

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

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) :	Suggested content for learning: Teachers can select content from these examples, and add more of their own.
<p>Strand: Living</p> <p>Recommended Y6</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? 3.10 Does religion help people to be good?</p> <p>Religions and worldviews Christians and non-religious, eg Humanists</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <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). <p>Expected:</p> <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). Express their own ideas about some big moral concepts, such as fairness, honesty etc., 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>Exceeding:</p> <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). 	<ul style="list-style-type: none"> 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? Christian codes for living can be summed up in Jesus' two rules, love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through 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. Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?

Key Question U2.3 What do religions say to us when life gets hard?

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Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) :	Suggested content for learning: Teachers can select content from these examples, and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y6</p> <p>Questions in this thread: 3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions?</p> <p>Religions and worldviews Christians, Hindus and non-religious responses (e.g Humanists)</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). 	<ul style="list-style-type: none"> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times? • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.

Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?

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<p>Strand: Expressing:</p> <p>Recommended Y6</p> <p>Questions in this thread: <i>3.7 How can people express the spiritual through the arts?</i></p> <p>Religions and worldviews Christians, Muslims and non-religious, e.g. Humanists</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question (B2). • Find out about religious teachings, charities and ways of expressing generosity (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding::</p> <ul style="list-style-type: none"> • Outline how and why some Humanists criticise spending on religious buildings or art (A3). • Examine the title question from different perspectives, including their own (C1). 	<ul style="list-style-type: none"> • Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive; • Work in a small group and present to the class an example of the most impressive religious art or architecture. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. • Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. • Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art). • Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). • Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?