

## Sharing- Year 1/2

### **About the Unit**

Pupils have the opportunity to look at what the world offers in terms of variety of foods, sources of water and the benefits of clean air. They look at ways of taking advantage of this and of sharing fairly with others (eg not being greedy, not spoiling or wasting) through stories. They see how trade shares products around the world. Feelings of gratitude should be explored. Pupils learn how Christians and Sikhs say thank you to God through prayer for the creation of all these good things. The idea is extended into an exploration of actions arising from this belief, such as support of charities, harvest festivals, faith teas and the Sikh practice of the free langar meal which all may share. Finally pupils look at ways in which they too can share.

### **Key Concepts**

#### **1.1 Beliefs, teachings and sources**

- b) Hearing about and responding to beliefs

#### **1.2 Practices and ways of life**

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

#### **1.3 Expressing meaning**

- a) Learning about different ways people express beliefs and values

#### **1.6 Values and commitments**

- a) Learning how religions teach a sense of fairness and caring
- b) Reflecting on their own values and hearing about the values of others

### Key Processes

2.1a	<b>Importance/impact of religion &amp; religious diversity</b>	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
2.1c	<b>beliefs and practices</b>	Name and explore a range of celebrations, worship and rituals in religion
2.2a	<b>reflection on feelings, experiences and values</b>	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
2.2b	<b>reflection on belonging</b>	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
2.2c	<b>reflection on what individuals and communities value</b>	Identify what matters to them and others, including those with religious commitments, and communicate their responses

### Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

- c) **Celebration and festivals:** how and why celebrations are important in religions
- f) **Belonging:** where and how people belong and why belonging is important
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

### Curriculum opportunities:

During the course of this unit children may use:

Geography- To find the location of where various foods come from

Literacy- To write literature for charities, to write own targets for taking responsibility to share the Earth's resources

Art- to design posters for charities

DT- To prepare food for a simulated langar meal

### Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	<b>Year 1</b>	<b>Year 2</b>
<b>Basic</b>	Pupils know the Earth provides things they need for living. They know Sikhs and Christians say thank you to God for these things.  <b>Working towards Level 1</b>	Pupils will show an awareness of what the Earth provides for their use and express a response to this. They know that Christians and Sikhs use prayer to say thank you to God and describe an example of how each tradition shows this is important. <b>Level 1</b>
<b>Developed</b>	Pupils will show an awareness of what the Earth provides for their use and express a response to this. They know that Christians and Sikhs use prayer to say thank you to God and describe an example of how each tradition shows this is important. <b>Level 1</b>	Pupils consider the content of stories encountered in relation to their own response. They give reasons why Christians and Sikhs respond to the Earth's resources with prayer and forms of sharing. <b>Level 2</b>
<b>Extended</b>	Pupils consider the content of stories encountered in relation to their own response. They give reasons why Christians and Sikhs respond to the Earth's resources with prayer and forms of sharing. <b>Level 2</b>	Pupils express opinions about human responsibility for the Earth, offering reasons. They show recognition that the actions of Christians and Sikhs arise from their understanding of this responsibility. They make thoughtful suggestions as to how and why they should respond. <b>Level 3</b>

### **Possible assessment tasks:**

- Christian ‘thank you’ graces/prayers
- Pupil discussion at simulated langar meal
- Pupil target sheets for taking responsibility for sharing the Earth’s resources

### **Resources**

You may find the following resources useful when teaching this unit:

- Word bank of common foods.
- Pictures of water sources.
- Story books related to growing food, eg *Oliver’s Vegetables*, Vivian French, Hodder Childrens Books.
- A selection of labels from packets and cans naming countries of origin.
- Map or globe
- Foods to taste.
- Appropriate story books such as: *Tiddalick*, Robert Roennfeldt, Methuen. *Dinosaurs and All That Rubbish*, M Foreman, Puffin. *Handa’s Surprise*, E Brown, Walker.
- Collection of Christian Graces such as *First Graces*, Tasha Tudor, Lutterworth Press.
- Gurdwara visit or books/websites to explore the Sikh practice of saying thank you for the Langar meal
- Charity envelopes and leaflets.
- Art materials for making charity leaflets etc
- Video: *Introducing Sarah and Paul: Harvest Festival*, Cross View Audio Visual.
- Visit to a Gurdwara.
- Vegetarian food to cook and a clear space to be the langar.
- Writing materials
- Food donations for Harvest Festival

