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# Key Question U2.7: What matters most to Christians and to Humanists?

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from Christianity. The place of Humanism in RE as a very visible example of a non-religious worldview should be taught at the start of this unit. Teach it positively: not about what Humanists don't believe in, but about living this life with integrity in ways that are good and truthful.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">U2.7 What matters most to Christians and to Humanists?<br><br>Year group: Recommended Y6<br><br>Strand: Living<br><br>Questions in this thread:<br>1.8 How should we care for others and the world, and why does it matter?<br>L2.9 What can we learn from religions about deciding right and wrong?<br>3.10 Does religion help people to be good?<br><br>Religions and worldviews:<br>• Christians and non-religious worldviews (in this case, Humanism)<br>• Other examples can be selected by the school<br><br>Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate. Sequencing the learning to enable pupils to remember and use their growing knowledge is important as they develop understanding of different religions and worldviews.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outline on p.72.<br>• Select learning outcomes appropriate for the age and ability of your pupils.<br>• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• Identify the values found in stories and texts (A2).<br>• Remember what it means to be a Humanist or to be a Christian (A2)<br>• Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).<br>• Discuss ideas of their own about values, simply (C3)</td><td>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).<br>• Describe what it means to be a Humanist (A2)<br>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).<br>• Describe some Christian and Humanist values simply (B3).<br>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</td><td>• Deploy a rich knowledge of what it means to be a Humanist or a Christian to explore and explain how these two groups make decisions about values (A2).<br>• Give examples of similarities and differences between Christian and Humanist values (B3).<br>• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</td></tr>
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| **Step 3: Select specific content** | • Look at the suggested content for your key question, from column 3 in the unit outlines.<br>• Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.<br><br>**This plan has selected the following content to exemplify the learning outcomes. Pupils will:**<br>• Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?<br>• Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad? Make a link with what it means to be a Humanist: 'good without God' is a Humanist slogan.<br>• Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious).<br>• Look at a Humanist 'code for living', e.g. ***Be honest; Use your mind; Be rational; Tell the truth; Do to other people what you would like them to do to you.*** How would this help people to behave? What would a Humanist class, school or town look like?<br>• Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?<br>• Christian codes for living, which can be summed up in Jesus' two great commandments: 'Love God and love your neighbour'. Explore in detail how Jesus expects his followers to behave through the use of the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?<br>• Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings.<br>• Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.<br>• Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?<br>• Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves? |
|---|---|

**NOTE:** This unit of work offers around **8-10 hours** of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory.


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## Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.
- You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge)
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
- These 'I can' / 'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

| Emerging | Expected | Exceeding |
|---|---|---|
| I can… You can… Can you…? | I can… You can… Can you…? | I can… You can… Can you…? |
| • Use the words 'Humanist' and 'Christian' correctly<br>• Talk about the values found in stories<br>• Remember some examples of Humanist values and Christian values<br>• Talk about my own values simply<br>• Suggest ideas about why humans can be both good and bad<br>• Choose and talk about a value that Humanists and Christians often share<br>• Choose and talk about two values that are not shared, one Humanist and one Christian | • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples<br>• Describe what it means to be a Humanist<br>• Discuss the 'hidden messages' of some stories that explore values<br>• Give examples from Humanist and Christian moral codes<br>• Describe some Christian and Humanist values simply, saying what I think about them<br>• Suggest reasons why I think it might be helpful to follow a moral code<br>• Talk about why it might be difficult to follow a moral code<br>• Discuss different points of view about what is good and bad<br>• Express my own ideas about some big moral concepts, such as fairness or honesty<br>• Compare my ideas about values with the ideas of others we have studied. | • Deploy a rich knowledge of what it means to be a Humanist or a Christian to explore and explain how these two groups make decisions about values<br>• Give examples of two similarities between Christian and Humanist values<br>• Give examples of two differences between Christian and Humanist values<br>• Identify what matters most to Humanists<br>• Identify what matters most to Christians<br>• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace and other values. |

## Step 5: Develop teaching and learning activities

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as show their understanding.

**NOTE:** RE Today is not responsible for content on external websites. Please do always check content before showing to pupils. Links were active and correct on review at the time of publication, but they can change.

