

ABOUT THIS UNIT:

This unit explores what we mean by authority: who is in charge of our lives? Students will investigate concepts of revelation within Islamic and Christian traditions, with reference to the Qur'an and the Bible, examining how such influences affect people's lives.

Estimated time for this unit: One Term

Focused Religions: Christianity and Islam

Where this unit fits in:

This unit on Authority will be taught in the autumn term of Year 8. It begins to examine issues of religious truth and tradition in more detail and lays some groundwork for later units on religious attitudes towards science, ethics and the media.

KEY LEARNING OUTCOMES

Students should be encouraged to :-

AT1

- investigate and explain the different impacts of religious beliefs and teaching on individuals, communities and societies
- analyze and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- apply a wide range of religious and philosophical vocabulary consistently
- interpret and evaluate a range of sources, texts and authorities from a variety of contexts

AT2

- *reflect on the relationships between beliefs, teaching and ultimate questions, communicating their own ideas and using reasoned arguments*
- *evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas*

KEY STRANDS ADDRESSED BY THIS UNIT

- AT1 - Beliefs, Teachings and Sources
 AT2 - Identity and Belonging,
 Values and Commitments

LINKS TO THE EVERY CHILD MATTERS AGENDA

- Staying Safe** - encouraging pupils to take responsibility for who and what they are.
- Enjoyment and Achievement** - promoting pupils own ideas and providing opportunities to explore and reflect on key questions and values.
- Making a positive contribution-** considering the places of rules and guidance in their own lives and within religious traditions

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SPIRITUAL:

- Learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice
- Considering the relationships between religion and cultures and how religious beliefs contribute to cultural identity and practices

MORAL

- Exploring the influences on moral choices of family friends and the media and how society is influenced by beliefs, teaching, sacred texts and guidance for religious leaders.
- Considering what is of ultimate value to students

KEY SKILLS

COMMUNICATION:

- Through reading and responding to a range of written and spoken language, including sacred texts, stories, poetry, prayers, liturgy and worship
- Improving own learning and performance through setting targets as part of religious education development

KEY ATTITUDES

Self-awareness:

- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all:

- Developing skills of listening and willingness to listen to others.

Open-mindedness

- Being willing to go beyond surface impressions

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Thought about how and why they make decisions Some knowledge of Muslim and Christian sacred scriptures/holy books. Some experience of stories about how religious people put their beliefs into practice	In this unit, pupils will have an opportunity to use words and phrases related to: Authority Revelation Scripture Bismillah Night of Power 99 names of Allah Hijab Psalm Gospels Jeremiah Liberal/literalist Isa (Jesus)	▪ Framework RE Bk2, Steve Clarke, Pub Hodder Murray, ▪ Think RE 1, Pub Heinemann ▪ Video: Speaking for Ourselves RMEP ▪ BBC video: Qur'an ▪ RE Today booklet: Relationships: self, others and God (part of the Secondary RE Series) ▪ RE Today (Summer 2007 Vol 24 No 3) ▪ Kevin O'Donnell' Christianity ▪ DVD Miracles of Jesus (BBC) ▪ Parable of the Good Samaritan, see Youtube: "the case of the missing body" ▪ www.bl.uk/learning/cult/sacred ▪ RE Today booklet: Codes for Living ▪ www.humanist.org.uk ▪ Film: Bruce Almighty ▪ Film: Romero ▪ Christianity in Today's world Joe Jenkins, Pub Harcourt ▪ See investigative mystery lesson on Romero: "why was Paolo at the Cathedral?" Appendix 5
EXPECTATIONS at the end of this unit: Nearly all can: (at level 4) AT1 ▪ describe and show understanding of sources, beliefs and experiences ▪ describe some similarities and differences both within and between religions ▪ describe the impact of religion on people's lives AT2 ▪ <i>apply their ideas to their own and others lives</i> Pupil friendly version: I can AT1 • make links between the beliefs, teachings and source of different religious groups and show how they are connected to believers' lives AT2 • <i>ask questions about who we are and where we belong and suggestion answers which refer to people to have inspired and influenced myself and others</i>		

Many can: (at level 5)

