



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 5	TERM: Summer 2	Theme: U2.10 What matter most to Humanists and Christians?
SACRE:		
<p>Context: (why is this unit being taught?)</p> <p>In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>	<p>Concepts: What matters most to Humanists and Christians? THEMATIC Christianity Humanism In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live. Units 30 where pupils were introduced to key life events and ceremonies linked to them. Unit 42 where pupils develop their understanding.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Christian • Values • Authority <p>Humanist</p> <ul style="list-style-type: none"> • Non-religious • Belief • Moral • Golden rule

<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?) Pupils will have been learning that some people are non-religious, and will have found out in several units that the Humanists are a visible group of non-religious people in the UK today. Year 5 unit: How do Christians live? What would Jesus do?</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p>		
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) • 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 different points of view • 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 Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <ul style="list-style-type: none"> • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) 		<p>What are the similarities and differences between religious and non-religious worldviews?</p> <p>What guides them into their actions?</p> <p>What is your moral code like? How do you want to live?</p>	<p>PowerPoint lesson1</p>

Enquiry: What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?

STEP 1: Share the big question for the unit with pupils; What do they know? What do they want to find out? Discuss the meaning of 'worldview', explain that this is a person's view of the world and that it can be either religious or non-religious.

Share the Nobody Stands Nowhere video

<https://youtu.be/AFRxKF-Jdos>

with pupils. Talk with pupils about both religious and non-religious worldviews. What are the similarities and differences between them?

STEP 2: Explain that this term we are going to be thinking about what matters most to Humanists and Christians and how these religious and non-religious people view the world. Give pupils an outline of a pair of glasses and write in some of the things that make a difference to your worldview.

- Where you were born
- Your family
- Your religion or non-religious ideas
- The kind of person you want to be
- Your values.
- Your friends
- Your favourite films, shows, books, songs.

	<p>STEP 3: Show pupils a character from a film that they know well. Discuss what good things and bad things the character does within the film. What guides them into their actions? Discuss with pupils what guides them in knowing how to behave. Is it the rules that are set in place by the school? Is it what their parents or friends think? Is it their religious or non-religious worldview? Explain that we all have sources of authority in our lives that we turn to. Can pupils give some ideas about what these sources of authority might be? What happens when we go against the rules and get things wrong?</p> <p>STEP 4: Look together at the school or class rules. What would be the consequence of breaking these? How would pupils feel if they broke them? Discuss morals for living and the feelings that we have when we know that we haven't acted in the right way. Ask pupils to work in pairs to design a code for living for a happier world. Explain that they need to come up with ten things that all people could do to make a happier world.</p> <p>STEP 5: Bring the class back together and explain that although religious and non-religious people will keep to the law of the land, their place of work etc they also look to their worldview for guidance on how to behave. Look at the rules for a happier world that pupils have come up with; would these be suitable for both religious and non-religious people? Ask pupils to work in pairs</p>		
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	<p>to discuss the following questions and when they have finished, feed back to the rest of the class:</p> <ul style="list-style-type: none"> • What is your moral code like? How do you want to live? • How do you ensure that you live well with others? 		
<p>2</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<p>Enquiry: Who is a Humanist? What codes for living do non-religious people use?</p> <p>STEP 1: Use the sticky knowledge quiz slides to go back over last lessons learning with pupils. Explain that this week we are going to be finding out about the Humanist worldview. Ask pupils if they know whether this worldview is religious or non-religious. Explain that Humanism is a non-religious worldview but that not all non-religious people are Humanists. Tell pupils that Humanists have a code for living that they agree on whereas other non-religious people might hold similar or different views. Share the Humanist UK film 'What does it mean to be happy'</p> <p>https://youtu.be/Y3wraQXSSjE</p>	<p>What is a humanist worldview?</p>	<p>PowerPoint lesson 2</p> <p>Paper for drawing</p>

	<p>STEP 2: Explain that most Humanists try to do the following things:</p> <ul style="list-style-type: none">• Use their own mind to decide the right way to live• Think about the consequences of our actions• Try to make a positive difference• Treat other people in the way you would like to be treated. <p>Do pupils think that these are good guidelines for living? Ask pupils to work in pairs to decide which of these is the most important guidelines for living. Bring the class back together and encourage pupils to share their thoughts with the class. Do they all agree? If not, why not? Ask pupils what they think would happen if people did the opposite of these guidelines. What would the world be like?</p> <p>STEP 3: Ask pupils if they can remember the Golden Rule from their studies further down the school. Remind pupils that many different worldviews have their own version of the Golden Rule. Share the Humanist version of the Golden Rule with pupils (you will find this on the PowerPoint slides). Ask pupils to discuss the following questions with their partner and feedback to the rest of the class:</p> <ul style="list-style-type: none">• Do you think that this is a good rule to live by?• Does it remind you of any religious rules for living?• What would happen if everyone lived by this rule? <p>STEP 4: Talk to pupils about what they might draw to show the meaning of this Golden Rule. Why might it be important to share this message with other people? Plan and develop an image to share with other people to share the importance of the Golden Rule. Use the</p>		
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	<p>images from past Spirited Arts entries to share what other pupils have done.</p> <p>www.natre.org.uk/about-natre/projects/spirited-arts/</p>		
<p>3</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>•Raise important questions and suggest answers about how and why people should be good</p>	<p>Enquiry: Who is a Humanist? What codes for living do non-religious people use?</p> <p>STEP 1: Use the sticky knowledge quiz slides to recap pupil's learning so far within the unit. Discuss guidelines for living that most Humanists try to follow. How would everyone following these rules make the world a better place? STEP 2: Give pupils a copy of the Two Wolves story from the Understanding Humanism website – see link. What does the story tell us about a Humanist shared understanding of good and bad? Ask pupils about the last statement in the story. What does it mean by 'the one that you feed'? Discuss how Humanists today might feed their good wolf, what impact would this have on the world around them? Discuss feeding the bad wolf, what might this look like? What do pupils think that this story is trying to teach people? STEP 3: Look back at the images that pupils created in the last lesson. What would they tell people about the Humanist Golden Rule? How might someone seeing and understanding their image change the world? Ask pupils to finalise their image and write a paragraph explaining what they have drawn and why. Can pupils add additional images and thoughts in the light of their knowledge of the story of the two wolves? STEP 4: Bring the class back together and discuss what pupils think make something right or wrong. How might a Humanist decide? Watch 'What makes something right or wrong?'</p> <p>https://youtu.be/pZnDlmevj8</p>	<p>How would everyone following these rules make the world a better place?</p> <p>How might a Humanist decide what makes something right or wrong?</p>	<p>PowerPoint lesson 3</p> <p>https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-Two-Wolves.pdf</p>

