world are racist, and say black people don’t belong in this world, but that really isn’t true. No-one is perfect, so this world doesn’t have to be. You just need to be kind, loving all God’s creations and all people no matter what. RE helps me understand about religion, and I know that will help me in life. I now know not to judge, and that everyone is equal and has right to do whatever they want.
Cinquaines, septaines, shaped poems

These kinds of structure can create fine poetry from few words: the emphasis is on well chosen words and the writer’s control of what the poetry is saying. This example of a septaine is from an 11 year old, and shows a good grip of language. The numbers of words per line follow the pattern 1-2-3-4-3-2-1 and the shape of the poem illustrates life’s expansion and contraction with considerable skill.

A time to live, a time to die
Birth
Infancy, Lively
Young, Adolescence, Fit
Captive, Working, Retired, Free
Slow, Broke, Limited
Ageing, Tired
Death
This ancient Japanese poetic form traditionally uses a very short poem of seventeen syllables, in three lines (5-7-5 is the purist’s pattern). Haiku are different to traditional Western poetic forms, and may be about drawing attention to just two thoughts or observations. Traditional forms were often about observing the natural world. In this example, which is about the very nature of perception, Ho Yun Lee asks one of the biggest questions of them all with verve and skill.

I wonder...
Ho Yun Lee, Age 15

Illusions play eyes
Question what we really see
Is it all a trick?

Religion
Hope given to all
Inspiration, challenge, love
Something for everyone?
Writing frames

• Select an amazing poem that could be adapted
• Don’t show the original
• Give a skeleton poem

Wondering
I wonder ...
I wonder ...
I wonder ...
I’d love to know ...
I’d like to ask ...
I wish I could find out ...
All the questions make me feel ...
All the questions make me think ...
Who has the answers?
I think ...

04/02/2020
Metaphor and simile

The stimulus

Ask pupils to take five sticky post-it notes and create some metaphors of their own.

Put A3 sheets of paper on the classroom wall with prompts opposite on.

Choose 5- as a class a great bank is provided to create poetry from

- Today is like …
- I am like …
- The world is like …
- Time is like …
- God is like …
- Faith is like …
- Life is like …
- Death is like …
- Humanity is like …
- Being born is like …
- Dying is like …
- Hell is like …
- Heaven is like …
Metaphor and simile

Life is like a lift
Charlie Boyd, Age 7

Life is like a lift
Ding ding level one: learning to walk
Ding ding level two: learning to talk
Ding ding level three: going to school
Ding ding level four: swimming in a pool.
People getting in, people getting out,
Life is like a lift
That’s all it’s about.

Come to us God
Nicola Eames, Age 10
Come to us God
Destroy our hearts of stone
Come to us God
Give us hearts of pure love
Come to us God
In caring and trust
Come to us God
With health and good cheer
Come to us God
In faith and in love
Come to us God
David and Goliath

Give them a poetic structure, or writing scaffold:

• 5 verses correspond to the 5 smooth stones David took.
• each verse announces a ‘giant’ or a problem, then suggests what you might fill your sling with to end the problem.
• encourage pupils to use varied and rich language – adjectives or descriptions should be well chosen.
• discuss and develop metaphors for giants in our lives and our world.
• re-use the lines to achieve pattern. Work up to
‘Beware Goliath Comes...’,
‘Fill your sling with...’ and
‘see Goliath fall!’
Your turn

• What would your giants be?
• What would you fill your sling with?
• Can you write a verse?
• What would your year 5 or six pupils choose?

Beware Goliath comes!
...
...
...
Fill your sling with ......
And bring ....
Beware Goliath Comes!
A wave soars towards the shore,
As colossal as two elephants on the plain,
Tourists rooted to the spot,
Like an iceberg of terror has wrapped itself around them.
Beware Goliath comes!

Fill your sling with sunshine
And evaporate their grief.

People sit paralysed,
Having forgotten how to live,
The strength of independence faded,
Their spirits left with the terrible company of loneliness.
Beware Goliath comes!

Fill your sling with desire,
And bring life.