AT1

- use an increasingly wide religious vocabulary
- explain how religious sources are used to provide answers to ultimate questions and ethical issues
- understand that similarities and differences illustrate distinctive beliefs within and between religions

AT2

- *explain what inspires and influences them*

Pupil friendly version: I can (at level 5)

AT1

- explain how religious sources are used to provide answers to important questions

AT2

- *give my own and others' views on questions about who we are and where we belong and explain what inspires and influences me*

Some pupils will have progressed further and can: (at level 6)

AT1

- give informed accounts of religions and beliefs
- explain the reasons for diversity within and between religions
- interpret the significance of different forms of religious expression

AT2

- *interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues*
- *use reasoning to express insights into the relationship between beliefs, teachings and world issues*

Pupil friendly version: I can (at level 6)

AT1

- say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them

AT2

- *consider the challenges of belonging to a religion today with reference to my own and other peoples' views on human nature and society supporting those views with reasons and examples.*

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What is authority? Where does it come from and why?	▪ <i>that there are different forms of authority in our lives (AT2)</i> ▪ <i>to ask themselves how they make moral decisions (AT2)</i> ▪ <i>to consider what authorities influence their own choices (AT2)</i>	▪ Using an image of a courtroom (or school), explore the authority of the various members of the scene: judge, jury, Bible, usher, prosecution, defence, press gallery, witnesses etc ▪ Who is in charge in your life? In pairs, students to construct a thought-shower to consider where authority comes from? ▪ Who's in charge in my life? Students to write a paragraph to explain how we are all subject to many different "voices", telling us how to think and act. ▪ Consider a scene, where two different possibilities to a dilemma are explored, leading to different outcomes. Using an image of a head and shoulders, show thought bubbles coming out on both sides. On one side, saying: "I ought to ...", "I should ...". (demonstrating allegiance to authority). On the other side, saying: "I want to ...", "I feel like ...". (demonstrating response to personal choices). Possible dilemmas could be over: doing homework, shoplifting, getting into a 15 film at 13, lying to your mum about who you are meeting later etc (see points to note)	Assess level of understanding as evidenced by written ideas where students are describing different influences on their own thinking	Use Framework RE Bk2, Steve Clarke, Hodder Murray, Dilemmas to explore: Is it right to lie to my parents about who I'm meeting? I know I shouldn't lie, because ... I ought to tell the truth, because ... But I really don't want to tell them the truth, because ... I've got a right to ..., because ...

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What makes a good leader?	- to explore the qualities needed by leaders (AT2) - to reflect on their own leadership qualities (AT2) - to evaluate the leadership qualities of the Pope (AT2)	- Students to work in pairs, identifying the qualities needed by (a) the Prime Minister and (b) a football captain. How are these qualities similar/different? - Make a list of the qualities of leadership - Students to write down situations where they are leaders. What qualities make them successful? - Using a relevant source, explore the leadership roles of the Pope. Why does he have such authority over Roman Catholic believers?		Think RE Pub: Heinemann
What is religious authority?	- to examine diverse sources of religious authority (AT1) - to understand that some religious views and authorities are held in common (AT1)	- Do a card sort to explore sources of authority for religious believers and humanists. In pairs, students to lay out cards on the table creating a mind map (see points to note for suggestions for card headings). - Students to use books and other resources to research a particular religion/belief of their choice to find out about concepts of authority in that particular belief system: holy book, divine being(s), prophets/leaders, authority figures. - Explore how authority structures are shared across religious boundaries (eg OT for Christians, Jews and Muslims; Martin Luther King learnt from Gandhi who was influenced by Jesus' sermon on the Mt)	Assess skill with which students research topic and accuracy with which they represent each worldview	Suggested cards: sources of authority, Christianity, Buddhism, Islam, Judaism, Hinduism, Humanism, God, Allah, Yahweh, Father, Holy Spirit, Angels, Rabbi, Priest, Pope, Imam, Bhagavad Gita, Bible, Torah, OT, NT, Qur'an, Hadith, Prayer, Meditation, Books, Muhammad, Jesus, Mary, Gandhi, Dalai Lama, the Buddha, Richard Dawkins (biologist), Stephen Hawking (physicist), Saints, Conscience, Prophets, Reason, Teachings, Guru, Granthi, Guru Granth Sahib, minister, vicar, Jewish Scriptures, sacred scriptures, Pali Canon, Boddhisattva, Darwin, conscience Etc See Appendix 1 for word cards

