



Y4 Spring

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



THE INVESTIGATION

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.

Trips: St. Dunstons Church, Stepney
The Congregation of Jacob Synagogue
<http://www.congregationofjacobsynagogue.org/>

Web Links: Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjxs>
Introduction to Humanism: <https://humanism.org.uk/humanism/>
Introduction to Judaism: <https://www.bbc.co.uk/bitesize/topics/zqbw2hv>

STEP 1: THE KEY QUESTION L2.9 What can we learn from religions about deciding what is right and wrong?

STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

EMERGING	EXPECTED	EXCEEDING
<p>Pupils can:</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>Pupils can:</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>Pupils can</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: SUGGESTED CONTENT FOR LEARNING

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.

STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.

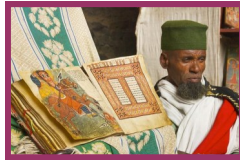
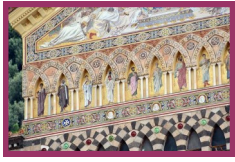
You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you...?’ statements (for next steps or challenge)

EMERGING	EXPECTED	EXCEEDING
<p>I can...You can...Can you...?</p> <p>Retell at least two stories from religions that teach about temptation</p> <p>Describe what the golden rule is and talk about an example of someone following it.</p> <p>Recall and talk about the ten commandments.</p> <p>Recall and talk about the beatitudes</p>	<p>I can...You can...Can you...?</p> <p>Describe what temptation is and how it can affect people’s behaviour.</p> <p>Make links between stories about temptation examples of people being tempted now.</p> <p>Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.</p> <p>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</p> <p>Give examples of how the ten commandments might show Jewish people how to live.</p>	<p>I can...You can...Can you...?</p> <p>Explain similarities and differences between the ten commandments and the Golden rule.</p> <p>Explain some similarities and differences between the Beatitudes and the Ten Commandments.</p> <p>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.</p> <p>Express their views on the importance of each of then commandments.</p>



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Humanism

What does a humanist believe?

Humanists reject the idea or belief in a supernatural being such as God. This means that humanists class themselves as agnostic or atheist.

Humanists have no belief in an afterlife, and so they focus on seeking happiness in this life. They rely on science for the answers to questions such as creation, and base their moral and ethical decision-making on reason, empathy and compassion for others.

Humanists are concerned with **human welfare** and **happiness** and believe that this is **the one and only life and world** they have.

As a result, they believe that people should make the most of their lives while on Earth. However, they also believe that they have a duty to support others to live fulfilling lives too – this includes people who are alive today as well as future generations.

Because humanists do not believe in any kind of god or supernatural force that will solve their problems, they believe that human beings must take sole responsibility for solving the world's environmental problems. Only humans are capable of finding the solutions that can lead to a sustainable existence.

What do Christians believe?

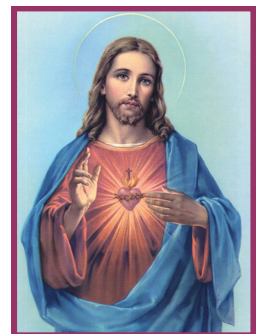
Christians believe that Jesus Christ was the Son of God and that:

God sent his Son to earth to save humanity from the consequences of its sins

- Jesus was fully human, and experienced this world in the same way as other human beings of his time
- Jesus was tortured and gave his life on the Cross (At the Crucifixion)
- Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)

Christians believe that Jesus was the Messiah promised in the Old Testament

Christians believe that there is only one God, but that this one God consists of 3 "persons"



How is Christianity different from Judaism?

Christianity originally developed as a part of Judaism. Jesus was a Jew.

Christianity came to regard Jesus as in some sense God's presence in human form. This was unacceptable to most Jews.

Judaism is defined by a covenant made between God and the Jewish people. Part of this covenant is the Law, a set of religious and ethical rules and principles. Most Christians came to regard both this covenant and Law as in some sense superseded by Jesus' teaching and the community that he established.

On the night he died, Jesus talked about establishing a "new covenant" based on his death and resurrection.

Jews believe that there is one God like Christians do, but they do not believe that this one God consists of 3 "persons".