

Year 5&6 Key Stage 2



RELIGIOUS EDUCATION

Resource File

Year 5 units of work - Poverty and wealth





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RELIGIOUS EDUCATION

Resource File Second Edition

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KS2 Introduction

Religious Education at Key Stage 2

Religious Education needs to be a vital part of learning because it allows people to think about the big questions in life and ways of answering them using a framework of different beliefs. It has close links with personal, social and emotional education and citizenship because all of these things address what makes us tick and how we live together.

RE encourages people not only to learn about religions but also to learn from religions, reflecting on their own thoughts, beliefs and opinions. It is a subject which gives people time to consider and develop their own ideas about critical issues and understand things of importance in the lives of others. It gives space for people to develop spiritually, morally and culturally.

The response section within each lesson in this file is intended to cover learning about religion and learning from religion. Learning about religion covers knowledge and understanding of religion and the different faiths; learning from religion includes how pupils apply and evaluate this learning, and express their own ideas, in the light of their own experience and that of others.

Pupils should leave Key Stage 2 with a developing understanding of Christianity and some of the other principal religions of Britain. They should also have explored the ideas of those who hold other world views. They should have an improved understanding of the beliefs, teachings and practice of religions in Britain.

In most schools RE is to be taught according to the locally Agreed Syllabus. Many locally Agreed Syllabuses require a time allocation for RE in Key Stage 2 of approximately 45 hours per year. The lessons in this Resource File are designed to last for 75 minutes. Together with trips to places of worship, talks from visitors and other experiences, this should support the time requirement of most locally Agreed Syllabuses.

RE is a vibrant subject enriched by art and artefacts, music and drama, philosophy, history and geography. When taught well throughout the curriculum, it forms the basis of the whole-school ethos of care, respect, knowledge and valuing of others, and is therefore vital for good spiritual, moral and social development.

The units of work in this Resource File should help you achieve the objectives set out in your locally Agreed Syllabus for RE. You will need to select the units (or parts of units) that support the objectives laid out in your own syllabus.

In each of the medium-term plans you will see references to the non-statutory Religious Education Council Requirements. You will need to replace these with the objectives from your own syllabus.

We hope this Resource File will act as a toolkit to support you in the teaching of your own Locally Agreed RE Syllabus.

Terminology used in this File

Throughout this file the term 'people' has been used alongside 'children' and 'pupils' for specific reasons. Firstly, it helps to include the adults that may be present in the classroom. The experiences and thoughts offered during the lessons are for them too. These lessons are opportunities for life long learning! Secondly, the term 'people' raises the profile of the youngsters we are working with: they are 'whole' people and treating them as such now will build their self-esteem and respect for each other.

Non Statutory framework for RE from the RE Council

Key stage 2

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils should be taught to:

<p>Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum.</p>	<p>Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column</p>
<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<ul style="list-style-type: none"> • Pupils enact stories and celebrations from Easter, Divali or Id ul Fitr, finding out about what the stories told at the festivals mean, for example, through welcoming visitors to talk about their festivals • Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God • Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of symbols for God that they saw there.
<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<ul style="list-style-type: none"> • Pupils choose their favourite ‘wise sayings’ from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them • Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories • Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come • Pupils ask and answer ‘who’, ‘where’, ‘how’ and ‘why’ questions about religious stories and stories from nonreligious worldviews.
<p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<ul style="list-style-type: none"> • Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock • Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview • Pupils select examples of religious artefacts from Christianity or Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and worship • Pupils hear three moral stories, for example from Christians, Hindus and humanists, and think about whether they are saying the same things about how people should behave.

Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum.	Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column
<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<ul style="list-style-type: none"> • Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest festivals, and in generosity to those in need), responding to questions about being generous • Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all • Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness.
<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<ul style="list-style-type: none"> • Pupils learn about the daily life of a Muslim or Jewish child (eg from a teacher's use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities. Pupils make a list of the ways they show how they belong as well • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? • Pupils watch a short film about the Hindu creation story and talk about different stages of the cycle of life.
<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<ul style="list-style-type: none"> • Pupils use a set of photos or a list of religious items they have encountered in key stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion • Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned.

<p>Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum.</p>	<p>Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column</p>
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<ul style="list-style-type: none"> • Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others • Pupils ask and answer a range of ‘how’ and ‘why’ questions about how people practise their religion • Linking to ‘Philosophy for Children’, pupils think about and respond to ‘big questions’ in a classroom enquiry using a story of Adam and Eve or a video clip of children asking questions about God as a stimulus.
<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<ul style="list-style-type: none"> • Pupils discuss stories of co-operation from different traditions and sources and make a ‘Recipe for living together happily’ or a ‘Class charter for more kindness and less fighting’ • Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the ‘Golden Rule’ into action • Pupils notice and talk about the fact that people come from different religions, responding to the questions-‘How can we tell? How can we live together when we are all so different?’
<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<ul style="list-style-type: none"> • Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today from a list of values, and by illustrating their choice in different media • Linking to English, pupils could ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean • Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God.

Assessment for learning

‘Assessment for Learning is the process of seeking and interpreting evidence for use by their learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

Assessment Reform Group 2002

Assessing progress in RE should allow people to be actively involved in their learning as well as helping you to adjust your teaching. Seeing what they have learnt and now know enables people to motivate themselves and raise their self-esteem.

Assessment for Learning is useful because it has the capacity to improve pupils’ learning. Effective feedback allows pupils to identify what the next steps in their learning are and work out how to achieve them. It also allows them to consider the skills they have already gained. It is important for children to be aware of learning objectives and be involved in developing success criteria as this helps them understand the skills they need to develop. Using success criteria, pupils can often find it easier to identify and achieve the next steps in their learning.

Informally, assessment is taking place all the time, but it is possible to make a more formal assessment through detailed marking, discussion, focused observations or annotated photographs at some point in a unit of work. This often occurs towards the end of a unit but can be equally useful at the beginning or in the middle of a unit. It could be more formal still, about twice a year, assessing both learning about religion and learning from religion.

Assessment for Learning can be enhanced by:

- sharing learning objectives;
- using pupil-friendly or can do statements;*
- clear and appropriate task setting;
- using a variety of activity types that appeal to all learners.

When assessing, *Just achieving*, *Achieving* and *Achieving well* are appropriate summaries to describe how a child is achieving within a level.

A class tick list to record those who achieved the objectives, those who did not achieve the objectives and those who went beyond the objectives could be used to record results. Other comments could be made in a child’s RE book.

Good assessment activities are those:

- where people know what is expected of them
- that are integrated into planning;
- with open-ended questions;
- with open-ended activities;
- with clear tasks that allow people to achieve across an appropriate number of levels;
- with self-evaluation opportunities;
- that allow self-assessment.

