



Medium Term Unit Planning

<p>Topic Name: RE – What matters most to Humanists and Christians?</p>	
<p>Learning outcome: The children will be building on their knowledge of Christianity and will be introduced to a non-religious viewpoint, Humanism. They will be able to provide a definition of Humanism, identifying the key principles that are associated with a belief in Humanism. Building on their knowledge, the children will make comparisons between Christianity and Humanism focusing specifically on the notion of 'good' and 'bad', considering what matters most and how this impacts the lives of those possessing such beliefs.</p>	
<p>Hook: Symbol quiz – buzzers and prizes!</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation): Philosophical café.</p>
<p>Oracy: Lesson 4 – the children will debate offering differing views to moral dilemmas through the philosophical cafe. They will justify their views/responses using the knowledge they have learned about Humanist and Christian beliefs and or stories.</p>	<p>Key Vocabulary: Values, human, humanist, non-religious, Christianity, God, religious, beliefs, moral, good, bad, evil, code, laws, Jesus, Samaritan, rights, happiness, ethical, symbol.</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</p> <ul style="list-style-type: none"> • The Holy Bible. • An Usborne Flap Book: See Inside World Religions – Alex Frith and Barry Ablett. • 100 Bible Stories – Vic Parker. 	
<p>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</p>	



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Children increase their awareness of different beliefs and perspectives of others, appreciating the role of diversity in society.

Experiences/Visits/Visitors:

Humanist UK guest speaker.

Main subjects covered:

RE

RE Threshold Concepts:

Make Sense of Belief

This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Understand the Impact

This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.

Make Connections

This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.

Notes:

This will be the children's first experience with Humanism as a non-religious viewpoint.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can understand the key principles of Humanism.</p>	<p>Make Sense of Belief This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Identify and describe the core beliefs and concepts studied.</p>	<p>Introduce the children to the non-religious beliefs associated with Humanism. The children will explore its basic principles and learn about significant Humanist figures – there will be a video to aid this. The children will use these to create their own definitions of Humanism. Focusing specifically on values, the children will then sort certain values, considering whether or not they are ‘religious’ and discussing which they believe to hold the most precedence. The children will then begin to discuss how Humanists know right from wrong and will create their own</p>



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			Humanist wordsearch that includes Humanist values that are key to being good and happy. Possible visit from a Humanist UK guest speaker.
2. I can present different beliefs about why people are good and bad focusing on Humanists and Christians.	<p>Make Sense of Belief This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Children to create definitions of what it means to be 'good' or 'bad', looking at specific acts to help distinguish between the two. The children will then record their own beliefs about good and bad and why people might act in these ways. Recap Christian beliefs – children to use prior knowledge to postulate possible Christian responses to the notions of 'good' and 'bad'. Introduce the story of 'The Good Samaritan' and Jesus'. The children will</p>



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			create a 'tree of goodness' for Humanism and Christianity showing their beliefs about what constitutes 'being good'.
3. I can create a 'code for living' that demonstrates the impact of Christian and Humanist beliefs on how people live.	<p>Understand the Impact This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations, cultures.</p>	The children will create and compare Christian and Humanist codes for living, using religious and non-religious sources to support the choices they make.
4. I can offer a range of Humanist and Christian beliefs in response to questions of morality.	<p>Make Connections This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas</p>	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different	The children will be posed specific moral dilemmas at the start of the lesson. They will then participate in a philosophical cafe where they will address the



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	<p>studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.</p>	<p>people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	<p>dilemmas from different perspectives. Following time discussing the dilemmas set, the children will debate offering viewpoints from the perspective of either Christians or Humanists, focusing on why they might act or respond in a particular way. The children will then have the opportunity to pose their own questions to consider Humanist and Christian responses to. The children will end the lesson by selecting their 'VIP Values' - these are the values that they believe are most prevalent in the world today.</p>
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