

Key Question: L2.9 What can we learn from religions about deciding what is right and wrong?

This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

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.

<p>Step 1: Key question</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Year Group: Recommended Year 4</p> <p>Strand: Living</p> <p>Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians, Jewish people, non-religious people (eg Humanist)</p>	
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outline on p.58 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach. 	
<p>Emerging</p> <p>Recall and talk about some rules for living in religious traditions (B2).</p> <p>Find out at least two teachings from religions about how to live a good life (C3).</p>	<p>Expected</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>	<p>Exceeding</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>

Step 3: Select specific content

- Look at the suggested content for your key question, from column 3 in the unit outlines.
- 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.

This plan has selected the following content to exemplify. Pupils will:

- Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. What difference would it make if people keep these guides for living?
- Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.
- Share teachings from different religions that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13).
- Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?
- Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.

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 each 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.

<p>Step 4: Assessment: write specific pupil outcomes</p>			<ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly ‘I can/You can/Can you?’ 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’ 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.
<p>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>	
<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Retell at least two stories from religions that teach about temptation • Describe what the golden rule is and talk about an example of someone following it. • Recall and talk about the ten commandments • Recall and talk about the beatitudes 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Describe what temptation is and how it can affect people’s behaviour. • Make links between stories about temptation examples of people being tempted now • Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong • Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • Give examples of how the ten commandments might show Jewish people how to live. • Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments. 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Explain similarities and differences between the ten commandments and the Golden rule • Explain some similarities and differences between the Beatitudes and the Ten Commandments. • Explain similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice. • Express their views on the importance of each of then commandments 	
<p>Step 5: Develop teaching and learning activities</p>			<ul style="list-style-type: none"> • 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.