

# How can beliefs and values serve as a guide for moral decision making?

## Bridging Unit Part B: Communities – Year 7

### About the unit

This unit suggests activities that can be used in teaching and learning about how beliefs and values can guide communities in making moral decisions. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

The Bridging units in the syllabus are about the impact of beliefs on people's lives. This second part – about the impact of beliefs on communities – is designed to be taught in the first half-term of year 7, and focuses on the way in which beliefs affect communities (specifically, the Christian, Jewish and Sikh communities).

This unit intends to deliver continuity and progression in pupils' learning from key stage 2 into key stage 3. It explores the difference religious beliefs make to communities and gives examples from Christianity, Judaism, Sikhism and human values not drawn from particular religious contexts. It also explores the themes of beliefs and concepts, authority, ethics and relationships and rights and responsibilities. Pupils have opportunities to encounter people from different religious groups, raise and discuss questions, evaluate ethical issues and reflect on and evaluate their own beliefs and values. They use ICT to communicate their ideas using an online discussion group.

This second part should take six to seven hours.

### Prior learning

It is helpful if pupils have:

- encountered a range of stories from Christianity, Judaism and Sikhism
- learnt about sacred texts in Christianity, Judaism and Sikhism and understand their importance for believers
- encountered and discussed ethical values, *e.g. love your neighbour*, from sacred texts and stories
- considered the application of religious ideas to questions of daily life.

## Future learning

Pupils could go on to:

- investigate beliefs and values in their own community or in historical, literary, scientific or technological issues.

## Where the unit fits in

This unit links with the following key stage 3 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1d, 1e, 1f
- Learning from religion: 2a, 2b, 2c, 2d, 2e
- Religions and beliefs: 3a, 3b, 3d
- Themes: 3e, 3f, 3i, 3j
- Experiences and opportunities: 3m, 3o, 3p, 3q.

This unit could build on what children might have learnt about the importance of religion in people's lives in year 6. The ideas explored in this unit could form the foundation for other material about moral decision making in year 8 and beyond.

## Attitudes in the unit

The unit helps pupils develop the following three attitudes outlined in the non-statutory national framework for RE.

### Self-awareness

- becoming increasingly sensitive to the impact of their ideas and behaviour on other people, *e.g. when exploring a way to live peacefully together on their imaginary island*

### Respect for all

- developing skills of listening and willingness to listen to others, *e.g. when sharing ideas about the features present in their perfect town*

### Open-mindedness

- being willing to go beyond surface impressions, *e.g. when encountering stories from different religious and ethical traditions.*

## Differentiated outcomes

During this unit pupils have opportunities to show their knowledge, understanding and skills.

When working at the differentiated levels, pupils could give the following evidence.

Pupils working at level 3 could:

- make links between beliefs and sources, including religious stories and sacred texts
- begin to identify the impact religion has on believers' lives
- recognise similarities and differences in the values held by religions and beliefs
- make links between values and their own attitudes and behaviour
- make links between aspects of their own and others' experiences.

Pupils working at level 4 could:

- describe and show understanding of religious beliefs and sources
- describe the impact of religion on individuals and communities
- describe some similarities and differences in the values held by religions and beliefs
- describe what inspires them
- ask questions and suggest answers to questions of identity and belonging, applying their ideas to their own lives.

Pupils working at level 5 could:

- explain how sacred texts and stories are used to provide answers to ethical issues
- explain the impact of beliefs on individuals and communities
- understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this
- explain what inspires and influences them
- raise and suggest answers to questions of identity and belonging, relating their ideas to their own lives.

## Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to:

religion in general, *e.g. sacred text, worship*

- Christianity, *e.g. baptism, parable, sin*
- Judaism, *e.g. mitzvah (plural mitzvot), shema, Tenakh, tzedaka*
- Sikhism, *e.g. amrit pahul, kirat karna, Kaur, khalsa, nam japna, sewa, Singh, vand chhakna*
- religious and human experience, *e.g. convention, empathy, interpretation, justice, kindness, reciprocity.*

## Resources

*Don't just do something, sit there* – by Mary K Stone (1997). This book includes a range of activities that are the starting point for developing pupils' imaginative and reflective capacities.