Assessment opportunities are included in each of the units of work. More specific suggestions for assessment during the units are found in the medium-term plans. Assessment questions are posed throughout the weekly lessons.

* Can do or pupil-friendly statements, which you could adapt to your own Agreed Syllabus, can be found on the Better RE Site <http://betterre.reonline.org.uk/assessment/cando.php>.

Year 5&6 Long Term Plan

Autumn term		Year 5	Year 6
Religion and the individual	Living right	Life's big questions 1. Ultimate questions 2. Is there a God? 3. Communication 4. Stewardship 5. Rules for life – a Hindu story 6. Rules for life – a Buddhist story 7. Answers	Moral maze 1. Jonah's dilemma 2. Actions and beliefs 3. Religious dress 4. Moral choices 5. Solving a dilemma
	Growing up (Rites of passage)	Marriage 1. Relationships 2. Love 3. Christian wedding 4. Jewish wedding 5. Arranged marriage 6. Sikh wedding 7. When relationships go wrong	What happens when we die? 1. Questions and answers 2. Body and soul 3. Reincarnation 4. Judgement 5. The Christian funeral 6. The Adhan 7. A non-religious response
Spring term		Year 5	Year 6
Religion in the family and community	Believing	Christianity or Islam <i>Christianity</i> 1. The Christmas story 2. The calling of Matthew 3. The two builders 4. A miracle 5. The Beatitudes 6. The Lord's Prayer 7. The church <i>Islam</i> 1. The final prophet of Islam 2. The Bilal mystery 3. The five pillars of Islam 4. Islamic prayer 5. The Qur'an 6. Good advice	Hinduism or Islam <i>(see Year 5 for Islam)</i> 1. A supreme power 2. Trimurti 3. Scriptures 4. Gods and goddesses 5. Living things 6. Worship
	Belonging	<i>Christianity (continued)</i> 8. The church 9. The parable of the talents 10. Metaphors 11. Easter 12. Reflecting on learning Islam (continued) 7. A mosque 8. Hajj 9. What is zakah? 10. Fasting and feasting 11. Should Ahmed go to war? 12. Learning from Islam	<i>Hinduism (continued)</i> 7. Worship 8. Dharma and karma 9. Important times 10. Pilgrimage 11. Divali 12. Reflecting on learning

Summer term		Year 5	Year 6
Religion and the world	Rights and respect	Justice 1. It's not fair! 2. Who can bring justice? 3. Forgiveness 4. Prayers for justice 5. Fair trade 6. Sheep and goats	Race and diversity 1. Discrimination 2. Racism 3. Rosa Parks 4. Martin Luther King 5&6. A multi-faith centre
	Responsibility	Poverty and wealth 1. Bible teachings 2. Points of view 3. Money for charity 4. An honest wage 5. The cost of living	Belief * 1. What is belief? 2. Comparing beliefs 3. Christian beliefs 4. How do our beliefs change? 5. Sharing beliefs



Poverty and wealth

About this unit

This unit allows pupils to explore some of the financial inequalities in the world and look at how some people believe it is right to try to change this. They will look at some current issues and think about their own views on the importance of money in comparison to other things.

Prior learning: Prior to this unit, pupils will have studied ideas of fairness and justice, leading into this more specific study of poverty and wealth. They may also have looked at the work of some charitable organisations in the unit on war and suffering in Year 4. Pupils will previously have studied the beliefs and teachings of the religions featured in this unit.

Lesson length: The lessons are designed to last approximately 75 minutes.

Expectations

At the end of this unit most children will:

- Be able to make connections between religious teaching on money and the attitude of religious believers to money.
- Be able to compare and contrast different religious teachings on money.
- Be able to explain what influences them personally and their values in relation to issues of wealth and poverty.

Some children will have made less progress and will:

- Be able to explain what different religions teach about issues around wealth and poverty.
- Be able to compare their own attitude to poverty and wealth with that of a believer from a particular religion.

Some children will have progressed further and will:

- Be able to explain how following religious teaching on poverty and wealth can be a challenge in a secular society.

Links with other areas of the curriculum

This work links to geography work on a locality in a less economically developed country and the study of the differences in working conditions and the lives of children.

The role-play activity in lesson 1 links with other drama activities in the use of character, action and narrative to convey the story and the ideas behind it.

Literacy objectives could be the focus in the writing of the modern story of Guru Nanak's teaching.

The budgeting activity in lesson 5 could provide a focus for further work in both numeracy and PSHE.

Unit vocabulary

Budget, charity, choice, collection, compensate, donation, essential, Guru, honest, income, mite, offering, parable, plague, poverty, tithe, wealth, zakah

Computing opportunities

The role-play could be digitally photographed, allowing pupils to annotate the photograph with explanations of different characters' motivations and their understanding of religious teachings on money.

The inheritance e-mail could be replied to electronically and sent to you, the teacher, or a willing member of a local religious community.

Christian Aid – www.christianaid.org.uk

Christian Aid children's website – www.globalgang.org.uk

Muslim Aid – www.muslimaid.org

Islamic Aid – www.islamicaid.org.uk

Jewish Tzedek – www.tzedek.org.uk

Unit resources

Images	
Books	<ul style="list-style-type: none"> • Internet access to research charity websites • Or printed information about the chosen charities
Music/audiovisual	<ul style="list-style-type: none"> • The song 'Can't Buy Me Love' by The Beatles • Atmospheric music for lesson 4 (optional)
Artefacts	<ul style="list-style-type: none"> • Two purses • Money (notes and coins) • Candle (optional)
General resources	<ul style="list-style-type: none"> • Resource sheet 1: 'Jesus talking about money' • Resource sheet 2: 'Money quotations' • Resource sheet 3: 'Inheritance e-mail' • Resource sheet 4: 'Quotes about charity' • Resource sheet 5: 'Guided story' • Resource sheet 6: 'Budget sheet' • Calculators • Resource sheet 7: 'Wealth and poverty writing frame' • Resource sheet 8: 'Blank bank notes'

