



KS1 Religion and Worldviews

How can we make good choices?

KS1 Religion and Worldviews

2.2 How can we make good choices?

 **About this unit:** The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.

 **Where this unit fits in:** This unit develops prior learning on belonging, understanding the world, people and communities. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:

A. Investigate the beliefs and practices of religions and other world views, including:

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;

C. Investigate how religions and other world views influence morality, identity and diversity, including:

Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses

The religions studied in this unit: *Christianity, Islam and non-religious approaches to life, with some reference to Judaism.*



Estimated teaching time for this unit: 6-8 hours

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none">• Choices, influences• Rules, guidelines• The Pillars of Islam• The Ten Commandments	<p>The resource pack accompanying this unit includes a child-friendly version of the Ten Commandments and a diamond nine template.</p> <p>Relevant stories from Christianity and Islam are provided in the Anthology part of the syllabus resources.</p>

KS1 Religion and Worldviews

2.2 How can we make good choices?

EXPECTATIONS: At the end of this unit

Pupils working with support towards the age related expectations will:

- Explore and talk about different rules using examples from stories and real life

Pupils working at the age related expectations (ARE) in Year 2 will be able to:

- Re-tell stories about religious and non-religious rules, suggesting some meanings
- Find out about and give examples of different religious rules
- Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively

In order to broaden and deepen their learning, some pupils might:

- Explore a range of stories relating to religious and non-religious rules, suggesting some meanings
- Make links between their own values and religious values and rules



ASSESSMENT SUGGESTIONS

- Create a poster to display a school or religious rule. Talk about the rules and values represented and say why they are important.

CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from thinking about the ways Christians and Muslims behave, and looking for links to their own lives;
- Opportunities for **moral development** come from considering making the right choices in life and thinking about the fairness of some people being less fortunate than others.
- Opportunities for **social development** come from exploring questions about local leaders and role models in the community;
- Opportunities for **cultural development** come from engaging with the Muslim and Christian culture and beliefs.

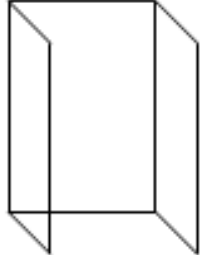
KS1 Religion and Worldviews

2.2 How can we make good choices?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What makes a happy classroom?</p> <p>How can I help to make it a happy place?</p> <p>How do our school rules make our school a happy place?</p>	<p>Consider what makes a happy classroom</p> <p>Share ways they can help to do this</p> <p>Talk about rules and why these matter</p>	<p>What makes a happy classroom? What do we say to each other to make us happy? Give the person sitting next to you a compliment. How do you feel giving the compliment, how does it feel receiving the compliment. Ask pupils to collect three compliments about themselves and design a symbol of these to describe themselves.</p> <p>How do you work together as a class? Write down three good choices you aim to make in class this week. Could it be a choice you can make with someone else? How will your choice affect other people in class? Write these on a paper chain. Discuss school/class rules. What are they? List them. Why do we have them?</p> <p>Activity idea:</p> <p>Can we think of a new rule for an area of the classroom / a new activity / a playtime game? How do we make it fair? How do we make it about what you should do instead of what you shouldn't do? Is it easy to make a rule that is fair and useable? Is it easy to keep to this rule? Why is it better to have a rule expressed as a positive statement?</p> <p>Activity idea:</p> <p>Write a school / class rule on a sticky note and add to a working display. Talking partners / small groups discuss collected rules.</p> <ul style="list-style-type: none"> • Which is / are most important in your opinion? Why? • How many do we need? • Can we put them in order of importance? <p>Can we reduce them to a few simple ones? (eg be kind to everyone)</p>	<p>Say which school rules are important</p> <p>Say why we have rules in school</p>	<p><u>Outdoor learning:</u></p> <p><i>What rules do we have outside to keep everybody safe? What rules should we follow to keep the outdoors looking beautiful?</i></p> <p><i>Play a game outdoors – what rules do we need? Make up a game to play.</i></p>

KS1 Religion and Worldviews

2.2 How can we make good choices?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What do we do to show that we are keeping to the rules?</p> <p>Does it matter if we keep to the rules?</p>	<p>Consider how you would behave without positive guidance in your life.</p>	<p>What happens if you don't follow a rule? In pairs or small groups the children should role-play a school situation to illustrate a rule being followed and broken, show to class. The teacher then chooses 1 or 2 to re-run and uses 'freeze-frame' technique to ask: How is this person feeling? What would this person say? What would this person do next? Consider the rule-breaker and any victims or people affected.</p> <p>Activity idea: As a class, define the term 'consequences' Make a consequences triptych. Write a rule across the doors. Write / draw a rule being broken (or followed) in centre inside panel. Write / draw consequences for rule breaker (or follower) on 1 side panel and consequences for victim(s) / others on other side panel.</p> <p>Does it matter if we keep to the rules? If you break a rule how do you feel? (Even if no-one sees you)</p> <p>Discuss and answer questions about what they would do in playground situations where someone is left out, injured, dropped their fruit, being picked on. Why would you react in that way?</p>	<p>Understand that there are consequences if rules are broken</p> <p>Say what they think about right and wrong</p> <p>Listen carefully to other's opinions about right and wrong</p>	<p>The Triptych can be made from a folded piece of landscape A4 to give 3 panels inside and 'doors' that meet in the middle.</p> 