'E-safety' – this page on Becta's *Schools* website includes information about internet safety.

'Newsround' – these pages on the CBBC website includes information on Newsround.

'Pathways of belief: Judaism' – produced by the BBC, this Video/DVD includes material to help pupils understand the basic beliefs of Judaism.

'Presspack' – these pages on the CBBC website includes information on Presspack.

'Reflections: Strategies to support spiritual and moral development' – available from RE Today, this book contains ideas for reflective, participatory activities in religious education.

'Religion and ethics' – these pages on the BBC website include guides to the UK's religions, religious news, programming guides and audio links for Christianity, Judaism and Sikhism.

*SikhNetwork* – this website include Sikh stories.

*Sikhs.org* – this website includes information about Sikhism, including information on the 10 gurus, sacred text and Sikh names.

Complete website addresses are available from the RE pages on the QCA website ([www.qca.org.uk/re/](http://www.qca.org.uk/re/)). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

<b>Session 1: What is your dream of an ideal town/community/world?</b>			
<b>Learning objectives</b>	<b>Teaching and learning</b>	<b>Learning outcomes</b>	<b>Points to note</b>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>know some of the features that people, including themselves, might want in their ideal community</li> <li>understand the place of values in achieving change in a community</li> <li>reflect on their visions of an ideal community.</li> </ul>	<p>As a starter activity, display a PowerPoint presentation showing images of the local community. This should show physical features and characteristics as well as human-made features and behaviour. Ask pupils to record all the features that they see.</p> <p>Use the starter activity to generate a mind-map that describes the local community, starting with the ideas from the presentation.</p> <p>In pairs, ask pupils to identify three features of Haringey that they would retain and three they would like to get rid of to improve the town. Ask them to record these on a series of six blank cards.</p> <p>In groups of four, using the notes from the previous activity, ask the pupils to agree on five features/qualities in an ideal town, e.g. a town with sports facilities, trees and green spaces, beautiful buildings, no cars, no violence, respect for everyone.</p> <p>As a class discuss how their desired changes in the community might be brought about and by whom. <i>Would there be someone in charge of the process or could it be achieved by individuals?</i></p> <p>Ask the pupils to contribute the charters, poems, songs or raps brought from their primary schools. Discuss, as a class, how far the values expressed in these would contribute to an ideal town/community/world.</p> <p>Engage pupils in a guided fantasy exercise, introducing the idea of an island that needs to be developed into an ideal community. Ask the pupils to reflect on the geography of the island, its natural resources, how they might live in harmony with nature and with the other people on the island and what they could contribute to life on the island.</p> <p>Introduce 'The island' task, as an assessment task for this unit.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>describe and show understanding of what is considered by themselves and others as important in an ideal community</li> <li>describe what values would inspire them if they were setting up a small community</li> <li>suggest answers to questions about their ideal community.</li> </ul>	<p>In the final lesson of the unit, each group of pupils must present a 'Newsround' style report, hearing from individual characters living on the island on how they have structured a peaceful community.</p> <p>There are various websites that include guidance on using 'guided fantasy' or 'guided visualisations' (see 'Resources').</p> <p>Consider making reference to, or suggesting pupils research, the following: <i>Utopia</i> by Sir Thomas More, <i>Erewhon</i> by Samuel Butler, <i>1984</i> by George Orwell, <i>Lord of the flies</i> by William Golding.</p> <p>There are various publications that include starting points for developing reflective techniques (see 'Resources').</p> <p>Link to PSHE: participating in discussions and group tasks.</p>

