



RE Topic: What matters most Christians and humanists?

Year: 6 Term: Summer 1

Key Knowledge/Content:

Contributions to spiritual, moral, social and cultural development of pupils:

This unit enables pupils to develop:

- **Morally-** Thinking about values and studying stories that express values. Higher level work explores the consequences of our choices in terms of good and bad, right and wrong.
- **Socially-** Working together in collaborative projects and activities. Higher level work explores how values make a difference to our community and to society – the impact of morality.

Links to:

Prior learning:

To understand that Christians try to follow the example and teaching of Jesus, as he shows them the way.

Future learning:

To discuss what we can learn from different religions.

Key vocabulary with definition:

Prior vocabulary:

- **Worship-** The feeling or expression of reverence and adoration for a deity.
- **Disciple -** A personal follower of Christ during his life, especially one of the twelve Apostles.
- **Morality-** Principles concerning the distinction between right and wrong or good and bad behaviour.

New vocabulary:

- **Fellowship-** Friendly association, especially with people who share one's interests.
- **Reciprocity-** The practice of exchanging things with others for mutual benefit, especially privileges granted by one country or organization to another.
- **The golden rule-** The biblical rule of 'do as you would be done by' (Matt. 7:12).

By the end of this unit

All children can: **recognise** what Humanism is and **retell** some stories that communicate particular values.

Most children can: **demonstrate** the use of vocabulary such as 'values' 'right and wrong' and 'good and bad' and **identify** similarities and differences between the values of Humanists and Christians.

Some children can: **demonstrate** and **explain** ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty.

Background understanding for teachers and parents:

This unit enables pupils to identify and investigate values in human life, and think about their own values, with special reference to the values of Christians and Humanists. The unit uses a pedagogy of conceptual development. Teachers should plan to introduce the key concepts of the unit carefully and reinforce their use for learning through all the lessons.

Curriculum Driver (one):

Communication

Evidence outcome:

Children will be able debate and discuss the key questions for each lesson.