

Y4 What can we learn from religions about deciding

what is right and wrong? (Christians, Jewish people, non-religious people (eg Humanist))

STICKY KNOWLEDGE & LEARNING

Ten Commandments	<ul style="list-style-type: none"> • Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? • Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the ‘Fall’, and Jesus resisting temptation in Matthew 4. • Share teachings from different religions that give examples of how to live ‘a good life’, e.g. connect with Unit L2.10 to explore Jewish teachings about being thankful or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13). • Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? Note how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion. • If religions say that God inspires their rules for living, where do non-religious people look for guidance? Find out about how Humanists decide about right and wrong. • Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide. • Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. • Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils’ own lives and the lives of others, in the light of their studies in RE.
Humanist	
Temptation	
Rules	
Fairness	
Guidance	
Love	
Forgiveness	
Honesty	
Kindness	
Generosity	
Service	



Emerging:
 Recall and talk about some rules for living in religious traditions (B2).
 Find out at least two teachings from religions about how to live a good life (C3).

Expected:
 Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).
 Make connections between stories of temptation and why people can find it difficult to be good (A2).
 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).

Exceeding:
 Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).
 Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).

	LINKS TO OTHER SUBJECTS/PREVIOUS LEARNING	
	Sacred Texts.	