	<p>Organise the pupils into groups of five or six, giving each group the following character(s): an older person, two adults (one male and one female), two younger teenagers (11-15 years, one male and one female) and a child. Give each pupil a 'character card' that describes their role.</p> <p>Explain the following scenario. They have been marooned, with about 150 others, after the plane they were travelling in had to make a forced landing on an island. Because the plane was off-course, and had lost radio contact, the passengers know it may be months or even years before they are found and rescued and so they decide to split into small groups to consider the question of how to constitute themselves as a community. The passengers must come up with their proposals to put to a full meeting of the marooned passengers concerning how they can best organise their community.</p> <p>For homework, ask the pupils to watch the BBC's 'Newsround' to learn about the format of a 'press pack report', or log on to the BBC's website to learn about the format of a report.</p>		<p>Link to citizenship: individual and community/rights and responsibilities.</p>
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<b>Session 2: How did Moses and the Jewish people try to create an ideal community in the Promised Land? (Case study)</b>			
<b>Learning objectives</b>	<b>Teaching and learning</b>	<b>Learning outcomes</b>	<b>Points to note</b>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>know that Jewish people believe that the ten Commandments were given by God to Moses to guide the Jewish community</li> <li>understand why freedom from slavery and freedom to worship have been, and still are, a feature of society that many people value</li> <li>reflect on what they and their own communities might learn from the ten words.</li> </ul>	<p><i>Why was life in Egypt bad for the Israelites/Jewish people?</i> Recall the story in the book of Exodus in the Jewish Bible (Exodus 1-12) – how the Jewish people were slaves; their baby boys were killed; and the Pharaoh would not allow them freedom to worship God.</p> <p><i>How did the Jewish people escape from slavery?</i> Explain to the pupils how God sent Moses to the Pharaoh to ask for the Jewish people to be set free. After the plagues, the Jewish people escaped to freedom but, as soon as they set out on the journey to the Promised Land, Canaan, they began to quarrel. God gave Moses ten commandments for the Jewish community for them to live by in the new land.</p> <p>Explain to the pupils that while the ten commandments are the ‘headlines’, many Jewish people believe that God gave them 613 commandments about every imaginable aspect of life. Jewish people believe that these laws constitute an ‘agreement’. God has led the Jewish people from slavery and therefore they should follow his laws.</p> <p>Activity: Pupils classify a set of cards (each containing one of the commandments) into groups, explaining their classifications to the class. Then ask the pupils to sort the cards into the usual classifications: (1) worship of God, and (2) treatment of others.</p> <p>Ask the pupils to discuss the commandments – in particular, the commandments associated with the worship of God – and their relevance for society today.</p> <p>You could invite a Jewish person to speak to the pupils</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>make links between the story of Moses and the authority of the ten commandments</li> <li>explain why Jewish people and others value freedom from slavery and freedom to worship</li> <li>suggest answers to questions about the relevance of the ten commandments to their lives and the lives of others.</li> </ul>	<p>See Resources for videos and websites that can be used to support this activity.</p> <p>Be aware that background information about the Jewish people in Egypt, the escape to the Promised Land and the giving of the ten commandments should be summarised in no more than 10 minutes.</p> <p>Note that when a Bible is used for background information, a Jewish Bible should be used (Chumash). Christian Bibles may interpret words and phrases in ways that are not Jewish. Jewish Bibles are available in Hebrew with English translation &amp; footnotes. Illustrated Jewish Bibles for children are available from major booksellers.</p> <p>Set up an online discussion group/forum with only named members of each group having access. The pupils will be able to log in and see their discussion as it unfolds, and respond to what other members</p>

