

Making Choices- Year 3/4

About the Unit

This unit is designed to help pupils explore and consider the day-to-day choices they make in life. It begins by looking at influences around them (role models) and their perceptions of why rules are used to guide people. The experience of members of the Jewish tradition is considered through the examples of putting up Mezuzahs and keeping Kashrut (food laws), and also the less formal practice of stewardship in the Christian tradition. Both are related to belief in God and God's teachings as a guide for life choices. Finally, pupils consider what they could offer as an act of service and who or what is their own ultimate authority.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs.

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives.

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values.

1.5 Meaning, purpose and truth

- a) Encountering some of the ultimate questions that confront humanity.

1.6 Values and commitments

- b) Reflecting on their own values and hearing about the values of others.

Key Processes

2.1c	Beliefs and Practices	i) Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
2.1d	Sources	Use and interpret information about religions from a range of sources and understand why they are important in religion.
2.1e	Religious/Spiritual Expression	Interpret a range of forms of religious expression and understand why they are important in religion.
2.2a	Reflection on Feelings, Experiences and Values	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas.
2.2b	Reflection on Belonging	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways.
2.2d	Responses to Ethical and Philosophical Issues	Express their own and others' views on right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives.

Range and Content (traditions and themes)

This unit focuses on the Christian and Jewish traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life.
- f) **Inspirational people:** figures from whom believers find inspiration.
- g) **Religion and the individual:** what is expected of a person in following a religion or belief.

Curriculum opportunities:

During the course of this unit children may use:

Outdoors-Take a walk around the school grounds. What signs/rules are there? Why and how are they used?

Visitors from faiths – Jews talking about their own kitchen arrangements

Citizenship – obeying rules/their purpose in own communities

ICT – virtual tours of a typical Jewish home (including Mezuzah)

Speaking and Listening – Using everyday and religious language to talk about their own beliefs, ideas, values, feelings and experiences.

Literacy – Pupils could write their own version of a mezuzah for their local area/classroom

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 3	Year 4
Basic	Pupils should be able to use religious words or phrases to identify rules within religions and explain why they are important for some people. They should identify how religion is expressed in different ways and be able to recognise that some religious rules are difficult to follow. Level 2	Pupils should be able to describe and make links between the Jewish and Christian faiths, concerning rules and be able to identify what influences them personally to follow rules. Level 3
Developed	Pupils should be able to describe and make links between the Jewish and Christian faiths, concerning rules and be able to identify what influences them personally to follow rules. Level 3	Pupils should begin to show an understanding of how the Jewish and Christian practices influence the daily decision-making of their followers and will begin to apply their ideas to their own and other peoples' lives. Working towards Level 4
Extended	Pupils should begin to show an understanding of how the Jewish and Christian practices influence the daily decision-making of their followers and will begin to apply their ideas to their own and other peoples' lives. Working towards Level 4	Pupils will identify how Jewish and Christian practices influence decision making and will be able to apply the choices they make to their own lives and the lives of others, understanding its affect. Level 4

Possible assessment tasks:

- Discussion groups – do other children in the class think they could follow others rules?
- Look at collections of rules and ask children to respond to them, referring to how or why they think they should be followed. Does the pupil give examples of how any of the religions studied do this?
- Observe pupils engagement in written tasks and role-play activities.
- Ask children to write a set of rules they think are relevant to their daily personal lives.

Resources

You may find the following resources useful when teaching this unit:

- Leaflets handed out about stewardship from local churches.
- Examples of rules in local area (School, community, home etc)
- Pictures of role-models.
- IWB
- WWJD bracelet (available from most Christian bookshops)
- Bible
- Role-play ideas
- Modern Version of Ten Commandments (www.christianity.about.com)
- Layout plans of kitchens
- Mezuzah (Torah)
- Role-play area of a kitchen set-up.
- Collection bag/box, Tithe envelopes

Vocabulary

Tithe	Commandment	Service	Stewardship	Offering	Christian	Jew	Church
Worship	Leader	Authority	Torah	Mezuzah	Ten Commandments	Mitzvoth	Prophet
Shabbat	Kashrut						

Glossary of Key Terms

Kashrut – dietary laws prescribed for Jews.