Poverty and wealth

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
1 Bible teachings	<p>Learning about:</p> <ul style="list-style-type: none"> To learn what the Bible teaches Christians about the use of money and how those teachings affect the attitude of some Christians to money. <p>Learning from:</p> <ul style="list-style-type: none"> To consider what questions this teaching raises about personal attitudes to money. 	A1, A3, B1, B2, C1, C2, C3	<ul style="list-style-type: none"> Reflection on two parables: one almost empty and one full of money. Share the teaching from Jesus about money. In groups pupils role-play one of the stories and then, in character, discuss the meaning of the teaching with the person playing Jesus. Pupils write questions about money to consider during the unit. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will be able to explain and understand the meaning of Christian teaching on money. They will also be able to suggest the way that this teaching affects some Christians' use of money. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have written some questions to help them consider their own attitude to money. 	<ul style="list-style-type: none"> What does Jesus teach about money? Can the pupils explain the meaning of Jesus' teaching on money? 	<p>Computing: the role-play could be digitally photographed and photographs annotated.</p> <p>Literacy & drama: use of character, action and narrative to convey the story and ideas behind it.</p>
2 Points of view	<p>Learning about:</p> <ul style="list-style-type: none"> To learn that people have different views of money and how it should be used, and that some views are influenced by religious beliefs. <p>Learning from:</p> <ul style="list-style-type: none"> To think and reflect on how money should be used and valued. 	A1, A3, B1, B2, C1, C2, C3	<ul style="list-style-type: none"> Play and discuss the lyrics of 'Can't Buy Me Love' by The Beatles. In pairs the pupils read the quotes on money and add any ideas of their own. They then choose three they agree with and three they disagree with. They justify and discuss their opinions with another pair. Pupils write a reply to the inheritance e-mail. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained some of the different ideas that people have about money. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have expressed some of their views and opinions on how to use and value money. 	<ul style="list-style-type: none"> How important is money and how should it be used? Are the pupils able to explain and justify their opinions on money? Can they apply their ideas in the inheritance e-mail? 	<p>Computing: the use of e-mails. The inheritance e-mail could be replied to electronically and sent to you or a willing member of a local religious community.</p>
3 Money for charity	<p>Learning about:</p> <ul style="list-style-type: none"> To understand how different religions respond to global issues of poverty. <p>Learning from:</p> <ul style="list-style-type: none"> To consider why people of faith and non-religious people choose to give some of their money to support the work of charities. 	A1, A3, B1, B2, C2, C3	<ul style="list-style-type: none"> Discuss and show quotes about why people give to charity. Research internet sites and information on some charities connected with some of the religions you have been studying. Pupils create a poster or advertising leaflet for one of the featured charities including information from sources of authority about why a believer should support that charity. Pupils share their own experience of giving money or time to charity. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained what some religions say about giving money to charity. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have explained why different people choose to give some of their money to support the work of charities. 	<ul style="list-style-type: none"> Should we give money to charity? Can the pupils show reasons, including reference to beliefs or scripture, why a believer should support charity work? 	<p>Computing: Internet research skills.</p>

Poverty and wealth

Lesson:	Learning objectives:	Religious Education Council Requirements	Activities	Success Criteria	Assessment questions	Cross-curricular links:
4 An honest wage	<p>Learning about:</p> <ul style="list-style-type: none"> To understand some of the teaching of Guru Nanak on poverty and wealth. <p>Learning from:</p> <ul style="list-style-type: none"> To apply the teachings of Guru Nanak on poverty and wealth to the world today. 	A1, A3, B1, B2, C2, C3	<ul style="list-style-type: none"> Guided story of Guru Nanak, Bhai Lalo and Malak Bhago. Pupils write a story showing how Guru Nanak would react in a modern situation where money is being earned dishonestly. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained the teaching of Guru Nanak on poverty and wealth shown in the story of Guru Nanak and Malak Bhago. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have written a story that tells of what Guru Nanak would say on poverty and wealth if he were alive today. 	<ul style="list-style-type: none"> What did Guru Nanak say about money? Are pupils able to apply the teaching of Guru Nanak to a modern situation and compare it to the teaching of Jesus? 	<p>Literacy: writing a modern version of a story.</p>
5 The cost of living	<p>Learning about:</p> <ul style="list-style-type: none"> To suggest two different religions' attitudes to money and charity. <p>Learning from:</p> <ul style="list-style-type: none"> To consider personal values and commitments related to money and charity. 	A1, A2, A3, B1, B2, C1, C2, C3	<ul style="list-style-type: none"> Consider and discuss the questions pupils wrote at the beginning of the unit. Discuss the budget sheet and allow the pupils to decide and justify how they would spend their earnings. Discuss the way people from different religions might choose to fill in the budget sheet and their reasons for spending money in that way. Use the writing frame to record ideas from different religions about poverty and wealth. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained the similarities and differences between two different religions' attitudes to money and charity. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have explained and given reasons for some choices they make about money now and in the future. 	<ul style="list-style-type: none"> What might people from different religions do with their money? Can pupils make a budget for a believer which shows their faith in action? Can pupils compare and contrast different religions' views of wealth and poverty? 	<p>Numeracy: budgeting. PSHE: choices about spending money.</p>



Lesson 1 Bible teachings

The big picture

This lesson explores some of the stories and teaching that Christians use to form their attitudes towards money and how to use it. It begins with a reflection exercise, which will mean some discussion with the class if they have not taken part in an exercise of this type before. The key to a successful reflection is for everyone to remain still and quiet, even if some people in the class are struggling to keep their thinking focused. This will allow the rest of the class to take part in the activity.

Learning objective

Learning about:

- To learn what the Bible teaches Christians about the use of money and how those teachings affect the attitude of some Christians to money.

Learning from:

- To consider what questions this teaching raises about personal attitudes to money.

Success criteria

Learning about:

- Pupils will be able to explain and understand the meaning of Christian teaching on money. They will also be able to suggest the way that this teaching affects some Christians' use of money.

Learning from:

- Pupils will have written some questions to help them consider their own attitude to money.

Religious Education Council Requirements

A1, A3, B1, B2, C1, C2, C3

Resources

- Two purses
- Money (notes and coins)
- **Resource sheet 1:** 'Jesus talking about money'

Vocabulary

Collection, mite, offering, parable, poverty, tithe, wealth

Key questions ?

What does Jesus teach about money?

Introduction

Prepare the classroom so the lighting is not too harsh; for most classrooms this will mean having the lights switched off. Clear enough space for people to sit in a circle either on the floor or on chairs. Ensure that people have individual whiteboards and pens positioned under their chairs or just behind them. Ask them to sit silently and listen to and follow your instructions. Explain that there will be time to talk later in the activity.

Place a purse overflowing with notes and coins on a table in the centre of the circle. Ask people to look at it and to let any different thoughts and ideas associated with what they can see go through their mind. After a couple of minutes ask them to take their whiteboards and write down their thoughts, feelings and ideas. It is best if the class remains silent during the recording part of this exercise and so let people know that it is OK to just try to spell things themselves. After everyone has recorded their ideas ask them to put

their boards out of the way. When they are settled and quiet, replace the purse with another purse that is almost empty with just a few, low-value coins coming out. Again, after a few minutes allow people to record their thoughts, feelings and ideas.

Allow people to share their responses with a partner.

Discuss with the class some of the ideas that the two purses made them think about. Did they make them think about anything in their own lives? Did they have different feelings about the overflowing purse and the almost empty one? Why do they think that was?

Allow them to discuss any other ideas that they had about the two purses.