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| LESSON OBJECTIVES | Teaching and learning ideas and activities | LEARNING OUTCOMES |
|---|---|---|
| **Do rules matter? Why? What is a code for living?** | | |
| Pupils will learn:<br><br>To learn to use a rich language and vocabulary of values, considering what the values that make a society (such as a school) work well for everyone.<br><br>To know that religions offer values to their followers, to help them to live their 'best lives'<br><br>To explore the concepts of being naughty and being good in terms of actions, words and thoughts.<br><br>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?**<br>▪ This lesson begins to frame with pupils the field of values, very important in the unit as whole. Link this to the idea, found in many primary schools, of the values which the school promotes. If you have recognised school values, use these, but also set good standards by asking the pupils: what should be the values of our school? Why?<br>▪ 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?<br>▪ 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. Can pupils suggest clips from their favourite movies?<br>▪ 'Ten Commandments of Naughty'. 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? Make this activity a 'comedy writing' thing.<br>▪ 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.<br>▪ Talk about the ways that we make rules or principles to help us to be good. What rules or principles do pupils 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 if it. These can be hung on a mobile in the classroom or school entrance hall.<br>▪ 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 pupil writes a line of 'code for living' to stick onto their head or heart.<br><br>*NOTES: Concepts of naughty, good, bad, unkind, will be used throughout the unit. It is good to give them space here. Fit the ideas together with whatever your school says about behaviour, good choices and so on. Can pupils talk about the consequences of their actions – 'if...then...'*<br><br>*One aspect of this set of lessons that is worth repeating to pupils is to ask: does being good matter most? Christians might say that trusting God matters even more, but it helps people to be good. Humanists would disagree: Humanism is 'for the one life we have', they often say.* | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Identify the values found in stories and texts (A2).**<br>**Expected:**<br>• **Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).**<br>**Exceeding:**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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|---|---|---|
| **Who is a humanist? What codes for living do non–religious people use?** | | |
| Pupils will learn:<br><br>Begin to understand that some people are religious ,but many in the UK today are not religious.<br><br>Learn that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'<br><br>Learn that there are many different ways of being religious, and of being non-religious, and that Humanists are one group of non-religious people in the UK. | **What is a Humanist?**<br>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 Humanists UK to pupils. This is the 7-11s section of their website, rich in resources:<br>https://understandinghumanism.org.uk/themes/?age=7<br>**What do Humanists think is good?**<br>Ask pupils to think about these rules or principles:<br>▪ Be Honest (even if the truth is hard sometimes, it is better than falsehoods!)<br>▪ Use your mind (think things through for yourself, don't accept what others say without working it out in your own mind)<br>▪ Be rational (it means following logic, never superstition)<br>▪ Tell the truth (it includes telling the truth to yourself – don't kid yourself!)<br>▪ Do to other people what you would like them to do to you (called 'The Golden Rule').<br>Talk about why people might need these rules or principles. What kinds of things do people do that are not good? Why do they do them? Is this why humans seems to need rules like these?<br><br>Teach pupils that these are the kind of rules Humanists try to live by. Ask pupils if they can rank these rules –<br>• more important to less important, from one to five?<br>• hard to keep, easy to keep, rank from one to five?<br>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?<br><br>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.<br><br>*NOTES: As you would with two different religions, good pedagogy doesn't compare one way of life with another in ways that denigrate one alternative. This needs careful handling in regard to Humanism: make a positive presentation, without doing down Humanists or the religious.*<br>*Do draw attention to the very important Humanist idea that humans can be 'good without God.'* | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Suggest ideas about why humans can be both good and bad, making links with Humanist ideas (B3).**<br>**Expected:**<br>• **Describe some Humanist values simply (B3).**<br>• **Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).**<br>**Exceeding:**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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| **What can we learn from discussion and drama about good & bad, right & wrong?** | | |
| Pupils will learn:<br><br>To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.<br><br>To use drama a s a way of exploring what it means to our values into practice.<br><br>To build up understanding of the concepts of honesty, fairness, justice, generosity, forgiveness and free choice through speaking and listening and drama work. | **Class discussion to clarify ideas**<br>▪ 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…).<br>▪ 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).<br>▪ 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?<br>▪ 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.<br>**A group drama improvisation activity**<br>▪ 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, or someone is telling lies to cover up a bad thing they did. Ask the group to discuss the situation, and especially to think about good and bad reactions to it.<br>▪ 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.<br>▪ 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.<br>▪ A piece of writing can follow the drama work, in which pupils write the story of their drama with a focus on values and choices.<br><br>*NOTE: The concepts of fairness, justice, forgiveness and freedom are central here. Teachers should introduce them carefully, and ask pupils to keep thinking about the big question of this unit: what matters most?*<br><br>*The Humanist website is full of good resources:*<br>*https://understandinghumanism.org.uk/themes/?age=7* | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas (B3).**<br>**Expected:**<br>• **Describe some Christian and Humanist values simply (B3).**<br>• **Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).**<br>**Exceeding:**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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| **What codes for living do Christians try to follow?** | | |
| Pupils will learn:<br><br>To think carefully about the Christian ideas of values such as love and forgiveness.<br><br>To continue to think about the idea that values show in what people do.<br><br>To begin to understand that the impact of our values can make people happy – or unhappy | **Learning about Jesus' values from two texts from the Bible**<br>▪ Read Jesus' account of loving your neighbour (the Good Samaritan, Luke 10:25-37).<br>▪ 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.<br>▪ Discuss what kinds of values Jesus wanted people to follow, and how he 'showed a path'<br>▪ 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).<br>▪ Teach the pupils that Christians believe a human being is 'a good thing spoiled' – they say we are made in the image of God (Genesis 1:28) and so can do good things, but our bad choices have messed us up in some ways. (The story of Adam and Eve in Genesis 3 is the background to these ideas. Some Christians call this the 'Fall' – where humans 'fell' from their place of closeness to God and so do not really show God's image in themselves as they should.). But Christians believe God the Rescuer can put this right. ('Jesus' means 'he saves'.)<br>*NOTE: This work links with literacy: The two texts from Luke's gospel are suitable for work on narratives or stories from a different culture. Do draw attention to the fact that for Christians, trusting in God, as seen in Jesus, may matter even more than being good, because it helps a person to be good.*<br>**Values trees: roots and fruits**<br>▪ 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.<br>▪ 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.<br>▪ 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.<br>▪ In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions.<br>▪ 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. | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Identify the values found in stories and texts (A2).**<br>• **Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).**<br>**Expected:**<br>• **Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).**<br>• **Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).**<br>**Exceeding:**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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| **What can we learn from a Values Game?** | | |
