

Y4

# Religious Education



What matters most to  
Christians and Humanists?

**Overview:** In this unit, children will begin by investigating different types of behaviours and what can be the consequences of good or bad actions. They think about how rules and principles help us to be good. They explore the meanings of some moral values, and they will role-play different scenarios with two endings. They will recap Christianity and investigate Christian Values. They will be introduced to and understand the word ‘Humanism’: belief in humanity, a non-religious worldview. They will consider their own values, and how these values make a difference to their lives. The children will compare the Humanist ‘Code of Living’ to the Christian Ten Commandments. They will create a ‘Code of living’ for themselves.

**Number of lessons:** 6 lessons

<b>R</b>	<p><b><i>What knowledge and skills should children already have? (Forms pre-lesson AfL)</i></b></p> <ul style="list-style-type: none"> <li>• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</li> <li>• Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian.</li> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways.</li> </ul>			
<b>A</b>	<p><b><i>What knowledge and skills will children acquire?</i></b> In this unit, will compare the differences and similarities between Humanist and Christians. <b>Knowledge: Children will be able to answer the following questions.</b></p> <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’, and exist without a designer)</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>			
<b>D</b>	<p><b><i>How will teachers facilitate children to develop their skills / knowledge?</i></b></p> <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> <li>• Raise important questions and suggest answers about how and why people should be good</li> </ul>			
<b>A</b>	<p><b><i>How will children apply their knowledge / skills?</i></b></p> <ul style="list-style-type: none"> <li>• Discuss Codes of Living</li> <li>• They will compare the Humanist and Christian codes of living and values</li> <li>• Write their own code of living.</li> </ul>			
<b>R</b>	<p><b><i>Notes around what children need to remember.</i></b></p> <ul style="list-style-type: none"> <li>• The Values and Codes of Living for Christians</li> <li>• The Values and Codes of Living for Humanists.</li> <li>• Identify some differences and similarities between Humanist and Christian beliefs and values.</li> <li>• Retell the story of The Good Samaritan.</li> </ul>			
R – Ready	A – Acquire knowledge and skills	D – Develop knowledge	A – Apply knowledge	R - Remember
Detective	Instructor	Facilitator	Mentor	Coach

Coverage within this unit

Hillfort Specific	Embody the school's values Kindness, resilience, challenge, courage, aspiration		Cultural Isolation Identify and describe similarities and differences within and between religions and beliefs	Oracy & Tier 2 vocabulary	
RE concepts	Beliefs and Teachings Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.	How beliefs are expressed. Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.	<b>Context: Rituals, Ceremonies and Lifestyles</b> Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.	<b>Religious Concepts</b> Worship Religious Values Belonging Interdependence	Abstract Religious Terms Humanist Moral Value Fallen Humanism Christianity Fellowship Forgiveness Honesty Love Peace Integrity Personal responsibility
RE skills	<b>Making Sense of Beliefs</b> Children can identify and describe the core beliefs and concepts studied. They make clear links between texts / sources of authority and the core concepts studied. They offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.		<b>Understanding the Impact</b> Children make simple links between stories, teachings and concepts studied and how people live, individually and in communities. They describe how people show their beliefs in how they worship and in the way they live.	<b>Making Connections</b> Children raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.	

## Overview of lessons

1	In this lesson, children will talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). They will talk about what makes an action 'bad' and what can be the consequences of these actions. They think about how rules and principles help us to be good. They talk about rules that make people happy. They will suggest rules that people could follow for a happier world.
2	In this lesson, children will explore the meanings of some moral values, e.g. fairness, forgiveness, freedom, justice, truth, honesty, kindness, peace. What do they look like in everyday life? They will role-play different scenarios with two endings.
3	In this lesson, the children will be recapping Christianity and then investigating Christian Values and learning about these from two texts from the Bible – The Good Samaritan and Jesus' attitude on the cross. They learn that Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour.
4	In this lesson, pupils will be introduced to and understand the word 'Humanism': belief in humanity, a non-religious worldview. They will be introduced to the work of the British Humanist Association and their 'Golden Rules of Living'.
5	In this lesson, children will 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. Pupils will consider why they hold the values they do, and how these values make a difference to their lives.
5	In this lesson, children to discuss how having a 'code for living' might help people to be good. The children will compare the Humanist 'Code of Living' to the Christian Ten Commandments. They will create a 'Code of Living' for themselves.