Introduce the learning objective: 'In today's lesson you are going to consider money and some of the things Jesus teaches Christians about how to use it. You will also start to think about how you are going to use your money now and when you are older.'

Activities

Stimulus

Tell the class the story of the widow's mite and the parable of the rich fool (see **Resource sheet 1**). As these are quite short it is better if you can try and learn the stories and share them with the class in your own words rather than reading them out. Remind the class that parables were stories that taught the followers of Jesus how God wanted them to behave.

Response

Divide the class into groups of three or four and allocate one of the stories to each group, matching the size of the group with the number of characters in the story. Explain that each group will need to act out the story and then at the end, each of the characters will have to discuss with the person playing Jesus the meaning of his teaching.

A suggested character list for the story of the widow's mite would be: the widow, Jesus, a rich man and a disciple. And for the story of the rich fool it would be God, Jesus and the farmer. If anyone is uncomfortable portraying God, they could use a voice off-stage.

Everyone will need to stay in their role for this activity. The aim is for people to find out exactly what Jesus meant in his teaching and how he expects Christians to act. You might want to put the following questions on the board to help people:

(The widow's mite)

- As a rich person, I put in enough money to buy a whole new Torah scroll. The temple doesn't need any more of my money does it?
- As a poor widow, I only had a tiny amount of money. How will that help the temple?

(The rich fool)

- What was I supposed to do with all my crops then?
- Have I got to work for ever?

After each group has practised, give them a chance to perform their work.

Afterwards, ask everyone to write an explanation of the story, focusing on what Jesus was trying to teach people. The following sentence starters may be useful to support some people's writing:

- The story is about...
- Jesus taught that...

Plenary

Ask the class to discuss and then record how they think Christians' use of money is affected by the Bible's teaching.

Explain that some Christians believe that they should give 10% of all their money to the church and other charities. This is called tithing. Other Christians give different amounts of their money to good causes.

Ask the class to think about the money they have got now and might have in the future. Discuss with them what questions they might need to consider when deciding what to do with their money now and any future earnings. Ask them to write themselves two or three questions to think about. Keep the questions until the end of this unit of work and allow people to look at them and see if they have come up with any answers.

Differentiation

This work is accessible to people of all abilities.

Extension

More able people should be asked to work without the sentence starters and write a more detailed explanation of what Jesus taught in these two stories. They could also use a Bible and try to find more teaching about money.

Notes



Name: _____

Date: _____

Jesus talking about money

The widow's mite (Mark, 12:41–44)

One day Jesus was in the temple watching the prayers. He was sitting close to the collection box and observed the way that money was thrown into it.

Several rich people came and put in extremely large contributions. Next a poor widow came up and put in two small copper coins – each one just a mite, which would have been worth less than a penny.

After watching this, Jesus called to his disciples. He explained, 'This poor widow gave far more to the collection today than all the other people put together because she put in all she had, which was far more than she could afford. She gave everything. The others might have given a lot of money but they will never miss it because they have so much.'

The rich fool (Luke, 12:16–21)

Jesus told this parable:

'There once was an extremely rich and successful farmer. One year the farm produced an even better crop than usual. The farmer was over the moon but wondered how on earth he was going to store the enormous crop. He thought to himself, 'What shall I do? My barns are nowhere near big enough for this massive crop. I know, I'll knock down these ordinary barns and build enormous barns in their place. When that is done I will be able to fit in all my crops and belongings. I will have so much that I will never have to work again. I will be able to take life easy, eat, drink and be merry.'

But God said to the farmer, 'You fool, tonight you are going to die and then who will get all your things?'

This is what it will be like for anyone who only stores things up for himself and doesn't spend any time with God.'



Lesson 2 Points of view

The big picture

This lesson gives the class a chance to look at some ideas about money: what should be done with it and how valuable it is. The lesson involves discussion, and so people should be paired with someone they will have a sensible discussion with.

Depending on the religions of the people in your classroom, you may want to add some quotes from the faith groups that are represented in the class.

One of the activities in the lesson involves responding to an e-mail. To make this more realistic you could show the class the e-mail on a digital projector or interactive whiteboard. The e-mail could also be sent to everyone in the class, allowing them to respond electronically during time in the computing suite, if one is available.

Learning objective

Learning about:

- To learn that people have different views of money and how it should be used, and that some views are influenced by religious beliefs.

Learning from:

- To think and reflect on how money should be used and valued.

Success criteria

Learning about:

- Pupils will have explained some of the different ideas that people have about money.

Learning from:

- Pupils will have expressed some of their views and opinions on how to use and value money.

Religious Education Council Requirements

A1, A2, A3, B1, B2, C1, C3

Resources

- The song 'Can't Buy Me Love' by The Beatles
- **Resource sheet 2:** 'Money quotations'
- **Resource sheet 3:** 'Inheritance e-mail'

Vocabulary

Compensate, income, plague

Key questions ?

How important is money and how should it be used?

Introduction

Remind the class that they have already spent some time thinking about what Jesus taught about money and its value. Introduce the learning objective: 'In today's lesson you will read some people's ideas about money and think about whether you share those ideas. You will also have to give someone advice about what they should do with a large amount of money.'

Play an extract from the song by The Beatles: 'Can't Buy Me Love'. What message about money do people think the lyrics are giving?

Activities

Stimulus

Arrange the class into pairs depending on who they will discuss and work well with. Give out the

cut up bank notes with quotations on them from **Resource sheet 2**. Read through the quotations with the class and explain any words or phrases that they do not understand. Explain that the blank bank notes are for them to write some of their own ideas on if they want to.

Response

Ask the class to spend some time in their pairs discussing each quote, its meaning and whether they agree or disagree with it. After a time they should choose three cards they agree with and three cards they disagree with. If they want to write an opinion of their own to agree with this can be included.

Each pair then needs to meet together with another pair and justify why they have chosen to agree or disagree with each of the three quotes.

Bring the class back together and see if there is any consensus or if everyone's views are different. Some of the ideas and suggestions could be displayed alongside the quotes that people agreed or disagreed with.

Plenary

Show the class an e-mail you have received from a friend about an inheritance she has just received (see **Resource sheet 3**). Ask people to reply to the e-mail expressing their opinion of what Tasneem should do with the money. Encourage them to use ideas from some of the quotes studied and any other ideas about using money that they know about from religious or non-religious people.

Emphasise that, unless they wish, no one other than you will read what they write in the e-mail reply.

Ask the class how they think it might be challenging to follow religious teaching about money when we live in a society that thinks possessions and money are so important.

Differentiation

(By input) less able people could have fewer and simpler quotations to work with.

