



RE Unit 6B for Year 6

**Values: what matters most?
Exploring right and wrong with
Christians and Humanists: an RE investigation**

Walsall SACRE

Support for the Agreed Syllabus

This unit is one of a series of examples written for SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services.

6B - Values: what matters most?

Exploring right and wrong with Christians and Humanists.

Year 6

Values: What matters most to Christians and Humanists?

- Who are the Humanists and what are their values and ideas?
- How do Humanist values and ideas compare to Christian ideas and values?
- What can we learn from thinking about the values of two different worldviews?

What will we be learning?

- Pupils enquire into the nature of Humanist values and ideas, gaining new words and using them accurately
- Pupils enquire into the Humanist worldview, particularly focusing on values and ideas
- Pupils develop ideas about the ways values help people to decide the point of living and the meanings of life, using resources from Humanist and Christian thinking
- Pupils explore their own values in the light of their learning.

Key questions to explore with pupils

- Who are the Humanists? What does it mean to live by a Humanist worldview?
- What are the values Humanists try to live by – e.g. rationality, the golden rule, individual liberty, honesty, commitment to truth and evidence
- What are the main values of Humanists can Christians – how far are they similar and different?
- What are my own ideas about values, and are they challenged by this learning?

Potential curriculum links

Literacy, PSHE, possibly Relationships and Sex Education. Learners will engage with thinking about the fundamental British values schools uphold.

Assessment focus: teacher observation and assessment for learning: I Can...

- Ask and suggest answers to questions about values and worldviews.
- Describe how different values make a difference to the lives of Humanists and Christians.
- Connect my values to those of others.

ABOUT THIS UNIT:

This unit enables pupils to identify and investigate values in human life, and think about their own values, with special reference to the values of Christians and Humanists. The unit uses a pedagogy of conceptual development. Teachers should plan to introduce the key concepts of the unit carefully and reinforce their use for learning through all the lessons. Each lesson contributes to investigative work: a single key question is addressed through the suggested learning activities,

The focus is on the ways in which stories communicate values, and the ways in which values make a difference to our lives. Pupils will have the chance to add new vocabulary to their understanding and use it in contexts of moral reasoning.

Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values people share, and the fact that not all values are shared.

Pupils are encouraged to consider what can be learned from Christian and Humanist ideas for themselves, and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.

Estimated time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will consider in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than 'covering' everything.

Where this unit fits in:

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of values that focus on goodness, truth, forgiveness, faith, honesty, tolerance, respect and similar values areas.

By using the concepts of Christianity and Humanism as they relate to values, and examples of stories that transmit and exemplify certain values, pupils will be enabled to clarify and apply their own values. This unit contributes to the continuity and progression of pupils' learning by taking ideas about religious and other stories from earlier units further. The skill of applying ideas for oneself is at the heart of the learning process.

The unit builds upon earlier learning about Christianity, and introduces pupils to Humanism in a clear and simple manner. As pupils may not have gained a clear and distinct understanding of Humanism before this unit is taught, it is given high priority in the teaching and learning described here. The unit anticipates further studies of non-religious ideas, worldviews and ways of life in RE.

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, teachings and sources
- Religious and non-religious practices and ways of life
- Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- **Being able to develop their own sense of self as they** becoming increasingly clear about the values by which they live
- Developing a **willingness to learn from those who see things differently**, increasing their ability to demonstrate respect for all.
- Engaging in **positive discussion and debate** about values, including the views they disagree with, to demonstrate open-mindedness

Knowledge and skills progression: Prior learning

This unit extends pupils' understanding of value and worldviews, and teachers should take particular care in introducing Humanism, a non-religious ethical worldview. Many non-religious pupils may identify with this worldview. Build upon many KS2 examples of the connection between religions and values in this unit. Build from the experience and skills pupils already have in discussion, dialogue, gathering information and expressing their own ideas and questions. These are the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit.

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

This unit enables pupils to develop:

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

EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to...	- Find out about and retell some simple stories which communicate particular values - Describe Humanism in my own words - Identify the values found in the stories - Suggest meanings in the stories they study - Respond sensitively to questions about their own values
Many pupils will be able to...	- Describe some of the ideas of Humanists using the right words accurately - Describe some Christian and Humanist values simply - Use vocabulary such as 'values' 'right and wrong' and 'good and bad' - Identify similarities and differences between the values of Humanists and Christians - Make links between their own behaviour and the values they hold, and the values they study.
Some pupils will be able to ...	- Use a widening vocabulary of religions and worldviews to show that they understand similarities and differences between Humanist and Christian values - Apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty
ASSESSMENT SUGGESTIONS: A Possible final assessment task: A formal assessment of each pupil's work is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. Suggested task: Making a code for living - Look together at some 'codes for living' that Christians and Humanists try to follow, such as the Ten Commandments or teachings of Jesus or ideas from the Humanist website about being 'good without god'. - Ask pupils to create a code of living of their own, coming up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for 'a happier Wolverhampton'. - 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, calligraphy or ICT. Gifted and Talented pupils: To extend this work, ask pupils to make a list of similarities and differences between Humanist and Christian values, using some texts from Christian scripture and materials from the Humanism website. Consider with pupils what the impact of following these two different ways of life would be: what would happen in everyone in our school followed a Humanist way of life, or a Christian way of life? (This task asks for analytical skills and comparative skills in relation to knowledge of the impact of values on life – working at the expectations common for 12 year olds)	

Prior learning	Vocabulary	Resources
It would be helpful if pupils have: ▪ Learnt that Christians try to follow the example and teaching of Jesus, as he shows them the way to live ▪ A clear idea that not everyone believes in God ▪ Some understanding of how we often face choices where we must decide what is the right thing to do	In this unit, pupils will have an opportunity to use words and phrases related to: Specific religions: Christianity: ▪ love, ▪ forgiveness, ▪ peace between people and God, ▪ honesty, ▪ prayer, ▪ worship ▪ fellowship Humanism ▪ integrity, ▪ rationality ▪ scientific methods ▪ love for the truth, ▪ personal responsibility ▪ reciprocity, ▪ atheism ▪ the Golden Rule Religious and Human Experiences: ▪ choice, ▪ good and bad ▪ right and wrong ▪ morality ▪ values ▪ consequences	Teachers might use: Web and texts: ▪ HumanistsUK has a useful website for schools: www.humanismforschools.org.uk There are some good primary RE materials there. ▪ One useful resource on the Humanist site for this unit is the Primary Teaching Toolkit on 'How should we treat others, and why?' It's a free download. ▪ For teachers, there is a useful introduction to this area at www.humanistvalues.org.uk, produced by a north of England Humanist group. ▪ Exploring Codes for Living (Joyce Mackley, RE today, 2007) has useful materials for this unit. Starting points for good RE resources ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 ▪ BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=film&keystages=key%20stage%202&page=1& ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. ▪ There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/.stories.misc.pr Practical ideas-filled books ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. Weblinks for sites supporting teaching of each religion / worldview: Christians ▪ Good quality information and learning ideas on Christianity: http://request.org.uk/restart/