	<p>about how beliefs are put into practice in daily life. Ask this person to talk, generally, about what being Jewish means to them and, specifically, about the following key ideas: worship of God – worship in the synagogue, reciting the Shema, keeping Shabbat and lighting Shabbat candles; rites of passage, particularly bar/bat mitzvah; treatment of others including keeping the commandments; charity/social justice, welcoming the stranger.</p> <p><b>Homework</b></p> <p>Using an online discussion group/forum and working in their island task groups, ask the pupils to discuss: how far the ten words provide a model for an ideal community; and how their island community would respond to people/groups who wanted to worship God in ways in which others disagree.</p>		<p>say, either from within school or from a home or library where there is internet access. It is a good idea to check each post before it appears.</p> <p>If using an online discussion group/forum, make sure you share with pupils protocols for using the internet safely (see 'Resources').</p> <p>Followers of Orthodox Judaism believe that Gentiles should keep the seven commandments of the Noachide law.</p>
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<b>Session 3: How do Christians try to make society better?</b>			
<b>Learning objectives</b>	<b>Teaching and learning</b>	<b>Learning outcomes</b>	<b>Points to note</b>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>know that Christians believe that humans are sinful and human society can never be perfect</li> <li>understand Christian teachings that help Christians live happier lives, both individually and in community</li> <li>reflect on what they and other communities might learn about the value of symbolic rituals for expressing identity and belonging.</li> </ul>	<p>As a starter activity, display a painting of the story of Adam and Eve in the Garden of Eden alongside an image of an armed robbery or similar criminal activity. Ask the pupils what they think might be the link between the two. Explain that Christians believe that, by disobeying God, Adam brought sin into the perfect world that God had created. (See also year 6 Bridging unit)</p> <p>Remind the pupils of the story of Adam and Eve in the Garden of Eden, which some would have learnt in the year 6 transition unit. Ask them what they might have learnt from that story about why Christians believe that humans and human society is imperfect.</p> <p>Tell the pupils that although Christians do not expect humans and human society to be perfect, Christians have beliefs and guidelines that help them to improve the community.</p> <p>Display on a whiteboard the text of Jesus<sup>1</sup> two great commandments: ...love the Lord your God with all your heart, with all your soul and with all your mind ...love your neighbour as yourself (Matthew 22:37-39).</p> <p>Drawing on the parable of the Good Samaritan, which some would have learnt in the primary school, ask the pupils to discuss in pairs what 'loving your neighbour' might mean for Christians. Ask the pupils to suggest answers to Jesus' question about who was a neighbour to the man who fell among thieves.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>describe and show understanding of the reasons why Christians do not expect their communities to be perfect</li> <li>explain Jesus' two great commandments and the 'golden rule'</li> <li>suggest answers to questions about the value of baptism for many Christians.</li> </ul>	<p>More able pupils could refer to Jesus' teaching in the Beatitudes, identify key teachings and rewrite them and create as rules for a community. Retain these for 'fact files' for future use.</p> <p>Stories about Adam and Eve and the 'golden rule' are found in the Jewish Bible.</p> <p>The principle enshrined in what is known as 'the Golden Rule' is found in most of the world's religions in some form. This idea can be further explored using a resource from the Interfaith Network UK (see 'Resources').</p>

<sup>1</sup> Christians refer to Jesus as 'Lord', and believe he is the Son of God.