| Pupils will learn:<br><br>To sort out thoughtfully the values that matter to Humanists and to Christians, taking account of some values that are shared and some that are distinctive.<br><br>To use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that different people have different values. | **A values sorting activity.**<br>▪ Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists.<br>▪ Ask pupils in groups of three or four to sort out the cards into three groups of 7:<br>a) things that really matter a lot,<br>b) things that are quite valuable,<br>c) and things that don't matter to them.<br>▪ Ask pupils to say why they have selected the ones that they put in the first group: what makes these things most valuable?<br>▪ 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.<br>▪ Ask pupils to complete a writing class that identifies their own five 'matters most to me' valuable things.<br>***'Twenty-one valuable things'*** *might include: Life / Safety / Sport / Music / Cleverness / Friends / Family / God / Love / Truthfulness / Respect / PlayStation / Kindness / Money / Pets / Good food / Water / Home / Freedom / Holidays Forgiveness / celebration / church*<br><br>**A fun extension activity: Values Auction**<br>▪ 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!<br>▪ Afterwards, consider together why so many of these values ideas are worth more than money. How do we measure the value of something that isn't measured with money?<br>▪ How would – or should – a Christian or a Humanist play this game? Why? What similarities and differences would there be?<br><br>The Humanist website is full of good resources: https://understandinghumanism.org.uk/themes/?age=7 | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas (B3).**<br>**Expected:**<br>• **Describe some Christian and Humanist values simply (B3).**<br>• **Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).**<br>**Exceeding:**<br>• **Give examples of similarities and differences between Christian and Humanist values (B3).**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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| **Peace: is it more valuable than any money?** | | |
| Pupils will learn:<br><br>To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build.<br><br>To deepen their understanding of the impact of values on life.<br><br>To think about whether God matters more than peace: Christians may say 'yes', but humanists say 'no'. | **Exploring one value that Christians and Humanists share**<br>▪ Think about someone you know who is a peacemaker - take turns to name the person and say why. Make a 'peace tree' Pupils write their ideas on leaves: "To make peace in the world I will… We all should… Nobody ought to…"<br>▪ Invite a speaker from a charity to talk about how they 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, Christian Aid, TEAR fund). Ask the speaker about how religious and non-religious people can co-operate for peace.<br>▪ 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.<br>▪ 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.<br>▪ 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, Ebony and Ivory). Use this literacy task to explore non-fiction writing skills and adjective vocabulary.<br>▪ Collect the work together in a class book, celebrating the value of peace, and the pupils' achievements in RE.<br><br>**Peace lovers, or peace makers?**<br>• One Christian leader (Rev Jim Wallis) says that it is "more important to be a peace maker than a peace lover": "We all say we love peace, but the world needs more people who actually make peace." What does he mean? What peace makers do pupils know? How do they do it? Who can say who the peacemaker in their family is? In the school? How do they do it? Can anyone be a peace maker?<br><br>• *NOTE: Deepening conceptual learning: help pupils to see links between concepts, asking 'can there be peace without freedom, or without justice?' These hard ideas often emerge from pupils work when a 'philosophy for children' approach is used for RE.*<br>• *The Humanist website has further good resources on these ethical questions: https://understandinghumanism.org.uk/themes/?age=7* | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Identify the values found in stories (A2).**<br>**Expected:**<br>• **Describe some Christian and Humanist values simply (B3).**<br>• **Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3)**<br>**Exceeding:**<br>• **Give examples of similarities and differences between Christian and Humanist values (B3).**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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| **Can we create a code for living that would help the world?** | | |
| Pupils will learn:<br><br>To draw learning about values together and express ideas of their own about how values can make a community happier | **Making a code for living**<br>▪ Ask pupils to recall some codes for living that Christians and Humanists might try to follow – can they remember some of the ideas that are important? Have they remembered any similarities and differences? Look at the Ten Commandments (Exodus Chapter 20), or Romans Chapter 12 in the New Testament, or ideas from the humanist website: compare these with the answers pupils gave. How well did they do?<br>▪ Talk about why people do good and bad things; remember the Bible's picture of people being made in God's image but also 'fallen'. Do people need 'commandments' (who is commanding?) or rules (who sets them?) or guidelines (who do we trust?)? Or could we all just get along without any 'codes for living'? Why/why not?<br>▪ 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.<br>▪ You might set this task 'on a desert island' to enable pupils to see that their own community is the one that they should think about. If you do this, then hide cards that say the pieces of moral code all around the drama space, and have them begin by finding them. Are they as useful as finding water and food? Maybe!<br>▪ Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or fewer good rules or ideas they all agree with. Ask them to give reasons for their choices. Do they include ideas of fairness, truth, peace, forgiveness, honesty, and justice? Why?<br>▪ The 'Ten Commandments' were written on 'tablets of stone'. Give pupils time and space to express their rules or ideas with dignity and high quality –through art, calligraphy or ICT.<br>▪ Ask about the impact of the rules or codes for living they would expect: what would help people to keep to these codes, and what would be the right thing to do to stop a person from breaking the codes for living?<br>▪ Note that both Christians and Humanists don't just 'keep the rules' for their own sake. Both prefer the idea that choices are made out of love and respect, rather than just 'doing as they are told.' Consider why this is important with your pupils with higher prior achievement.<br>*This task can be used to assess pupils' progress if such an opportunity is planned, or can be tackled as a whole class.* | **These activities will help pupils to work towards achieving the following expected outcomes:**<br><br>**Emerging:**<br>• **Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).**<br>**Expected:**<br>• **Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).**<br>• **Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).**<br>**Exceeding:**<br>• **Give examples of similarities and differences between Christian and Humanist values (B3).**<br>• **Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).** |


