

Unit U2.10 What matters most to Humanists and to Christians?

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.57 Make sure that you can explain where this unit/question fits into key stage planning 	<p>Unit U2.10 What matters most to Humanists and Christians?</p> <p>This is a unit that concentrates on the values and ways of living of Christians and Humanists. It is positive about the values found in both of these communities, but notes real and definitive differences between these visions of how to live. For some pupils, it will be the most substantial engagement with Humanism in RE in KS2.</p> <p>Pupils will have been learning that some people are non-religious, and will have found out in several units that the Humanists are a visible group of non-religious people in the UK today.</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that the pupils can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) 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') <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<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 previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do some Christians think this is a good explanation of why humans are good and bad? Note that not everyone agrees with this idea. 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 a small group of non-religious people (see Guidance p.145); they 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'. 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 to think for yourself; Tell the truth; Do to other people what you would like

	<p>them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?</p> <ul style="list-style-type: none"> • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Give some examples. • 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 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? • Consider similarities and differences between Christian and Humanist values. They often share similar values but the beliefs behind them are different – see Unit U2.11 for more. What have pupils learned about what matters most to Humanists and Christians?
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) <i>Specific examples are given in the teaching and learning section below; here is a selection:</i></p> <ul style="list-style-type: none"> • Talk about why some characters in movies are naughty or bad • Say what I think the word 'conscience' means, and talk about what a conscience might tell you to do. • Suggest reasons why it might be helpful to follow a moral code that comes from your conscience, and also why it might be difficult, offering different points of view • Make up three or more sentences that suggest rules for a happier world • Suggest answers to my own questions and those others have raised about how and why people should be good • Make connections between the values studied (e.g. from Saint Paul) and my own life: do I want to be the kind of person described by St Paul in Galatians 5:22? • Give good reasons for the values I think matter most. • Identify and talk about four things Humanists say we should do to be good. • Talk thoughtfully about the idea of being 'good without God': are the Humanists right that we all have to try and be good for ourselves? • Use the word 'atheist' correctly • Suggest reasons why fairness, justice, forgiveness and freedom matter in our world today. • Think and talk about consequences: 'what will happen if...?' • Work in a group on a drama that raises a question about how we apply a moral idea or rule • Make a link between Humanist values and how people choose to behave. • Write thoughtfully about the links between our values, codes for living and behaviour and its consequences.

<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>See examples of teaching and learning activities below.</p> <p>Note: This unit of work offers around 8 hours of teaching and learning. You should select from its content in order to give pupils the opportunity to achieve the learning outcomes set out in Step 2 above. You can develop additional 'I Can...' statements suitable for your own classroom.</p> <p>The unit is in five broad sections, each of which might take between one and two hours, so there is plenty of material from which to select.</p> <p>Note that this is a 'thematic' unit, about 'What matters most', i.e. about values. Religions and belief systems (such as Humanism) offer a moral vision to their followers/members, saying 'this is what goodness looks like'. And they offer a moral challenge, saying 'can you be the kind of good person you want to be?' Draw on pupils' earlier learning about values from both Christian and non-religious perspectives.</p> <p>NOTE also that Unit U2.11 offers some connections to this topic: <i>Why do some people believe in God and some people not?</i></p>
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Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Rules: do we need them? Who breaks them?	
<p>Who breaks the rules? Why do most people keep the rules?</p> <ul style="list-style-type: none"> Concepts of naughty, good, bad, unkind, will be used throughout the unit. It is good to give pupils space to explore these ideas here as they begin. Can pupils talk about the consequences of their actions – ‘if...then...’ 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? You could show some clips. Example: In Disney’s ‘The Lion King’ Scar, the villain, is jealous of his brother, selfish, ambitious, and a liar. These things lead him to deceive his nephew, murder his brother and steal the kingdom. You might show some short clips from films, discussing the impact of bad behaviour in particular. Can pupils make lists of what is wrong or naughty? Ask pupils in pairs to make lists of 10 things they think are naughty. What are the effects or consequences of these naughty things? Talk about what makes an action naughty. Note that ‘naughty’ actions, or words often hurt other people or animals. Do people sometimes hurt themselves when they are naughty? A fun way to do this is to ask them to write ‘10 Commandments’ for naughty behaviour: ‘what if someone joined you class and had no idea how to be naughty? Can you write them some advice?’ And also to write down the opposites of these: 10 Commandments for goodness. Ask pupils whether there are such things as naughty 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. <p>Can good rules help us? Do our rules show our values? How?</p> <ul style="list-style-type: none"> Talk about the ways that we make rules or principles to help us to be good. What rules or principles do pupils think make most people happy? Ask pupils to suggest one rule for people to follow if they want a happier world, and make a beautifully lettered ‘rule card’ out of it. These can be hung on a mobile in the classroom or school entrance hall. Talk about the idea that a person often has a ‘code for living’ inside their head or heart that helps them to choose good things and say no to bad things. Make a collage of a large figure of a person, and each pupil writes a line of ‘code for living’ to stick onto their head or heart. Do pupils know the word ‘conscience’? What does it mean? Do we all have a conscience? Some people believe that there is a ‘little voice’ inside our heads and hearts that tells us what to do when we choose between good 	<p>Sample ‘I can...’ statements</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad Make links with sources of authority that tell people how to be good <p>Understand the impact:</p> <ul style="list-style-type: none"> Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. <p>You can use specific ‘I can...’ statements such as:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Talk about why some characters in movies are naughty or bad Say what I think the word ‘conscience’ means, and talk about what a conscience might tell you to do.

