|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Activity Outline** | **Knowledge and Skills** | **Learning outcomes**  |
| **1** | **Do rules matter? Why?** 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 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 if 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. Examine the concept of ‘conscience’. 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. | I can respond sensitively to good and bad actions in stories. I can describe the ways kind and unkind actions make a difference to people’s lives. I can apply ideas about naughty, nice, good and bad behaviour for myself, taking note of the impact of my actions on others | **T**o explore the concepts of being naughty and being good in terms of actions, words and thoughts. To think about the idea of a code for living and to examine whether they are living by a code themselves. |
| **2** | **What rules do we live by in society?** Begin by introducing the topic. Ask students to share what they think "rules" are and where they come from. Highlight how different belief systems contribute to societal rules.Introduce key vocabulary. Write the words on the board and discuss their meanings with the class.Divide the class into small groups of 5-6 students. Each group will create a poster that represents either Christian or Humanist values and how these values contribute to moral and ethical rules.Provide each group with a large sheet of paper, coloured markers, and magazines to cut out images if they wish. Encourage them to use key vocabulary in their posters.Each group will present their poster to the class, explaining the core values they included and how they relate to rules in society.Encourage other students to ask questions and engage with the presenters to deepen understanding.Facilitate a class discussion on what rules students believe are most important and why. Discuss how rules can vary between cultures and belief systems and connect this back to the earlier learning about Christians and Humanists.Summarise the key points discussed in the lesson, revisiting the learning objective. Ask students what new insights they gained about the role of beliefs in shaping societal rules. | I can name some of societies rules.I can state why these ‘rules’ are there and how they help society.  | To explore what rules we live by in society and to understand the influence of Christian and Humanist values on these rules. |
| **3** | **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 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. | I can ask thoughtful questions about religious and non-religious ways of life.I can make links between religious and non-religious ideas. Some ideas are the same, but others are different. I can notice and describe the differences.I can outline and apply some Humanist ideas myself. | 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’. |
| **4** | **What are some similarities and differences between Christians and Humanists?** Begin the lesson by asking students what they know about Christianity and Humanism. Write their responses on the board to activate prior knowledge. Introduce the lesson's objective and explain the importance of understanding different belief systems.Divide the class into six groups of ten students. Assign each group to either Christianity or Humanism. Each group will discuss and write down key beliefs and values associated with their assigned perspective using a chart provided by the teacher. After 10 minutes, regroup and have each group share their findings. As they share, create a Venn diagram on the whiteboard to visually represent similarities and differences between Christians and Humanists.Facilitate a whole-class discussion about the information on the Venn diagram. Encourage students to ask questions and consider how understanding these perspectives can contribute to their knowledge of ethics and respect for diversity. Discuss how beliefs and values might shape the actions of individuals in society.Ask students to write a short paragraph in their RE books about one similarity and one difference they observed. Encourage them to reflect on why these similarities and differences are important in understanding the world around them.Conclude the lesson by inviting a few students to share their reflections. Reinforce the learning objective and revisit the key vocabulary. Highlight the importance of tolerance and respect for different beliefs. | I know what a Christian is. I know what a Humanist is. I can compare Christians and Humanists.  | Students will understand the views of humanists and how these views differ from those of Christians. |
| **5** | **What do we know about good/bad? Right/wrong?** In a learning circle, 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 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. | I can respond sensitively to aspects of the drama activity. I can link up actions and their likely consequences in our drama and discussions. I can use the vocabulary of justice, freedom and forgiveness to show my understanding of questions of value. | To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work. |
| **6** | **What codes for living do Christians try to follow?** 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 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. | I can identify something the bible say about how to live. I can make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action.I can consider moral questions about whether there are ‘bad thoughts’ and understand the impact of ideas on behaviour. | To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy – or unhappy. |
| **Half Term** |
| **Spring 2** **1** | **What are values?** A values sorting activity. 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 7: 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 makes these things most valuable? 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. A fun extension activity: Values Auction 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! 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? How would – or should – a Christian or a Humanist play this game? Why? | I can join in with a conversation about values. I can describe some things Christians and Humanists might say are valuable.I can use concepts like ‘more important’ or ‘less significant’ to describe the impact of values on life for myself. | 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. |