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| **Teachers might use:**<br>**Web and texts:**<br>▪ Humanists UK have a useful website for schools: https://understandinghumanism.org.uk/ There are some good primary RE materials there.<br>▪ One useful resource on the Humanist site for this unit is the Primary Teaching Toolkit on 'How should we treat others, and why?' It's a free download.<br>▪ For teachers, there is a useful introduction to this area at https://selondon.humanist.org.uk/what-is-humanism/humanist-values/, produced by a London Humanist group.<br>▪ Exploring Codes for Living (Joyce Mackley, RE today, 2007) has useful materials for this unit. https://shop.retoday.org.uk/9781905893072<br><br>**Artefacts**: religious artefacts for Christianity are available to purchase from: https://www.tts-group.co.uk/primary/re/ Religion in Evidence / TTS (Freephone 0800 137525)] | ▪ *Inspiring RE: Living without God* ed. Fiona Moss, from RE Today – lots of practical ideas and subject knowledge<br>▪ 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.<br>▪ RE Quest - https://request.org.uk/ is a good site for KS2 pupils to explore Christian values<br>▪ Online searchable sacred texts from different religions at: www.ishwar.com<br>▪ Try www.reonline.org.uk for a good general gateway to RE materials.<br>▪ RE Ideas: Christianity (ed. Draycott, RE Today: Copiable pack of 50+ lessons for KS2 Christianity<br>▪ The 'Developing Primary RE' series, editor Joyce Mackley, RE Today, includes volumes on Jesus, Faith Stories, words of wisdom.<br>▪ The series 'Exploring a theme in RE' editor Joyce Mackley, RE Today, includes volumes on Codes for Living and the Journey of Life and Death, relevant to this unit.<br>▪ Opening Up Values, RE Today, ed. Fiona Moss, also has relevant material, including a 'values game'<br>https://shop.retoday.org.uk/ for all of these RE Today publications. |