

Edward Peake C of E VC Middle School



Medium Term Plan

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| Subject: RE | Unit: U2.3 What matters most to Humanists and to Christians? | Term/Duration: Spring | Year Group 5 |
| Prior Learning: | | Key Vocabulary: Humanist, Christian, value, valuable, self-sacrifice | |

By the end of this unit...

Make sense of belief:

- identify and explain beliefs about why people are good and bad (using Christian and Humanist examples)
- make links with sources of authority that tell people how to be good (eg Humanists can be 'good without God', Christians -10 Commandments, humans being made 'in the image of God')

Understand the impact:

- make clear connections between Christian and Humanist ideas about being good and how people live
- suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering points of view

Make connections:

- raise important questions and suggest answers about how and why people should be good
- make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views

| | Learning Objectives | Content | Assessment | Resources | ICT Opportunities |
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| 1 | To explore the concepts of being 'bad' and being 'good' in terms of actions, words and thoughts. To think about the idea of a code for living and to examine whether they are living by a code themselves. | Who breaks the rules? Ask pupils to choose three 'villains' from stories, films or TV series that they love. What makes these people bad? What rules do they break? What does their breaking of a code for living lead to? Example: In Disney's 'The Lion King' Scar, the villain, is selfish, ambitious, and a liar. These things lead him to murder his brother. You might show some short clips from films, discussing the impact of bad behaviour in particular. Ask pupils in pairs to make lists of 10 things they think are naughty. What are the effects or consequences of these naughty things? Talk about what makes an action naughty. Note that 'naughty' actions, or words often hurt | Teacher assess through discussion Traffic lights/ thumbs up on understanding. Use of reasoning and example. | PPT RE exercise books GNB Happier world sheets human outline | |

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Medium Term Plan

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| | | <p>other people or animals. Do people sometimes hurt themselves when they are naughty?</p> <p>Ask pupils whether there are such things as naughty thoughts. You might talk about whether jealousy, hatred, being greedy and so on start in our minds, and sometimes lead to actions as well. Films again provide a reference point: the thought is often the beginning of the deed. Do naughty thoughts that are not put into action do any harm?</p> <p>Talk about the ways that we make rules or principles to help us to be good. What rules or principles do the children think make most people happy? Is there any difference between rules that come from within ourselves and those which come from outside?</p> <p>Ask pupils to suggest one rule for people to follow if they want a happier world, and make a beautifully lettered 'rule card' out of it. These could be used for display.</p> <p>Talk about the idea that a person often has a 'code for living' inside their head or heart that helps them to choose good things and say no to bad things. Make a collage of a large figure of a person, (or have an outline on paper or the board) and each child writes a line of 'code for living' to stick onto onto their head or heart. Is there any difference between head ones and heart ones? This could be done as a table and then groups could feed back to the class.</p> | | | |
| 2 | <p>Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to a god, and that a person can be 'good without god'</p> | <p>Activities:</p> <p>What is a Humanist?</p> <p>Discuss with the class the religions they know about, and ask: is everyone part of a religion? Many pupils in many classes are not. Explore the idea that for religious people they try to be 'good with God', but others think you can be 'good without god'. Introduce the work of the British Humanist Association to pupils. Note that the BHA is a small membership body, but that its point of view is shared by lots of people who are not members. RE in recent years often uses Humanism as a reference point for non-religious ways of living a good life.</p> <p>What do Humanists think is good?</p> | | PPT | |