and bad. It may say 'be honest' or 'be kind' or 'be brave' or 'be gentle'. Every person chooses whether to follow this voice of conscience or not for themselves.

- From the earlier lists of 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?
- Ask pupils if they know any 'codes for living'. The Jewish (and Christian) '10 Commandments' might be the best known example, but schools often have lists of values and codes of conduct as well. See what they know and consider examples: are these rules to make use happy? Will they work?
- Here is one list of popular school values: Love, Joy, Peace, Kindness, Gentleness, Goodness, Patience, Faithfulness, Self-control. Ask pupils if they like this list of values, and if they understand the words. What does a person do to show each of these values?
- These nine virtues / values are popular in Church schools, because they come from the Bible. The Apostle Paul calls them the 'Fruit of the Holy Spirit' in Galatians 5:22. Ask the class to think about this question: are Paul's 'fruit of the Spirit' from the Bible values for everyone or are they values only for Christians?
- You could ask pupils to take card outlines of pieces of fruit and choose one of the virtues to write on one side, and then picture that virtue in action on the other side. Hang the fruits from a tree to make a display.
- Can they put Paul's nine values in order? Which ones do they think matter most and why? Have a paired discussion to think about this and share different ideas around the class.

Understand the impact:

- Suggest reasons why it might be helpful to follow a moral code that comes from your conscience, and also why it might be difficult, offering different points of view

Make connections:

- Make up three or more sentences that suggest rules for a happier world
- Suggest answers to my own questions and those others have raised about how and why people should be good
- Make connections between the values studied (e.g. from Apostle Paul) and my own life: do I want to be the kind of person described by Paul in Galatians 5:22?
- Give good reasons for the values I think matter most.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Who is a Humanist? What codes for living do non-religious people use?	
<p>What codes for living do non-religious people use?</p> <ul style="list-style-type: none"> As you would with two different religions, good pedagogy doesn't compare one way of life with another in ways that derogate one alternative. This needs careful handling in regard to Humanism and Christianity. What is a Humanist? Discuss with the class the religions they know about, and ask: is everyone part of a religion? Many pupils in many classes are not. 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 Humanists UK to pupils. What do Humanists think is good? Ask pupils to think about these rules or principles: <ul style="list-style-type: none"> 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 – <ul style="list-style-type: none"> more important to less important, from one to four? hard to keep, easy to keep, rank from one to four? 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? Refer back to the film clips: were any of the characters you looked at from Disney following Humanist values? How could you tell? Talk with the class about how values are often shared – Christians and Humanists have some values the same – and some different. 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 previous learning about what religions have to say about bad behaviour: what can pupils remember? People who are non-religious may just say that people have developed with a mix of good and bad. Humanists UK are an organisation of non-religious people; they 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'. Being a good person is not about keeping all the rules, but about thinking about the consequences of our actions, being kind and accepting that we are not perfect. Talk about how having a 'code for living' might help people to be good. Find 'the golden rule' poster online, showing similar moral messages in the world's religions and from Humanism. Look at visual expressions of this from pupils in the 	<p>Sample 'I can...' statements</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Humanist ideas and values) <p>Understand the impact:</p> <ul style="list-style-type: none"> Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and my own life, and their importance in the world today, giving good reasons for my views. <p>You can use specific 'I can...' statements such as:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and talk about four things Humanists say we should do to be good. Talk thoughtfully about the idea of being 'good without God': are the

