



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *Values: What matters most to Christians and Humanists?*

Year Group: 3/4



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About this unit:

This unit enables pupils to identify values in human life and to think about their own values, with special reference to Christianity and Humanism. Teachers should plan to introduce the key concepts of the unit carefully and reinforce their use for learning through all the lessons. The focus is on the ways in which stories communicate values, and the ways in which values make a difference to our lives.

Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values that people share, and the fact that not all values are shared.

Pupils are encouraged to consider for themselves what can be learned from Christian and Humanist ideas and, at every point, are encouraged to explore examples and teaching referring to their own values, in the light of other people's ideas.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of values focusing on goodness, truth, forgiveness, faith, honesty and other similar values.

By focusing on the values of Christianity and Humanism, and examples of stories that transmit and exemplify these, pupils will be enabled to clarify and apply their own values. This unit contributes to the continuity and progression of pupils' learning by taking further, ideas about religious and other stories from earlier units. The skill of applying ideas for oneself is at the heart of the learning process.

This unit builds upon earlier learning about Christianity, and introduces pupils to Humanism in a clear and simple manner. The unit anticipates further studies of non-religious ideas and ways of life in Religious Education at future key stages.

Estimated teaching time for this unit: 7 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in seven hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything, and relating to other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teachings
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Beliefs (People's values may be dependent upon their beliefs which may or may not be religious);
Responsibilities (Being a member of a group, community, society gives responsibilities as well as privileges);

Guidance (People seek guidance about what to believe and how to behave; holy books can give followers this guidance).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly clear about the values by which they live;
- **Respect for all** by developing a willingness to learn from those who see things differently;
- **Open-mindedness** by engaging in positive discussion and debate about values, including the views they disagree with.

The unit will provide these opportunities for pupils:

- To consider the concept of values for themselves;
- To consider a diverse range of views about questions of what matters, and about the contributions Christian faith and Humanism can make to our values;
- To think about their own experiences and views and clarify the values by which to live;
- Experiences to engage in discussion and debate, conceptual learning and applying ideas for oneself;
- Experiences including time to think and reflect on their own and others' way of life, a variety of writing skills and drama conventions.

Background information for the teacher:

Many traditions of religion and belief endorse and promote similar values. No religion or belief system has a monopoly on compassion, love, forgiveness or integrity. Many pupils will hold to such values, without belonging to any religion. An explicit study of values can help all pupils to see how religious community life can be a source of inspiration, strength or discipline in living out the values people profess. There are, of course, other sources for these virtues as well, including Humanism.

In Christian thinking, the values of the 'Kingdom of God' that Jesus taught and exemplified include love, forgiveness, peace between people and God, honesty, and the spiritual values. Christians may prize the value of silence, prayer, worship and fellowship as well as patience, kindness, self control or family.

Among non-religious people, values vary hugely. Those who accept the name 'Humanists' often emphasise integrity, love for the truth, personal responsibility and reciprocity: 'do to other people the things you would like them to do to you'. The Humanist way of deciding and choosing what is good relies on good thinking, careful discussion and being alert to the impact of our actions and

words on other people and on the natural world. Humanism teaches that it is best to be 'good without God'.

Comparing two different ways of looking at the world is a sophisticated process. It is good practice for teachers to present both Christianity and Humanism with an emphasis on the positives of these ways of life. Denigrating one or other would be unprofessional. That does not mean shying away from controversy, much good learning comes from disagreement, but this should be respectful disagreement.

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity fellowship forgiveness honesty love peace between people and God prayer worship</p> <p>Humanism integrity love of truth personal responsibility reciprocity</p>	<p>Teachers might use:</p> <p>Web</p> <ul style="list-style-type: none"> The British Humanist Association has a useful website for schools: www.humanismforschools.org.uk There are some good primary RE materials there. The National Association of Teachers of RE (NATRE) has excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. RE Quest – www.request.org.uk is a good site for KS2 pupils to explore Christian values. Online searchable sacred texts from different religions at www.ishwar.com. Try www.reonline.org.uk for a good general gateway to RE materials. <p>Books</p> <ul style="list-style-type: none"> Humanism by Barbara Smoker (5th Ed, 2008 BHA) background information for teachers. RE ideas: Christianity (ed. Draycott, RE Today) copiable pack of 50+ lessons for KS2 Christianity. The ‘Developing Primary RE’ series, editor, Joyce Mackley, RE Today, includes volumes on Jesus, Faith Stories, Words of Wisdom. The series ‘Exploring a theme in RE’ editor Joyce Mackley, RE Today, includes volumes on Codes for Living and the Journey of Life and Death. <p>Artefacts Religious artefacts for Christianity are available to purchase from: Articles of Faith (Tel: 0161 763 623) and Religion in Evidence/TTS (Tel: 0800 137525)</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> Opportunities for moral development come from thinking about values and studying stories that express values. Higher level work explores the consequences of our choices; Opportunities for social development come from working together in collaborative projects and activities. Higher level work explores how values make a difference to our community and to society. 	