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
Where does authority come from for Muslims?	- to explore Islamic ideas of revelation (AT1) <i>to ask questions about where truth comes from (AT2)</i> <i>to debate issues of truth (AT2)</i>	- Explore Muhammad's experience on Mt Hira. Do google image search to generate images depicting the cave and/or a faceless figure representing Muhammad. Discuss significance and symbolism of these images. - Read account of the Night of Power and discuss concept of revelation from Allah. - Use quotations from the Qur'an. - Make a poster to display Muhammad's message from Allah. - Create a dialogue between Muhammad and one of his adversaries. What would they have disagreed about? - Set up a debate about whether Muhammad was right to smash the idols in the Ka'aba. Students to express personal opinions, backed up by evidence.	Assess quality of responses expressed by students in their dialogues: how fully do they comprehend the message of Muhammad? How well can they express their views in response to the question: was Muhammad right to smash the idols in the Ka'aba?	
What is the Qur'an? How is it used today? How do Muslims worship Allah?	to consider issues of commitment and faith in Islam and how these influence how people behave	- Explore content and significance of the Qur'an, language, stories, attitudes towards its use - Use case study to explore use today. - In groups, examine Muslim artefacts: Qur'an, kursi, prayer mat, compass, image of the Ka'aba. - Video: speaking for ourselves, BBC Quran programme - Use activity "what matters most to Bilal?" (Relationships booklet) to explore the complex issues that affect the way a Muslim lives and makes decisions.	Assess understanding of issues that affect Bilal	Video: Speaking for Ourselves BBC video: Qur'an RE Today booklet - Relationships: self, others and God

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What are the 99 names of Allah and what do they mean? How can we apply the principle of many names to our other relationships?	- to explore some of the 99 names of Allah in Islam - to reflect on the qualities of someone that is special to them.	- Conceal a set of Muslim prayer beads (tasbeeh) in a mystery bag. Ask students to take turns to feel the contents and say what it is. - Discuss their use, introducing the topic of prayer and praise through the names of God. - Listen to an extract of the recitation of the Bismillah, emphasising relevance of the Qur'an in worship - Students work in pairs, being provided with a card displaying one of the names for God, (selected from the 99 names of Allah). They need to complete sentences on worksheet (see points) - Next, join pairs together in 4's, and explore links between the 2 names. Write down a more developed description of Allah. - Show all the names of Allah for the class to see on a spider diagram, with the word Allah at the centre. Discuss what is, and is not, being said about God through this list. - Model a similar process with the name of a close friend or loved one at the centre. Students to complete a spider diagram of their own, with the name of a friend or family member in the middle, expressing their qualities. e.g. my mum: the cook, the listener etc.	Assess students ability to describe how the conceptual terms represent aspects of Allah's nature How well can they represent ideas about the qualities of someone close to them?	Find this activity described in RE Today Summer 2007 (vol 24 no 3) Suggested list, selected from the 99 names of Allah: Guardian, all-seeing, most generous, pardoner, unseen, merciful, taker of souls, guide, ever-living, benevolent, first, eternal, creator, mighty, all-hearing, all-wise, judge, truth Sentence starters: Allah, the Eternal He is The creator, who was here at the beginning and will be here beyond the end of the world