KS1 Religion and Worldviews

2.2 How can we make good choices?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What are the Ten Commandments?</p> <p>What rules do Christians have?</p>	<p>Know about the Ten Commandments and their importance for Jews, Christians and Muslims</p> <p>Understand the teaching of Jesus that people should love God and love their neighbour.</p> <p>Reflect on the challenges of obeying the commandments</p>	<p>On tables, choose the three most important rules in school (remind pupils of some of the ones discussed in previous lesson). Introduce the Ten Commandments, outlining how these were given by Moses/Musa and how they are ten basic rules for Jews, Christians and Muslims.</p> <p>Activity idea: Use a Diamond Nine activity to think about which are the most important ones in your opinion?</p> <p>What did Jesus teach? Did he give a list of rules? Teacher could read from the Bible Mark Ch 12 vv. 28 to 30 - a follower asks ‘Which is the most important commandment?’ Jesus answers ‘Love the Lord your God’... is the first... , ‘Love your neighbour as yourself’... is the second.’</p> <p>Focus on these 2 rules: Love God, Love your neighbour. Look again at the Ten Commandments. Which fit the first of Jesus’ instructions (Love God) and which the second (Love your neighbour).</p> <p>Tell the parable of the Rich Young Ruler (Matthew Ch 19 vv 16-22) When asked to give all his worldly possessions to the poor and follow Jesus – the wealthy young man could not do it. Why do you think the young man found it difficult? What is the message that Jesus is giving us about choices? Discuss with a partner whether you think the young man made the right choice or not.</p>	<p>Discuss and sort the Ten Commandments</p> <p>Talk about Jesus’ summary of the commandments and what this meant</p>	<p>Child speak version of the 10 Commandments in the Resource Pack</p> <p>More able children might write, act out or create a storyboard of a modern day parable, focussing on what the rule is and what the consequences might be if broken.</p> <p><u>Outdoor learning:</u></p> <p><i>Story circle: The story circle is a good place for telling stories and discussing ideas, linking back to the oral tradition of passing down stories and morals from one generation to the next.</i></p>

KS1 Religion and Worldviews

2.2 How can we make good choices?

		<p>Activity idea:</p> <p>In pairs pupils hot seat each other in the role of the Rich Young Ruler. Why did he want to follow Jesus? What was he willing to do? How did he feel when Jesus told him to give away all he had to the poor? (Class share thoughts and feelings).</p>		
--	--	--	--	--

KS1 Religion and Worldviews

2.2 How can we make good choices?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>How do Muslims make good choices?</p>	<p>Understand Muslim commitment to the 5 pillars of Islam.</p>	<p>As a class, define the term 'pillar'. What are the pillars of your life? What are the 5 things that 'hold up' your life – eg: family, friends, school, music, faith?</p> <p>Activity idea: Use construction / kitchen roll tubes and card to make a temple-shaped model showing rules as support columns for life in school / class / club etc</p> <p>Muslims follow the Five Pillars of Islam. These support individual Muslims and the whole Muslim community.</p> <p>Why do you think the Shahadah (statement of faith) comes first? How is it similar to or different from Jesus' commandments in Mark ch 12?</p> <p>Discuss what a Muslim would do in order to follow these rules. How are the 5 pillars of Islam similar to/different from the school rules? Discuss how following the pillars might help Muslims to make good moral choices e.g. prayer focuses on doing what God wants; Zakat helps others.</p> <p>Activity idea: Pupils make 5 paper chain links and write a good Muslim choice on each.</p> <p>A Muslim may choose to follow 5 rules (pillars) of Islam. One of those pillars is the Zakat – the giving of part of your wealth to charity. How does this relate to the parable Jesus told about the Rich Young Ruler? Are Muslims thinking of themselves when they make the choice to follow the Zakat?</p> <p>Activity idea:</p>	<p>Describe the Five Pillars of Islam and how these are used as rules and guidelines</p>	

KS1 Religion and Worldviews

2.2 How can we make good choices?

		Could you give away some of the things you treasure the most to other children who have nothing? Write down 3 things you would be willing to give away. Share choices with the class.		
--	--	---	--	--

KS1 Religion and Worldviews

2.2 How can we make good choices?

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What do religious and non-religious stories say about rules and guidelines?</p> <p>How are they similar and different?</p>	<p>Retell the meaning of stories and parables</p> <p>Compare the meaning of different stories</p> <p>Give their ideas about how rules and stories guide and inspire</p>	<p>Pupils hear three moral stories, from Christians, Muslims and a secular source. Suggested stories include:</p> <ul style="list-style-type: none"> • Androcles and the Lion from Aesop’s fables • Emperor and the Seed (Islamic story) • The Parable of the Good Samaritan (Luke ch 10 vv25-37) <p>Consider whether they are saying the same things about how people should behave.</p> <p>Think back to the school rules discussed in the first part of the unit. Select one or more values reflected in these rules – eg kindness. Lead pupils in a quiet reflection or a guided visualisation on a value they think the world needs more of today. Respond to this by illustrating their choice as a picture, poem or on the computer.</p> <p>Activity idea: Pupils could ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean</p> <p>Activity idea: Write five rules for a good life. To help, use as inspiration: the Ten Commandments, the stories we’ve looked at and the school rules we’ve thought about.</p> <p>Assessment idea: Make a poster to display a school or religious rule. Be prepared to talk about what you have included and why.</p>	<p>Write about rules they think are important, giving reasons for their choices</p>	<p>Emperor and the seed: http://www.islamcan.com/islamic-stories/the-emperor-and-the-seed.shtml#.V3Y29K1THCS</p>