Spirited Arts gallery: <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2014/?ThemeID=60>

- Teach pupils the word 'atheist' if they do not know it. A person who believes there is no God. Draw attention to the point that atheists and other non-religious people are not all the same. And that they have the task of working out what they believe is right and wrong, good and evil, selecting and trying to live by their own values.

Class discussion to clarify ideas, drama workshop activity to explore consequences

The concepts of fairness, justice, forgiveness, honesty and freedom are central here. Teachers should introduce them carefully, making sure pupils can use the ideas thoughtfully for themselves and give examples.

- In a learning circle (10 or 15 pupils is better than 30, if possible using your TA) each pupil gives their response to the words fairness, justice, forgiveness and freedom. They can give a definition, example or question (e.g. justice is..., freedom is..., is forgiveness? Is it fair when?).
- In groups 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, a case of lying or dishonesty, an example of someone who did nothing when they should have offered help).
- 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. They might be presented to other classes, perhaps younger KS2 pupils, in an assembly or through a drama lesson.
- 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. Humanists often think that each individual is free to choose how they act. The decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken. So our choices reflect our values.
- If you want to get pupils to complete a written task, then giving a word bank might help them to give good evidence of higher order thinking skills: terms they might choose to use could include: fairness, freedom, justice, forgiveness, Humanist, atheist, consequences, choices.

Humanists right that we all have to try and be good for ourselves?

- Use the word 'atheist' correctly

Understand the impact:

- Suggest reasons why fairness, justice, forgiveness and freedom matter in our world today.
- Think and talk about consequences: 'what will happen if...?'

Make connections:

- Work in a group on a drama that raises a question about how we apply a moral idea or rule
- Make a link between Humanist values and how people choose to behave.
- Write thoughtfully about the links between our values, codes for living and behaviour and its consequences.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What values matter most to Christians? How does it show? How can our different values be discussed?</i>	
<p>Learning about Jesus' values from two texts from the Bible</p> <ul style="list-style-type: none"> Read with children the account of love for the neighbour that introduces the story of the Good Samaritan (Luke 10:25-37). 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. 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 stories. Ask them for examples of thing Jesus did not value as well (this is often sharp and easy to answer) See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). Jesus did not like doing things just for appearance sake, or people being hypocritical. Do pupils in the class agree with Jesus' values? Do they have other values too? <p>Values trees: roots and fruits</p> <ul style="list-style-type: none"> Talk first about actions and what leads up to actions – illustrate the idea that values or motives lead us to act with a story from school life. Jesus often compared actions to fruit. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruit as well. Write onto the fruit the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of their trees. In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions. This activity could be done as a class display – each pupil making fruit for the values tree, which is a whole class piece of work. <p>A values sorting activity.</p> <ul style="list-style-type: none"> Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists. These will do the job: 'Twenty One Valuable things' might include: Life / Safety / Sport / Music / Cleverness / Friends / Family / God / Love 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. <p>You can use specific 'I can...' statements such as:</p>

/ Truthfulness / Respect / PlayStation / Kindness / Money / Pets / Good food / Water / Home / Freedom / Holidays / Forgiveness / celebration / church .

- Ask pupils in groups of three or four to sort out the cards into three groups of 7:
 - 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. You could compile the answers to this on the whiteboard. This next line is debatable (that's the point): Possible answers from a Humanist: Life / Friends / Freedom / Respect / Truthfulness. Possible answer from a Christian: God / Love / Family / Forgiveness / Church.
- Ask pupils to complete a writing task that identifies and explains their own five 'matters most to me' valuable things. Encourage your higher achieving pupils to refer to Christian and Humanist ideas in their explanations.