Minutes fly past. Hours go by,
Starvation glides through the atmosphere,
Children lie waiting, Patiently,
Waiting for the taste of death
That swims across the landscape.
Beware Goliath comes!

Fill your sling with sunshine
And evaporate their grief.

Mothers grieve for the loss of their babies,
Children cry over their dead parents,
People fall into the depths of despair,
Tramps find the door of life shut,
Locking them in the room of death.
Beware Goliath comes!

Fill your sling with desire,
And bring life.

Minutes fly past. Hours go by,
Starvation glides through the atmosphere,
Children lie waiting, Patiently,
Waiting for the taste of death
That swims across the landscape.
Beware Goliath comes!

Fill your sling with the light of hope
And let the starving see the silver lining.

Mothers grieve for the loss of their babies,
Children cry over their dead parents,
People fall into the depths of despair,
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Beware Goliath comes!

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Mothers grieve for the loss of their babies,
Children cry over their dead parents,
People fall into the depths of despair,
Tramps find the door of life shut,
Locking them in the room of death.
Beware Goliath comes!

Fill your sling with compassion and respect
And bring laughter.

See Goliath fall!

By Dominic Halter, age 9, Year 5
How will you put together some entries?
A fair for all dress policy?

- Wristband examples
- Why do Sikhs wear a Kara? What does it stand for?
- Share cases in the UK
- What would happen in your school? Would your dress code allow this?
- Can you write a fair for all dress code?
Prejudice

... because of their background

Thinking bad things about people...

Discrimination

....without knowing them or being fair to them

Treating people unfairly...
Prejudice

Thinking bad things about people... without knowing them or being fair to them

Discrimination

Treating people unfairly... because of their background
Zain is Muslim. On Wednesdays his school lunch is sausage casserole. The school cook puts pork sausages into the casserole. Everyone loves it, but Zain can’t eat the sausages as his religion does not allow him to eat pork.

His mum has asked the school kitchen to buy halal sausages as Zain is allowed to eat these. As they only have a few Muslim pupils, the school say buying halal sausages is not worth it. Zain feels different to everyone else. He has to eat the macaroni cheese instead which he hates.

Respect-ometer

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My Life, My religion

• Who is Sara?
• What is important to her?
• What communities does she belong to?

Write about/draw four objects that exemplify the points above.
Active Reading

• Listen and then Summarise p30 in one or two sentences

• Read and underline words that people may need to research

• Read and summarise in no more than 5 sentences

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Active Reading

We spoke to Bilal about what the Ummah means to him as a teenager living in London.

Why is the Ummah important to you?

The Ummah is important to me as a Muslim because it means we should stick together and know who to ask for help. It means a special bond between Muslims. A sense of identity if you will.

How do people know you belong to the Ummah?

People know I belong to the Ummah because of the way I dress, my respect for all people, not just Muslims but non-Muslims too. I am self-controlled and respectful. Also, to other Muslims and other religions. I feel part of the Ummah through the essential greetings we give one another, for example, As Salam alaikum. When I am talking about tidings or praying together peacefully in the mosque side by side. It doesn’t matter what nation you are, we can all under the same umbrella, followers of Muhammad (saw).

What do you do regularly that makes you feel part of the Ummah?

I pray in groups, read Qura’n to kids and make sure my community is clean and safe. When I see the wide presence of Muslims around the world and when I go to the Mecca East in the Holy Year, I feel part of that community. The Ummah makes me feel amazing, knowing people will turn to me for whatever. It makes sure I am filling my mind with education and that is the best feeling.

What are your responsibilities as part of the Ummah?

I always help out in the community. I mean teaching kids how to read Arabic, read the Qura’n, telling them stories and teaching them how to pray. I also make sure that our members are informed and most importantly help non-Muslims understand what Islam is.

Fizzah is a teenage girl attending school in London. We asked her about being part of the Ummah and what it means to her.

Why is the Ummah important to you?

It gives me a sense of belonging to a family with a common goal. It also gives me a sense of belonging to my religion, not my colour, ethnicity or any other identifying factor.

How do people know you belong to the Ummah?