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| | | <p>Ask pupils to think about these rules or principles:</p> <ul style="list-style-type: none"> ★ Be Honest ★ Use your mind to think for yourself ★ Tell the truth ★ Do to other people what you would like them to do to you ★ Try to be guided by evidence <p>Teach pupils that these are the kind of guidelines or rules Humanists try to live by. Ask them what would happen if everyone lived like this? What if everyone did the opposite of this? Refer back to the film clips: were any of the characters you looked at from Disney following Humanist values? How could you tell?</p> <p>https://www.truetube.co.uk/film/what-humanism</p> <p>Give each pair/table a moral concept: fairness, freedom, truth, honesty, kindness, peace</p> <p>Ask each group to explain what their concept looks like in everyday life - how would people behave if they kept these values?</p> <p>How are these values linked to Jesus' life and teachings? How are they linked to Humanist values? (You could ask the children to draw a mindmap, table or Venn diagram to explore these ideas and use examples)</p> <p>Look at Old Testament Jewish/Christian 'rules' Exodus 20</p> <p>Compare this to Jesus' commandments and expectations. Matthew 34-40</p> <p>Can people live a 'good' life without God?</p> | | | |
| 3 | To use dilemmas for learning, noticing and reacting to difficult cases of right and | <p>Activities:</p> <p>Discussion to clarify ideas</p> <ul style="list-style-type: none"> ••In a circle each give their response to the words fairness, justice, forgiveness and freedom. (e.g. justice is..., freedom is...). ••In groups consider a moral dilemma or issue which may have drawn from reports from the local press or from issues within school (e.g. a | Pupils respond sensitively to aspects of the drama activity (L2) Pupils link up actions and their likely | | |

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Medium Term Plan

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| | <p>wrong, good and bad. To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p> | <p>report on a court case involving burglary, a bullying incident in the playground).</p> <ul style="list-style-type: none"> ••Discuss what happened and what the consequences were. What are the pupils' reactions to these? Why do they think people acted like they did? Do they act like that? Why do they or why don't they act like that? What stops them? Would the answers be the same for religious and non-religious people? Was there justice involved? What choices (freedom) did those involved have? Are right and wrong always the same, or do they change over time? ••Introduce the idea of freedom of action. Each individual is free to choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken. <p>A group drama improvisation activity Give pupils in groups of 4-6 the opening to a dramatic situation: e.g. there is a robbery, or someone is hurt, or animal cruelty is discovered, or after an accident people are keen to help. Ask the group to discuss the situation, and especially to think about good and bad reactions to it. Get the group to carry on the story through a simple drama, making up two different endings. One ending should show what happens if 'good rules' are kept. The other ending shows what happens if 'good rules' are broken. The whole class can enjoy the performances of different groups.</p> | <p>consequences in their drama and discussions (L3) Pupils can use the vocabulary of justice, freedom and forgiveness to show their understanding of questions of value (L4)</p> | | |
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Medium Term Plan

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| 4 | <p>To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy – or unhappy</p> | <p>Activities: Learning about Jesus' values from two texts from the Bible</p> <ul style="list-style-type: none"> ••Read with children the account of love for the neighbour that introduces the story of the Good Samaritan (Luke 10:25-37). ••Also read the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) ••Discuss what kinds of values Jesus wanted people to follow, and how he 'showed a path' (as Christians believe). <p>See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship</p> <p>Values trees: roots and fruits</p> <ul style="list-style-type: none"> ••Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Use the image of a tree with fruits and leaves. ••Write onto the fruits the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of their trees. ••In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions. ••This activity could be done as a class display – each pupil making fruits for the values tree, which is a whole class piece of work. | <p>Pupils can make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action (L3) Pupils can consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour (L4)</p> | | |
| 5 | <p>To use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that</p> | <p>Activities: values sorting activity.</p> <ul style="list-style-type: none"> ••Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists. ••Ask pupils in groups of three or four to sort out the cards into three groups of 7: things that really matter a lot, things that are quite valuable, and things that don't matter to them. | <p>Pupils can describe some things Christians and Humanists might say are valuable (L3)</p> | | |

