



Y5 Spring
Key Question U2.7: What matters most to Christians and to Humanists?



THE INVESTIGATION

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 nonreligious way of life means, both similar to and different from Christianity.

Trips: St. Dunstons Church, Stepney

Web Links: Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjxs>
 Humanism: <https://humanism.org.uk/education/courses/introduction-to-humanism/>

STEP 1: THE KEY QUESTION **Key Question: What matters most to Christians and to Humanists?**

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

EMERGING	EXPECTED	EXCEEDING
<p>Identify the values found in stories and texts (A2). Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). 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). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>examples of similarities and differences between Christian and Humanist values (B3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>

STEP 3: SUGGESTED CONTENT FOR LEARNING

- 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?
- 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?
- Talk about how having a 'code for living' might help people to be good. Look at a Humanist 'code for living', e.g. Be honest; Use your mind; 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? Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?
- Find out about 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? 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.
- Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.



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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...? Talk about what is special and of value about belonging to a group that is important to them (B2) Show an awareness that some people belong to different religions (B1).</p>	<p>I can...You can...Can you...? Recognise symbols of belonging from their own experience (A3) Recognize symbols of belonging for Christians (A3) Recognize symbols of belonging for Jews or Muslims (A3) Think about why symbols of belonging matter to believers (A3) Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1).</p>	<p>I can...You can...Can you...? Give examples of ways in which believers express their identity and belonging within faith communities Responding sensitively to differences in the way believers express their identify and belonging (B2). Identify some similarities and differences between the ceremonies studied (B3).</p>

Progression	At the end of key stage 1 most pupils will be able to:
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>



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A Brief Introduction to Christianity

Christianity is the largest world religion at the moment.

Initially, Christianity was derived from Judaism. Why? Because Jesus Christ was a Jew, and so were his twelve disciples. The religion is based principally around the life, death and resurrection of Jesus Christ. With Christians believing in a only one God, the religion is also monotheistic.

Christians believe the Bible is the word of God, and although some choose to take it more literally than others, it is generally considered to be inspired by the Holy Spirit.

Beliefs and Principles:

Christians believe that Jesus Christ is the anointed saviour of the world and that his presence on earth was the fulfilment of the prophecies made in the Old Testament about the Messiah who was to come and save humanity from their sins.

This was achieved for Christians, by the death and resurrection of Jesus Christ, whereby he defeated Satan and paid the price for all the sin in the world. The consequence of this is, that anyone who accepts this belief, receives eternal life and freedom from sin. Christians hold that Jesus will return on Judgment Day to fulfil any outstanding Old Testament prophecies, judge the living and the dead and establish God's kingdom in the new creation.

According to the Gospels, Jesus was conceived by the Holy Spirit and born to the Virgin Mary in Bethlehem. Not much is said about Jesus' childhood, but his last years on earth were heavily documented in the Gospels. Christians consider Jesus' death, resurrection and ascension to be the most important doctrines in their faith. This is because Jesus shows his omnipotence over death and ultimately is the most convincing evidence for Christians that he is fully God.

The Bible itself is not debated within Christianity, only its interpretation. Many believe that it was intended only to be read as a story book, full of myths and moral messages. Others contend that the whole Bible is supposed to be read literally and then there are those who read the different types of books in the Bible differently, for example the Psalms as illustrative poems and the Gospels as facts.

Although Christianity is a monotheistic religion, Christians also believe that Jesus was God's Son and that He, and the Holy Spirit, are both also fully God, as well as being separate entities entirely. This is a concept many find hard to grasp, and some Christians choose not to accept, but the majority of Christians see it as an essential part of their faith. The Bible does not specifically refer to the Trinity, but it is a common doctrine and is included in the Nicene Creed which serves to outline the core beliefs of Christianity.

Humanism An Introduction: <https://humanism.org.uk/humanism/humanism-basics/>

Humanism is a non-religious, ethical world view shared by millions of people around the world. **Humanists** believe that this life is the only life we have, that the universe is a natural phenomenon with no supernatural side, and that we can live ethical and fulfilling lives on the basis of reason and humanity.

Throughout recorded history there have been non-religious people who have believed that this life is the only life we have, that the universe is a natural phenomenon with no supernatural side, and that we can live ethical and fulfilling lives on the basis of reason and humanity. They have trusted to the scientific method, evidence, and reason to discover truths about the universe and have placed human welfare and happiness at the centre of their ethical decision making.

Today, people who share these beliefs and values are called humanists and this combination of attitudes is called humanism. Many millions of people in Britain share this way of living and of looking at the world, but many of them have not heard the word 'humanism' and don't realise that it describes what they believe.

Defining 'humanism'

Humanism is a broad worldview which describes a number of shades of opinion, but the core set of beliefs and values can be summarised as follows. A humanist...

- trusts to the scientific method when it comes to understanding how the universe works and rejects the idea of the supernatural (and is therefore an atheist or agnostic)
 - makes their ethical decisions based on reason, empathy, and a concern for human beings and other sentient animals
- believes that, in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same.