Extension

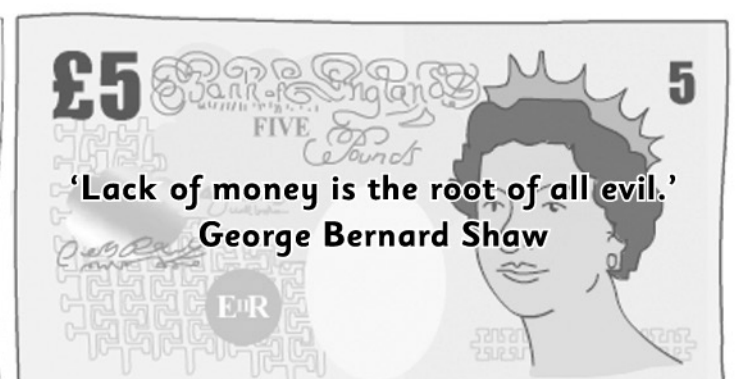
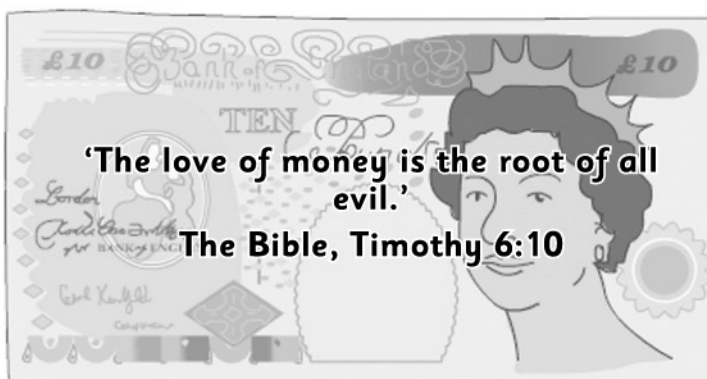
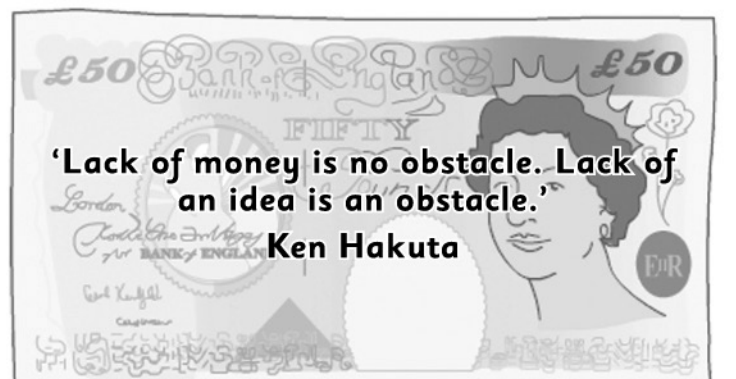
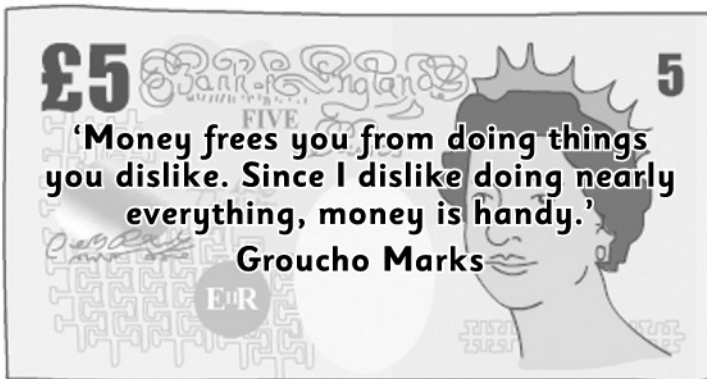
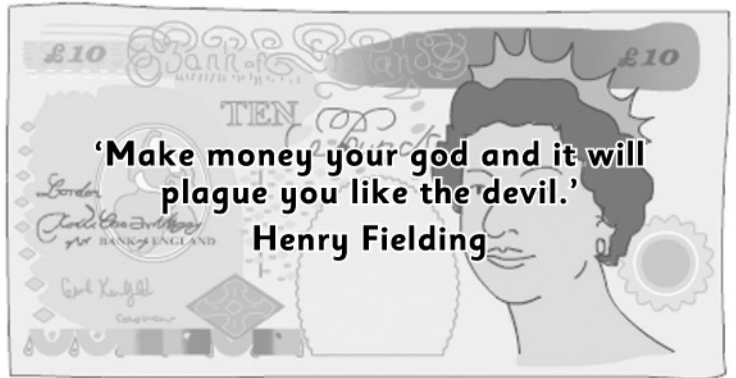
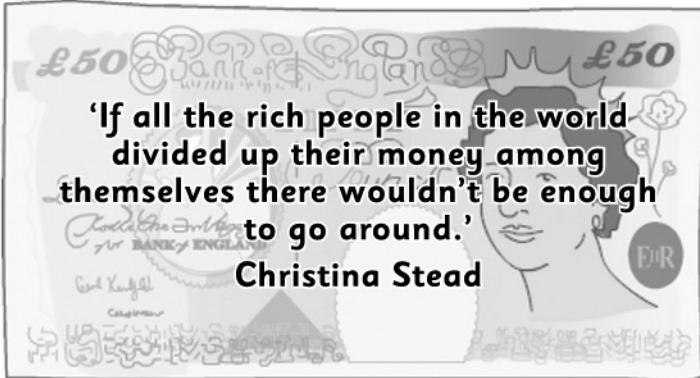
More able people could be encouraged to use some of the blank quotation notes to write some of their own ideas on. They could also write a summary of the class's opinions about some of the different quotations.