A fun extension activity: The Values Auction

- Use the same class groups, and give each group a pretend budget of £100. They are to 'buy their own personality' at an auction. Teacher as auctioneer sells off the 21 valuable things to the groups for the highest prices possible. To prevent chaos, only allow one child from each group to bid out loud. Others in the group can whisper advice, record the money spent, and police other groups' spending. Fine offenders £1! They soon go quiet.
- Afterwards, consider together why so many of these values ideas are worth more than money. How do we measure the value of something that isn't measured with money?
- How would – or should – a Christian or a Humanist play this game? Why?
- If you set RE homework, then ask pupils to write about the values auction: what did you do in your RE lesson? What did you learn from this activity? These two questions often elicit excellent open responses from pupils in this age group.

Make sense of belief:

- Infer from some Bible texts some values that mattered to Jesus.
- Connect sayings of Jesus with values which people might choose to hold today.

Understand the impact:

- Make a clear connection between Jesus' teaching and some ways Christians try to be good.
- Explore and explain similarities and differences between how Humanists and Christians live.

Make connections:

- Work in teams and on my own to define which values I think are most important and why.
- Connect the beliefs about the world which Humanists and Christians hold to the values I think matter most.
- Give my own view clearly about ideas that Humanists and Christians values

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What are the main agreements and disagreements about values between Humanists and Christians?</i>	
<p>Peace and peace-making: Exploring one value that Christians and Humanists share</p> <ul style="list-style-type: none"> Think about someone you know who is a peacemaker - take turns to name the person and say why. Make a 'peace tree' Pupils write their ideas on leaves: <i>"To make peace in the world I will... We all should... Nobody ought to..."</i> Invite a speaker from a charity to talk about how they bring 'peace' to others, the symbol of their organisation, the work they do and why (e.g. NSPCC, NCH Action for Children, The Salvation Army, OXFAM, Christian Aid). Ask the speaker about how religious and non-religious people can co-operate for peace. Work with a collection of symbols of peace, unity, harmony and reconciliation from various organisations and discuss what they mean - make your own symbol for an organisation that works for peace. Plan and present a school assembly / celebration on the theme of peace using symbols, songs, dance, music, art, readings studied / written in other lessons above. Pupils write their own peace meditation / prayer / song using a famous prayer / song / poem as a model or frame (e.g. 'Make me a Channel of Your Peace' / 'The Lord is My Shepherd' / Give Peace a Chance / a Christmas carol, Ebony and Ivory). Use this literacy task to explore non-fiction writing skills and adjective vocabulary. Consider carefully how peace is connected to fairness, justice, equality and other values of mutuality: how would pupils finish the sentence, "You cannot have peace without..." Collect the work together in a class book, celebrating the value of peace, and the pupils' achievements in RE. <p>P4C in RE: A community of enquiry into peace</p> <ul style="list-style-type: none"> <i>Deepening conceptual learning: help pupils to see links between concepts, asking 'can there be peace without freedom, or without justice?' These hard ideas often emerge from pupils work when a 'philosophy for children' approach is used for RE.</i> <p>Peace-lovers, or peace-makers?</p> <ul style="list-style-type: none"> One Christian leader (Rev Jim Wallis) says that it is "more important to be a peace-maker than a peace-lover: We all say we love peace, but the world needs more people who actually <i>make</i> peace." What does he mean? What peace-makers do the pupils know? How do they do it? Who can say who the peacemaker is in their family? In the school? How do they do it? Can anyone be a peacemaker? 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. <p>You can use specific 'I can...' statements such as:</p> <ul style="list-style-type: none"> Identify and describe a peacemaker

- Take note of the fact that attitudes are important in making peace. Which attitudes help to make peace: Honesty? Tolerance? Aggression? Listening? Assertiveness? Certainty? Learning? Open-mindedness? Strength? Ask pupils to examine the peace makers they have studied and rank the values that were shown in their lives.
- Can there be peace between religious and non-religious people? What does it mean to 'disagree respectfully'? Draw attention to the fact that disagreement is always part of our human communities, but does not have to lead to fighting and conflict. What do the pupils think about living peacefully with those who don't share our views? This is essential – can it also be good? Does disagreement enrich our lives?

Four values for peace: my selection

- In a final piece of work on this topic ask each pupil to create a piece of longer writing in four (fairly brief) paragraphs. They should select four values that they think will help make the world a more peaceful place. They could choose from this list, or add others. 'For a more peaceful world, I think we need:

Good listening	Respect for all	Trust in God	Faith	Truthfulness
Acceptance	Forgiveness	Honesty	Tolerance	Kindness
Justice	Rules against prejudice	Fairness	Politeness	???

