



## Robins Class: Year Two and Year Three

### Religious Education at Great Wheltenham C of E Primary School

#### Cycle 1

Title	<p style="text-align: center;"><b>Christianity</b></p> <p style="text-align: center;"><b>Beliefs in Action in the World</b></p> <p style="text-align: center;">What do Christians mean when they talk about the Kingdom of God?</p>
Overview	The aim of this unit is to provide the children with an understanding of the Christian concept 'Kingdom of God' and the beliefs and practices of the religion. Children will learn that Christians believe that this is a place where God rules, this where God rules now and in the future, that they reject all other Gods and that this is a place different from any other Kingdom.
Knowledge Acquisition	By the end of this unit, children will understand the terms Kings and Kingdoms in relation to Christianity. They will know that Christians see Jesus as King. They will have an improved knowledge of different parables and their meanings. They will recognise 'The Lords Prayer' and its relation to the Kingdom of God. They will be able to describe their understanding of the 'Kingdom of God'.
Vocabulary	Kingdom, ruler, 'Christ the King', Palm Sunday, Parables
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To understand the idea of King's and Kingdoms and how this links to Christianity.</li> <li>➤ To know why Christians, believe that Jesus is King.</li> <li>➤ To know what the Bible says about the Kingdom of God.</li> <li>➤ To understand what the Bible says about the Kingdom of God (Parables)</li> <li>➤ To understand what the Bible says about the Kingdom of God (Lord's Prayer)</li> <li>➤ To demonstrate what I understand about the 'God the King' and the 'Kingdom of God'.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Use a picture of crown to help symbolize to the children that this unit is about 'belief'</li> <li>➤ Children to think about rulers that they know of, are they good or bad rulers?</li> <li>➤ Decide how a good King/Queen would rule their Kingdom.</li> <li>➤ Introduce children to the 7 sins.</li> <li>➤ Class discussions about key questions</li> <li>➤ All children to have a copy of the Lord's Prayer to read, discuss anything they don't understand.</li> </ul>