Name: _____

Date: _____

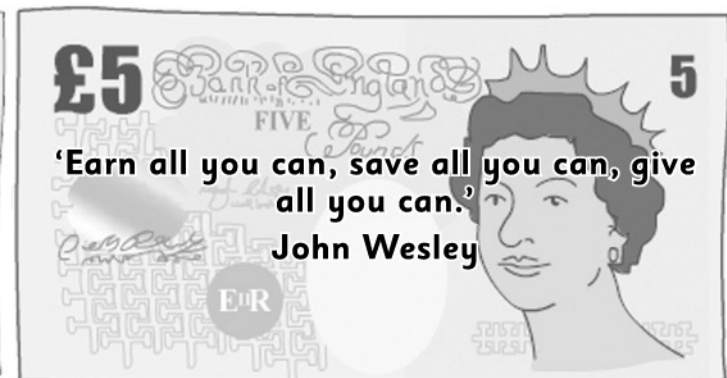
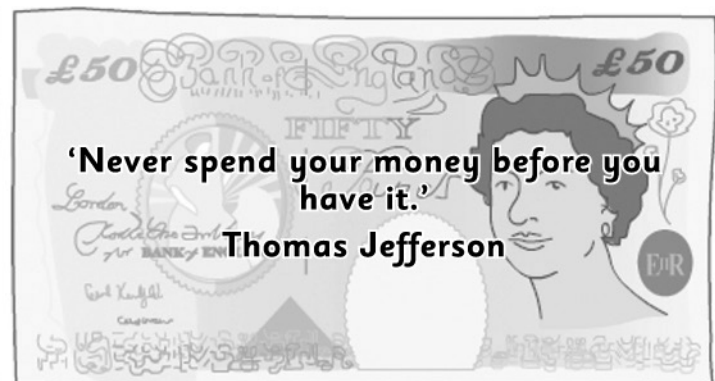
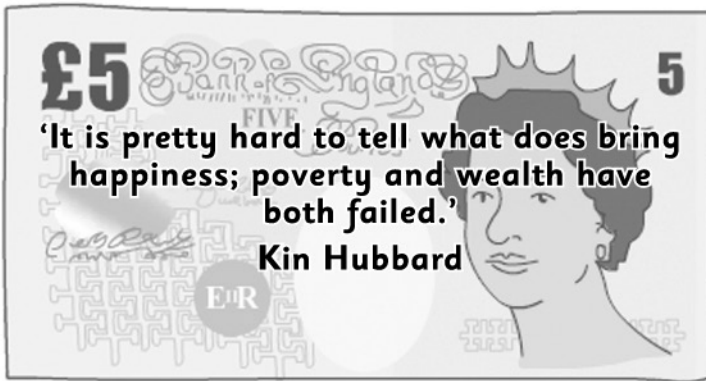
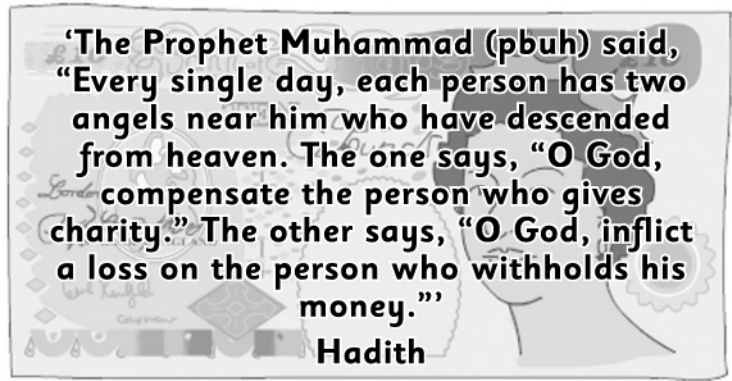
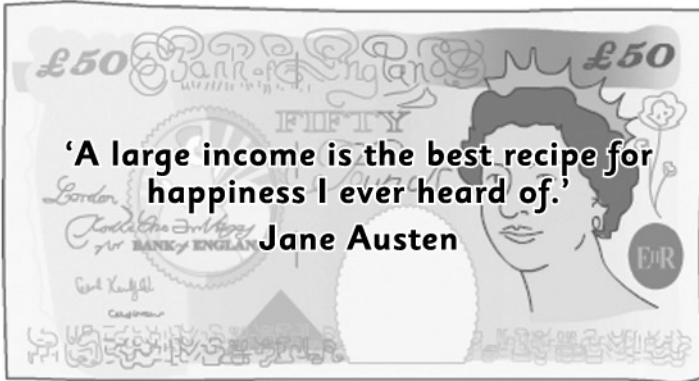
Money Quotations





Name: _____

Date: _____





Name: _____

Date: _____

Inheritance e-mail

✉ email

✉ Send Now

Hi

You won't believe this. You know I told you I had some really sad news a few months ago when my Great Aunt died? Well, you'll never guess, she left me a load of her money in her will. Ten thousand pounds!

Mum and Dad have said that I can decide what to do with some of the money but then they keep giving me lots of advice like 'think about the future', 'remember your little sister', and 'don't waste it all on games'.

I really don't know what to do. What would you do? Have you got any advice that will help me make a decision? The more I think about it the more confused I get.

Write back soon,

Tasneem



Lesson 3 Money for charity

The big picture

This lesson provides the opportunity to examine the motives of some people who give money to charity. Are they charitable because their religion suggests that is the way they should live? Is it because they would like people to do the same for them?

Your class will have chance to explore one or two websites set up by people from different religions in order to do charitable works.

Learning objective

Learning about:

- To understand how different religions respond to global issues of poverty.

Learning from:

- To consider why people of faith and non-religious people choose to give some of their money to support the work of charities.

Success criteria

Learning about:

- Pupils will have explained what some religions say about giving money to charity.

Learning from:

- Pupils will have explained why different people choose to give some of their money to support the work of charities.

Religious Education Council Requirements

A1, A3, B1, B2, C2, C3

Resources

- **Resource sheet 4:** 'Quotes about charity'
- Internet access to research charity websites
- Or printed information about the chosen charities

Vocabulary

Charity, donation, zakah

Key questions ?

Should we give money to charity?

Why should a religious believer support charity work?

Introduction

Introduce the learning objective: 'In this lesson we will think about why different people choose to give away some of their money and not keep it all for themselves. We will look at the work of one or more charities and do something to try to persuade people to support those charities.'

Ask the class which charities they have heard of. What experience have they got of working with or giving money to charity? Does the school have any relationships with charities?

Show the class the quotes from different people about why they give to charity.

Discuss the different reasons that people offer for supporting charity.

Activities

Stimulus

Introduce the class to some or all of the following charities, depending on the religions you are focusing on:

- Christian Aid (www.christianaid.org.uk)
- Christian Aid children's website (www.globalgang.org.uk)
- Muslim Aid (www.muslimaid.org) – select the Islamic knowledge section to read quotes from Islamic sources on charity.
- Islamic Aid (www.islamicaid.org.uk) – select the Islamic info section to learn about different times and reasons that Muslims should give charity. You can also use the Zakah calculator to work out how much money you would need to donate.
- Jewish Tzedek (www.tzedek.org.uk)

Use some of the information from the websites to introduce the charities. Share with the class some information on a current campaign and discuss the way the charity works with its partner countries.

Response

Ask people to research one of the above charities using its website. Encourage them to find out about a current appeal and the reasons that the charity supports people who need help.

Arrange the class into pairs. Ask each pair to create a poster or leaflet to advertise the charity. They must include information about why someone from that faith would support the charity, possibly with a quote from scriptures. Encourage them to focus the poster or leaflet on a particular aspect of the charity's work.

Plenary

Display the posters and leaflets that the groups have created. Which does the class think would be most persuasive to someone from that particular religion?

Ask people to explain to a partner why they have chosen to give money or time to charity. How does it make them feel? Share people's ideas with the class.