	<p>Display on a whiteboard the text of Jesus' 'golden rule': do to others what you would have them do to you (Matthew 7:12). Invite the pupils to work on their own and then in groups of four to six, to agree five 'golden rules' on how they would like to be treated. Ask individuals to start by recording their five rules on post-its and take turns to stick their rule on a large piece of sugar paper, explaining their post-its to the rest of the group. When similar rules are identified, stick them on top of each other.</p> <p>Ask the pupils to debate which five rules they think are the best. Encourage the pupils to respond to what other speakers say, perhaps using the sentence starter 'I agree/disagree with [name of last speaker] because ...'. Each group should report their findings to the class.</p> <p>Either interview a Christian or watch a video/DVD to learn how Christians put their beliefs into practice. Ask this person questions about the impact of the two great commandments and the golden rule; what they understand by 'their neighbour' in a modern context; how they identify themselves as members of the Christian community through the ritual of baptism and the promises made at this time.</p> <p><b>Homework</b></p> <p>Working in their 'island task' groups and using the online discussion group, ask the pupils to discuss: similarities and/or differences between rules/guidelines for living in the Christian and Jewish communities; how an initiation ritual such as baptism or bar/bat mitzvah can be used to identify yourself as a member of a community.</p>		
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<b>Session 4: How do Sikhs try to make society better?</b>			
<b>Learning objectives</b>	<b>Teaching and learning</b>	<b>Learning outcomes</b>	<b>Points to note</b>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• know three key values for the Sikh community</li> <li>• understand the impact that these values might have on a Sikh's life</li> <li>• reflect on the wearing of symbols and taking common names as a way of expressing identity and belonging.</li> </ul>	<p>Begin by using screenshots from the online discussion group/forum to encourage the pupils to share some of the key points from their discussions.</p> <p>Explain to the class that they are going to use a research strategy called 'QUADS' (see 'Points to note') to explore some Sikh values and to decide how these might contribute to their island community. Ask the pupils to work in groups made up of one representative of each of their island task groups, ie groups of older people, adult males, adult females, teenage males, teenage females, children. Give the groups a range of resources, eg textbooks, stories from the Sikh tradition (especially from the ten Gurus), DVDs/videos, access to Sikhs.</p> <p>Before the pupils start independent work, model how to use the QUADs grid. Ask each group to research one of the following Sikh values: remembering God (nam japna); working honestly to earn one's living (kirat karna); sharing with others (vand chhakna); service to others (sewa).</p> <p>Ask the pupils to consider the following questions to research.</p> <p>How might people who are old, or who have very little money, be expected to live according to these values?</p> <p>Why might these values be important to Sikhs or to others?</p> <p>What might living by these values involve, e.g. Sikh customs and ceremonies such as worship in the Gurdwara, seating arrangements, sharing the langar, cleaning the shoes of</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• describe and show understanding of key Sikh values</li> <li>• explain how Sikh values might have an impact on a believer's life</li> <li>• suggest answers to questions about the value of different ways of expressing identify and belonging.</li> </ul>	<p>A QUADS grid is a means of planning, guiding and recording pupils' detailed research. Provide a table with four columns – Question – Answer – Details – Source. Pupils use these headings to structure the planning and recording process. Encourage pupils to formulate questions to research, and to record a brief summary in the 'Answers' column and a more detailed response in the 'Details' column. Pupils should record the source of their answer in the final column.</p> <p>There are various Sikh stories that can be used for this activity (see Resources).</p>

	<p>others?</p> <p>What might be the challenges of living by these values? In what situation might these values have the greatest impact?</p> <p>When might a Sikh have opportunities to show that these values are important, e.g. in their community life and their personal life, as individuals and in their community, and what might they do, e.g. wear certain symbols (the 5 Ks), use certain names (Singh/Kaur and forenames)?</p> <p>Pupils now return to their mixed island task groups and share what they have learnt and discuss how these values might contribute to their own island community.</p> <p><b>Homework</b></p> <p>In their island task groups, and using the online discussion group, ask the pupils to discuss: similarities and differences between the guidelines for a community in Christianity, Judaism and Sikhism; the impact of wearing symbols as a means of expressing identity for the individual and community.</p>		
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<b>Session 5: What have we learnt about the impact of beliefs on individuals and communities?</b>			
<b>Learning objectives</b>	<b>Teaching and learning</b>	<b>Learning outcomes</b>	<b>Points to note</b>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• know that beliefs impact on the lives of individuals and communities</li> <li>• understand that religion may provide the source of the rules and conventions that guide individuals and communities</li> <li>• reflect on how communities express identity and belonging.</li> </ul>	<p>Pupils should work in their island task groups to consider the following questions in preparation for making their presentation in the form of a press pack report.</p> <p><u>Setting the scene.</u> Ask the pupils to explain: the name of their island community and the reasons for that name; whether or not everyone will be a member of the community or whether some people will be excluded, and on what grounds; whether or not people will have to go through a ceremony or make certain promises before they can become a full member of the community; whether or not there should be a hierarchy within the community – should some people be more important or have more privileges than others?; whether or not the community has rules or conventions about doing good and not doing harm, e.g. that members are kind to all people and all animals or just some people and animals or just people and not animals; arrangements for people to seek justice if they believe someone has wronged them.</p> <p><u>Rules and guidelines.</u> Ask the pupils to agree guidelines for the community and, where appropriate, identify the inspiration/source from which they have been selected. Ask them to agree how the guidelines are expressed to the community and how they will be passed on to future generations, e.g. as a charter of rules or through telling stories to exemplify the guidelines. <i>What rules and responsibilities are appropriate for the island community? How will they be enforced? How will children learn the guidelines? What happens if someone does not follow the guidelines, including any arrangements for people to seek justice if they believe someone has wronged them?</i> Ask pupils to select from a range</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• explain the impact of beliefs on individuals and communities</li> <li>• explain how sacred texts and stories are used by some individuals and communities to provide answers to ethical issues</li> <li>• ask and suggest answers to questions of identity and belonging.</li> </ul>	

