

# Is it better to give than receive? *Christianity and Islam*

## Lesson sequence

- \* Key beliefs of Islam
- \*Key beliefs in Christianity
  - \*Pilgrimage
  - \*Helping others
  - \*Community

## Concept Links/Prior Knowledge

Making connections to previous topics and what they have already learnt

*Rec- Christianity and Humanism* What can we learn from faith and other stories?

*Yr1- Islam* How do we respond when we hear certain sounds?

*Christianity* What can Christians learn from the teachings of Jesus?

*Yr2- Christianity* Why is the cross important to Christians?

*Yr3- Christianity* What do Christians do when they pray and why?

*Yr3 -Islam* Should holy books be treated differently to other books?

*Yr3- Christianity and Islam* What makes some places sacred?

*Yr4- Christianity* What do we mean by peace and where is it to be found?

*Islam* What role do places of worship have in communities?

## Sticky learning

### New Knowledge

To know some links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts  
To know some ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience  
To know what the statement 'It is better to give than receive' means  
To give examples of when it is better to give than to receive.  
To know what giving means in religious terms and in a nonfaith context.  
To know that Islam and Christianity faiths believe in helping others and know why.  
To know what the Salvation Army do and who they help and why.  
To know what the Salvation army do at Christmas.  
To know what the charitable work that Hajjah Naziha do and what their fundraising hopes to do.  
To know how these faiths practically help others and how it brings communities together.

### New Skills

Suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources are used to provide answers to important questions. For example, when talking about Creation.  
To be able to describe why people belong to religions and other belief systems and explain how similarities and differences within and between those religions and belief systems can make a difference to the lives of individuals and communities.  
To think about how people worship and what it means to them to be able to do this either alone or with a community.  
To use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs.  
To consider why people give charity in a religious context and why faiths worship in different ways.  
To think about what having a faith means and if it means you

## Vocabulary revision (vocabulary I have been taught before)

charity,  
giving gifts/presents,  
volunteering,  
genesis,  
creation,  
deity,  
liturgy,  
disciple,  
universal,  
practice,  
tenets of faith,  
religious observance,  
dietary requirements.

Visual representations



Significant people/places



*Mecca*



*Lourdes*

New vocabulary I will learn

*Hajjah Naziha*

*Salvation Army*

*Pilgrimage*