	<p>from the Humanists UK website Understanding Humanism. Encourage pupils to share their reflections on this. Explain that next week we will be finding out about the values that matter most to Christians. What do pupils think the similarities and differences might be?</p>		
<p>4</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <ul style="list-style-type: none"> • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen') <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>Enquiry: What values matter most to Christians? How does it show? How can our different values be discussed?</p> <p>STEP 1: Recap on the learning so far within the unit by using the sticky knowledge quiz slides. Show pupils the right and wrong video from Humanists UK again. Ask pupils if they think that all people make decisions in this way or if they think different people might decide on things in different ways. Ask pupils what a Christian might do to make moral choices and what values they think that they might have. STEP 2: Ask pupils to think back on their learning within Christianity, what values for living do they think Jesus showed? Encourage pupils to make a list of the values for living they think he showed and link these to the different stories found within the Bible. Share the Parable of the Good Samaritan (Luke 10:29–37 – you can download this from the Bible Gateway website) and Jesus' crucifixion (Luke 23:32-35). Ask pupils what examples of love are shown within these texts. STEP 3: Ask pupils to think about other examples for living Jesus set. Explain that in Galatians 5:22-23, Jesus talks about the fruits of the spirit and their importance. Many Christians believe that by living these out they are behaving in a Christ-like way. Look carefully at the different fruits of the spirit. Ask pupils to discuss where</p>		<p>PowerPoint lesson 4</p> <p>Paper for drawing</p>

	<p>in the Bible they have seen Jesus showing each of these. Remind pupils that sometimes in the Bible, Jesus teaches people how to act directly, through stories or through his actions. Make links back to the texts studied earlier, how is this exemplified in Jesus teaching people to show love? STEP 4: Ask pupils: If we have good values for living, do you think our actions in life will be good or bad? Explain that values and motives lead us to act in a particular way. Jesus often compared actions to fruit. The roots are down inside people, hidden thoughts, and intentions, but what you do shows what you value. STEP 5: Values trees – Ask pupils to think about the values that they have in their own life; What are they? Why are they important to them? Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruit as well. Write onto the fruit the words that they choose to represent good actions. Now ask pupils 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. Bring the class back together and encourage them to share what they have written. Are everyone's the same? If not, why not?</p>		
<p>5</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<p>Enquiry: How do Humanists and Christians know how to act? What do they base their decisions on?</p> <p>STEP 1: Use the sticky knowledge quiz slides to recap pupil's learning within this unit. What do pupils think guides Humanists in their decision making? Make clear links to the Golden Rule and discuss how this guidance might help Humanists when making decisions. Remind pupils of what they learnt in last week's lesson. How do</p>	<p>How do Christians try to live?</p> <p>What does it mean to be Christ-like?</p>	<p>PowerPoint lesson 5</p> <p>Picture scenario</p> <p>Speech bubbles</p>

	<p>Christians try to live? What does it mean to be Christ-like? STEP 2: Show pupils some pictures from around the world of damaged natural environment, poverty and injustice. Ask pupils to apply their knowledge so far and talk to their partner about how they think a Humanist and a Christian might act in these situations. STEP 3: Show pupils 'The Life you can save in three minutes' animation by Peter Singer featured on the Understanding Humanism website https://youtu.be/onsldBanyY</p> <p>Explain that Peter Singer is a philosopher who is also a Humanist. In his video, he is trying to explain how a Humanist might act using empathy, reason and evidence. What do pupils think of the video? Do the actions look entirely non-religious or do they think that religious people might agree with these actions? What about Christians, what might they say? STEP 4: Look back over the fruits of the spirit; What sort of actions might these fruits lead to? Why might a Christian try to live them out in their lives? Remind pupils of what it might mean to be Christ-like. How do they think Jesus would act in the picture scenarios that they looked at earlier in the lesson? Are these actions religious or are they just good actions for anyone to have? STEP 5: Give pupils a picture scenario from earlier in the lesson and two speech bubbles. Encourage them to use their knowledge of the fruits of the spirit and the philosopher Peter Singer to write about what a humanist might do in the situation and what a Christian might do. Bring the class back together and discuss what the pupils have recorded.</p>		
6	Enquiry: What matters most to Humanists and to Christians?		. Sticky knowledge slides

Assessment	<p>STEP 1: Use the sticky knowledge quiz slides to recap pupil's learning so far within this unit. What have they found out? What interested them? What surprised them?</p> <p>STEP 2: Ask pupils to complete the assessment sheet for this unit of work.</p>		Assessment sheet
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