Title	<p style="text-align: center;"><b><u>Christianity</u></b>  <b>Religion, Family, Community and Inspirational People</b>            Jesus as Saviour, People on a Mission</p>
Overview	The aim of this unit is for the children to understand how believing Jesus is their Saviour inspires Christians to save and serve others. The children will also learn about why Christians believe they are 'people on a mission'.
Knowledge Acquisition	By the end of this unit, the children will recognise that Jesus' name means Saviour. They will know what the word 'sin' means in relation to Christians and how they can be saved from it. They will be able to re-tell stories from the bible when Jesus saved others. They will know how Jesus inspired to serve and save others. Children will be able to describe the Salvation Army and their role. They will have an understand of a mission and understand the terms 'salt and light' according to Jesus. They will know what Pentecost is and when it occurs.
Vocabulary	Salvation, redemption, redeem, rescue, sin, sinner, inspire, Salvation Army Mission, commission, disciples.
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To understand what rescue means and to think of examples</li> <li>➤ To understand that Jesus' name means 'Saviour'.</li> <li>➤ To understand what Christians mean by 'sin' and how they can be saved from it.</li> <li>➤ To know about examples of when Jesus saved others. <i>(To know that some people were followers of Jesus and that others were furious and tried to kill him)</i></li> <li>➤ To understand how Jesus has inspired others to serve and save others.</li> <li>➤ To know who the Salvation Army are and what they do. <i>(Christmas Appeal video)</i></li> <li>➤ To understand what a mission is.</li> <li>➤ To know the story of Jonah and the Groaner or The Runaway</li> <li>➤ To understand what Jesus meant when he told his followers to be Salt and Light.</li> <li>➤ To know what the 'Great Commission' was the Jesus gave to his disciples.</li> <li>➤ To know how the Church start its mission? (Pentecost).</li> <li>➤ To know the five marks of Mission (Tell, teach, tend, transform, treasure)</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Children to draw their interpretations of what a rescue looks like and share- who needed rescuing, why did they need saving, was it someone's fault? Who was the rescuer, what did they do?</li> <li>➤ Tell the story of Grace Darling.</li> <li>➤ Read the story 'Jesus and the Taxman' (Zacchaeus).</li> <li>➤ Use the picture weaving activity to demonstrate that Christians believe that humans are made in God's image but they say they image is spoilt when people disobey God's rules or fail to live up to them.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Children to role play key stories from the Bible (Jesus calms a storm, Jesus feeds 500 men etc.).</li> <li>➤ Explore and discuss the picture 'Who Cares?' By Mauricio Palacio was inspired by the founder of the Salvation Army – William Booth.</li> <li>➤ Children to draw pictures of Salt and Light / have pictures and annotate what difference these items can make / how do they help us?</li> <li>➤ Children design a symbol for each mark of the mission / draw pictures to demonstrate each mark, create a poster to represent the 5 marks.</li> </ul>
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Title	<b>Easter</b> <b>Symbols and Artefacts</b> What are the best symbols of Jesus' resurrection at Easter?
Overview	The aim of this unit is for pupils to have a deeper understanding of the festival of Easter. The pupils will engage with symbols that enable them to remember key facts about Jesus' resurrection. They will gain a deeper understanding how symbols are used through Christians lives and the wider community. Throughout the unit there will be opportunities to share a range of stories related to Jesus' death and resurrection.
Knowledge Acquisition	By the end of this unit, children will be able to re-tell the Easter story, describe its importance to Christians and why it is celebrated. They will be able to describe the meanings behind Christian stories. They will recognise Christian symbols from around the world. Children will be able to explain the term 'communion' and how Christians share this together. They can identify ways Jesus influenced others and how this links to their own lives.
Vocabulary	Symbol, Easter, egg, hot cross bun, candle, death, resurrection, cross, crucifix,
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To describe an Easter story and say why it might be important to a Christian.</li> <li>➤ To recognise what a Christian might learn from stories about God, Jesus or themselves.</li> <li>➤ To describe how Christians around the world use the cross as a symbol but in many different forms.</li> <li>➤ To discuss Christians taking communion together as part of their Easter worship at church.</li> <li>➤ To describe what different items could be used as symbols of the Easter stories and what they stand for.</li> <li>➤ To be able to recognise how some things which influence me like Jesus influences Christians eg. family, friends, faith.</li> <li>➤ To ask good questions about Jesus' resurrection and share ideas with others.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ To be able to discuss why Easter is important and why we celebrate it,.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Share souvenirs of holidays and celebrations and identify what they are a reminder of.</li> <li>➤ Carry out a story trail using symbols of Easter to re-tell the story.</li> <li>➤ Through role-play of a time-traveller make links between souvenirs and each part of the Easter story.</li> <li>➤ Sort Easter symbols into the most and least important.</li> <li>➤ Sharing a range of bible stories after Jesus was crucified and create own symbols.</li> <li>➤ Visit the local church to take part in an 'Easter Experience'.</li> <li>➤ Share knowledge and understanding through creating a range of practical activities including, sunrise surprise paintings, making resurrection eggs, cardboard cross display.</li> </ul>

Title	<b>Judaism</b> <b>Believing, Prayer and Worship</b> Repentance, Prayers & Blessings
Overview	The aim of this unit is to teach children more about the Jewish religion of Judaism. This unit will focus on learning about the Jewish celebrations of 'Rosh Hashana', 'Yom Kippur' at New Year and 'Shabbat'. The children will learn about repentance, how Jewish people show that they are thankful and to know some of the blessings that Jewish people say.
Knowledge Acquisition	By the end of this unit, children will be able to share their knowledge of Judaism and the important celebrations that take place throughout the year. They will be able to recognise and name Jewish artefacts and explain when and how they are used. They will be able to describe the blessings Jewish people say to thank god.
Vocabulary	Rosh Hashana, Yom Kippur, Shabbat, repentance, thankful, Sukkah, Sukkot, Synagogue, Jewish, Judaism, shofar
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To know why it is important to say sorry.</li> <li>➤ To recap what they children already know about Judaism.</li> <li>➤ To know how and why Jewish families celebrate Rosh Hashana</li> <li>➤ To know how and why Jewish families celebrate Yom Kippur</li> <li>➤ To identify Jewish artefacts and explain how these are used in different rituals.</li> <li>➤ To know how Jewish people, show that they are thankful.</li> <li>➤ To know some of the blessings that Jewish people say when thanking God.</li> <li>➤ To know how and why Jewish people celebrate Shabbat.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Children to act out what happens in the Synagogue at Yom Kipper</li> <li>➤ Use the resources we have in school or pictures of the artefacts.</li> <li>➤ Use films to demonstrate key stories to the children e.g. Jonah and the Whale.</li> <li>➤ Create a class Sukkah</li> <li>➤ Write a recount about one the celebrations.</li> </ul>



