

Key Question: L2.9 What can we learn from religions about deciding what is right and wrong?

This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

The unit implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<p>Step 1: Key question</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Year Group: Recommended Year 4</p> <p>Strand: Living</p> <p>Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians, Jewish people, non-religious people (eg Humanist)</p>	
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outline on p.63 • Select learning outcomes 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>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>
<p>Recall and talk about some rules for living in religious traditions (B2).</p> <p>Find out at least two teachings from religions about how to live a good life (C3).</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>	<p>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).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>

Step 3: Select specific content	<ul style="list-style-type: none"> • Look at the suggested content for your key question, from column 3 in the unit outlines. • 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>This plan has selected the following content to exemplify. Pupils will:</p> <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.
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NOTE: This unit of work offers around 8-10 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily each constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught. Note that your selection of units as part of your long-term plan, and selection of content within units, need to enable a learning journey that makes sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the context of thinking through what it means to be a Christian in Britain today.

<p>Step 4: Assessment: write specific pupil outcomes</p>	<ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can/You can/Can you?' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge) • 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' 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>Emerging</p>	<p>Expected</p>	<p>Exceeding</p>	
<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Retell at least two stories from religions that teach about temptation • Describe what the golden rule is and talk about an example of someone following it. • Recall and talk about the ten commandments • Recall and talk about the beatitudes 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Describe what temptation is and how it can affect people's behaviour. • Make links between stories about temptation examples of people being tempted now • Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong • Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule • Give examples of how the ten commandments might show Jewish people how to live. • Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments. 	<p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • Explain similarities and differences between the ten commandments and the Golden rule • Explain some similarities and differences between the Beatitudes and the Ten Commandments. • Explain similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice. • Express their views on the importance of each of then commandments 	
<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. 		

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.

Links were active and correct at time of publication, but they do not always last.

LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What rules are important? How is the Golden Rule important?		
<p>Pupils will learn:</p> <p>The meaning of the Golden Rule</p> <p>That the Golden Rule can be found in the thinking of many different groups of people</p> <p>That acting in accordance with the Golden rule can have an impact</p>	<p>Rules all around us</p> <ul style="list-style-type: none"> Recap class and school rules with pupils. Discuss whether rules are the same at all times. Are any rules that pupils have at home/an out of school club the same as school rules? Are any different from those at school? Present pupils with some game equipment (this could be a range of sporting equipment eg 3 bats, 2 cones and 1 ball per group of pupils, or a board game with no instructions etc). Instruct pupils to ‘play the game’ but do not tell them how to play it. After a couple of minutes, stop and discuss pupils’ reactions. Was anybody too confused to play the game? Did anyone make up their own rules? Did anyone end up feeling cross? etc. Point out that some activities, such as games often need rules all of their own. Give pupils the opportunity to think of other activities that have their own rules. Remind pupils what it felt like to have the game equipment but not know the rules to the game and make the point that things don’t always work well when we do not have rules. Ask pupils for their own views about why we need rules. <p>The Golden Rule</p> <ul style="list-style-type: none"> Explain that there are many groups of people in the world and that lots of them have a rule that is very important. Although each group uses slightly different words to say the rule, the meaning of the words is very similar indeed. Give groups the Golden Rule from Christianity, Humanism and Judaism and ask them to work out what the message of the rule actually is. <ul style="list-style-type: none"> Christianity: Love your neighbour as yourself. Humanism: Treat other people as you’d want to be treated in their situation; don’t do things you wouldn’t want to have done to you. British Humanist Association, 1999 Judaism: What is hateful to you, do not do to your neighbour. <p>Allow groups time to feed their ideas back to the rest of the class and allow pupils to decide which groups have explained the meaning of the rule really well – some discussion might be needed here on the word ‘neighbour’ meaning everyone else, not just a person who lives very near to you.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and talk about the Golden Rule (B2). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living and suggest ways in which the Golden Rule might have an impact on the behaviour of those who try to keep it and people with whom they deal (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the Golden Rule and one other code for living. Explain how the Golden Rule is used by Christians and the followers of at least one other religion or non-religious belief system (B3).