Mezuzah – A parchment scroll inscribed with biblical passages attached by Jews to the doorpost of the home.

Mitzvot – Any commandment, ordinance, law, or statute contained in the Torah (first five books of the Bible) and, for that reason, to be observed by all practicing Jews.

Shabbat – The Hebrew word for The Sabbath (The day in which they worship God).

Ten Commandments – A list of rules Christians follow - Found in the Bible, Exodus 20 v 2-17

Tithe – A set amount (10 %) of the income from a Christian are paid to the church.

Torah – The first five books of the Hebrew scriptures.

WWJD? - What Would Jesus Do?

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

Handling the Torah - make sure the correct procedures are followed.

Hanging the Mezuzah – Make sure this is hung in the correct position (It is to be on the right side of the doorway. It should be placed within the upper third and attached diagonally with the upper end tilted toward the inside of the house/room) and is not damaged in any way.

It would be very helpful to invite a Jewish visitor to tell about the practicalities of keeping food laws or Shabbat observance laws. A Christian visitor might be able to explain how stewardship works in practice or be able to give you leaflets which may be used to guide their own congregation.

This unit could be explored through any of the major religious traditions. Some of these have very specific codes of behaviours, such as the Muslim Five Pillars, or the Hallal and dress rules, Buddhist Five Precepts of Noble Eightfold Path. In other cases the rules are drawn from tradition, example and sacred texts.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1d Use and interpret information about religions from a range of sources and understand why they are important in religion.</p> <p><i>To be able to identify the rules I follow and consider why they are important.</i></p>	<p>What should people be able to choose about for themselves?</p> <p>Why do I follow rules, at home? In school?</p> <p>What would make me want to do as someone else says?</p>	<p>Aspects of daily living, which give opportunities for choice or require obedience.</p> <p>Moral laws.</p> <p>Codes of rules and who makes them, democracy, autocracy, theocracy.</p>	<p>Ask children to think about their day so far and list in two columns the things they could choose and the things they 'had to' do.</p> <p>Discuss together which things they would like to move from one column to the other and <u>why</u>. Take the discussion further to include bigger issues, including mortal ones.</p> <p>Make list on IWB of things which the class feels ought to be guided by rules or laws. Alongside, add their ideas as to who should make the rules.</p>	<p>Children can identify which choices they make for themselves and which are decided for them.</p> <p>Children can express how they should be applied.</p>	<p>Examples of rules in local area (School, community, home etc)</p>

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<p>2.1c i Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p><i>To be able to evaluate role-models and the guidance they might offer</i></p> <p><i>To be able to decide upon a golden rule for happy living</i></p>	<p>Who influences me to follow rules?</p> <p>Who would I listen to most?</p> <p>Which rules do I obey and why?</p>	<p>Ideas of intention and determination.</p>	<p>Bring up pictures on the IWB of the typical role-models relevant to your class. (You could find these out by secret ballot earlier).</p> <p>Ask children to come up and annotate the picture with their ideas of the kinds of things that person might guide them on, with regards to decision making and following rules. Would they listen to everything they say? Why/ why not?</p> <p>In pairs, children discuss rules they always try to obey and how successful they are. Encourage them to decide one good rule for living happily which they would always try to obey. Children could display their one rule framed with a golden border. Display children's ideas. Could they follow each others guidance? Discuss whether total free choice would be good or rather worrying.</p>	<p>Children can see how other's influence the decisions they make.</p> <p>Children can identify what is important in their lives to make them happy.</p> <p>Children understand why there has to be some rules in place.</p>	<p>Pictures of role-models.</p> <p>IWB</p> <p>Gold paper</p>