## TLinks

<https://humanism.org.uk/humanism/>

<https://www.reonline.org.uk/subject-knowledge/humanism/>

<https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn>

**This unit introduces pupils to Humanism, one of the most visible non-religious groups in the UK. The website [www.understandinghumanism.org.uk](http://www.understandinghumanism.org.uk) is a key resource in teaching this topic.**

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn> - What is Christianity?

## Lesson 1

**Overview:** In this lesson, children will talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). They will talk about what makes an action 'bad' and what can be the consequences of these actions. They think about how rules and principles help us to be good. They talk about rules that make people happy. They will suggest rules that people could follow for a happier world.

### Recap:

What are rules – from PSHE lesson.

### Acquire knowledge & skills:

**Who breaks the rules?** 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?

Ask pupils in pairs to make lists of 10 things they think are bad/disobedient/naughty. What are the effects or consequences of these bad things? Talk about what makes an action bad. Note that 'naughty' actions or words often hurt other people or animals. Do people sometimes hurt themselves when they are bad?

Ask pupils whether there are such things as bad 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?

**Task: Write a sentence "I think that \_\_\_\_\_ is a bad thing to do. It would \_\_\_\_\_."**

Pupils to write one rule for people to follow if they want a happier world.

### Resources:

**Assess:** Why are rules important? Why do we need to follow rules.

**Notes to teacher:** This ties in really well with the first 3 PSHE lessons for year 4.

## Lesson 2

**Overview:** In this lesson, children will explore the meanings of some moral values, e.g. fairness, forgiveness, freedom, justice, truth, honesty, kindness, peace. What do they look like in everyday life? They will role-play different scenarios with two endings.

### Recap:

The reason we have rules from the previous lesson and from PSHE. Why are rules important?

### Apply knowledge & skills:

Look at the vocabulary for the lesson - fairness, justice, forgiveness and freedom. Pair talk the vocab and then each child to right down what they think the definition is. (e.g...justice is..., freedom is...)

Class to 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). 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.

**Task: A group drama improvisation activity** Give pupils in groups of 6-8 the opening to a story scenario (ideas are attached). 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.

### Resources:

Story scenarios

**Assess:** Can they understand the new vocabulary?

**Notes to teacher:**

### Lesson 3

**Overview:** In this lesson, the children will be recapping Christianity and then investigating Christian Values and learning about these from a text from the Bible – The Good Samaritan. They learn that Christian codes for living can be summed up in Jesus’ two rules: love God and love your neighbour.

**Recap:** The previous week lessons. Children to think about rules and the 4 values from last week of fairness, justice, forgiveness and freedom. They may also need to recap Christianity to remind them of previous year group learning.

**Acquire knowledge and skills:**

Learning about Jesus’ values from two texts from the Bible. Today the children will investigate Christian values and introduce the story of the Good Samaritan (Luke 10:25-37).

**Apply knowledge & skills:**

Read with children the account of the story of the Good Samaritan (Luke 10:25-37) from the Usborne Children’s Bible.

Act out the story using pupils. Stop at various points to ask the children – how do you think the man felt? What do you think of the people who crossed to the other side?

- Discuss what kinds of values Jesus wanted people to follow, and how he ‘showed a path’ (as Christians believe).
- Ask the class what the values of Jesus seem to be in the story. See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness).

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.

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).

**Task:** Children to complete the story on a story map.

**Resources:**

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn> - What is Christianity?

Usborne Children’s Bible – page 110 – The Good Samaritan

<https://www.youtube.com/watch?v=SSCZJhby02I&t=46s> – The Little Worship Company telling the story of the Good Samaritan.

<https://www.youtube.com/watch?v=aSfm2xdKau4> – Bible Tales – The Good Samaritan - animated

**Assess:** Who is important to Christians? What are the Jesus’s two main rules?

**Notes to teacher:**

## Lesson 4

**Overview:** In this lesson, pupils will be introduced to and understand the word 'Humanism': belief in humanity, a non-religious worldview. They will be introduced to the work of the British Humanist Association and their 'Golden Rules of Living'.

### Recap:

Christian values from previous weeks. Discuss with the class the religions they know about.

### Acquire knowledge & skills:

Ask: is everyone part of a religion? Many pupils in many classes are not.

**What is a Humanist?** 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.

**What do Humanists think is good?** Ask pupils to think about these rules or principles: • Be Honest • Use your mind • Tell the truth

• Do to other people what you would like them to do to you. Teach pupils that these are the kind of rules Humanists try to live by. Ask pupils if they can rank these rules – more important to less important? Hard to keep, easy to keep? Are they actually all connected, and equally hard or important? Ask them what would happen if everyone lived like this? What if everyone did the opposite of this?

Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad. Humanists are an organisation of non-religious people, say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority: they say people can be 'good without god'.

**Task:** Using the 'Happy Human' sheet. Write and draw what it means to be a happy human. The children can use the Humanist ideas or their own. What makes me a happy human? How could I make myself a happy human?

### Resources:

<https://humanism.org.uk/humanism/>

<https://www.reonline.org.uk/knowledge/humanist-worldview-traditions/>

<https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn>

This unit introduces pupils to Humanism, one of the most visible non-religious groups in the UK. The website [www.understandinghumanism.org.uk](http://www.understandinghumanism.org.uk) is a key resource in teaching this topic.

**Assess:** Can they talk about Humanism and the rules they try to live by.

**Notes to teacher:**

## Lesson 5

**Overview:** In this lesson, children will 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. Pupils will consider why they hold the values they do, and how these values make a difference to their lives.

### Recap:

Christianity and Humanist values from previous weeks.

### Values sorting activity.

Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists. • Ask pupils in groups of three or four to sort out the cards into three groups of seven: a) things that really matter a lot, b) things that are quite valuable, c) and things that don't matter to them.

- 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.
  - Then children to discuss what values they think are important to them.

### Apply knowledge & skills:

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?

**Task:** Children to write down a list of the 5 most important values to them.

### Resources:

**Assess:** Can the children pick relevant values? Do they understand the difference between Humanist and Christians?

### Notes to teacher:



## Lesson 6

**Overview:** In this lesson, children to discuss how having a 'code for living' might help people to be good. The children will compare the Humanist 'Code of Living' to the Christian Ten Commandments. They will create a 'Code of living' for themselves.

**Recap:** All previous lessons, especially Humanist and Christian values.

**Develop knowledge and skills:**

Children to look at the codes of living for Humanists and the Ten Commandments for Christians.

Discuss: What is the similar? What is different? Do people need guidelines or rules? Could we all get along without a code for living?

**Apply knowledge & skills:**

Ask pupils – working in pairs – to come up with 5 sentences that would make good rules for a happier world.

Discuss and write ideas on a flipchart for the their task. They may reuse ideas from Christian and humanist sources, but should also add their own ideas and expression. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT.

**Task:** Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT.

**Resources:**

Paper

Copies of the Ten Commandments.

Copies of the Ten Commitments.

**Assess:**

Can the children discuss their own ideas of guidelines and rules and why they would have them.

**Notes to teacher:**

### **Moral Values.**

Fairness is when everyone gets treated the same way.

Justice is the act of being just or fair.

Forgiveness is a choice to let go of anger toward someone who hurt you and to think, feel, or act with kindness toward that person. It takes strength and courage to forgive.

Freedom is power or right to act, speak, or think as you want.

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## Story Scenarios

1. A new student started at your school this week, and he is having trouble fitting in. Some of your friends have been laughing behind his back. *What would you do?*
2. Someone shoves you and wants to fight you. You want to stick up for yourself, but you don't want to get into a fight. *What would you do?*
3. You're invited to a party but your friend isn't. At the party, some of the kids make jokes about your friend and laugh at him. *What would you do?*
4. You are playing with your friends and someone wants to join in. Your friends say no but you want them to join in. *What would you do?*
5. You hear that someone you thought was a friend has been saying unkind things about you behind your back. *What would you do?*

## The Parable of the Good Samaritan

<sup>25</sup> On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"

<sup>26</sup> "What is written in the Law?" he replied. "How do you read it?"

<sup>27</sup> He answered, "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'<sup>[a]</sup>; and, 'Love your neighbour as yourself.'<sup>[b]</sup>"

<sup>28</sup> "You have answered correctly," Jesus replied. "Do this and you will live."

<sup>29</sup> But he wanted to justify himself, so he asked Jesus, "And who is my neighbour?"

<sup>30</sup> In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. <sup>31</sup> A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. <sup>32</sup> So too, a Levite, when he came to the place and saw him, passed by on the other side. <sup>33</sup> But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him. <sup>34</sup> He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. <sup>35</sup> The next day he took out two denarii<sup>[c]</sup> and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'

<sup>36</sup> "Which of these three do you think was a neighbour to the man who fell into the hands of robbers?"

<sup>37</sup> The expert in the law replied, "The one who had mercy on him."

Jesus told him, "Go and do likewise."

Jesus's Attitude on the Cross. – to help with the story telling.