**Vocabulary**

Christian	thanks	provision	Grace	charity	Harvest Festival
Sikh	Guru Granth Sahib	Langar meal			

**Glossary of Key Terms****Grace**

Prayers said by Christians before a meal to thank God for the food.

**Guru Granth Sahib**

The Sikh sacred book.

**Harvest Festival**

A Christian celebration during which God is thanked for all the gifts the Earth provides, in particular food.

**Langar Meal**

A meal provided by Sikh people at their place of worship, the Gurdwara. It is free and anyone is welcome to share in it.

### **Further Guidance**

**Please see WAS Guidance on using these units ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE))**

It would be possible to work with the Jewish tradition instead of the Sikh tradition. In this case you would look at blessings which are spoken for food, amongst other things, and at the hospitality aspect of the festival of Sukkot. In Islam the concept of khilafah (stewardship) is very important and Allah is praised as the Creator. There is not, however, a harvest festival as such, but Muslim Aid provides for the poor and the annual Zakat (social tax) shares money with the needy. The festival of Eid ul Adha, when goats are sacrificed, is an occasion for sharing food with the needy.

Take care when dealing with prayers (either reading or writing them) that pupils are sure of the ownership of them (a prayer ... might use) so that their own belief position is not compromised.

**Teaching the Unit:**

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><b><i>To be able to locate the sources of our food on a map</i></b></p> <p><b><i>To be able to identify the ways in which they can be responsible for conservation and sharing in their own lives</i></b></p>	<p>What does the Earth give to help us live and be healthy?</p> <p>How can we show we appreciate good things?</p>	<p>The needs of life, variety of food, water, clean air, shelter.</p> <p>Avoiding greed, not spoiling or wasting the Earth's resources.</p> <p>Sharing.</p>	<p>Explore with the pupils the things that they need on a daily basis which the Earth provides for them.</p> <p>Ask the children to make lists of the foods they have eaten in the last 24 hours and to consider where these foods came from and what the sources of their water are.</p> <p>Take a walk in the school area to see what is growing and consider the air quality.</p> <p>Look at the sources of food pupils eat. Make a collection of food labels and use a map or globe to locate their places of origin. These could form class display. Draw attention to the idea that countries can share by exchanging products. Perhaps play a 'trade game' with children in role as producers of food from different countries. 'What wouldn't we have if we only had things produced in England?' Have a tasting session to note and enjoy the variety of foods available to us.</p> <p>Discuss with the children the idea of using the gifts of the Earth in a responsible way. Share a story such as <i>Dinosaurs and All That Rubbish</i> as a starting point. Devise a series of class</p>	<p>Children can begin to understand where some of their food comes from</p> <p>Children can explore the things which they can take responsibility for sharing and conserving in their own lives</p>	<p>Word bank of common foods. Pictures of water sources.</p> <p>Story books related to growing food, eg <i>Oliver's Vegetables</i>, Vivian French, Hodder Childrens Books.</p> <p>A selection of labels from packets and cans naming countries of origin.</p> <p>Map or globe Foods to taste. Appropriate story books such as: <i>Tiddalick</i>, Robert Roennfeldt,</p>

