



# Edward Peake C of E VC Middle School

## Medium Term Plan

Subject: RE		Unit: What difference does it make to be an atheist or agnostic in Britain today?	Term/Duration: Autumn 1	Year Group 7	
Prior Learning:			Key Vocabulary: atheist, agnostic, diversity, religious, spiritual, ritual, ceremony, supernatural, Humanist		
By the end of this unit...					
<i>most pupils will be able to: explain what is meant by ‘atheist’ and ‘agnostic’, giving reasons for the range of views covered by these terms and show how non-religious people can be guided to make moral decisions</i>					
<i>some children will not have made so much progress. They will be able to briefly explain the terms ‘atheist’ and ‘agnostic’. They will be able to say how their personal views match those of religious or non-religious followers.</i>					
<i>some children will have progressed further. They will be able to: explain what sources of authority non-religious people might use to live and why. They will be able to evaluate how far the non-religious views and practices studied help them to make sense of the world.</i>					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO: To be able to explain the terms agnostic and atheist and begin to understand beliefs of SBNR people (Spiritual but not religious)	Starter: Display vocabulary around room or on board. Pupils to try to write definitions for words - dictionaries may be used. Alternatively, each child has a sheet and they have 5 mins to question others to find definitions, then have time to use dictionaries for the words they are unsure of. Why are these words helpful? (Using correct language in a subject is more precise and specific rather than generalising). In Keystage 3, we are going to aim to use subject specific terms whenever possible, so these words can be referred to. (You might like to reward those who use the vocabulary in spoken or written work - house points for effort or credits for consistent correct use). (You may wish to cut down the list - but ensure you use atheism and agnosticism!) Activities:	Peer and teacher	ppt vocab sheets dictionaries	Social: How is belonging to a religion a social experience? Moral: Are people who are religious more moral than non-believers? Spiritual: How can we be



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		<p>So what does it mean to be non-religious? Focus on 'atheism' and 'agnosticism' definitions. How do we know what the people of Britain believe? What percentage of British people do you think are atheist or agnostic? (Non believers in God and not belonging to a religion.) Look at 2011 census results. Any surprises?</p> <p>What about in this classroom? Where would you say your beliefs lie? (You could leave this as rhetorical or you might like to do a quick survey using hands up or standing in a particular place in the classroom. Alternatively - this could be an exit ticket to write on a post it and discuss next week.</p> <p>In a survey of those who said they were atheist or agnostic in 2012, 15% said they believed in life after death, 7% believed in angels, 23% believed in the existence of a human soul and 14% believed in reincarnation. Do you think these beliefs mean there is a God? Can you believe in angels if you don't believe in God? Can you believe in life after death if there is no God?</p> <p>Plenary: Some people say they are spiritual but not religious - what does this mean?</p> <p>Tell and partner and be prepared to feed back what they say. Aim to use some vocabulary from the start of the lesson.</p> <p>Watch one of these clips to think about the spiritual question further.  <a href="https://www.youtube.com/watch?v=es0FMMG49NU">https://www.youtube.com/watch?v=es0FMMG49NU</a>  <a href="https://www.truetube.co.uk/film/connections">https://www.truetube.co.uk/film/connections</a>            Spiritual but not religious video            SMSC questions could be used to develop thinking further.</p>			<p>spiritual but non-religious? Cultural: Is your belief dependent upon how you were brought up (country, family, area?)</p>
2	LO: To explain what sources of authority non-religious people	<p>Starter: Rules - brainstorm on whiteboards or snowball - what rules do we follow? Why do we need rules? Discuss ideas.</p> <p>Activities: What rules do religious people follow? (10 Commandments - Christian/Jew, 5 Pillars - Islam, 5 precepts - Buddhism) Are any of these appropriate for atheist and agnostic people? What is the Golden Rule?</p>		<p>ppt exercise books golden rule worksheet</p>	<p>Social: Why are rules important for society?</p>



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	might use to decide how to live and why	<p>Write out the Golden Rule and then fill in sheet of responses to different situations using the Golden Rule.</p> <p>If you don't think there is a god/heaven/hell/afterlife then what motivates you?</p> <p>Watch Sandi Toksvig video introducing Humanism.</p> <p>Stick in sheets and then write a few sentences to say what motivates Humanists to behave 'well'. (morals, wanting to be remembered for good works, living as part of a community - working for the good of all)</p> <p>Plenary: Share ideas or peer mark written work with a star and a wish.</p>	Peer marking		<p>Moral: Why are morals important when living in a society?</p> <p>Spiritual: What is it within ourselves that tells us what's right and what's wrong?</p> <p>Cultural: Why do cultures all over the world agree with the Golden Rule?</p>
3/4	LO: Why do SBNR people choose to replicate religious practices and rituals?	<p>Starter: Spot the ceremony quiz. You could use the ppt or give each pair a sheet to look at and write on</p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1.Hindu wedding</li> <li>2. Christian funeral</li> <li>3. Christian baptism/christening</li> <li>4.Jewish Bar Mitzvah</li> <li>5. Sikh worship</li> <li>6.Muslim funeral</li> <li>7. Jewish wedding</li> </ol> <p>Activities: In GNB list the ceremonies celebrated in chronological order Birth to death. Which ceremonies do they think might also be celebrated by non-religious people?</p>	<p>ppt/quiz sheet</p> <p>Laptops/ tablets/ computers</p> <p>Plain paper or exercise books</p>		<p>Social:What is special about social occasions?</p> <p>Moral:Is it 'good' to celebrate life?</p> <p>Spiritual: How does a ceremony help emotionally (particularly something like a funeral?)</p>



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		<p>Use IT to research one type of ceremony (Naming/birth, Wedding, Funeral, meetings/services) Use a whole page in RE book or plain paper to make a poster/leaflet explaining about the chosen ceremony.  <a href="http://www.humanism.org.uk/ceremonies/find-a-celebrant/">www.humanism.org.uk/ceremonies/find-a-celebrant/</a></p> <p>When leaflets are finished, peer mark using post its. This could be funeral group peer mark wedding group who peer mark naming group who peer mark funeral group.          Share information.          Plenary: Why do SBNR people celebrate in this way? What's the point if you are not religious?          Perhaps write a sentence to explain own view of this.</p>			<p>Cultural: Do you think people treat the different stages of life differently depending on which country/culture you belong to? (eg the elderly)</p>
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	Learning Objectives	Content	Assessment	Resources	SMSC
5	LQ: How can humanists be happy?	<p>Follow separate lesson plan in Lesson 5 folder.            There are other resources available on this website:  <a href="https://understandinghumanism.org.uk/themes/?age=11">https://understandinghumanism.org.uk/themes/?age=11</a></p>		<p>ppt            box?            happiness            choices sheets</p>	
6	LQ: What difference does it make to be an atheist or agnostic in Britain today?	<p>Starter: <a href="https://understandinghumanism.org.uk/films/how-can-i-be-happy/">https://understandinghumanism.org.uk/films/how-can-i-be-happy/</a></p> <p>Activity: Children to complete speech bubble sheet to explain what their response to the learning question is, giving examples and reasons for their responses.            Plenary: Swap and peer mark - 2 stars and a wish            Question: Are all religious people good?            Are all non- religious people 'bad'?</p>			