- Explain that although the words are different for all three of the rules, they are basically saying the same thing: It is important to think about how we treat others. We should think about how we would like to be treated and make that a guideline for how we treat other people. Tell pupils that this idea is known as the Golden Rule and is found not just in Christianity, Humanism and Judaism but over time has been important to many other groups of people too, including Ancient Greeks, Jains, Buddhists, Hindus, Muslims and many, many more and it is still important to lots of those groups today. It helps people to be kind and unselfish. [Inspiring RE: Right and Wrong](#) from RE Today explores the Golden Rule in rich detail.

Random acts of kindness

The initiative 40acts is a Lent course for Christians, encouraging them to do an act of kindness and generosity every day for the 40 days of Lent. It starts with getting people to think of who they connect with, through family, friends, their work, local communities and further afield, and then suggests practical ideas such as collecting litter, taking a moment to show kindness to someone serving you in a shop, and giving someone a lift or a hug.

It was set up by Stewardship (www.stewardship.org.uk), a Christian organisation, but there are other groups that encourage kindness – it is not dependent upon religious faith:

- The Kindness Offensive (www.thekindnessoffensive.com) is a group in the UK – ‘just ordinary dudes who thought, wouldn’t it be better if we were all a bit kinder to each other?’ See some great videos on the site.
 - The Random Acts of Kindness Foundation (www.randomactsofkindness.org) is an American group. Its website has a wide range of resources for schools, such as calendars offering suggestions for kind things to do every day, from making care packs for the homeless to sharing pictures of puppies across social media.
 - Kindness UK (www.kindnessuk.com) is a London-based group that aims to increase awareness of the benefits kindness can bring.
 - Sewa UK (www.sewauk.org) is a Hindu faith-based humanitarian charity, reminding us that the term *sewa* includes performing acts of kindness without expecting any rewards.
- Ask pupils to discuss these sentence starters in pairs, then independently finish them orally or on a writing frame:
 - One example of a kind deed I could do for someone is...

	<ul style="list-style-type: none"> ○ If someone did this for me, it would make me feel... ○ Three different ways in which I could respond to this kindness might be by... ○ If everyone passed kind deeds on to others... <ul style="list-style-type: none"> ● Remind pupils that the Golden Rule could help people to be kind and unselfish. Do they think that the idea of ‘random acts of kindness’ could also help people to be kind and unselfish? Could the Golden Rule and ‘random acts of kindness’ help bring about any other good things? Could either of them bring about things that are not so good? What links can pupils see between random acts of kindness and the Golden Rule? What differences can they see? ● Having looked at some of the kindness programmes, see if your class can come up with a range of acts of kindness. They could practise some and report back on the effects on themselves and others. ● You might like to explore this further by looking at the work of charity L’Arche – where healthy ‘assistants’ live alongside the disabled in communities. Jean Vanier, the founder, says, ‘We are all broken in some way. The only answer to life is to love each other.’ See www.larche.org.uk. How does this way of living reflect the Golden Rule, and religious and non-religious ideals? ● NATRE’s Spirited Arts competition has past entries based on the Golden Rule in its gallery. Do your pupils feel that these pieces of artwork depict the Golden Rule well? Can they produce their own pieces of art showing the Golden Rule? 	
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
<i>What important messages are in the Ten Commandments? How do they help Jewish people know how to live?</i>		
<p>Pupils will learn:</p> <p>Commandments within the Torah</p> <p>How the Ten Commandments might affect the way a Jewish person lives their life</p>	<p>God-given rules</p> <ul style="list-style-type: none"> Recap pupils' learning about rules so far, reminding them that the Golden Rule is important to lots of groups of people, many of which are religious groups. Explain that many religious groups have rules which they believe were given to them by God. Many Jews believe the rules in the Torah (their holy book) were given by God. Some of these rules are known as 'The Ten Commandments'. <p>The Ten Commandments</p> <ul style="list-style-type: none"> Explain that although the Torah is not just a book of rules and commandments, those that are in the Torah help to shape the way many Jewish people live their lives. Look together at a child-friendly version of the Ten Commandments. Ask pupils to work out what people must have been up to, if they needed these rules (simple task: people must have been doing the opposite – not worshiping God, worshiping idols, stealing, murdering etc). Ask pupils: how many of those things are still going on in the world today? Most will agree that all of them are – so point out why these commandments are still seen as important to Jews (and to Christians) today. Go through the commandments and ensure that pupils know the meaning of each. Allocate two commandments to each group and ask them to discuss their ideas about how these rules are important to Jews and Christians, and whether they might have relevance to people outside those traditions too. During feedback, groups share their thoughts and ideas with the rest of the class. In pairs, use a Diamond 9 board. Give each pair cards with the Ten Commandments on. Ask them to put the one they think is most important at the very top of the Diamond 9 board, the two next most important on the row below and so on. The least important (in pupils' eyes) will not get a space on the diamond. Once finished, pupils can be called upon to justify their decisions: What is top and why? Which commandment was left out and why? How did they decide? Try this again from the perspective of a Jew or a Christian – how does that change the order? Why? Ask pupils whether any of these commandments are seen as very important in Britain today. For example, not killing is very important in the Ten Commandments and is also important in our country's law. <p>The most important rule of all</p> <ul style="list-style-type: none"> Pupils should each decide upon their own 'most important rule to make a good world' – it might be one of the Ten Commandments, but might not, depending on what pupils think is most important for making the 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and talk about some of the Ten Commandments (B2). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from Judaism and suggest ways in which they might help believers act in particular situations (B1). Discuss ideas about how people decide right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Express ideas about right and wrong, good and bad for themselves, thinking about the ideas in the Ten Commandments (C3).