EXPECTATIONS: At the end of this unit....		
<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • retell some simple stories of values; (AT1) • identify the values found in the stories; (AT1) • suggest meanings in the stories they study; (AT1) • <i>respond sensitively to questions about their own values. (AT2)</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • describe the ideas of Humanists simply; (AT1) • describe some Christian and Humanist values simply; (AT1) • use vocabulary such as 'values' 'right and wrong' and 'good and bad'; (AT1) • <i>make links between their own behaviour and the values they hold, and the values they study. (AT2)</i> 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • use a widening religious vocabulary to show that they understand similarities and differences between Humanist and Christian values; (AT1) • <i>apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. (AT2)</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studies throughout the unit, across the ability range.

Making a code for living

- Look together at some 'codes for living' that Christians and Humanists try to follow, such as the Ten Commandments or ideas from the Humanist website.
- Ask pupils to create a code for living of their own, coming up with five to ten sentences that would make good rules for a happier world. A simpler version asks for 'a happier Northamptonshire'.
- Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten (or fewer) 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.

Lower attaining pupils at all levels should be able to access this work through the use of either written or oral sentence stems.

Higher attaining pupils - To extend this work, ask pupils to make a list of similarities and differences between Humanist and Christian values, using some texts from Christian scripture and materials from the Humanism website. Consider with pupils what the impact of following these two different ways of life would be: what would happen in everyone in our school followed a Humanist way of life, or a Christian way of life?

UNIT TITLE: Values: *What matters most?*

Key Questions: *Do rules matter? Why? What is a code for living?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore the concepts of being naughty and being good in terms of actions, words and thoughts.</p> <p>To think about the idea of a code for living and to examine whether they are living by a code themselves.</p>	<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 ‘The Lion King,’ Scar, the villain, is selfish, ambitious, and a liar. These things lead him to murder his brother. You might show some short clips from films, discussing the impact of bad behaviour in particular. • Ask pupils in pairs to make lists of ten 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 pupils think make most people happy? Ask pupils to suggest one rule for 	<p><i>I can respond sensitively to good and bad actions in stories. (AT2 L2)</i></p> <p>I can describe the ways kind and unkind actions make a difference to people’s lives. (AT1 L3)</p> <p><i>I can apply ideas about naughty, nice, good and bad behaviour for myself, taking note of the impact of my actions on others. (AT2 L4)</i></p>	<p><i>Concepts of naughty, good, bad, unkind, will be used throughout the unit. It is good to give them space here.</i></p>

	<p>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.</p> <ul style="list-style-type: none">• Talk about the idea that people often have 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, for each pupil to write a line of 'code for living' to stick onto the head or heart.		
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Key Question: *What codes for living do non-religious people use?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>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'.</p>	<p>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 religious people 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; • 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 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 film following Humanist values? How could you tell?</p>	<p><i>I can ask important questions about religious and non-religious ways of life, making links with my own life. (AT2 L3)</i></p> <p>I can make links between religious and non-religious ideas and show that some ideas are the same, but others are different. (AT1 L4)</p>	<p><i>As you would with two different religions, good pedagogy doesn't compare one way of life with another in ways that derogate one alternative. This needs careful handling in regard to Humanism.</i></p>

Key Question: *What can we learn from discussion and drama about good and bad, right and wrong?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.</p> <p>To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p>	<p>Class discussion to clarify ideas</p> <ul style="list-style-type: none"> In a circle, each pupil gives a 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 been 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). 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 to 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. <p>A group drama improvisation activity</p> <ul style="list-style-type: none"> Give pupils in small groups 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. 	<p><i>I can respond sensitively to aspects of the drama activity. (AT2 L2)</i></p> <p><i>I can link up actions and their likely consequences in drama and discussion. (AT2 L3)</i></p> <p><i>I can use the vocabulary of justice, freedom and forgiveness to show understanding of questions of value. (AT1 L4)</i></p>	<p><i>The concepts of fairness, justice, forgiveness and freedom are central here. Teachers should introduce them carefully.</i></p>

