

Unit Question U2.1	Religion(s) Covered
Values – What matters most to a Christian and a Humanist?	Christianity, Humanism

Year Group: 5

Suggested Hours: 6

Key Vocabulary	RE Skills	Points to Note
Love Forgiveness Peace Honesty prayer worship fellowship honesty integrity love for the truth personal responsibility reciprocity atheism choice good and bad right and wrong morality values consequences	Reflect Empathise, Discern	This unit introduces pupils to Humanism , one of the most visible non-religious groups in the UK. The website www.understandinghumanism.org.uk is a key resource in teaching this topic.

<p>Key Question 1: Do rules matter? Why?</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?</p> <p>A code for being naughty</p> <ul style="list-style-type: none"> ▪ 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 thought is often the beginning of the deed. <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? 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>Key Question 2: What codes for living do non – religious people use?</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.</p> <p>What do Humanists think is good? Ask pupils to think about these rules or principles:</p> <ul style="list-style-type: none"> ▪ Be Honest ▪ Use your mind ▪ Tell the truth

	<ul style="list-style-type: none"> ▪ Do to other people what you would like them to do to you. <p>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? Hard to keep, easy to keep?</p> <p>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?</p>
<p>Key Question 3: What do we know about good & bad, right & wrong?</p>	<p>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?</p> <p>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> <p>A group drama improvisation activity</p> <p>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 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>Key Question 4: What codes for living do Christians try to follow?</p>	<p>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). 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. See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). <p>Values trees: roots and fruits</p> <ul style="list-style-type: none"> ▪ 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 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. <p>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>
<p>Key Question 5: What do we value?</p>	<p>A 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 seven: <ol style="list-style-type: none"> a) things that really matter a lot, b) things that are quite valuable, c) and things that don't matter to them. ▪ Ask pupils to say why they have selected the ones that they put in the first group: what

	<p>makes these things most valuable?</p> <ul style="list-style-type: none"> ▪ 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. You could compile the answers to this on the whiteboard. ▪ 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. Others in the group can whisper advice. Fine offenders £1! <p>Afterwards, consider together why so many of these values ideas are worth more than money.</p>
<p>Unit Assessment: Can we create a code for living that will help the world?</p>	<p>Making a code for living</p> <p>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'. They may re-use ideas from Christian and humanist sources, but should also add their own ideas and expression.</p> <p>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.</p>