But in the midst of it comes an astounding, powerful word from the "criminal" on the center cross:

"Father, forgive them, for they do not know what they are doing." (Luke 23:34a)

## **An Unselfish Prayer**

Stop reading silently for a moment and speak this sentence out loud and listen to yourself as you say the words:

"Father, forgive them, for they do not know what they are doing." (Luke 23:34a)

What is Jesus saying? In his last hour, Jesus is saying a prayer, a request to God Almighty. It is remarkable, however, that Jesus isn't asking for himself! I would be terrified and overwhelmed, trying desperately to retain my composure. My prayer would probably be: "God help me!" if I could utter any sounds at all.

But Jesus' prayer is one of complete unselfishness. He is concerned for the people who are responsible for crucifying him and is asking God to forgive them. Instead of thinking of himself and his own needs, he is thinking of those whose souls are in much greater peril than his own. The first thing I learn from this word is love. At his last extremity, Jesus loves.

Once, when a man asked Jesus who he should help, Jesus replied that he should 'Help his neighbour'. And when the man asked who his neighbour was, Jesus told him this story. We call it 'The parable of the Good Samaritan.'

Eli was on a long journey from Jerusalem to the city of Jericho. He was a Jewish man, and had been travelling, on foot, for days in the blazing sunshine. Eli was hot and thirsty, and wondered if his journey would ever come to an end! And as if the heat wasn't enough, he had to travel through some mountains. This made Eli more than a little nervous. It was as if every shadow was a robber hiding...waiting...

And then the worst happened. As he passed through a narrow pathway between two large rocks, robbers jumped on Eli, beat him and stole all his money and clothes. They left him by the side of the road in the hot sunshine, not caring if he lived or died. Eli lay there, bleeding, and unable to move.

After a while, Eli heard a sound - and he raised his head just enough to see that there was someone approaching along the road. Eli could see by the stranger's clothes that he was a holy man.

'He is a good man, he is bound to help me,' thought Eli confidently. And he waited for kind hands to help him up and take care of him. But the holy man took one look at Eli...then deliberately crossed to the other side of the road and continued on his journey without giving poor Eli a second glance.

More time passed and Eli had almost giving up hope of ever being rescued when he heard another sound...the welcome sound of someone else approaching. This time Eli could see that the stranger coming along the road was an important-looking businessman. 'Surely he will stop and help me,' Eli thought hopefully.

But as the important-looking businessman got closer, instead of rushing across to help, he also crossed over to the other side of the road and continued on his journey, leaving Eli exactly where he was in the heat of the day.

After many more hours, Eli heard yet another sound - someone else was approaching along the road, riding on a donkey. This time, he didn't even bother to raise his head to see who it was.

Eli was very surprised when he heard this new stranger coming nearer and nearer. This time, he looked up, and saw that this man was a Samaritan. All hope of being rescued faded away. 'This Samaritan won't stop to help,' he thought. 'The Samaritans are our worst enemies. I shall surely be left here to die!'

To his amazement, the Samaritan didn't cross over to the other side of the road once he had spotted the injured man. He didn't carry on his journey as the other men had. Instead, he got off his donkey, and came towards Eli. Gently, the Samaritan examined and cleaned Eli's wounds as best he could and finally helped him up onto the donkey's back.

Very gently, the kind stranger led the donkey through the dusty hills, making sure that they avoided any very bumpy bits, so that Eli was as comfortable as he could

be. Every so often, they stopped and the Samaritan raised water from his own bottle to the injured man's dry and cracked lips for him to drink. When it got too hot for them to travel, he carefully lifted Eli from the donkey and they rested in the shade, under a tree, until the heat of the day was over.

At last, they reached a town and their long journey was over. Eli could hardly believe his eyes when the Samaritan led the donkey to the most expensive-looking inn in the town. He lifted Eli off the donkey and gently helped him inside. Then the Samaritan spoke to the innkeeper and insisted that Eli be given the very best of care. Eli was astonished by the stranger's kindness.

The next day, although Eli was feeling much better, he was still in no fit state to travel. And so the Samaritan gave instructions that Eli should be allowed to stay at the inn until he was well again and gave a bag of money to the innkeeper to pay for all that was needed to make Eli well again. The kind stranger told the innkeeper that if it wasn't enough, he would pay what was owed when he returned. And then he went on his way.

When he had finished the story, Jesus turned to the young man who had asked him the question and said 'Now – who do you think was the good neighbour? The priest, the important businessman or the Samaritan?'

The young man replied 'The Samaritan, of course!' And Jesus said to him: 'Go and live your life as a good neighbour like the Samaritan.'