Key Question: *What codes for living do Christians try to follow?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To think carefully about the Christian ideas of values such as love and forgiveness.</p> <p>To continue to think about the idea that values show in what people do.</p> <p>To begin to understand that the impact of our values can make people happy – or unhappy.</p>	<p>Learning about Jesus’ values from two texts from the Bible</p> <ul style="list-style-type: none"> • Read with pupils 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). • Discuss what kinds of values Jesus wanted people to follow, and how he ‘showed a path’. • See if pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship. <p>Values trees: roots and fruits</p> <ul style="list-style-type: none"> • 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 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. 	<p>I can make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action. (AT1 L3)</p> <p>I can consider moral questions about whether there are ‘bad thoughts’ and understand the impact of ideas on behaviour. (AT1 L4)</p>	<p><i>This work links with Literacy. The two texts from Luke’s gospel are suitable for work on narratives or stories from a different culture.</i></p>

Key Question: *What can we learn from a values game?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>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.</p>	<p>A values sorting activity</p> <ul style="list-style-type: none"> • Use a set of cards that list twenty-one valuable ‘things’, including the values of Christians and Humanists. • Ask pupils in groups of three or four to sort out the cards into three groups of seven: ‘really matter a lot’, ‘quite valuable’, ‘don’t matter to me’. • 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. • Ask pupils to complete a writing frame that identifies their own five ‘matters most to me’ valuable things. <p>A fun extension activity: Values Auction</p> <ul style="list-style-type: none"> • 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 twenty-one ‘valuable things’ to the groups for the highest prices possible. To prevent chaos, only allow one pupil from each group to bid out loud. Fine offenders £1! • Afterwards, consider together why so many of these values ideas are worth more than money. 	<p>I can describe some things Christians and Humanists might say are valuable to them. (AT1 L3)</p> <p>I can use concepts like ‘more important’ or ‘less significant’ to describe the impact of values on life. (AT1 L4)</p>	<p><i>‘Twenty One Valuable things’ might include: life, safety, sport, music, cleverness, friends, family, God, love, truthfulness, respect, play station, kindness, money, pets, good food, water, home, freedom, holidays, forgiveness.</i></p>

Key Question: Peace: Is it more valuable than any money?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build.</p> <p>To deepen their understanding of the impact of values on life.</p>	<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. “To make peace in the world I will.... we all should...nobody ought to...” • 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). 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 or celebration on the theme of peace using symbols, songs, dance, music, art and readings studied or written in other lessons above. • Pupils write their own peace meditation, prayer or song using a famous prayer, song or poem as a model or frame (e.g. ‘Make me a Channel of Your Peace’, ‘The Lord is My Shepherd’, ‘Give Peace a Chance’ or a Christmas Carol). Use this literacy task to explore non-fiction writing skills and adjective vocabulary. • Collect the work together in a class book, celebrating achievement in RE. 	<p>I can describe some ways people try to increase peace. (AT1 L3)</p> <p>I can use a wider conceptual vocabulary to show I understand the idea of peace, and suggest ways to build peace in our society. (AT1 L4)</p>	<p><i>One way of deepening conceptual learning is through helping pupils to see links between concepts, asking “Can there be peace without freedom, or without justice?” These difficult ideas often emerge from pupils’ work when a ‘philosophy for children’ approach is used for RE.</i></p>

Key Question: *Can we create a code for living that will help the world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To draw together learning about values and express ideas about how values can make a community happier.</p>	<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 five to ten sentences that would make good rules for a happier world. A simpler version asks for ‘a happier town’. • You might set this task ‘on a desert island’ to enable pupils to see that their own community is the one that they should think about. • Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or fewer 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. 	<p><i>I can respond to questions about values with some sensitivity. (AT2 L2)</i></p> <p>I can describe some rules that I think are good and make links between values and their impact or consequences. (AT1 L3)</p> <p><i>I can consider questions about rules for living and apply ideas from Christians and Humanists. (AT2 L4)</i></p>	<p><i>This task can be used to assess pupils’ progress if such an opportunity is planned, or can be tackled as a whole class.</i></p>