| **2** | **Debate: Is peace more valuable than money?** Exploring one value that Christians and Humanists share 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…” 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. 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. 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. Collect the work together in a class book, celebrating the value of peace, and the pupils’ achievements in RE. Peace lovers, or peace makers? 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 the children know? How do they do it? Who can say who is the peacemaker in their family? In the school? How do they do it? Can anyone be a peace maker? | I can respond sensitively to ideas about peace.I can describe some ways people try to increase peace.I can use a wider vocabulary to show my understanding of the idea of peace, and suggest ways to build peace in our society. | To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life. |
|  **3** | **What codes for living would help the world?** Making a code for living.Look at some ‘codes for living’ that Christians and Humanists try to follow together, such as the Ten Commandments or ideas from the humanist website. 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. You might set this task ‘on a desert island’ to enable children to see that their own community is the one that they should think about. If you do this, tell pupils they have all been marooned together on an island, and can make up the kind of rules for the kind of society they want. 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! Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or less good rules or ideas they all agree with. Ask them to give reasons for their choices. 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. 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? It’s not a ‘rules’ game! Note that both Christians and Humanists are a bit hostile to just ‘keeping the rules’ for their own sake. Christians speak of God’s grace and guidance. Humanists of autonomy and individual rational judgement. 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 G&T pupils! | I can respond to questions about values for myself with some sensitivity.I can describe some rules I think are good and make links between values and their impact or consequences.I can consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself. | To draw learning about values together and express ideas of their own about how values can make a community happier. |
| **4** | **What can I learn from Christians and Humanists about morals?** Begin with a brief whole-class discussion on what morals are and why they are important in our lives. Ask students to share examples of moral dilemmas they may have encountered. Introduce the terms "Christianity" and "Humanism" and explain that today's lesson will explore the moral values shared by both groups.Divide the students into small groups of 5-6. Assign each group a specific Christian value (e.g., love, forgiveness, honesty). Each group will discuss their assigned value, its significance in Christianity, and how it influences moral decision-making. Each group will jot down key points on a large piece of paper. After 10 minutes, ask one member from each group to present their findings to the class.Maintain the same group formation but now switch focus to Humanism. Assign each group a fundamental Humanist principle (e.g., empathy, compassion, respect). Again, groups should discuss their principle, its importance, and how it guides moral choices. After 10 minutes, each group will present their findings to the class.Facilitate a class discussion comparing the moral values of Christianity and Humanism. Pose questions such as:* What similarities do you notice between the two?
* How can these morals guide our behaviours in everyday life?
* Can we learn from both Christians and Humanists?

Encourage respectful dialogue and active participation from all students.Ask students to write a short reflection in their exercise books on what they learned today about morals from Christians and Humanists. Prompt them to think about how they can apply these values in their own lives. Finally, gather a few responses to share with the class. |  | Children will articulate what they have learnt from Christians and Humanists in terms of how they live their lives and follow the rules of society. Children will also be able to discuss how these views can help them to make good, peaceful decisions in life. |
| **5** | **Assessment**  | **As above**  |  |
| **Key strands addressed by this unit:**beliefs, teachings and sources, religious and non-religious practices and ways of life, questions of values and commitments attitudes focus: the unit provides opportunities for the development of these attitudes: • being able to develop their own sense of self as they are becoming increasingly clear about the values by which they live • developing a willingness to learn from those who see things differently, increasing their ability to demonstrate respect for all. • engaging in positive discussion and debate about values, including the views they disagree with, to demonstrate open-mindedness knowledge and skills progression: prior learning this unit extends pupils’ understanding of value and worldviews, and teachers should take particular care in introducing humanism, a non-religious ethical worldview. Many non-religious pupils may identify with this worldview. Build upon many ks2 examples of the connection between religions and values in this unit. Build from the experience and skills pupils already have in discussion, dialogue, gathering information and expressing their own ideas and questions. These are the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. Contributions to spiritual, moral, social and cultural development of pupils: this unit enables pupils to develop: • morally by thinking about values and studying stories that express values. Higher level work explores the consequences of our choices in terms of good and bad, right and wrong. • socially by working together in collaborative projects and activities. Higher level work explores how values make a difference to our community and to society – the impact of morality. |