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
Do Muslim women have to wear the veil? Is it their choice, or are they under the influence their husbands? What does the Qur'an say?	- to discuss issues of personal, religious and cultural identity - to debate social and business policy based on beliefs and values	- Discuss the role of dress in our expression of our personal and cultural identity. Was Jack Straw right in 2006 to speak out, suggesting that when Muslim women wear the veil they make it harder to communicate with them? - In groups, students role-play a situation where they have to create a dress code for a major Bank. They need to explore the complexities of being fair to their female Muslim workers, while considering the needs of their customers and other staff. Use information/attitude cards to develop the debate.	Assess the ability of individual students to express arguments and views relating to culture and values, looking for evidence of tolerance and respect	Find this activity described in RE Today Summer 2007 (vol 24 no 3) "Learning about the veil and learning from the veil in RE" Use information cards to develop group-work conversation. For more information, see RE Today website (www.retoday.org.uk)
Where does authority come from for Christians?	- to ask significant questions about Christian beliefs and faith - to understand the significance of the Bible to Christians - to draw a distinction between the Old and the New Testament	- Read story of Moses and the Burning Bush (Ex 3) and receiving the 10 Commandments (Ex 19/20). - Think about why these experiences must have terrified Moses. Show images of Moses on Mt Sinai. Students to bullet-point ideas to explore why God would want to communicate with human beings (laws, morals, values, worship, compassion). - Contrast with Jesus on the mountainside (Matthew 5-7), re-interpreting the 10 Commandments: "you have heard it said ..., but I say to you "	Assess ability of students to make connections between passages and descriptions of genre of literature. Can they show how a certain passage can be used to develop personal spiritual attitudes?	Examples of Biblical passage extracts: Gen 3 (story), 10 Commandments (laws), Psalm 23 (poetry), Jesus healing (gospels), St Paul (instruction), Jeremiah (prophecy) Appendix 2 Biblos material (RMEP)

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		- Choose short passage extracts from the Bible on cards (see points to note). Students need to match these with statements about different types/genres of literature on separate cards. - Use picture stimulus to discuss concept of Bible as a library. - Is the Bible one book or many?		
How do Christians understand the Bible? Are all Christians literalists?	- to recognise diverse attitudes within Christian beliefs (AT1) - to see significance of differing interpretations of scripture (AT1)	- Use cartoon images of Biblical writers to illustrate different attitudes towards interpretation (literalist and liberal). - Using picture/ video clip of a miraculous event relating to Jesus, discuss different interpretations. Ask students to create a dialogue (a play or cartoon strip) between two Christian believers, one a liberal (believing in the symbolism of the story), the other a literalist (believing in the historical accuracy of the event). - Use a set of statements and attitudes from the two different perspectives to help structure ideas.	Can students express attitudes to demonstrate awareness of a variety of different ways of understanding scripture? Suggested Assessment Task Use framework: - Some Christians believe that the Bible is literally true. This means that ... They think that miracles ... - Other Christians have a more liberal view. They believe ... For them, miracles are ... - My view is ... because ... I think that miracles ... This exercise could be supported by a word bank of suggested words/phrases.	Use cartoon images of God's word being revealed according to different interpretations: literalist and liberal from Kevin O'Donnell' Christianity. The literalist view shows the Biblical writer hearing God's words audibly and writing them down. The liberal version shows the Biblical writer recording his own thoughts. DVD miracles of Jesus
How do Christians use the Bible today?	- to see how story and teachings are used by Christians to develop their worldviews (AT1) - to interpret stories, understanding how Christians might use the concepts to influence how they live (AT1)	- Read Parable of the Good Samaritan (Luke 10) and discuss its meaning. Who is your neighbour? (try using the story as re-told on Youtube-see points to note) - Ask students to consider how this story influences Christian believers today.	Can students express in drama/roleplay or words the link between beliefs and actions? Do they understand that sometimes it may cost to help?	For an excellent re-telling of the Parable of the Good Samaritan, see Youtube: "the case of the missing body" (9 minute sequence)

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		▪ In pairs, make up a modern version, where the unlikely character in the story is actually the one who helps. Use the scenario of a person visiting a holiday resort who is beaten up and robbed outside an expensive hotel. Describe the victim. What are his/her needs? Who should help? Who actually helps and who doesn't? How and why? ▪ Enact the stories. Write up, explaining why the passers-by acted in the way they did. Did it "cost" anything to help? ▪ How does this story help us understand how Christians use the Bible today?		
How do Christians pray?	▪ to think about how prayer is a form of communication with God (AT1) ▪ <i>experiment with different forms of expression, trying to project their praise, thanks and needs to a transcendent presence, outside or within themselves (AT2)</i>	▪ Ask students: What do you do when you want something really badly? Should we get everything we want? Is prayer about asking for our needs or our wants? ▪ Use clip from film: Bruce Almighty, to prompt students to think about what might happen when people pray ▪ Students to thought shower the concept of "prayer" ▪ Study the Lord's Prayer and notice different types of attitude towards God ▪ Ask students to explore different aspects of prayer: praise, worship, adoration, confession, supplication, etc Write a prayer, either to God or to yourself, containing some of these features.	Opportunities to observe students' attitudes towards material v spiritual requirements. How aware of the needs of themselves and others are they?	Film: Bruce Almighty Appendix 3 for comparing traditional, modern and text versions of the Lord's Prayer