	<p>world good. These can be written carefully onto a large class scroll with pupils trying to make no mistakes (a Jewish Torah scroll can have no mistakes in it) and pupils could try writing some Hebrew letters and words on the scroll too.</p> <p>Organised and individual worldviews: introduce the idea that the commandments are part of 'organised' religious worldviews, but that individuals within the religions may not all see them as equally important, or may not keep them all. We can never say 'All Jews' or 'All Christians' do/believe this...</p>	
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
<i>What does Christianity say about how to live a good life?</i>		
<p>Pupils will learn:</p> <p>That many Christians are guided by words of Jesus, including the Beatitudes and two great commandments.</p> <p>The meaning of the Beatitudes.</p> <p>Some similarities and differences between the Beatitudes and the Ten Commandments.</p> <p>Ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.</p>	<p>How to be happy</p> <ul style="list-style-type: none"> Ask pupils to list three things that make them incredibly happy. Then three that make their family incredibly happy. Finally, list three things that could make everyone in the world incredibly happy. Compare the three lists to see if any of the ideas appear in more than one of them. If pupils had to pick one of their ideas as the most important for happiness, which would it be and why? <p>Jesus’ Guidance for Living</p> <ul style="list-style-type: none"> Explain to pupils that many Christians believe Jesus’ words and actions show them how to live. He guided them by teaching that the only way to be really happy is by: <ul style="list-style-type: none"> Loving God Loving other people Being gentle and kind Being fair, and working to make sure others are treated justly Forgiving when people hurt and upset us Being good peacemakers-helping people and nations make friends Standing up for what is right (based on the Beatitudes: Matthew 5:3-15) Split the class into seven groups and give each group one of the bullet points from the Beatitudes. Pupils should discuss what that particular piece of guidance means and produce a freeze frame or a drawn image to show how a Christian child might carry out that action in their normal daily lives. Ensure that each group gets to briefly share their ideas with the rest of the class so that all pupils have an understanding of all main ideas in the Beatitudes. Give pupils the list of all seven bullet points from the Beatitudes and the child-friendly version of the Ten Commandments. Ask them to work in pairs to spot and list any similarities and differences between the two codes for living. Take feedback and discuss pupils’ findings. Look at how God is mentioned in both codes and ask ‘Why do you think they mention God so much?’. Introduce Jesus’ two great commandments: ‘Love God with all your heart, mind and strength. Love your neighbour.’ Does anything in this remind pupils of the Beatitudes or Ten Commandments? <p>Deciding What is Right and Wrong</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall some of the Beatitudes and talk about them (B2). Find out teachings from Judaism and Christianity about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions (B1). Discuss ways in which Christian and Jewish people might decide what is right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Christians and Jewish people (B3).

