

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE	What matters most? Exploring Right and Wrong Christians and Humanists	6	Summer 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	Do rules matter? Why? What is a code for living?	<p>Who breaks the rules?</p> <ul style="list-style-type: none"> ♣ 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? 	

			<ul style="list-style-type: none"> ♣ 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 of 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. 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 <p>Template in MTP folder.</p>	
Lesson 2	1 hour	What codes for living do non-religious people use?	<p>. That's humanism – Humanists UK website has general ideas about humanists.</p> <p>What is Humanism? - BBC Bitesize</p> <p>What is a Humanist?</p> <p>Discuss with the class the religions they know about, and ask: is everyone part of a religion?</p> <p>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.</p> <p>What do Humanists think is good? Ask pupils to think about these rules or principles:</p> <ul style="list-style-type: none"> ♣ Be Honest ♣ Use your mind 	

			<ul style="list-style-type: none"> ♣ Tell the truth ♣ Do to other people what you would like them to do to you. <p>Teach pupils that these are the kind of rules Humanists try to live by. Ask pupils if they can rank these rules –</p> <ul style="list-style-type: none"> • 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? <p>Ask them:</p> <p>What would happen if everyone lived like this?</p> <p>What if everyone did the opposite of this?</p> <p>Refer back to the film clips: were any of the characters you looked at from Disney following Humanist values?</p> <p>How could you tell?</p> <p>Talk with the class about how values are often shared – Christians and Humanists have some values the same – and some different. Children record same but different..</p>	
Lesson 3	1 hour	What can we learn from discussion and drama about good & bad, right & wrong?	<p>Class discussion to clarify ideas</p> <ul style="list-style-type: none"> ♣ 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 ...). ♣ 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). 	

			<ul style="list-style-type: none"> ♣ 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 	
Lesson 4	1 hour	What codes for living do Christians try to follow?	<p>Learning about Jesus' values from two texts from the Bible</p> <ul style="list-style-type: none"> ♣ 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). 	

			<ul style="list-style-type: none"> ♣ Ask the class what the values of Jesus seem to be in the stories. Ask them for examples of things 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. 	
Lesson 5	1 hour	Is peace more valuable than money?	<p>Exploring one value that Christians and Humanists share</p> <ul style="list-style-type: none"> ♣ 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: <p>"To make peace in the world I will...</p> <p>We all should...</p> <p>Nobody ought to..."</p>	

♣ 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). Ask the speaker about how religious and non-religious people can co-operate for peace.

♣ 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?	
Lesson 6	1 hour	Can we create a code for living that will help the world?	<p>Making a code for living</p> <ul style="list-style-type: none"> ♣ 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, 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? ♣ Note that both Christians and Humanists are a bit hostile to just 'keeping 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 greater depth pupils!	
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