

DOWN AMPNEY PRIMARY SCHOOL  
RE TERM 4 UKS2: UNIT U2.10 WHAT MATTERS MOST TO HUMANISTS AND CHRISTIANS?

<u>Gloucestershire Agreed Syllabus for RE</u>  <b>Make sense of belief</b> <ul style="list-style-type: none"><li>❖ Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</li><li>❖ Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’).</li></ul> <b>Understand the impact</b> <ul style="list-style-type: none"><li>❖ Make clear connections between Christian and Humanist ideas about being good and how people live.</li><li>❖ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li></ul> <b>Make connections</b> <ul style="list-style-type: none"><li>❖ Raise important questions and suggest answers about how and why people should be good.</li><li>❖ Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li></ul>	<u>Substantive knowledge</u> Pupils will know that: <ul style="list-style-type: none"><li>❖ A person often has a ‘code for living’ inside their head or heart that helps them to make choices.</li><li>❖ Christians believe that Jesus shows them the kind of values that God wants them to follow.</li><li>❖ Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.</li><li>❖ Humanists value traits like reason, and rely on science to explain the way things are.</li><li>❖ Treating others as we want to be treated can be found in many worldviews and is called The Golden Rule.</li><li>❖ Christians and Humanists agree about some values and disagree about others.</li><li>❖ Disagreement is always part of our human communities but does not have to lead to fighting and conflict. It is important to ‘disagree respectfully’.</li></ul> <b>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</b>	<u>Vocabulary</u> <b>Humanist:</b> a person who seeks natural explanations to answer life’s big questions and for events in the world around them. <b>Belief:</b> trust or confidence in something. <b>Moral:</b> acting in the correct way. <b>Golden Rule:</b> to treat other people as you want to be treated. <b>Humanism:</b> a non-religious worldview of life and the world. <b>Worldview:</b> a person’s view of the world. <b>Christian:</b> a person who follows Christianity and believes Jesus is the Saviour who healed the rift between humanity and God. <b>Values:</b> something that is important in terms of what you believe or how you act. <b>Authority:</b> having power over something or someone. <b>Non-religious:</b> not believing in a religion.	
	<u>Christian Values</u> <ul style="list-style-type: none"><li>❖ <b>Respect – Love and value everyone as God does.</b> We value everyone’s opinions and beliefs, celebrating our differences.</li><li>❖ <b>Trust – Trust is the very essence of faith.</b> When we work together, trusting others, everyone can be enriched</li></ul>	<u>British values</u> <ul style="list-style-type: none"><li>❖ Mutual respect and tolerance for those with different faiths.</li><li>❖ Rule of law – all people are equal before the law.</li><li>❖ Democracy – everyone has the right to give their own opinion.</li></ul>	<u>Links to the Bible:</u> Luke 10:29–37 Luke 23:32-35

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	<p>and celebrated for their uniqueness.</p> <p>❖ <b>Courage – Do not be afraid.</b> We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs.</p> <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>	<p>❖ Individual liberty – We are free to make choices about our own beliefs and values.</p>	
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> <li>❖ Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>❖ Make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> <li>❖ Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).</li> <li>❖ Describe some examples of how people try to live (e.g. individuals and organisations).</li> <li>❖ Identify some differences in how people put their beliefs into action.</li> <li>❖ Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</li> <li>❖ Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.</li> </ul>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>❖ What matters most to Humanists and to Christians?</li> <li>❖ Do we need rules for living?</li> <li>❖ Who is a Humanist?</li> <li>❖ What codes for living do non-religious people use?</li> <li>❖ What values matter most to Christians?</li> <li>❖ How do Humanists and Christians know how to act?</li> </ul>	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> <li>❖ Explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong.</li> <li>❖ Explain how and why people use and make sense of different sources of authority in deciding how to live.</li> <li>❖ Show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions.</li> <li>❖ Give reasons and examples to explain why people come to different views on moral issues.</li> <li>❖ Offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions).</li> <li>❖ Evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses.</li> </ul>	

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<ul style="list-style-type: none"> <li>❖ Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</li> </ul>		
<p><b><u>SEN Support</u></b></p> <ul style="list-style-type: none"> <li>❖ Key vocabulary given and explained in every lesson (My turn your turn).</li> <li>❖ Help desk for any children requiring adult support.</li> <li>❖ Targeted paired work and groupings which support learning when needed.</li> <li>❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE.</li> </ul>	<p><b><u>Deeper thinking</u></b></p> <p>Children can thoughtfully consider diverse questions and answers about values: for example, by explaining some of the varied ways people answer big questions about love, life, death, meaning and values.</p> <p>Children can give reasons why our beliefs make a difference to what we do and how we live.</p>	