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| | <ul style="list-style-type: none">• Ask pupils what a Jewish or Christian person might do to help them decide what is right or wrong. Do pupils feel the Beatitudes or Ten Commandments might help a Christian or Jew to know the right thing to do in certain situations? Give pupils instances when people might be put into a difficult situation – see if pupils can work out which teachings from the Ten Commandments or Beatitudes might help a Jewish person or Christian person decide what is right to do. Eg When someone tries to pick a fight with you (the Beatitudes tell Christians to be gentle and kind), or when your mum/dad asks you to help with the washing up but you want to play (the Ten Commandments tell Jewish people to have respect for your parents).• Discuss whether pupils think it is always easy for a believer to follow the religious guidance. Ask pupils whether they can imagine a time when this would be hard to do, or not. Encourage pupils to give reasons for their views. Connect this to the idea of the difference between official teachings within organised religious traditions, and the individual worldviews and ways of living of adherents within the tradition. Not all adherents follow all the rules, and not all see them all as equally important. Talk about why this might be the case – and check to make sure our RE teaching hasn't given a mistaken impression that 'All Christians' believe/act in a certain way!• Give pupils the opportunity to tell you any questions that they would like to ask a Christian/Jewish person about this. A practising believer can be invited into class to answer them, or some of the best questions can be emailed to a believer at http://pof.reonline.org.uk/ | |
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
<i>How do non-religious people decide what is right and wrong?</i>		
<p>Pupils will learn:</p> <p>How Humanists come to decisions about how to act.</p> <p>To identify some values that matter to Humanists.</p> <p>To identify similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice.</p>	<p>Knowing the difference between right and wrong</p> <ul style="list-style-type: none"> Give pupils a situation where children are faced with a moral choice eg: <ul style="list-style-type: none"> You are playing football with your friends. You are all using Joe’s football. Joe won’t let Freddie play with his football, so now Freddie is left out of the game and has nobody to play with. What could you do? Freya has a brand-new toy in her tray. You all know that it is there because she showed it to you before school and you watched her put it away in the tray. She will not yet anyone else use it, but you and your friends really want a go. It’s playtime and there is nobody in the classroom. That’s when Amber suggests that a few of you go into class and take the toy out of Freya’s tray. Everyone seems to think this is a good idea. What could you do? Riley has not finished the maths problems that your teacher set and is finding them a bit tricky. Now Riley has to stay in at playtime to finish the maths and your teacher has asked if anyone can stay in to give Riley a hand. You were really looking forward to playing with your friends. What could you do? Ask pupils to suggest possible different solutions to the situation. Which solution do the pupils think most people would choose? Which solution do they think is right to choose and how did they know this? Create a conscience alley with ‘right’ solutions to the situation being represented on one side and ‘wrong’ ones being represented on the other – discuss how easy or difficult it was for the person who walked through the centre of the alley to make their mind up. Ask: Is it always easy to choose to do the ‘right’ thing? Find out whether anyone has seen a cartoon where a character has an angel on one shoulder urging him/her to do the right thing and a devil urging him/her to do the wrong action. Do pupils think this is a good way to show how it feels when we are making a moral decision? Do they have any other ways of showing how it feels? <p>Being Good Without God</p> <ul style="list-style-type: none"> Remind pupils of the Ten Commandments and Beatitudes, explaining that the guidance from religions can help people from that faith to work out how to act in the right way. Help pupils to understand that many Christians and Jews believe that God inspired the Ten Commandments and Beatitudes – so they believe God has helped to give them guidance on how to live. Explain that Humanists do not think that there is a God. In this case, they do not believe God teaches anyone how to live. Where do pupils think Humanists might look for guidance about how to live? Explain that there are three things which are really important to remember about the way that many Humanists decide what is right and wrong. <ol style="list-style-type: none"> The Golden Rule. See if pupils can recap the Golden Rule and tell you how it might affect the way somebody lives their life. Using reason. Explain that when making a decision about how to act, many Humanists will try to make good choices. They will try to think about whether their actions will cause harm or good to others, animals, the 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Find out at least two Humanist teachings about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions (B1). Discuss their own and others’ ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Humanists and the followers of at least one religion (B3).