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<p>2.1c i Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</p> <p><i>To begin to understand how Christians and Jews use reminders to help them follow rules.</i></p>	<p>Who do Christians and Jews choose to obey?</p> <p>How do they know which rules to follow?</p> <p>What do they do to remind them of the rules they should follow?</p>	<p>God as supreme source of authority for Christians and Jews.</p> <p>The Ten Commandments.</p> <p>The Two Great Commandments.</p>	<p>Explain that Christians and Jews believe that God knows best and therefore will try to follow God's Will. They do this by copying good example e.g. What did Jesus/the prophets teach? Show the children a W.W.J.D. bracelet. What do the letters stand for? Why would a Christian wear them? (Constant reminder).</p> <p>Discuss also following written rules (The Ten Commandments). Look at a modern version of these and encourage children to work out a role-play of a situation/ give them a role play situation, where one of the rules applies. Can they relate it to the correct commandment?</p> <p>Tell the children that these Ten Commandments can be summed up in The Two Great Commandments; To love God and to love one's neighbour as oneself (Bible reference: Mark 12 v 28-33)</p>	<p>Children can explain how Christians and Jews use reminders to help them follow religious rules.</p>	<p>WWJD bracelet</p> <p>Bible</p> <p>Role-play ideas</p> <p>Modern Version of Ten Commandments</p>

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<p><i>2.1e Interpret a range of forms of religious expression and understand why they are important in religion.</i></p> <p><i>To begin to understand how Jews re-arrange aspects of their lives to follow rules.</i></p>	<p>How do rules and obligations affect the daily lives of Christians and Jews?</p>	<p>Daily application of commandments and of religious teachings.</p> <p>Jewish mtizvot.</p> <p>Jewish kashrut.</p>	<p>Tell the children (or invite a Jewish visitor to tell them) how the commandments are broken down into detailed rules, mitzvot, for Jews, which guide daily life.</p> <p>Handle a mezuzah and find out how it is used following the rules in the Torah. Ask the children why they think it is placed in the doorway. Good place? Where would be the best place in the classroom to display something to always remind us?</p> <p>Explore food laws in relation to the children's normal meals. Plan a day's menu where milk and meat aren't consumed together. Make/design a model kitchen in a Jews home or move items around in a role-play area. How would the children need to change their own kitchens?</p>	<p>Children can explain how Jewish people change aspects of their lives in order to follow rules.</p>	<p>Layout plans of kitchens</p> <p>Mezuzah (Torah)</p> <p>Role-play area of a kitchen set-up.</p>

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<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways.</p> <p><i>To know that Christians have different ways of serving their God.</i></p>	<p>How do Christians use their talents as an act of service?</p> <p>How could I use my talents?</p>	<p>Christian stewardship of time, talents and money.</p>	<p>Tell the children about the Christian idea of sharing time, talents and money as a form of service. Look at how Christians give both tithe and offerings in their church, or become a worship leader, set up a prayer group etc.</p> <p>Ask children to plan how they could use something they are good at, an hour a week or one-tenth of their pocket money to help others. Give them time to discuss their different ideas with members of the class. Point out that each of them always has something to offer.</p>	<p>Children can explain how Christians use time, talent and money as an act of service.</p>	<p>Collection bag/box</p> <p>Tithe envelopes</p> <p>Example of roles in a church.</p>

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<p><i>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives.</i></p> <p><i>To be able to identify who I obey and what would happen if I didn't like the choices made for me</i></p>	<p>Who would I obey even if it interfered with my own choices?</p>	<p>Pupils' personal experience of choice, obedience and good intentions.</p>	<p>Discuss occasions when they have been expected to do something which conflicted with their own wishes. What did they do?</p> <p>Explain that Jews and Christians try to follow God's will always, even at times when it's more difficult to do so, or maybe they are not so willing.</p> <p>Consider if there is anyone in the children's lives that they would obey in all circumstances, and why, or do they act in accordance with another kind of guiding principle e.g. their conscience, belief?</p>	<p>Children can explain how they would feel if they had to follow rules given to them.</p>	<p>None</p>