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		Students to share, in pairs, what happens when we don't get the answer we want, having prayed?		
How did Archbishop Romero live out his life under the authority of God?	- to think about the conflicting calls of conscience and duty (AT2) - to consider how an individual has stood up for his beliefs, risking his life in the process (AT1)	- Students to explore the way in which the Catholic Church appointed Romero, expecting him to be ineffectual in a political sense. Show how he became aware of an authority from God that drove him to confront the Government on behalf of the poor. - Write an obituary about him or produce a news broadcast about the event of his death	Assess the depth to which students can show understanding of the differing voices of authority influencing Romero's life: personal conscience, power of the Church, duty to serve God. Explain why Romero began to speak out against the Government of El Salvador	Some students will have covered this in an earlier unit. Can they lead this session? Use clips from film: Romero Think RE book Christianity in today's world (cartoon strip of Romero's story) See investigative mystery lesson on Romero: "Why was Paolo at the Cathedral?" Appendix 5
What is the common heritage of Christians and Muslims? What are the truth-claims for the authority of the Bible and the Qur'an?	- to consider similarities between Christians and Muslims (AT1) - to draw comparisons and make distinctions between Christian and Muslim teachings (AT1)	- Using two sets of parallel statements, one from the Qur'an and one from the Bible, explore similarities and differences. - Compare stories about Abraham and Isaac (Genesis) to those about Ibrahim and Ishmael (Qur'an). (see notes) - Listen to story from the Islamic tradition: "Baby Isa (Jesus) speaks". Students to note down differences in comparison to Gospel accounts of the birth of Jesus. - Explore the Islamic belief that the Qur'an is God's true and accurate revelation. Did Jesus die on the cross as the Gospels say, or is the Qur'an more accurate, saying that Jesus was taken up to heaven and did die and come back again.	Assess students' ability to show their understanding of beliefs that are shared and those that are distinct, between Christians and Muslims. Ask students to write under the title: "The Muslim account of the birth of Isa (Jesus) is more reliable than the Gospels, because ..."	Appendix 4 For w/s on parallel passages from Qur'an and Bible. Find an account of this story on video: "Speaking for ourselves" Use British library sacred texts website to listen to this and other stories from sacred texts www.bl.uk/learning/cult/sacred

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do Humanists make moral decisions? How do non-religious people seek guidance in their lives?	- that there are intelligent non-religious worldviews that can offer significant spiritual and moral insight guidance in. (AT1) - to understand that, regardless of our own personal beliefs, we can learn from others including religious and non-religious perspectives	- Students to read Humanism: a code for living (P31 Codes for Living). As a class, share what we mean by Humanism. What is appealing about it? Where do Humanists look to in order to find advice when making decisions? Where do they not look? - Using writing frame students to explore humanist responses to some moral dilemmas. - Explore quotes from the Dalai Lama (compassion), Romans 12 (love), Martin Luther King (equality), Nelson Mandela (freedom) etc. Respond by choosing two statements, explaining how they might help them understand better how to live a more moral life.	Assess quality of written responses to moral dilemmas from a humanist perspective How well do students express their own views and attitudes towards issues of personal ideals, faith and commitment?	See RE Today booklet: Codes for Living - very helpful in providing key information on religious values BHA (British Humanist Association) The key website is www.humanist.org.uk which contains helpful articles on Humanism.