	<p>environment etc. Many Humanists will use this reasoned thinking to help them know which actions are right to carry out.</p> <p>3 – Listening to their conscience. Ask pupils to think, pair, share what a conscience is and as a class write a definition. Help pupils to understand that for many Humanists, their conscience is very important in helping them decide what is right.</p> <ul style="list-style-type: none"> • Explain that Humanists do not feel that they need a holy book to help them know how to be good. They have their own reasoning and conscience to do that. Look back at the situation from the start of this session and the range of solutions that pupils came up with. Which solutions do pupils think a Humanist might choose if they were guided by the Golden Rule, reasoning and conscience? Teachers might like to use resources from Humanism for Schools' toolkit on how we should treat other people here http://understandinghumanism.org.uk/ <p>What do Humanists say?</p> <ul style="list-style-type: none"> • Use a selection of the quotes from Humanist children of primary school age. Read one quote aloud and discuss with pupils whether it tells them about anything that is important to Humanists apart from the Golden Rule, reason and conscience. If pupils are able, ask them to repeat this activity with some of the other quotes in mixed ability groups. If not, focus on one or two more quotes as a whole class. Quotes: <ol style="list-style-type: none"> 1. My parents have mostly taught me about love, forgiveness, justice and other values. 2. I learned my values from my mum and dad, from the books I read and my grandparents. I think my own thoughts too, when I see and hear my friends – I think about their behaviour. 3. I have learnt sometimes you do have to forgive someone for what they have done. 4. When I grow up I would like to be a judge and help make laws, so things can be fairer for people. 5. I also learnt to be truthful about a lot of things. 6. Children don't have to feel bad if they say they don't believe in God. It should be allowed to say you don't believe in things. 7. I have learnt that actually every single one of those things you do with love are the best things you do in life. • Take feedback and make a list of things that are important to the Humanist children who gave the quotes. <p>What do they have in common?</p> <ul style="list-style-type: none"> • Ask pupils to look back at the Beatitudes and Ten Commandments. Can pupils find any similarities and/or differences between these pieces of religious guidance and what they know to be important to Humanists? If pupils do not bring it up, draw out that a similarity is that the religious texts help religious believers to know what is right and wrong, as do the Golden Rule, reason and conscience for Humanists. A difference is that the religious texts see God as important, whereas the Humanist ideas do not. • Refer back to the situation that pupils thought about at the start of this section of learning. Do they still feel that Humanists would act in the same way in response to the situation? Ask pupils to work out whether the Ten Commandments or Beatitudes show Jewish people or Christian people how to act in this situation and if so, are the Jewish people or Christian people told to act in the same way that pupils feel a Humanist might act? 	<ul style="list-style-type: none"> • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What do religious stories tell believers about temptation?		
<p>Pupils will learn:</p> <p>How temptation is part of two religious stories.</p> <p>What Jewish and Christian people might learn about temptation from religious stories.</p> <p>What temptation is and how it can affect people's behaviour.</p>	<p>Temptation</p> <ul style="list-style-type: none"> • Leave a closed box/covered bowl in the classroom for a while before the lesson begins. Ensure pupils are aware that there is something special inside, but that they are not allowed to look inside it. Monitor whether pupils manage to leave the box/bowl alone or whether they give in to the temptation to peek inside. • Show pupils some examples of scenarios where people may be tempted. Eg show images of the situations or secretly ask a couple of pupils to act each scenario out. Scenarios to use could include: a friend tempting another to watch a horror film that is meant for older people, a child being tempted to play rather than do homework, a child finding a test hard and being tempted to copy a neighbour's answers, a child buying pick and mix who is tempted to pop a cola bottle into his/her mouth rather than putting it into the bag, being tempted to cheat when playing a game. Each time, discuss the temptation in the scenario. Who is being tempted? What or who is tempting them? • Ask whether pupils think everyone feels tempted sometimes. Refer to pupils' experiences with the box/bowl. Ask who was tempted to look inside and who was not – can pupils give reasons for their feelings of temptation or lack of them? Discuss whether the feeling of temptation was just too great for anybody so that they ended up giving in to it and looking inside the box/bowl. • Pupils think about what the word 'temptation' means and take a few minutes to create a mind map, diagram or sketch conveying their ideas. Share the ideas and produce a whole-class definition of 'temptation' that everyone agrees upon. <p>Temptation in the story of Adam and Eve</p> <ul style="list-style-type: none"> • Display a picture of the story of Adam and Eve and ask pupils to share what they already know about the story. Before you tell the story, ask pupils to spot the parts where Adam and Eve are tempted, give in to temptation, try to hide from God and blame other people for their own disobedience. Share the story with pupils. • Explain that the story of Adam and Eve is told by Christians and Jewish people. It teaches many Christians and Jews about more than just how Adam and Eve ate the wrong fruit. It teaches them about how people behave. Ask pupils to discuss these questions: <ul style="list-style-type: none"> - When in the story are Adam and Eve tempted? What do you think the story is saying about temptation? - Who does Adam blame? Who does Eve blame? Do you think the story is saying that making excuses and blaming others is a good thing? - In the story, do Adam and Eve say sorry for eating the fruit? Might a Jew or Christian learn something about saying sorry from this story? <p>Ask pupils to report back.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Find out at least two stories from religions that teach about temptation (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories of temptation in Judaism and Christianity and why people can find it difficult to be good (A2). • Discuss their own and others' ideas about how people decide right and wrong and how this can be affected by temptation (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Express ideas about right and wrong, good and bad for themselves, including ideas about temptation (C3).

