



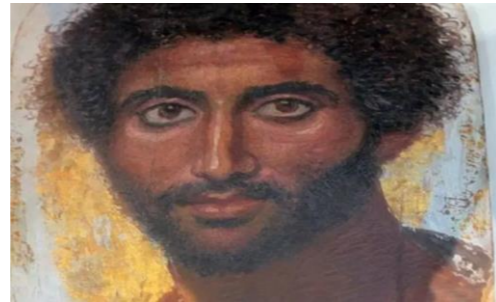
BIG QUESTION: How do beliefs influence actions?

How do Christians try to follow Jesus' example?

Widow's Mite



Artist's impression of Jesus



Tithing



Zakat

Vocabulary	
Charity	Help or money given to those in need
Jesus Christ	The central figure of Christianity. Jesus means saviour, and Christ is the title that he was given by the early church (which means the waited for one). It comes from a Hebrew word which means Messiah. This is the title of the saviour the Jews are still waiting for to come into the world
Jesus the healer	Jesus was called a healer in Roman and Jewish records, he was known even by those who didn't follow him for his many healings
Prayer	Talking and listening to God. It is known as a spiritual communion with God. There are different types of prayer as in requests, thanksgiving, adoration, or confession
Tithing	The Old Testament tells Jewish people to give a minimum of 10% of their livestock, grains, money back to him. Christians continue this Jewish practice of giving a minimum of 10% to churches to be able to use this money to help their community
Widow's mite	A story in the Bible about a lady who gives a small contribution at the Jewish temple, which Jesus uses to teach about generosity
Zakat	The third of five pillars of Islam. A Muslim, if able, is obliged to give 2.5% of their earnings to charity after Ramadan

Knowledge

Discuss how different Christians interpret a Bible story today
 Make links between the beliefs of Christians, Muslims and compare beliefs to a worldview
 Explain the impact of Jesus' example in several different Christians lives helping them to live the right way according to the Bible

Link to learning

Past learning
 In Year 2 pupils were taught:
 • about why holy books are special and stories from within them and how they affect how people live their lives
 In Year 3 pupils were taught:
 • about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas
 In Year 4 pupils were taught:
 • about worship within the home and places of worship for people of a variety of religions and as well as festivals
 • about why the Bible is a special book for Christian people

This unit's learning
 Pupils will be taught to:
 • discuss how different Christians interpret a Bible story today
 • make links between the beliefs of Christians, Muslims and compare beliefs to a worldview
 • explain the impact of Jesus' example in several different Christians lives helping them to live the right way according to the Bible

Future learning
 In Year 5 pupils are taught about:
 • how Christian people live their lives trying to follow their founder's example
 • about what different religions believe about God, e.g. within Christianity
 In Year 6 pupils are taught about:
 • how Jesus influences the life of a priest or church leader
 • how to draw upon their knowledge of how Christians live their lives to identify similarities and differences between and within religions

Skills

Know about and understand: Making sense of beliefs
 Step 2: Identify beliefs, describe them simply, give examples and suggest meanings
 Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning
 Step 4: Explain and give meanings for core texts and beliefs, comparing different ideas
Express and communicate: Understanding the impact
 Step 2: Give examples of what difference it makes to belong to and believe in a religion
 Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship
 Step 4: Use evidence and examples to show how and why beliefs make a difference to life
Gain and deploy skills: Making connections
 Step 2: Think, talk and ask questions about religion and belief for themselves
 Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life
 Step 4: Connect their own reflections and views to the religions and beliefs and worldviews they study, developing insights
Oracy
 Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given)
 Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk
 Draw upon knowledge of the world to support their own point of view and explore different perspectives
 Ask probing questions and adjust subsequent questions based on the audience
 Listen with intent