Appendix 1

Cards for exploring Sources of Authority

Sources of Authority	Christianity	Buddhism	Islam	Judaism	Hinduism
Humanism	God	Allah	Yahweh	Father	Holy Spirit
Angels	Rabbi	Priest	Pope	Imam	Bhagavad Gita
Bible	Torah	Old Testament	New Testament	Qur'an	Hadith
Prayer	Meditation	Books	Muhammad	Jesus	Gandhi
Dalai Lama	Buddha,	Richard Dawkins (biologist)	Stephen Hawking (physicist)	Saints	Conscience
Prophets	Reason	Teachings	Guru	Granthi	Guru Granth Sahib
Minister	Vicar	Jewish Scriptures	Sacred Scriptures	Pali Canon	Darwin
	Conscience	Boddhisattva			

Appendix 2

What types of literature does the Bible contain?

Can you match the Bible passages to the descriptions of different types of literature?

Write out the name of each passage alongside the type of literature you think it is.

eg Is Genesis 3 an example of a myth or a law?

Bible passage	Type of literature
Genesis 3 The woman saw that the tree was good for food, pleasing to the eyes, and desirable for gaining wisdom. So she took some of its fruit and ate it; and she also gave some to her husband, who was with her, and he ate it. Then the eyes of both of them were opened, and they realized that they were naked; so they sewed fig leaves together and made loincloths for themselves.	Gospel: a set of stories about events in the life of Jesus
Exodus 20 "You shall not kill "You shall not commit adultery. "You shall not steal. "You shall not bear false witness against your neighbour. "You shall not be jealous of your neighbour's house.	Instruction: the process of giving knowledge or advice
Psalms 23 The LORD is my shepherd; there is nothing I lack. In green pastures you let me graze; to safe waters you lead me; you restore my strength. You guide me along the right path for the sake of your name. Even when I walk through a dark valley, I fear no harm for you are at my side; your rod and staff give me courage.	Myth: an ancient story of a God, gods, a hero or the origin of a race
Jeremiah 31 But this is the covenant which I will make with the house of Israel after those days, says the LORD. I will place my law within them, and write it upon their hearts; I will be their God, and they shall be my people.	Laws: a set of written rules that concern behaviour
Mark 1 When it was evening, after sunset, they brought to him all who were ill or possessed by demons. The whole town was gathered at the door. He cured many who were sick with various diseases, and he drove out many demons, not permitting them to speak because they knew him.	Poetry: composition in verse showing deliberate attention to patterns
Romans 12 Let love be sincere; hate what is evil, hold on to what is good; be devoted to one another with brotherly; honour one another above yourselves; Do not grow slack in zeal, be fervent in spirit, serve the Lord. Be joyful in hope, patient in suffering, faithful in prayer.	Prophecy: a statement from God, through the mouth of a prophet

- ❖ Choose one passage and explain how it gives Christians advice about to live
- ❖ Write out a section from a passage (in quotation marks) and explain how it helps you think about how to live and behave

The Lord's Prayer

Our Father which art in heaven	Our Father in heaven
Hallowed be thy Name	Help us to honour your name
Thy kingdom come Thy will be done In Earth as it is in Heaven	Come and set up your kingdom So that everyone on earth will obey you As you are obeyed in heaven
Give us this day our daily bread	Give us our food for today
And forgive us our trespasses As we forgive them that trespass against us	Forgive us for doing wrong As we forgive others
And lead us not into temptation	Keep us from being tempted
But deliver us from evil	And protect us from evil
For thine is the the Kingdom The power and the glory For ever and ever	The kingdom, the power and the glory are yours for ever
Amen	Amen
(The Book of Common Prayer)	(The Contemporary English Version)

The Lord's Prayer (text version)

Dad@hvn, urspshl.we wnt wat u want&urth2b like hvn.giv us food&4giv r sins lyk
we 4giv uvaz.don't test us!saveus!bcos we kno ur boss,ur tuf&ur cool 4 eva!ok?

Appendix 4

Bible or Qur'an?

Look carefully at the following verses.

Can you identify which are from the Qur'an and which are from the Bible?