Of course, some of these values are more important to Christians, others would be highlighted by Humanists. Ask pupils to write about the four they think we need to build a more peaceful world.

- Explain what a charity does to make peace
- Write a text that expresses the beliefs about peace held by Christians or Humanists
- Make clear connections between Christian and Humanist ideas about being good and how people contribute to peace in their communities
- Contribute thoughtful work to a class project about peace-making, using religious and Humanist ideas
- Suggest reasons why – even though most people say they love peace – not many people can be called 'peace MAKERS'. Why is peace-making hard work?
- Discuss and express my thoughts about values connected with peace making
- Discuss important questions about peace and other values thoughtfully
- Select and explain the values I think matter most for a peaceful society.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>Can we create a code for living that will help the world?</i>	
<p>Making a code for living</p> <ul style="list-style-type: none"> Look at some 'codes for living' that Christians and Humanists try to follow together, such as the Ten Commandments, or Romans chapter 12:9-21 (16 ideas about living as a Christian) or ideas from the Humanists UK website, or the Humanist Manifesto (https://americanhumanist.org/what-is-humanism/manifesto3/ - this may be too hard for pupils, but a great source for teachers). What do these codes tell us about what people say is good and bad? Ask pupils – working alone or in a pair – to come up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for 'a happier town'. They may re-use ideas from Christian and Humanist sources, but should also add their own ideas and expression. Is there a rule they value about any or each of these topics: honesty, using money, being fair, violence, equality, worship and belief, freedom, marriage and partnerships, children and older people, how we treat those with whom we disagree / minorities? You might set this task 'on a desert island' to enable pupils to see that their own community is the one that they should think about. If you do this, then hide cards that say the pieces of moral code all around the drama space, and have them begin by finding them. Are they as useful as finding water and food? Maybe! Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or less good rules or ideas they all agree with. Ask them to give reasons for their choices. The 'Ten Commandments' were written on 'tablets of stone'. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, poetry, cartoons, calligraphy or ICT. But what about rules that usually work, but are sometimes not to be followed (e.g. the concept of a 'white lie')? What helps? Ranking. Ask about the impact of the rules or codes for living they would expect: what would help people to keep to these codes, and what would be the right thing to do to stop a person from breaking the codes for living? Would it help people to keep the rules ... <ul style="list-style-type: none"> If they pray for God's help? If they fear punishment? If everyone else keeps the rules? If they are rewarded for keeping the rules? If there are no secrets? What else helps? What would help the most? Can they rank these 5 ideas, or add some more? 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. <p>You can use specific 'I can...' statements such as:</p> <ul style="list-style-type: none"> Compare what Humanists and Christians say is good – or bad. Make a link between what Humanists and Christians agree upon.

- **Beyond the rules:** Note that both Christians and Humanists are a bit hostile to just 'keeping the rules' for their own sake. Both prefer the idea that choices are made out of love and respect, rather than just 'doing as they are told.' The movie 'Pirates of the Caribbean' contrasts 'rules' with 'guidelines' at several key points! Show a clip, and talk about the idea that rules are not enough for the good life. Saint Augustine says 'Love God, and do what you like.' (What does that mean?). 'Do what makes most people happy' is a rule! Consider why these ideas are important with your pupils!

A final task: challenge pupils to...

- Present to others in the class your learning about Humanist and Christian values. Say what they think are the strengths of the Christian values. And what are the strengths of the Humanist values. Say what they think matters most to each group, and then say what their own values are, drawing from their new learning about the Christians and the Humanists.

- Identify two rules about which Humanists and Christians do not agree.
- Identify the difference between getting my rules from a sacred text and thinking for myself about the rules I believe in.
- Make a clear list of similarities between Christian and Humanist values
- Make a clear list of differences between Christian and Humanist values
- Suggest what might help people to follow a moral code, and why it is useful
- Discuss why it is difficult to 'keep the rules'.
- Consider different ideas about what helps people to keep the rules of life
- Ask some good questions about whether and when rules should be left behind, or even broken.
- Respond with reasons to questions such as, What matters most? Rules, values, love or kindness?