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Medium Term Plan

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| | <p>different people have different values.</p> | <ul style="list-style-type: none"> • Ask pupils to say why they have selected the ones that they put in the first group: what makes these things most valuable? • Talk as a class about which five values a humanist would put in first group, and why. And which five would the Christian put top of the list, and why. • Ask pupils to complete a writing class that identifies their own five 'matters most to me' valuable things. <p>A fun extension activity: Values Auction</p> <ul style="list-style-type: none"> • Use the same class groups, and give each group a pretend budget of £100. They are to 'buy their own personality' at an auction. Teacher as auctioneer sells off the 21 valuable things to the groups for the highest prices possible. To prevent chaos, only allow one child from each group to bid out loud. Fine offenders £1! • Afterwards, consider together why so many of these values ideas are worth more than money. | <p>Pupils can use concepts like 'more important' or 'less significant' to describe the impact of values on life for themselves (L4)</p> | | |
| 6 | <p>To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life.</p> | <p>Exploring one value that Christians and Humanists share</p> <ul style="list-style-type: none"> • Think about someone you know who is a peacemaker - take turns to name the person and say why. • Use the image of a dove for pupils to write their ideas on: "To make peace in the world I will... We all should... Nobody ought to..." • Think about how charities bring 'peace' to others, the symbol of their organisation, the work they do and why (e.g. NSPCC, NCH Action for Children, The Salvation Army, OXFAM). How can religious and non-religious people co-operate for peace? • Work with a collection of symbols from various organisations and discuss what they mean - make your own symbol for an organisation that works for peace. | <p>Assessment: Teacher assess peace song/ pptprayer or other idea</p> | <p>Research on Charities</p> <p>Pupils to make their own Ppt for Assembly/ celebration</p> | |

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Medium Term Plan

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| | | <p>(••Plan and present a school assembly / celebration on the theme of peace using symbols, songs, dance, music, art, readings studied / written in other lessons above.)</p> <ul style="list-style-type: none"> ••Pupils write their own peace meditation / prayer / song using a famous prayer / song / poem as a model or frame (e.g. 'Make me a Channel of Your Peace' / 'The Lord is My Shepherd' / Give Peace a Chance / a Christmas carol). Use this literacy task to explore non-fiction writing skills and adjective vocabulary. • Try to use the work in collective worship or pass on to the class teacher for them to use in class worship time. | | | |
| 7 | To draw learning about values together and express ideas of their own about how values can make a community happier | <p>Making a code for living</p> <ul style="list-style-type: none"> ••Look at some 'codes for living' that Christians and Humanists try to follow together, such as the Ten Commandments or ideas from the humanist website ••Ask pupils – working alone or in a pair – to come up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for 'a happier town'. ••You might set this task 'on a desert island' to enable children to see that their own community is the one that they should think about. ••Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or less good rules or ideas they all agree with. Ask them to give reasons for their choices. ••The 'Ten Commandments' were written on 'tablets of stone'. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT. | Pupils can respond to questions about values for themselves with some sensitivity (L2) Pupils can describe some rules they think are good and make links between values and their impact or consequences (L3) | | |

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| | | G&T: To extend this work, ask pupils to make a list of similarities and differences between Humanist and Christian values, using some texts from Christian scripture and materials from the Humanism website. Consider with pupils what the impact of following these two different ways of life would be: what would happen in everyone in our school followed a Humanist way of life, or a Christian way of life? And what would happen if half followed one way and half the other? | Pupils can consider questions about rules for living for themselves, applying ideas from Christians and Humanists for themselves (L4) | | |
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Resources and Websites:

- The British Humanist Association has a very useful website for schools: www.humanismforschools.org.uk
- The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.
- RE Quest - www.request.org.uk is a good site for KS2 pupils to explore Christian values
- Online searchable sacred texts from different religions at: www.ishwar.com
- Try www.reonline.org.uk for a good general gateway to RE materials.
- RE Ideas: Christianity (ed. Draycott, RE Today: Copiable pack of 50+ lessons for KS2 Christianity
- CLEO has a collection of excellent online video resources for RE in all key stages suitable for this unit: www.cleo.net.uk
- The BBC's Learning Zone Broadband Clips Library provides short clips relevant to this unit: www.bbc.co.uk/learningzone/clips
- Sacred Space provides inspiration, case studies and guidance to help you make learning outside the classroom work really well for RE: www.refuel.org.uk/sacred-space
- The Learning Outside the Classroom (LOtC) website is a useful resource for professionals: www.lotc.org.uk
- REonline is a good gateway to RE resources: www.reonline.org.uk

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