		Q/B?			Q/B?
1	"... for in six days the Lord made the heavens and the earth, and on the seventh day He abstained from work and rested."		2	"He it is who created the heavens and the earth in six days then established Himself over the throne."	
3	"And your God is One God: There is no god but He."		4	"The Lord our God is one."	
5	"The Lord God formed the man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being."		6	"Then God shaped the man and breathed into him His spirit."	
7	"He is the First and the Last and the Manifest and the Hidden; He is the Knower of all things."		8	"The Lord Almighty: I am the First and I am the Last; apart from Me there is no God."	

- Did you find it difficult to tell the difference? Explain why?
- What does this tell you about the content and themes of the Qur'an and the Bible?
- The Qur'an shows deep respect for Jesus (Isa), but teaches that he was not crucified on the cross and did not rise from the dead (as Christians wrongly believe!). Discuss with a partner how this would affect the way Muslims understand Christian beliefs about forgiveness of sins and the Trinity (God is Father, Son and Holy Spirit).

‘Why was Paulo at the Sacred Heart Basilica?’

Objectives:

- to know about the life and impact of Oscar Romero to understand how his work responded to the needs of local people in the community.
- to understand how faith can be put into action.

This is a mystery thinking skill which can be used at any stage in a scheme of work highlighting the work of Oscar Romero. It can be used to introduce the position of people in El Salvador or at the end of a unit focusing on his life and role of the Church in fighting poverty.

- Put students in mixed ability pairs or groups of three
- Give them the cards and explaining that they have to answer the question ‘Why was Paulo at the Sacred Heart Basilica?’ which is then written on the board.
- There are clues on the cards, some more relevant than others - how they group or select is optional. Some sort according to Paulo’s and Oscar’s activities other by a time-line etc.
- After 15-20 minutes students share their answers with the rest of the class

Key points are:

- Oscar was assassinated whilst giving Holy Communion to cancer patients
- Paulo’s mum had cancer
- Peasant farmers were poorly treated
- Paulo’s father was a peasant farmer
- Paulo’s sister was murdered and his family forced to leave their home and go to the mountains
- Paulo’s family were Roman Catholic and attended Mass regularly

Everything Oscar spoke out against and the people he was speaking for appealed to Paulo and the situation of his family. He wanted to be at the funeral of Romero to pay respects to a father figure and one who gave them all hope.