Title	<p style="text-align: center;"><b><u>Hinduism</u></b>  <b>Inspirational People</b>            How does the story of Rama and Sita inspire Hindu's to follow their Dharma?</p>
Overview	In this unit children will learn about the importance of duty, roles and responsibilities. They will explore Hindu ideas and views of 'Dharma' through the story of Rama and Sita and experience celebrations in a variety of ways.
Knowledge Acquisition	By the end of this unit, children will know key religious words to describe the importance of duty to Hindu's. They will be able to recognise how they are influenced and how they fulfil their own duties. They will be able to re-tell the story of Rama and Sita and describe what Hindu's learn from it. They will be able to recall Rama and Sita's commitment to duty throughout the story. They will have experienced taking part in a Hindu wedding identifying actions, symbols and words used. They will recognise similarities and differences between the duties valued as a human and as a Hindu.
Vocabulary	Hinduism, beliefs, Hindu's, Dharma, duties, roles, responsibilities, inspirational, Raksha Bandhan, Rama, Sita, Lakshman, Hanuman, Ravana, Ramayana,
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To use religious words to describe how Hindu's show the importance of duty at Raksha Bandhan.</li> <li>➤ To recognise things which influence me in order to fulfil my duties.</li> <li>➤ To link things that are important to me and the way I think about and tackle my duties.</li> <li>➤ To describe what a Hindu might learn from the story of Rama and Sita.</li> <li>➤ To relate questions about duty with the story of Rama and Sita.</li> <li>➤ To describe the similarities and differences in ways Hindu's celebrate Rama and Sita's commitment to duty</li> <li>➤ To compare how people are influenced in their own lives, including how the characters in Ramayana influence Hindu's.</li> <li>➤ To describe differences in ways Hindu's show their beliefs in actions/symbols/words during a wedding.</li> <li>➤ TO identify how we think and behave in relation to the duties of a human and those valued by Hindu's.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Role play the duties of different human beings and identify those that have and haven't been neglected.</li> <li>➤ Hold a Raksha Bandhan festival making and exchanging 'rakhi'.</li> <li>➤ Create pencil drawings of the main characters from the Rama and Sita story – what have you found out?</li> <li>➤ Create role play masks of the characters from the story.</li> <li>➤ Role play the story of Rama and Sita for another class.</li> <li>➤ Create a 'Dharma' values lines, giving reasons for their choices.</li> <li>➤ Hold a class 'Diwali' festival, sharing how lights were used within the story of Rama and Sita, activities to include: a Diwali festival</li> </ul>



	<p>dance, puppet play, making divas, writing coat-hanger poems, making India sweets.</p> <ul style="list-style-type: none"> <li>➤ Hold a 'Hindu marriage' sharing Hindu traditions including the 'Seven Steps Ceremony'.</li> <li>➤ Create a large painted pages big book on the 'Ramayana'.</li> </ul>
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## Yr. 2/3 – Cycle 2