			<p>rules for avoiding waste. Make classroom labels for taps, switches etc encouraging people to switch these off and conserve energy.</p> <p>Look at sharing through a story such as <i>Handa's Surprise</i> and lead into the idea of being grateful. Write sentences: 'I'm glad I've got... because...</p>		<p>Methuen. <i>Dinosaurs and All That Rubbish</i>, M Foreman, Puffin. <i>Handa's Surprise</i>, E Brown, Walker.</p>
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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c Name and explore a range of celebrations, worship and rituals in religion</p> <p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p><b><i>To be able to identify ways in which Christians and Sikhs say thank you to God for His provision</i></b></p>	<p>How do Christians/Sikhs tell God they are pleased to have the things that keep them healthy?</p>	<p>The idea of stewardship of the Earth's resources.</p> <p>Prayers of thanksgiving such as Christian graces before meals and Sikh praise of God as Creator of all things.</p>	<p>Explain that the ideas of sharing and conserving the things the Earth provides are what Christians and Sikhs believe too because God wants them to look after his world fairly. Talk about saying 'thank you' and introduce the Christian practice of saying Grace before meals. Read some examples of graces together and compose one which a Christian child could use.</p> <p>Learn how Sikhs place a little of the langar foods in front of the Guru Granth Sahib for blessing before mixing it back with the remainder of the same food for everyone to share. If possible, observe this firsthand in a visit to a Gurdwara. Alternatively, use books and websites to explore this practice further. Discuss the reasons Sikhs might choose to do this.</p>	<p>Children are able to write a grace prayer appropriate for a Christian child to use</p> <p>Children know what Sikhs do to thank God for the langar meal</p>	<p>Collection of Christian Graces such as <i>First Graces</i>, Tasha Tudor, Lutterworth Press.</p> <p>Gurdwara visit or books/websites to explore the Sikh practice of saying thank you for the Langar meal</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><b><i>To be able to identify the practical ways in which Christians and Sikhs demonstrate sharing</i></b></p>	<p>What do Christians do to show they really mean it?</p> <p>What do Sikhs do to share God's gifts fairly?</p>	<p>Charitable giving.</p> <p>Harvest Festivals.</p> <p>The langar meal.</p>	<p>Examine a selection of collection envelopes, posters and leaflets from charities such as Christian Aid, Tear Fund, Global Vision, to see how Christians share. Design and make your own charity posters/leaflets/envelopes. Use charity videos/DVDs to explore the work of the charity. Draw attention to the provision of food, water and avoidance of pollution in the work they do.</p> <p>Watch video footage of a Harvest Festival and discuss why people take food to church before giving it to needy people, or make a visit to a church preparing for Harvest Festival.</p> <p>Visit a Gurdwara to experience the langar meal or use posters/books to tell the children about it. Simulate the experience in school. Draw out the equality symbolised in the equal sharing of the food and that everyone is welcome. Ensure that the food is vegetarian so everyone can share.</p>	<p>Children are able to identify the role and work of charities in caring for the poorer people of the world</p> <p>Children are able to identify the purpose of the Christian Harvest Festival</p> <p>Children begin to understand the significance of the langar meal in the life of a Sikh</p>	<p>Charity envelopes and leaflets.</p> <p>Art materials for making charity leaflets etc</p> <p>Video: <i>Introducing Sarah and Paul: Harvest Festival</i>, Cross View Audio Visual.</p> <p>Visit to a Gurdwara.</p> <p>Vegetarian food to cook and a clear space to be the langar.</p> <p>Video: <i>Pathways of Belief: Sikhism</i>, BBC.</p> <p>Books about the langar meal</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p><b><i>To be able to identify ways in which they can share the Earth's resources fairly</i></b></p>	What can I do to make sure the things the world give us are shared fairly?	<p>Pupils' suggestions.</p> <p>Harvest Festival in school and its particular focus.</p>	<p>Discuss the key question with the children and ask them to produce a target card with something they are going to do this week written on it. Remind the children to check how successful they have all been at the end of the week.</p> <p>Share in a school Harvest Festival if one is to be held and if possible help in the distribution of gifts.</p>	Children are able to identify ways in which they can share the Earth's resources fairly	<p>Writing materials</p> <p>Food donations for Harvest Festival</p>