Why does the class think people from the particular religion or religions studied choose to support charity?

Differentiation

This lesson is accessible to people of all ability levels. The sensitive and in some cases mixed ability pairing of members of the class will allow everyone to achieve in this lesson.

Extension

More able people should be able to achieve a higher level by writing a comparison of people's different motivations to support charity.



Name: _____

Date: _____

Quotes about charity

If you get involved with money you won't love God. So I like to give some money away.

If I needed help I would like someone to help me.

Jesus said 'Love your neighbour as yourself' so I want to show love to my neighbour wherever they are.

It makes me feel good.

Guru Nanak says that giving some of the money you earn to charity helps you know God. I not only give money but I like to work in the langar. I feel close to God.

It is a pillar of Islam that is just as important as prayer. Allah says we must do it.

I feel guilty when I think about how much I have, so I feel better if I help other people.



Lesson 4 An honest wage

The big picture

This lesson focuses on a story from Sikhism. The teaching in the story is not only about poverty and wealth, but also illustrates the fact that money is not the most important thing; much more significant is the way that you earn your money. In other words, is it earned by hard work or by the exploitation of others?

The lesson uses a guided story to help people imagine more deeply the feelings and thoughts of the characters. Before teaching this lesson, it is a good idea to spend some time familiarising yourself with the script and preparing the classroom.

Learning objective

Learning about:

- To understand some of the teaching of Guru Nanak on poverty and wealth.

Learning from:

- To apply the teachings of Guru Nanak on poverty and wealth to the world today.

Success criteria

Learning about:

- Pupils will have explained the teaching of Guru Nanak on poverty and wealth shown in the story of Guru Nanak and Malak Bhago.

Learning from:

- Pupils will have written a story that tells of what Guru Nanak would say on poverty and wealth if he were alive today.

Religious Education Council Requirements

A1, A3, B1, B2, C2, C3

Resources

- Candle (optional)
- Atmospheric music (optional)
- **Resource sheet 5:** 'Guided story' The story of Guru Nanak and Malak Bhago

Vocabulary

Guru, honest

Key questions ?

*What did Guru Nanak say about money?
What would Guru Nanak say about poverty and wealth if he were alive today?
How would this compare to the teaching of Jesus?*

Introduction

Introduce the learning objective: 'In this lesson you will use your imagination to explore a Sikh story which has something to teach on wealth and poverty. You will then have a chance to write a modern story about money and honesty.'

The stimulus for this lesson is a guided story. If your class has never completed a guided story or visualisation before, then you will need to spend some time explaining what will happen and what their role is. Discuss the fact that the activity

will not work if some people choose to talk or shuffle around. Explain that they all share the responsibility for the guided story being a success. If some people find it difficult to imagine or keep their eyes closed, explain that they may silently open their eyes as long as they do not then try to disturb others.

Ensure the room is appropriately prepared. You might want to light a candle to provide something for people to focus on if they find it difficult to close their eyes. Make sure the light in the room is not too bright. You might want to have some atmospheric music playing in the background whilst you explain the activity, however this will need to be switched off when you begin the activity itself.

Activities

Stimulus

Explain to the class that you are going to tell them a story and help them imagine the thoughts and feelings of the characters in the story. In order to do this they are going to need to relax.

The script on **Resource sheet 5** should help you through the stilling exercise and guided story but if you feel uncomfortable with the style and words used, write your own to suit the needs of your class.

Response

Ask the class to think about the people and places in the world where wealth is not earned in a way that Guru Nanak would consider honest. Write the examples on the board. They may need some ideas to start them off, for example, selling clothes with counterfeit labels or DVDs that have been illegally copied. They may want to think wider in the world to people who make money out of others not being paid a fair wage for the crops they grow. Only make suggestions if the class does not come up with any ideas.

Ask people to choose one of the examples you have discussed and write a story showing how Guru Nanak would react if he went into that situation. They will need to have time to plan and write their story which will probably take longer than the time available in this lesson. You may want to take some time from a literacy lesson or allow extra RE time for this.

Plenary

Ask people to record their answers to the following sentence starters:

- Today we heard the Sikh story about Guru Nanak, Malak Bhago and Bhai Lalo. I think this story tells us that Guru Nanak believes...
- The teachings of Guru Nanak and Jesus on money are different/similar because...
- This story shows believers that they should...
- Looking at this story today has made me think...

Differentiation

Anyone for whom writing a story would be difficult could write a joint story with a scribe or draw a picture and write a couple of sentences explaining what Guru Nanak would say in a given situation.

Extension

More able people could be challenged to find teaching from other faiths on wealth and poverty.



Name: _____

Date: _____

Guided story

The story of Guru Nanak and Malak Bhago

Pull your chair away from your table and turn it to face me. Place your hands loosely in your lap so they are relaxed. Put your feet flat on the floor. Rotate your head until it feels relaxed. Give your shoulders a few shrugs until they feel relaxed. Close your eyes. If you find that difficult, concentrate on the candle or look down at the floor so you don't make eye contact with and disturb others. Begin to concentrate on your breathing. Listen to the air slowly going in and slowly being exhaled from your body. Spend some time concentrating on listening to your breathing.

Listen to the sounds in the room. Can you hear the classroom next door? A chair scraping? The cars in the road? **[You will need to tailor this part of the script to the noises around your own classroom.]** Imagine those sounds are moving away, getting

quieter, until in your head and in your thoughts it is quiet.

I want you to imagine that you are in a busy, bustling village. The streets are made of soil and are dry and dusty. As you walk around there are lots of different houses, most of them small but there is one really big house made of stone and marble. Around the house is a large wall. Which of the houses looks most welcoming?

(Pause)

Everyone in the village is rushing around because an important visitor is coming to rest in the village: Guru Nanak, one of the leaders of the Sikh religion. Imagine the excitement in the village as everyone prepares to meet this wise and holy man. Suddenly some of the servants of Malak Bhago, the man who lives in the big house, rush past you. You can see an invitation to a feast



Name: _____

Date: _____

written in beautiful gold writing. All the important people in the area will be invited to the feast too.

Who do you think they are rushing to with the invitation? On the edge of the village is one of the smaller houses. It is particularly dusty here because the man who lives here is a hardworking but poor carpenter. Imagine the house. Bhai Lalo, the poor carpenter is sitting outside enjoying the evening sun.

(Pause)

Suddenly Bhai Lalo sees Guru Nanak making his way into the village. How does Bhai Lalo feel? Is he excited? Or perhaps nervous? As the Guru passes he sits and speaks to Bhai Lalo. What do they talk about? Bhai Lalo invites him to share his supper which was just some ordinary bread. How does Bhai Lalo feel sharing his bread with Guru Nanak?