- In light of the discussion, consider a response to the question ‘What important things does the story of Adam and Eve tell Jewish and Christian people about human beings and how they behave?’ Give each pair or group of three a response such as:

- It is important to choose to do the right thing, even when you are tempted to do the wrong thing
- everyone gets tempted to do the wrong thing sometimes
- serpents are bad
- it can seem easier to blame someone else than to own up to what you have done
- eating fruit is healthy
- people should blame others – even Adam and Eve blamed others
- making excuses and blaming others is wrong
- Saying sorry is really important when you have done something wrong
- Adam and Eve made a mistake when they did not say sorry
- saying sorry is not important – even Adam and Eve did not say sorry
- We all make mistakes sometimes
- We have rules to help us know how to live, but it is not always easy to keep them

Each pair/group should decide whether their response is/is not something important that the story might teach Jewish and Christian people about human beings and how they behave, share their views with the class to see if others agree. Take the statements that pupils agree show important messages about people and their behaviour from the story. Of these, ask pupils to decide which might be the most important message for a Jewish person or Christian. Does everyone agree?

The Temptations of Jesus

- Look at the picture *The Temptation in the Wilderness* by Briton Riviere. Ask pupils if they feel it is a happy or sad picture – why? What title would they give to the picture? Show *Jesus Ministered to by Angels* by James Tissot. What do pupils notice first, second and third about this image? Can they see any connection between it and the first image? If pupils do not mention it, point out that the main figure is a man dressed in white robes – Jesus. Explain that both pictures show different scenes from a story in Jesus’ life and ask pupils to speculate on what that story might be.
- Share the story of Jesus’ three temptations in the desert. Ask pupils to pinpoint exactly what the three temptations were. Explain that he could have done any of these things and many Christians believe that Jesus would have felt temptation just like all people feel temptation. Focus on Briton Riviere’s image. Pick one of the three temptations and ask pupils to imagine that Jesus in the picture is choosing whether to do the right or wrong thing. Each pupil writes on a thought bubble one thought Jesus might have about whether or not to give in to the temptation. These thought bubbles can be displayed around the image. As a class, look at the range of thoughts Jesus may have had.
- Ask pupils to recap whether or not Jesus actually gave in to any of the temptations. Think, pair, share what messages about temptation this might give to a Christian? What part of the story do pupils think Tissot’s picture relates to?

LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
<i>How have religious teachings helped to affect somebody's actions?</i>		
<p>Pupils will learn:</p> <p>About the life and work of at least one religious figure.</p> <p>To link somebody's beliefs with his/her actions.</p>	<p>Please note that teachers may wish to focus on other religious figures as well as or instead of Desmond Tutu and this is acceptable.</p> <p>What did Desmond Tutu Do?</p> <ul style="list-style-type: none"> With pupils, examine sources A and B. Ask pupils to respond to the following questions: <ul style="list-style-type: none"> What are two or more things Desmond liked about Father Huddleston? How did Father Huddleston change the way Desmond thought about himself? What sorts of things did Desmond want to do with his life and why? <p>Source A: Meeting Trevor Huddleston I saw Trevor Huddleston (the former president of the anti-apartheid movement) when I was maybe nine or so. I didn't know it was Trevor Huddleston, but I saw this tall, white priest in a black cassock raise his hat as a mark of respect to my mother. I didn't know then that it would affect me so much, but it blew your mind that a white man would raise his hat to a black woman. Much later I realised that this was quite normal for him, as he believed that every person is important and has value because they are created in the image of God. He strongly opposed apartheid and any other form of injustice. I wanted to copy him and do the same.</p> <p>Desmond Tutu (based on an extract from <i>The World Today</i>, BBC, 2003)</p> <p>Source B: Fact File – Apartheid in South Africa From the 1940s a policy of apartheid helped white people control other races in South Africa. Racial discrimination touched every aspect of life. Here are some examples of what this meant in the 1970s:</p> <ul style="list-style-type: none"> 19 million black people and 4.5 million white people lived in the country, but the whites owned 87% of the land. Some jobs were kept for whites only. On average white people earned 14 times more than black people per year. Black people had to pay tax on more of their earnings than white people. Black people were only allowed to live in certain areas. There was one black doctor for every 44,000 black people and one white doctor for every 400 whites. There was one teacher for every 60 black children but, in white schools, one teacher for every 22 children. <p>Desmond Tutu opposed apartheid and used his position as a Christian minister to fight it. He spoke out against the supporters of apartheid, including the government whose laws were very unfair and made life hard for non-white people. Desmond wanted everyone to be treated equally and to live together in peace. He always used peaceful</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Find out at least two teachings from Christianity about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of ways in which some inspirational people have been guided by their religion (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Express how individuals express the meanings of their beliefs in ways of living (A3).

methods to protest, based on the teaching of Jesus. In 1984 he was awarded the Nobel Peace Prize. Since apartheid ended in the 1990s, Desmond has worked to help 'blacks' and 'whites' forgive each other for the years of suffering.

- Share this incident from Desmond Tutu's life with pupils: Desmond became known to the authorities as a troublemaker, and he knew his life was in danger. On one occasion a large group of black students decided to make a peaceful protest against the apartheid laws. Suddenly armed police surrounded them. The students were very frightened. Someone got a message to Desmond and he ran to the scene, forcing his way in to prevent violence breaking out. He managed to calm the situation and made sure that the students all got home safely.

Teachings From the Bible

- Remind pupils that both Desmond Tutu and Trevor Huddleston are/were Christians. This means the Bible and Jesus' words about how to live are/were very important to them. Take some of Jesus' words from the Bible that help guide Christians in how to live their lives and assist pupils in identifying their meanings. Eg 'The greatest commandment is to love God with all your heart, soul and mind' (Matthew 22:37) 'The second greatest commandment is to love your neighbour as you love yourself' (Matthew 22:39) 'Do for others what you would want them to do for you' (Luke 6:31) 'You should love your enemies and pray for those who persecute you...' (Matthew 5:43-48).
- For each quote, ask pupils to identify what Desmond Tutu and/or Trevor Huddleston did in their lives that might show they were putting the piece of guidance into action.

Reflecting on the unit:

- Recall the ideas studied, about how people decide what is right and wrong.
- Most people value similar qualities in terms of people's behaviour – we've seen evidence of the importance of love, forgiveness, honesty, kindness, generosity and service in the ideas studied so far – from religious and non-religious traditions. Can pupils think of any more ideas? (Some people from religious traditions may add something about putting God first.) Ask pupils to reflect on how important all, some or any of these values are important in their own lives and the lives of others, in the light of their studies in RE.

See [Inspiring RE: Inspirational People](#) and [Inspiring RE: Right and Wrong](#) for additional ideas and resources.