I think it is like any family I feel I belong as part of the Muslim Ummah and I use it as my outward Islamic banner, differentiating me from others. The unity shown by Muslims around the world, our common goal of worshipping our Lord Allah, makes me feel connected with my collective voice, the voice of the Ummah.

What do you do regularly that makes you feel part of the Ummah?

I attend my mosque regularly as well as a Friday Islamic school which gives me a sense of being part of a bigger team. I take part in various activities such as sports tournaments, stage plays, workshops and interfaith meetings. Being part of the Ummah makes me feel safe and wanted by people who are experiencing the same things as I am. It also brings a closer connection through the things we have in common which can help others understand the message Islam wants to convey.

What are your responsibilities as part of the Ummah?

It’s important to always give a good impression as I feel I am a representative of Islam in everything I do. From my manners of the way through to my appearance. This is an important part of my life and one that I take particular care in ensuring I do it to the best of my ability.

The three most important things about the Ummah:

Name of interviewee:

Three important words and their meanings:

Three questions you would like to ask:

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<th>Purpose of this feature</th>
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What are the five pillars of Islam?
- Shahahdah, declaration of faith
- Salah, prayer
- Zakah, giving of money
- Sawm, fasting
- Hajj, pilgrimage to Makkah

Use the cards to identify which description relates to which pillar

Which three of the quotes relate most to the Ummah? Write a paragraph to explain your ideas.
Writing to improve understanding

Newspaper Article
An article about the Ummah to be placed in a local newspaper or magazine. Include
- an explanation of what the Ummah is and what it means to Muslims
- two or three examples of the Ummah in action in the local area
- technical language with definitions, referring to their glossary
- key features of a newspaper article

Postcard
A postcard to Sara, Fizzah or Bilal thanking them for helping them to understand the Ummah through their film or article.
- a description of what the Ummah is
- examples they have seen or learnt about that show the Ummah in action
- technical language with definitions, referring to their glossary
How and why might these Jewish women be considered inspirational?

Ages 9–11

This slideshow supports the activities on pp. 28–32 of *Inspiring RE: inspirational people*, edited by Fiona Moss, published by RE Today.

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Three minutes...

Three questions
Judith’s father was a rabbi. He performed her *Bat Mitzvah*. ‘*Bar Mitzvah*’ is when a boy comes of age in Judaism.

Judith Kaplan’s *Bat Mitzvah* was conducted in New York in 1922.

Ceremonies for girls were conducted at home, but never in public. The young person reads from the Torah in front of the congregation. Judith’s *Bat Mitzvah* was the first one to be conducted in public.

‘*Bar Mitzvah*’ means ‘son of the commandments’. ‘*Bat*’ means ‘daughter’ in Hebrew.

‘*Commandments*’ refers to Jewish law, given by God to show how to live.
TWO reasons why Judith’s *Bat Mitzvah* was seen as a bad idea, and
TWO reasons why it was seen as a good idea ...

A woman’s sphere of influence is the home, so it is right and fitting that a young woman should be welcomed into adulthood in the home.

Women and girls in Judaism have always been ‘daughters of the commandments’. A new ceremony is not necessary.

Women have more of a role in public life in modern times so it is correct for women to be more involved in public religious ceremonies.

Religions need to change with the times. Traditions adapt without destroying the religion. The belief has not changed, just the way of showing it has changed.
CHALLENGE
To define the following words:

Bar Mitzvah

Bat Mitzvah

CLUE

These words all come from Hebrew. Here are some Hebrew meanings:

‘Bar’ = son
‘Bat’ = daughter
‘Mitzvah’ = the Commandments
Question for discussion ...

Did *Bat Mitzvah* change Jewish
BELIEFS or
ACTIONS
or both, or neither?
Julia Neuberger: Britain’s second female rabbi

1. What inspired Julia Neuberger to become a rabbi in the first place?

2. What does she think her role as a rabbi entails?

3. Can Rabbi Neuberger be described as a rabbi for society as a whole?
• Use the coat hanger writing frame to take notes for a newspaper article about Rabbi Julia
• Write the article