	<p>of case studies as a means of exploring this issue, eg a person does not respect the views of others, treats others unfairly, steals food.</p> <p><u>Will religion play a part in the community?</u> Pupils should decide whether they will allow places of worship to be constructed, and explain the rationale behind this decision. The pupils should decide whether people will have time away from tasks to worship, again giving reasons that show they have considered more than one point of view. The pupils should decide how they will respond if one or more people have different views about whether religion should have a part in the island community life for anyone or everyone.</p> <p><u>How will community members express identity and belonging?</u> Ask the pupils to decide whether or not identity and belonging should be expressed: through initiation ceremonies and what these would involve and why; through special dress and/or symbols, and what this would involve and why; by making promises, what these would be and why; or not expressed at all, with reasons.</p> <p>Ask the pupils to decide, in their island task groups, which member will present which section of the report. All members must be involved in the presentation.</p>		
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### Assessment activity

<b>Session 6: 'Newsround' presspack report on the island community</b>			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
<b>Learning objectives</b>	<b>Teaching and learning</b>	<b>Learning outcomes</b>	<b>Points to note</b>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• know that communities have agreed rules or conventions for living together</li> <li>• understand that religion may or may not provide the source of those rules and conventions</li> <li>• reflect on how communities interpret sources and express identity and belonging.</li> </ul>	<p>Ask the pupils to present their decisions in the form of a 'Newsround' press pack report.</p> <p>Ask the pupils, in their island task groups, to present their reports to the class. These may be recorded, either as audio or video files.</p> <p>The remaining groups should peer-assess each group's presentation. A peer assessment should be made for each of the four areas in lesson 5 and could be based upon how well the groups 'described' their decisions or 'explained' their decisions. Clear explanations would achieve higher marks</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• describe and show understanding of a set of guidelines for an island community</li> <li>• describe the way that religion may be a source of authority</li> <li>• ask and suggest answers to questions about identity and belonging.</li> </ul>	

### **Differentiated outcomes**

#### Level Descriptors for the Assessment Activity

Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.

Pupils working at level 3 can:

- make links between the beliefs/guidelines selected and their sources
- begin to identify the impact of religious belief on the community
- make links between values/guidelines and behaviour, including their own.

Pupils working at level 4 can:

- describe and show understanding of the beliefs/guidelines selected and their sources
- describe the impact of religion on communities
- ask and suggest answers to questions of identity and belonging, applying their ideas to their own lives.

Pupils working at level 5 can:

- explain how sacred texts and stories are used to provide answers to ethical issues
- explain the impact of beliefs/guidelines on communities
- ask and suggest answers to questions of identity and belonging, relating their ideas to their own lives.

How can beliefs and values serve as a guide for moral decision making? Part B: Communities – Year 7