

R.E. – Year 6 – Spring Term 1: - MTP

Unit 2:15 – What matters most? Christians and Humanists

<p align="center">Key vocabulary</p> <p>Christianity : love, forgiveness, peace between people and god, honesty, prayer, worship</p> <p>Humanism: integrity, rationality, love for the truth, personal responsibility, atheism</p> <p>Human Experiences : choice, good and bad, right and wrong, morality, values, consequences</p>					
National Curriculum	Week	NC – Coverage <i>Guidance from Wolverhampton SACRE 2021-2026</i>	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE. (SACRE), which is responsible for producing its local Agreed Syllabus for RE. Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At Northwood Park Primary School we follow Wolverhampton’s SACRE 2021-2026</p> <p>Subject Content – Key Stage 2 The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews 4, recognising their historical and local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask</p>	1	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p>	<p>Explore the concepts of being naughty and being good in terms of actions, words and thoughts</p> <p>Think about the idea of a code for living and to examine whether they are living by a code themselves.</p>	<p>I can respond sensitively to good and bad actions in stories</p> <p>I can describe the ways kind and unkind actions make a difference to people’s lives</p> <p>I can apply ideas about naughty, nice, good and bad behaviour for myself, taking note of the impact of my actions on others (some)</p>	<p><u>Do rules matter? Why? What is a code for living?</u></p> <p>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 deceive his nephew, murder his brother and steal the kingdom. 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 other people or animals. Do people sometimes hurt themselves when they are naughty? ▪ 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</p>

<p>increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>The Aim of RE in Wolverhampton: knowing, expressing, gaining skills. Specifically, pupils should be taught to:</p> <p style="text-align: center;">A. Know</p> <p style="text-align: center;"><i>Know about and understand religions and Worldviews:</i></p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>		<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>thought is often the beginning of the deed. ▪ 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? 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 can be hung on a mobile in the classroom or school entrance hall. ▪ 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, and each child writes a line of 'code for living' to stick onto their head or heart.</p>
	<p>2</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p>	<p>Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'</p>	<p>I can ask thoughtful questions about religious and nonreligious ways of life</p> <p>I can make links between religious and nonreligious ideas</p> <p>I can notice and describe the differences between</p>	<p style="text-align: center;"><u>What codes for living do non-religious people use?</u></p> <p>What is a Humanist? 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. What do Humanists think is good? Ask pupils to think about these rules or principles: Be</p>

<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p style="text-align: center;">B. Express</p> <p style="text-align: center;"><i>Express ideas and insights into religions and worldviews:</i></p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> <p style="text-align: center;">C. Gain</p>		<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>		<p>religious and nonreligious beliefs</p> <p>I can outline and apply some Humanist ideas myself (some)</p>	<p>Honest ▪ Use your mind ▪ Tell the truth ▪ Do to other people what you would like them to do to you. Teach pupils that these are the kind of rules Humanists try to live by. Ask pupils if they can rank these rules – • more important to less important, from one to four? • hard to keep, easy to keep, rank from one to four? Are they actually all connected, and equally hard or important? 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? Talk with the class about how values are often shared – Christians and Humanists have some values the same – and some different.</p>
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<p><i>Gain and deploy the skills for learning from religions and worldviews:</i></p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> <p>Where the unit fits in:</p> <p>This unit enables pupils to identify and investigate values in human life, and think about their own values, with special reference to the values of</p>	<p style="text-align: center;">3</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p>	<p>Use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.</p> <p>Build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p>	<p>I can respond sensitively to aspects of the drama activity (all)</p> <p>I can link up actions and their likely consequences in our drama and discussions (many)</p> <p>I can use the vocabulary of justice, freedom and forgiveness to show my understanding of questions of value (some)</p>	<p><u>What can we learn from discussion and drama about good & bad, right & wrong?</u></p> <p>Class discussion to clarify ideas ▪ In a learning circle (10 is better than 30 if possible) each pupil gives 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 report on a court case involving burglary, a bullying incident in the playground, an example of vandalism or cruelty to animals). ▪ 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? Was there justice involved? What choices (freedom) did those involved have? ▪ 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. A group drama improvisation activity ▪ Give pupils in groups of 6-8 the opening to a dramatic situation: e.g. there is a robbery, or someone is hurt, or animal cruelty is discovered. Ask the group to discuss the situation, and especially to think about good and bad reactions</p>
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<p>Christians and Humanists. The unit uses a pedagogy of conceptual development. Teachers should plan to introduce the key concepts of the unit carefully and reinforce their use for learning through all the lessons. Each lesson contributes to investigative work: a single key question is addressed through the suggested learning activities, The focus is on the ways in which stories</p>		<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>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. They might be presented to other classes, perhaps younger KS2 pupils, in an assembly or through a drama lesson.</p>
<p>communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values people share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learned from Christian and Humanist ideas for themselves, and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.</p>	<p>4</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p>	<p>Consider the Christian ideas of values such as love and forgiveness.</p> <p>Think about the idea that values show in what people do</p> <p>Begin to understand that the impact of our values can make people happy – or unhappy</p>	<p>I can identify something the bible says about how to live (all)</p> <p>I can make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action (many)</p> <p>I can consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour (some)</p>	<p><u>What codes for living do Christians try to follow?</u></p> <p>Learning about Jesus' values from two texts from the Bible ▪ 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) Look at the two texts for similarities in Jesus' values. Discuss what kinds of values Jesus wanted people to follow, and how he 'showed a path' (as Christians believe). Ask the class what the values of Jesus seem to be in the stories. Ask them for examples of thing Jesus did not value as well (this is often sharp and easy to answer) See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). Values trees: roots and fruits. Talk first about actions and what leads up to actions – illustrate the idea that values or motives lead us to act with a story from school life. ▪ Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows</p>

		<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well. ▪ 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>
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