(Pause)

Suddenly there is a lot of noise as the servants of Malak Bhago arrive to ask Guru Nanak to come and see their master as he is very cross. As Guru Nanak walks across the village imagine the scene. People are rushing out of their houses to see Guru Nanak.

(Pause)

Imagine the scene in Malak Bhago's house. Food is still on the table from the important feast. Beautiful furniture is in every corner of the room. Malak Bhago crossly demands to know why Guru Nanak hasn't attended his feast. Imagine the look on everyone's faces. What will the Guru say?

(Pause)

The Guru takes a piece of bread from the rich man's table and some of the bread he had been eating at Bhai Lalo's house and squeezes both of them. The



Name: _____

Date: _____

bread from Bhai Lalo's house oozes milk and the bread from Malak Bhago's house oozes blood. Imagine the look on everyone's faces now. What is going on now? What is the Guru trying to say?

(Pause)

Guru Nanak explains that the rich man has gained his wealth by hurting other people whereas the poor carpenter has earned his small amount of food by his honest work. How do you think Malak Bhago reacts to this? What are the other people in the room thinking? What do you think?

(Pause)

Now I want you to leave all the people in the room. Leave the story behind. Become aware of the chair you are sitting on. Begin to concentrate on the sound of your own breathing again. Listen to the sounds around the classroom. When you are ready open your eyes. Stretch out your arms and legs and then sit still.



Lesson 5 The cost of living

The big picture

This lesson provides an opportunity for people to share what they have learnt about poverty and wealth. It may be helpful to have some of the quotes and story sheets available from previous lessons.

The lesson gives people time to think about whether they will be able to give to charity in the future and how any decision to give might affect their lifestyle. They will also compare the attitudes to money and charity displayed by the different religions they have studied. This lesson gives you a chance to assess people's knowledge, attitudes and skills.

Learning objective

Learning about:

- To suggest two different religions' attitudes to money and charity.

Learning from:

- To consider personal values and commitments related to money and charity.

Success criteria

Learning about:

- Pupils will have explained the similarities and differences between two different religions' attitudes to money and charity.

Learning from:

- Pupils will have explained and given reasons for some choices they make about money now and in the future.

Religious Education Council Requirements

A1, A2, A3, B1, B2, C1, C2, C3

Resources

- **Resource sheet 6:** 'Budget sheet'
- Calculators
- **Resource sheet 7:** 'Wealth and poverty writing frame'
- **Resource sheet 8:** 'Blank bank notes'

Vocabulary

Budget, choice, essential

Key questions ?

What might people from different religions do with their money?

Introduction

In lesson 1 people wrote themselves two or three questions to consider during this unit of work. Ask them to get out these questions and discuss them with a partner. After they have discussed the questions and their responses, ask if anyone is willing to share their questions and answers. Discuss whether any of their ideas have changed.

Explain that however little money any family might have in this country, we are all wealthy in comparison to most of the world who eat staple foods like rice or maize every day.

Key questions ?

*Ask them if they think it is a bad thing to be wealthy.
When is it good? When is it bad?*

Introduce the learning objective: 'In this lesson you will make a budget to see how much money you would really like to give to charity. You will also have a chance to show how much you have learnt about the ideas and teachings of different religions on wealth and poverty.'

Activities

Stimulus

Show the class the budget sheet on **Resource sheet 6**. Discuss with them the type of decisions that they will need to make when they are older. Explain that in reality the decisions and finances are far more complicated than this, but that this exercise will allow them to think about what their own priorities for spending money are.

Response

First ask the class to look at the budget sheet and think about how they would spend their £200 weekly earnings. Explain that they must choose one of each of the essential items and may choose as many or as few of the optional activities as they would like. They cannot overspend.

Once they have written out their budget ask them to compare it with a partner's and explain the different choices they have made and why they have made them.

Did any choice they made about giving money to charity affect their lifestyle? Did they have to give up anything they wanted to have in order to give some money to charity? At the bottom of the budget, ask people to write a paragraph explaining each of the essential and optional choices they made and the reasons behind them.

Next, ask people to think of two of the religions they have looked at in this unit, or alternatively they could choose to think about a person with no religious beliefs. How might they spend their money? What choices would they make? How much money would they give to charity? Would it

be a different amount depending on the religion? Do non-religious people give money to charity? Why?

Share ideas about how the people from different religions would spend their money.

Plenary

Ask the class to think about some of the different beliefs that religions have about charity. Are there rules for some religions about how much money they must give away? Do different religions give money to charity for different reasons?

Give or show the class the writing frame (**Resource sheet 7**) and discuss the different sentences. Explain that they can write as many sentences as they like in each paragraph and that they can start sentences in their own way. Encourage them to use quotes from the different religions to support their writing. Give people some time to either fill in the writing frame or use the frame as a guide for writing in their own books. Emphasise that they are showing you what they have learnt.

When the writing frames have been completed ask people to think about everything they have learnt about money. Give everyone one blank bank note from **Resource sheet 8** and ask them to write down one thing that they want to remember about these lessons. This bank note could then be kept in a purse or displayed somewhere to help them remember what they have learnt.

Differentiation

(By support) less able people may need support calculating the budget. Smaller amounts of money could be used to make calculation easier. The writing frame could be filled in on a computer or teaching assistant support could be given to help some people fill it in.

Extension

More able people should be encouraged to complete their own writing without relying too much on the writing frame structure. They should also be encouraged to use quotes from religious sources in their own writing.



Name: _____

Date: _____

Budget sheet

Weekly income = £200

Essentials

A	Rent 3 bedroom house with garden £80	OR	Rent 2 bedroom flat £60
B	Food & bills Cheap and cheerful market £55	Food & bills Fair trade from supermarket £65	Food & bills Posh nosh £85
C	Bus fare £20	Car £25	Walking Free (but a bit wet!)

Optional activities

	Buying a book £5	Trip to swimming pool £5	Gym membership £10
	Night at the cinema £8	Shopping for clothes ?	Mobile phone £5
	Charity donation ?	Meal out £20	Savings ?
	Bowling £10	Takeaway meal £10	Present for friend ?



Name: _____

Date: _____

Wealth and poverty writing frame

Different religions have a lot to say about poverty and wealth. We have learnt about what people from the religions of _____ think.

Christians believe that...

The Bible says that...

I think Christians should...

Christians should give some money to charity because...

Sikhs/Muslims/Jews believe that...

Their teaching says that...

I think Sikhs/Muslims/Jews should...

Sikhs/Muslims/Jews should give some money to charity because...

Some differences between the religions of _____ and _____ are...

Some similarities between the religions of _____ and _____ are...

I think some people give money to charity because...

I would/wouldn't like to give money to charity because...

We are some of the richest people in the world. However, because we are wealthy we must...



Name: _____

Date: _____

Blank bank notes

