

<p>Question: U2.7: What matters most to Christians and to Humanists?</p>		<p>Critical Learning</p> <ul style="list-style-type: none"> • Knowing about and understanding religions and worldviews • Expressing and communicating ideas related to religions and worldviews • Gaining and deploying the skills for studying religions and worldviews <p>Key Vocabulary</p> <p>Humanists, Christians, rules, naughty, jealousy, hatred, greed, code of living, fairness, justice, forgiveness, freedom, Jesus, peace, honesty, worship, rescuer, values, motives, peacemaker</p>
<p>Strand Living (Religious practices and ways of living; questions about values and commitments)</p>		
<p>Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding right and wrong?</p>		
<p>International Baccalaureate Learner Profile Link</p> <p><i>Inquirer: Learning about other religions from stories.</i></p> <p><i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i></p> <p><i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i></p> <p><i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i></p> <p><i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i></p> <p><i>Open-minded: Appreciating the traditions of others.</i></p> <p><i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i></p> <p><i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i></p> <p><i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i></p> <p><i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i></p>		
<p>Prior Skills</p> <ul style="list-style-type: none"> • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Recall and talk about some rules for living in religious traditions (B2). • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). • Find out at least two teachings from religions 	<p>New Skills</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts (A2). • 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). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). • Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3). • Express their own ideas about some big moral 	<p>Future Skills</p>

about how to live a good life (C3).	concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).	
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Knowledge, Skills and Understanding

Emerging You can...	Expected You can...	Exceeding You can...
<ul style="list-style-type: none"> Identify the values found in stories and texts (A2). Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). 	<ul style="list-style-type: none"> 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). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 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). 	<ul style="list-style-type: none"> Give 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).

Challenge for children working at great depth

Resources (If appropriate)	Website/Apps <ul style="list-style-type: none"> Humanists UK have a useful website for schools: https://understandinghumanism.org.uk/ One useful resource on the Humanist site for this unit is the Primary Teaching Toolkit on ‘How should we treat others, and why?’ It’s a free download. For teachers, there is a useful introduction to this area at https://selondon.humanist.org.uk/what-is-humanism/humanist-values/ produced by a London Humanist group. The National Association of Teachers of RE (NATRE) has two 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. Online searchable sacred texts from different religions at: www.ishwar.com
	Suggested Quality Texts

	<p>The Good Samaritan – Luke 10:25-27 Luke 23:32-35 Genesis 1:28 The story of Adam and Eve – Genesis 3 The Ten Commandments</p>
<p>Assessment ideas Ask pupils to recall some codes for living that Christians and Humanists might try to follow – can they remember some of the ideas that are important? Have they remembered any similarities and differences?</p>	
<p>Writing Opportunities Code of living. Children could create their own code of living, 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.</p>	
<p>Cross Curricular Links (These need to be linked with topics that are taught in the year group)</p>	