		▪ Christianity Explored: https://www.christianityexplored.org/ ▪ Church of England beliefs outlined: https://www.churchofengland.org/our-faith/what-we-believe ▪ RE:Online – Christianity subject knowledge: https://www.reonline.org.uk/subject-knowledge/christianity/ ▪ Understanding Christianity: http://www.understandingchristianity.org.uk/ Humanists ▪ HumanistsUK provide quality support for teaching about their worldview. This is a good starting point: http://understandinghumanism.org.uk/uhtheme/knowledge-and-belief ▪ Amsterdam Declaration 2002: https://humanists.international/what-is-humanism/the-amsterdam-declaration/ ▪ Humanism in the UK: https://humanism.org.uk/humanism/ ▪ Secularism in the UK: https://www.secularism.org.uk/our-vision.html ▪ History of Humanism: https://humanism.org.uk/humanism/the-humanist-tradition/
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LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Do rules matter? Why? What is a code for living?			
To explore the concepts of being naughty and being good in terms of actions, words and thoughts. To think about the idea of a code for living and to examine whether they are living by a code themselves.	Who breaks the rules? - 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? - Example: In Disney's 'The Lion King' Scar, the villain, is 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. Show a clip. - 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? - 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. - Talk about the ways that we make rules or principles to help us to be good. What rules or principles do the children 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. Examine the concept of 'conscience'. Make a collage of a large figure of a person, and each child writes a line of 'code for living' to stick onto their head or heart.	I can respond sensitively to good and bad actions in stories (all) I can describe the ways kind and unkind actions make a difference to people's lives (many) I can apply ideas about naughty, nice, good and bad behaviour for myself, taking note of the impact of my actions on others (some)	<i>Concepts of naughty, good, bad, unkind, will be used throughout the unit. It is good to give them space here.</i> <i>Can children talk about the consequences of their actions – 'if...then...'</i>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What codes for living do non-religious people use?			
Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'	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 British Humanist Association to pupils. What do Humanists think is good? Ask pupils to think about these rules or principles: ▪ 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 – • 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.	I can ask thoughtful questions about religious and non-religious ways of life (all) I can make links between religious and non-religious ideas. Some ideas are the same, but others are different. I can notice and describe the differences (many) I can outline and apply some Humanist ideas myself (some)	<i>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</i>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What can we learn from discussion and drama about good & bad, right & wrong?			
To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.	Class discussion to clarify ideas ▪ In a learning circle (10 is better than 30 if possible) each pupil gives their response to the words fairness, justice, forgiveness and freedom. (e.g. justice is..., freedom is...). ▪ 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). ▪ 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. Each individual is free to choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken. A group drama improvisation activity ▪ Give pupils in groups of 6-8 the opening to a dramatic situation: e.g. there is a robbery, or someone is hurt, or animal cruelty is discovered. Ask the group to discuss the situation, and especially to think about good and bad reactions to it. ▪ 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.	I can respond sensitively to aspects of the drama activity (all) I can link up actions and their likely consequences in our drama and discussions (many) I can use the vocabulary of justice, freedom and forgiveness to show my understanding of questions of value (some)	<i>The concepts of fairness, justice, forgiveness and freedom are central here.</i> <i>Teachers should introduce them carefully</i>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What codes for living do Christians try to follow?			
To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy – or unhappy	Learning about Jesus' values from two texts from the Bible - 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 things 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). Values trees: roots and fruits - 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 fruits. 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 fruits as well. - Write onto the fruits 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 fruits for the values tree, which is a whole class piece of work.	I can identify something the bible say about how to live (all) I can make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action (many) I can consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour (some)	<i>This work links with the literacy strategy.</i> <i>The two texts from Luke's gospel are suitable for work on narratives or stories from a different culture</i>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What can we learn from a values game?			
To use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that different people have different values.	A values sorting activity. - Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists. - Ask pupils in groups of three or four to sort out the cards into three groups of 7: - things that really matter a lot, - things that are quite valuable, - 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. - Ask pupils to complete a writing class that identifies their own five 'matters most to me' valuable things. A fun extension activity: 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. Fine offenders £1! - 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?	I can join in with a conversation about values (all) I can describe some things Christians and Humanists might say are valuable (many) I can use concepts like 'more important' or 'less significant' to describe the impact of values on life for myself (some)	<i>'Twenty One Valuable things' might include:</i> <i>Life / Safety / Sport / Music / Cleverness / Friends / Family / God / Love / Truthfulness / Respect / Playstation / Kindness / Money / Pets / Good food / Water / Home / Freedom / Holidays / Forgiveness / celebration / church</i>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Peace: is it more valuable than any money?			
To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life.	Exploring one value that Christians and Humanists share ▪ 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: "To make peace in the world I will... We all should... Nobody ought to..." ▪ 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 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. ▪ Collect the work together in a class book, celebrating the value of peace, and the pupils' achievements in RE. Peace lovers, or peace makers? • 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 make peace." What does he mean? What peace makers do the children know? How do they do it? Who can say who is the peacemaker in their family? In the school? How do they do it? Can anyone be a peace maker?	I can respond sensitively to ideas about peace (all) I can describe some ways people try to increase peace (many) I can use a wider vocabulary to show my understanding of the idea of peace, and suggest ways to build peace in our society (some)	<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>

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING			IMPACTS: LEARNING OUTCOMES Pupils to be able to say “I can...	POINTS TO NOTE
Can we create a code for living that would help the world?					
To draw learning about values together and express ideas of their own about how values can make a community happier	Making a code for living - Look at some ‘codes for living’ that Christians and Humanists try to follow together, such as the Ten Commandments or ideas from the humanist website - 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. - You might set this task ‘on a desert island’ to enable children to see that their own community is the one that they should think about. If you do this, tell pupils they have all been marooned together on an island, and can make up the kind of rules for the kind of society they want. 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, calligraphy or ICT. - 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? It’s not a ‘rules’ game! Note that both Christians and Humanists are a bit hostile to just ‘keeping the rules’ for their own sake. Christians speak of God’s grace and guidance. Humanists of autonomy and individual rational judgement. Both prefer the idea that choices are made out of love and respect, rather than just ‘doing as they are told.’ Consider why this is important with your G&T pupils! Excellent RE writing: you may like to give pupils the opportunity to do some extended RE writing. An A4 landscape page in this format might be suitable:			I can respond to questions about values for myself with some sensitivity (all) I can describe some rules I think are good and make links between values and their impact or consequences (many) I can consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself (some)	<i>This task can be used to assess pupils’ progress if such an opportunity is planned, or can be tackled as a whole class.</i>
	The main things I’ve learned about Humanists and their values are...	The main things I’ve learned about the Christians and their values are...	The main ideas I’ve been thinking about to do with my own values are...		
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