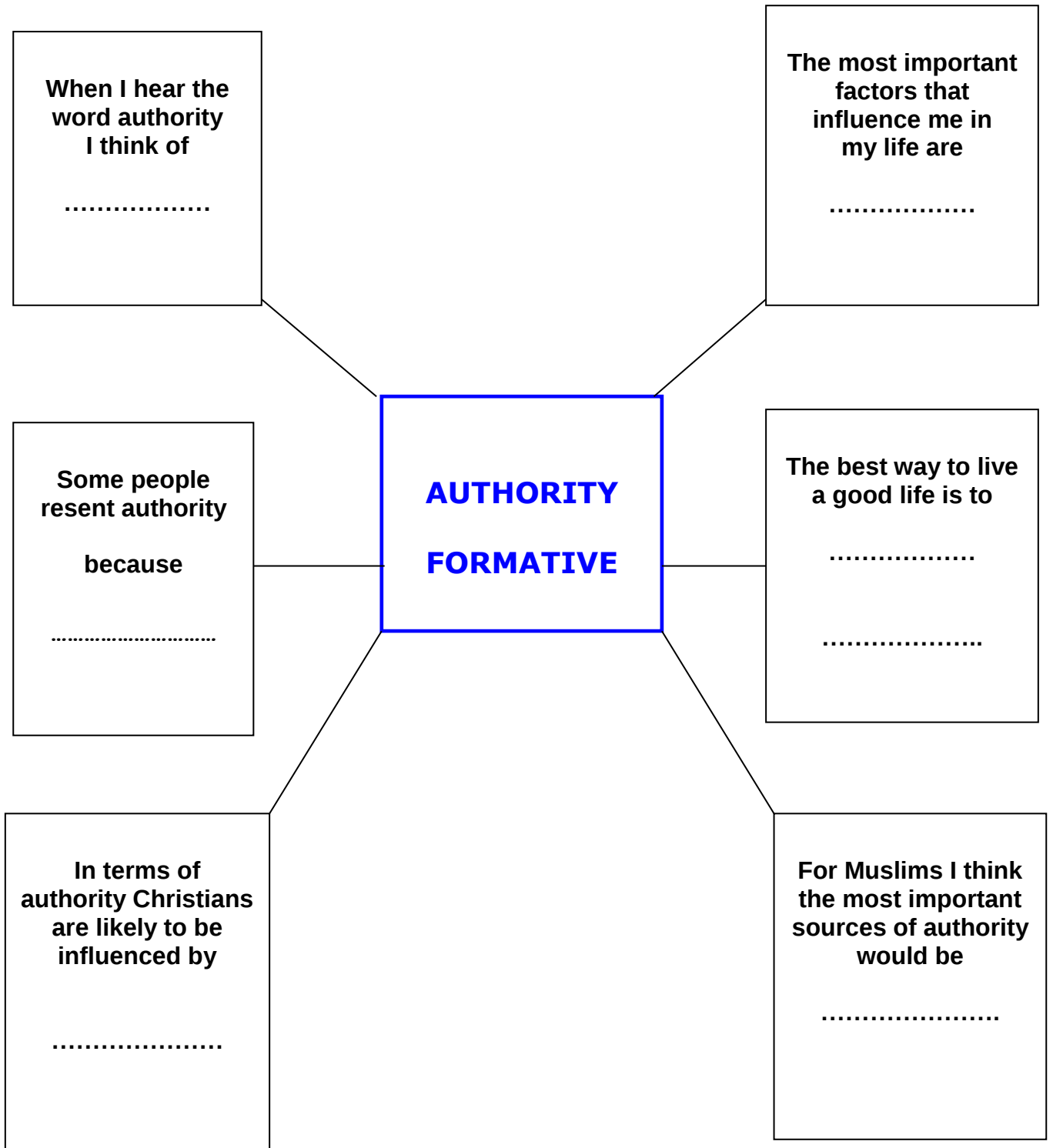
Please note that Paulo is a fictional character but represents the poor of El Salvador.

- Students answers can be displayed as a mind map to support them give a developed answer
- Reduce the number of cards given out according to the ability of the group
- Simplify the language if you feel this is necessary for your group.

'Why was Paulo at the Sacred Heart Basilica?'

Paulo listened to the funeral from the square
Romero had become a respected political, as well as, religious leader
Why was Paulo at Sacred Heart basilica?
El Salvador was on the verge of Civil
War Rutilio Grande was Oscar Romero's friend
Rutilio Grande spoke out against the Government
The funeral was on 30 th March 1980 - palm Sunday
The people were kept poor by lack of work or low wages
Paulo's father was a peasant farmer
Romero said that he could not remain silent
Paulo's family fled from the countryside and into the mountains to sleep
Armed troops search farmhouses, burn peasant's possessions and kill people
Paulo's sister had been murdered
Paulo's mother had cancer
Oscar Romero was made Archbishop of San Salvador
27 people died at the massacre
Oscar was shot at the altar giving Mass to cancer patients
There was a huge explosion and the square was ablaze
Paulo hid behind a pillar in the cathedral
Paulo had always wanted to be a priest
Oscar was dead on arrival at hospital
Monks, Nuns and Priests were on hunger strike
Paulo's family attended mass regularly
Archbishop Oscar Romero was the most powerful and influential voice of the church in El Salvador
El Salvador had a ruling group of families working with the families to maintain their life styles
Paulo listened to the sermons Romero preached openly in his Cathedral in San Salvador
The people were often powerless to protest for fear of violence from the military
Romero's preaching of the gospel message of love and justice was a source of hope for Paulo's family
Rutilio Grande said that a person could not claim to be a Christian in El Salvador if they ignored the violence there

FORMATIVE



SUMMATIVE

I can now state that the following are key sources of authority in Islam

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This is because

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As a result of my learning this unit I would say that authority means

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My own views on religion and authority are

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The Bible contains different literature such as

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Two examples of these are

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and

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Humans make moral choices by

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An example of where a person's conscience challenged the Governments authority was when

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AUTHORITY

SUMMATIVE