Title	<p align="center"><b>Christianity</b>  <b>Belonging, Stories &amp; Books, Prayer &amp; Worship</b>            What did Jesus teach about God in his parables?</p>
Overview	In this unit children will discover why belonging to God and the Church family is important to Christians. Children will understand the idea of a baptism/christening and understand that this welcomes babies into the church and the family of God. Children will learn about prayer and worship and will have the opportunity to ask and answer questions about this. Children will learn about parables by listening to these and sharing the meanings of these. The unit will end with children revisiting the Christmas Story.
Knowledge Acquisition	By the end of this unit, children will know why Christians pray and worship God. They will know the importance of belonging to the Church family. They will know what a baptisms and Christenings are and have taken part in one. They will know the term parable and be able to recall important parables. They will be able to recall the Christmas story and its importance to Christians.
Vocabulary	Christians, prayer, pray, worship, belonging, community, baptism, christening, parable, Samaritan, prodigal, Christmas, Jerusalem
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To know why Christians pray to God and worship him</li> <li>➤ To understand why belonging to God and the Church family is important to Christians</li> <li>➤ To know what a baptism/Christening is</li> <li>➤ To know what a parable is</li> <li>➤ To read various parables (The Lost Sheep/ The Good Samaritan/ The Lost Son) and understand their meaning</li> <li>➤ (To revisit the Christmas Story)</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Circle Time discussion of belonging (What does this mean? Where do you belong too?)</li> <li>➤ Special visitor into class to answer questions the children have about belonging, prayer and worship.</li> <li>➤ Watch a video of a baptism</li> <li>➤ Listen to the parables</li> <li>➤ Reflective discussions and tasks</li> <li>➤ Role Play of the parables</li> <li>➤ (Sequencing of the Christmas Story)</li> </ul>



Title	<b><u>Islam</u></b> <b>How do some Muslims show that Allah is compassionate and merciful?</b>
Overview	<p>The aim of this unit is to provide the children with an understanding that Muslims believe in Allah – the one true God.</p> <p>Children also need to have an understanding of the following:</p> <ul style="list-style-type: none"> <li>• That Allah is a compassionate God.</li> <li>• That if Allah is compassionate, Muslims should be too.</li> <li>• Allah wants Muslims to look after all living creatures.</li> <li>• That Muhammad is an example for all Muslims to follow.</li> <li>• That being hungry helps them feel compassion for those in need.</li> </ul>
Knowledge Acquisition	<p>By the end of this unit, children will know that followers of the Islam faith are known as Muslims. They will know the holy book is called the Qur'an. They will be able to explain differences between stories in the religions of Islam and Christianity. They will be able to recall the important names of Allah and Muhammad. Children will be able to recall a story about an animal and explain how this teaches about compassion. They will explain the festival of Ramadan and the importance of fasting and sharing. They will be able to identify how Muslims show compassion during the festival of Eid.</p>
Vocabulary	<p>Qur'an Muhammad Allah Arabic Compassionate Islam, Muslim, Five Pillars, Mosque, Ramadan, fasting, sharing, Eid</p>
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To be introduced to the Islam faith. To know that a follower of Islam is known as a Muslim.</li> <li>➤ To know that the holy book of Islam is called the Qur'an.</li> <li>➤ To compare the teachings of Islam and Christianity.</li> <li>➤ To recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</li> <li>➤ To tell a story about Muhammad and an animal and explain how this teaches Muslims about compassion.</li> <li>➤ To recall some of the different names of Allah e.g. the doer of good, the generous.</li> <li>➤ To talk about what Muslims do during Ramadan. <i>Use the words 'fasting' and 'sharing.'</i></li> <li>➤ To talk about how some Muslims show compassion at Eid with examples like giving gifts to those in need.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Complete a KWL about Islam</li> <li>➤ To read Muslim stories about Muhammad and an animal and explain in their own words how this teaches followers of Islam about compassion.</li> <li>➤ To complete a comparison of Islam and Christianity teachings.</li> <li>➤ To complete a Ramadan calendar.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ To complete a menu for a feast during Eid-al-Fitr.</li> <li>➤ To write about how Muslims show compassion during Eid</li> </ul>
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<b>Title</b>	<p style="text-align: center;"><b><u>Christianity</u></b></p> <p style="text-align: center;"><b>Leaders and Teachers, Believing, Celebrations, Symbols and Artefacts.</b></p> <p style="text-align: center;">How does celebrating the Pentecost remind Christians that God is with them always?</p>
Overview	This unit aims to develop children's understanding of Jesus. Children will begin by learning about Jesus' death and resurrection and the symbols and artefacts relating to these. The children will understand about the celebration – Pentecost and why God is always with them. The children will also learn about why Jesus is given the name 'Saviour' and why Christians trust and follow him.
Knowledge Acquisition	By the end of this unit, children will have a clear understanding of the birth of Jesus and why he is called the Saviour. They will be able to recall the story of Easter and identify the artefacts linked to the story. They will be able to explain the celebration of Pentecost. Children will be able to name Jesus' followers and explain why they chose to believe in Jesus.
Vocabulary	Saviour, trust, disciples, Resurrection, vocabulary from the stories used, Pentecost,
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ The Story of Jesus being born and to understand why he was named Jesus and given the name 'Saviour' (Focus on Mary being given a baby, told to name him Jesus, he would be son of God &amp; a Saviour)</li> <li>➤ To know the story of Easter and to understand the symbols and artefacts linked. (two sessions)</li> <li>➤ To understand the celebration of Pentecost and that Christians believe that God is always with them.</li> <li>➤ To know who Jesus' first followers were and to understand why they decided to follow him.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Have a 'trick' candle that relights – to symbolise Jesus' everlasting light – Jesus – 'The light of the World'.</li> <li>➤ Include other symbols / artefacts – palm, silver coin, towel, feather, olive, thorn, dice, bread, sword, nail – children to explore how these are linked to the Easter story.</li> <li>➤ Experience waiting – linked to the Pentecost story.</li> <li>➤ Children to discuss people they can and cannot trust.</li> <li>➤ Tell the children the story of 'Jesus' First Disciples'</li> <li>➤ Tell children some of the stories of when Jesus 'rescued / saved' others (Zacchaeus, Blind Bartimaeus, Ten men with Leprosy)</li> </ul>

