

R.E - Where do our Morals come from?



Essential Knowledge

By the end of this unit children will

- Explain what morals, rules and guidance are.
- Identify some of the ways people decide what is right and wrong.
- Evaluate how Golden Rules might help people make moral decisions today.
- Explain how some people remember important guidance using physical items.
- Identify similarities and differences between different religious guidance.
- Identify common themes across religious and non-religious guidance.
- Present their own ideas for a moral code and explain their ideas clearly.

Vocabulary

Buddha
covenant
guidance
moral
reasoning
Ten Commandments

Intentions

Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong.

Key Objectives-

- Morals are our thinking about what is right and wrong.
- Many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others.
- The teachings of a religious or non-religious worldview often link with a follower's life choices.
- People's views about what is right and wrong change over time and place.
- Many factors affect our morals and life choices.
- All communities have rules and guidance for how to live together.

Personal

To know:

- What they believe influences how they think about new content.
- Their own thoughts, ideas and opinions may be influenced by what they learn.

Disciplinary

To know:

- The importance of asking questions respectfully.
- Questioning can help to explore big questions.
- Some reasons for similarities and differences within and between religions and worldviews.
- Our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.
- Sources can be interpreted differently, depending on a person's worldview.

Session 1

To explain what morals are:

- I can talk about deciding what is right and wrong.
- I can explain what some Humanists think about making moral decisions.

- I can discuss my own and others' ideas about morals.

Explain that rules and guidance help us to choose how to behave. They may be given verbally, written, displayed or commonly known (e.g. being quiet in a cinema).

- What is the difference between rules and guidance? (Rules are things you must do or not do and there might be consequences if you do not follow them; guidance is more like advice or suggestions and you have to think about it and decide how to apply it.)
- Do we need both? (Yes, rules are important to ensure that in certain situations everyone knows what to do or how to behave, like in a football match; guidance helps us to make our own decisions about how to behave.)

Explain that to follow guidance we have to think for ourselves about what is the right thing to do in a particular situation. This is sometimes called reasoning and to make these choices we use morals.

Explain that our morals are part of our worldview and are based on our experiences, what we think is important and what we have learnt. Our morals help us to decide how to live a good life.

Children to draw next to a quote, what does this rule mean to them.

Children to create a freeze frame of their ideas

Plenary: Display statements on the board children are to move to one end or the other end of the room with how much they agree with the statement.

Session 2

To evaluate the importance of religious guidance to some Christian and Jewish people.

- I can explain what the Ten Commandments are and their importance to some Jewish and Christian people.
- I can talk about how the Ten Commandments can be relevant to modern life.
- I can discuss what some Jewish and Christian people might think about moral decisions.

Explain that after the world's creation, the relationship between God and humans continued and there are many stories about this in the Torah and the Old Testament of the Christian Bible.

Display the Presentation: *Forbidden fruit* and explain that this story is found at the beginning of the Torah and the Christian Bible and is therefore important to many Jewish and Christian people. It is referred to as 'The Fall' by some Christians. Tell the story by moving through the slides.

Explain that this story has different beliefs and interpretations but most Jewish and Christian people believe that it tells them that humans have free will, meaning they can choose how to live and whether or not to follow God's rules.

Introducing Moses

Explain to the children that there are stories spanning thousands of years in the Christian Bible and the Torah about people's relationship with God following Adam and Eve leaving the Garden of Eden. Moses was one of these people. Ask the children if they know anything about Moses.

Link to other curricular: On the Kapow History timeline using the link: [Kapow primary timeline](#) or a timeline in the classroom, point out that the stories of Moses' life took place around 1300 BC and make links with any periods of history they may have studied (e.g. Bronze Age, Ancient Egypt and Ancient Greece).

Explain that many Christian and Jewish people believe that God communicated with Moses and gave him rules and guidance to help people live as God wanted them to.

Play the link: Moses and the Ten Commandments.

Main event:

Children to create a diamond nine, deciding which commandments mean the most to them. (10mins)

Children to create a conscious corridor with the scenario cards. A child is chosen to walk down the middle, they choose a scenario that has happened to them. Children should give advice about what someone who tries to follow the Ten Commandments might do in each situation and which commandment would be the most helpful for them to think about.

Session 3

To explore how some people remember moral guidance.

- I can explain what some people do to help them remember religious guidance.
- I can talk about symbolism relating to guidance.
- I can discuss the ways people remember important rules.

Explain that this lesson will focus on some ways people try to remember guidance about right and wrong when making moral decisions.

Explain that mitzvot are commandments or rules to abide by and use the *Presentation: 613 mitzvot* to explain their significance in the Jewish worldview. Use slide 1 to explain that the Ten Commandments are the first of 613 mitzvot which is a Hebrew word for commandments and good deeds. Read slide 2, explaining that a covenant is an agreement or promise. Read the image caption on slide 3, showing mitzvot in the Torah. Read each mitzvah

Play the *Pupil video: Wearing tzitzit*, which explains the 613 mitzvot and why many Jewish people wear a tallis with tzitzit.

Explain that remembering to live in a way that pleases God is more important for many Jewish people than remembering the number of rules

Hand out the pictures of memory artefacts. Explain that all of the items shown may be used to help people remember guidance or what is most important to them when making moral decisions.

Whole class discussion about the artefacts.

Children to pick the worksheet with the artefacts they think they will be able to answer the questions best about.

Children to answer questions in their book, provide sentence stems. Encourage proper sentence structure giving reasons why to their answers. Stick the worksheet in and answer the questions on the page opposite. EG: 1)

2)

3)

LAP/SEN: Small group, working on the same artefact, children to fill in the gaps using the word bank. Encourage discussing, using RE appropriate vocabulary.

Session 4

Session 5

Session 6

Through this unit of work the following essential skills will be developed:

Literacy

talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.

Learning and thinking skills

create and develop, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations,

predicting outcomes and making reasoned decisions

evaluate, developing criteria for judging work and suggesting refinements and improvements

Personal and emotional skills

reflect on past achievements and experiences to manage future learning and behaviour

set goals for their personal development and learning, and work towards them

work independently, knowing when to seek help, dealing with pressures and deadlines

control their own physical movements in a range of contexts with skill, dexterity and confidence

Social skills

take turns and share as appropriate, stating their own views and needs

give constructive support and feedback to benefit others as well as themselves.

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