

Year 3-RE-Term 6: What is important to me?

Curriculum Key Question: *Where are we going?*
Topic: *How do we move and how do plants grow?*

What should I already know?

Children have discussed what is important to them and to other people with respect for feelings.

Considered how stories in a selected tradition are inspirational for believers.

Identify something about how and why Christians try to help others.

Skills I will develop:

Make links between beliefs and practices.

Identify the impacts of beliefs and practices on how people live.

Reflect on what influences their lives and compare some of the things that influence them with those that influence other people.



Greta Thunberg

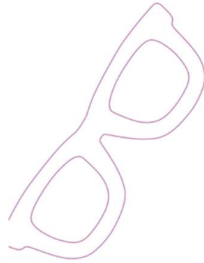


Malala Yousafzai



Marcus Rashford

WORLDVIEW CLASSES



Key Vocabulary

activist	a person who campaigns to bring about political or social change
belief	an acceptance that something exists or is true
faith	complete trust or confidence in someone or something
influence	the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself
justice	Fair behaviour or treatment
motivation	a reason or reasons for acting or behaving in a particular way
religion	the belief in and worship of a superhuman controlling power, especially a personal God or gods. "ideas about the relationship between science and religion"
values	principles or standards of behaviour; one's judgement of what is important in life
worldview	a particular philosophy of life or ideas about the world