<b>Title</b>	<p style="text-align: center;"><b><u>Christianity</u></b></p> <p style="text-align: center;"><b>Leaders and Teachers</b></p> <p style="text-align: center;"><b>Why do Christians trust Jesus and follow him?</b></p>
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Overview	This unit aims to develop children's understanding of the Christian concepts of faith and trust. Within this unit the pupils will develop children's understanding of the Christian concepts within their own lives. Through exploration there will be opportunities to gain an improved knowledge of the bible, community practice and Christian living.
Knowledge Acquisition	By the end of this unit, to describe a story about Jesus and give reasons as to its importance to Christians. They will be able to describe what can be learnt from the bible. They can recognise ways Christians are followers of Jesus. They can identify religious vocabulary in a song that describes Christians beliefs about Jesus. They can describe the importance of trust in their lives and how this is important to Christians.
Vocabulary	Christians, Jesus, Disciples, followers, leaders, trust, faith, church, worship, prayer, beliefs, creed, Bible, bible stories,
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To re-tell one of the stories about Jesus and say why it is important to Christians.</li> <li>➤ To describe what Christians might learn from a Bible story and why they should trust and follow Jesus.</li> <li>➤ To discuss how Christians learn more about following Jesus as part of their worship in church.</li> <li>➤ To describe what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is.</li> <li>➤ To describe how Christians show their beliefs about Jesus in a creed or song using religious vocabulary.</li> <li>➤ To ask questions about who we trust or follow in our lives and share our ideas.</li> <li>➤ To talk about what is important to others, including Christians, when they first trust someone.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Create a 'trust' tree, applying our understanding of people we can trust in our lives. Add 'trust' leaves to the tree throughout this unit.</li> <li>➤ Use drama strategies such as role-play, spotlighting, role on the wall to identify real-life situations of people we trust.</li> <li>➤ Act out the bible stories 'Jesus First Disciples' and 'Zacchaeus meets Jesus', identify why they think his friends trusted Jesus as a leader.</li> <li>➤ Create a scene out of playdough to represent one of the stories about Jesus from the bible.</li> <li>➤ Re-enact a church service sharing bible stories and taking part in the 'creed'.</li> <li>➤ Interview the local vicar to explore their views about following Jesus and share our own views.</li> </ul>

<b>Title</b>	<b><u>Sikhism</u></b> <b>Religion, Family and Community</b> How do Sikhs put their beliefs about equality into practice?
Overview	This unit aims to teach pupils about the Sikh concept of equality. We will explore how people have the same responsibilities and opportunities and



	are of the same equal value. Pupils will share Sikh stories, become familiar with Sikh community practice and how Sikh's live.
Knowledge Acquisition	By the end of this unit, children will be able to describe stories of how Nunak treated people and how this influences Sikh's today. They will recognise traditions Sikh's follow at a Gurdwara. They will know what a Patka is and the importance of long hair and turbans. They will know the importance of being treated equally and fairly in Sikh's lives as well as their own and ask and answer questions to show their understanding.
Vocabulary	Sikhism, Sikhs, Guru Nanak, Guru Amar Das, Gurdwara, patka, turban, pangat, equality, equal, fair, respect, community, Langar
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To describe what a Sikh might learn from stories of how the young Nanak treated people.</li> <li>➤ To recognise traditions that Sikhs follow at a Gurdwara.</li> <li>➤ To know what a patka is and the significance of what long hair and turbans show Sikhs.</li> <li>➤ To recognise some things which influence ideas about being treated equally and fairly.</li> <li>➤ To ask questions about whether people are equal and communicate ideas for answers.</li> <li>➤ To link the importance of being treated fairly with the way humans think and behave.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Explore equality – create clay pots, brainstorm problems.</li> <li>➤ Share video clips 'Little Sikhs' to understand how the Sikh religion influences Sikh children's lives.</li> <li>➤ Hold a class debate about equality – split into groups to share reasons for choices.</li> <li>➤ Watch the story of 'The Milk and the Jasmine Flower' ask and answer questions about the story.</li> <li>➤ Share Sikh stories that teach about equality use drama techniques to explore issues.</li> <li>➤ Re-tell Sikh stories through paintings with captions to describe the picture.</li> <li>➤ Role-play a service in role within the Gurdwara, share their experiences.</li> <li>➤ Share ideas for creating a Langar in our school.</li> </ul>

<b>Title</b>	<b><u>Christianity</u></b> <b>Why are good stewardship and generous giving important to every Christian?</b>
Overview	This unit aims to develop children's understanding of the Christian concept of Stewardship. The pupils will learn how stewardship is defined as being given responsibility rather than a right of ownership. Through sharing a



	variety of bible stories pupils will gain an insight into how Christians can become good stewards through their daily lives.
Knowledge Acquisition	By the end of this unit, children will understand the term 'Steward' and its importance to Christian people. They will be able to describe the teachings from the parable of 'The Three Servants'. They will know how we are influenced by giving money to charity to help others. They will be able to explain the importance of stewards through asking questions and sharing their knowledge. They will be able to describe and make links between things that are important to us, things we own and how we look after things.
Vocabulary	Stewardship, Christians, ownership, responsibility, rights, accountability, sacrifice, giving, time, talent, tithe, bible, parables,
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To describe what a Christian might learn from the parable of the Three Servants.</li> <li>➤ To recognise the role Christians have as stewards of God's world.</li> <li>➤ To use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.</li> <li>➤ To identify things which influence us with regard to giving money to charity.</li> <li>➤ To ask questions on being 'stewards' and share ideas.</li> <li>➤ To make links between things that are important to us, the things we own and how and why we might look after them.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Create a school ownership map, of items around our school. Identify the definition of 'Stewardship'.</li> <li>➤ Identify charities to support to raise money for the £5 challenge.</li> <li>➤ Share the story of creation and make links to ownership.</li> <li>➤ Identify how we can change the words to the song 'My God' if everyone acted like stewards of the world.</li> <li>➤ Share things they have taken care of, create a poster showing the attributes needed to become a good steward.</li> <li>➤ Share the stories 'The Three Servants' or 'Big Bags of Money'. In pairs share their thoughts and questions about the story.</li> <li>➤ Watch clip from 'Despicable Me', identify feeling faces for the different character's feelings, answer questions about giving and receiving.</li> <li>➤ Share the story of 'The Widow's Coins'.</li> <li>➤ Share the story of Sam giving offerings to God. In groups share ideas of how Sam can be a good steward of the gifts he has been given.</li> </ul>