

Keeping the Rules- Years 5/6

About the Unit

Pupils begin by exploring whether or not there is a need for rules and in what circumstances, relating this to personal experience and to their knowledge of the world around them. They consider the sources of such rules and the authority behind them. The laws by which Christians try to live and the Buddhist precepts and paramitas are examined as a source of guidance for living. Pupils consider how these would affect the life choices of someone following these traditions. They look also at their understanding of the outcome of failure. Finally pupils are asked to reflect upon what rules they would consider to offer guidance which would be universally helpful.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.6 Values and Commitments

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

Key Processes

2.1a	Importance/impact of religion & religious diversity	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
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 (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	Sources	use and interpret information about religions from a range of sources 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
2.2c	reflection on what individuals and communities value	Reflect on the importance of religion and other world views for individuals and communities
2.2d	responses to ethical and philosophical issues	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

Range and Content (traditions and themes)

This unit focuses on the Christian and Buddhist 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
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- i) **Beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Curriculum opportunities:

During the course of this unit children may use:

Literacy- To write own laws and responses to failure to keep laws

Citizenship- To discuss laws that should be universal

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 5	Year 6
Basic	Pupils will be able to describe the contents of the Ten Commandments and know their source. They will be able to name the five basic Buddhist precepts. They will put together a simple code of laws of their own devising. Level 2	Pupils will discuss with respect the ideas they find expressed in religious codes of law. They are able to give cogent reasons for the codes they themselves invent. They express opinions on the degree of commitment required to practise rules which are imposed and those which are chosen. Level 3
Developed	Pupils will discuss with respect the ideas they find expressed in religious codes of law. They are able to give cogent reasons for the codes they themselves invent. They express opinions on the degree of commitment required to practise rules which are imposed and those which are chosen. Level 3	Pupils will be able to link the religious codes of laws to the motivation of people who live by them. They will explain their own attitudes to laws that they are expected to keep and will raise questions in relation to the necessity for codes of conduct, recognising a link between moral feelings and actions. Level 4
Extended	Pupils will be able to link the religious codes of laws to the motivation of people who live by them. They will explain their own attitudes to laws that they are expected to keep and will raise questions in relation to the necessity for codes of conduct, recognizing a link between moral feelings and actions. Level 4	Pupils will identify similarities and differences in the responses of individuals from different faith traditions to social and moral issues and will begin to explain the reasons for these, using specialist vocabulary to link these to sacred texts. They will evaluate their own responses to laws, giving explanations of their own motivation. Level 5

Possible assessment tasks:

- Children's own rules
- Sorting activity to arrange laws by different criteria
- Children's ideas of response to failure to keep laws
- List of universal laws
- Discussions about the influence of religion on laws

Resources

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

- Websites useful for an overview: <http://www.thebigview.com/buddhism/precepts.html>;
<http://www.abuddhistlibrary.com/Buddhism/C%20-%20Zen/Introductions/The%20Foundations%20of%20Buddhism/The%20Foundations%20of%20Buddhism.htm>
- Sets of rules: Games, Highway Code, countryside code, school/class rules
- Laws/rules the children have produced
- Bible: Mark 12:v28-33. Exodus 20:1-17
- Two Great Commandments written out
- Ten commandments cut into strips
- The Five Precepts and the Ten Paramitas on sheets (*Religious Education Across the Curriculum*, Rankin, Brown & Hayward, Longman, provides the list)
- Video: *Buddhism for KS2*, Clear Vision Trust.
- Paper for recording ideas

Vocabulary

Christian	Bible	Two Great Commandments	Ten Commandments
Buddhist	Five Precepts	Ten Paramitas	

Glossary of Key Terms

Five Precepts

These are to be observed by all Buddhists:

1. ...harming living beings.
2. ...taking things not freely given.
3. ...sexual misconduct.
4. ...false speech.
5. ...intoxicating drinks and drugs causing heedlessness.

For monks, there are 5 additional precepts to observe.

Ten Commandments

These are the laws given on tablets of stone to Moses which form the basis of Christian moral living. These can be found in Exodus 20. The two greatest commandments were a summary of the ten by Jesus: 1) 'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' 2) 'Love your neighbour as yourself' (Mark 12: 28-33)

Ten Paramitas (of Buddhism)

1. Generosity
2. Morality
3. Renunciation
4. Wisdom
5. Energy
6. Patience
7. Truthfulness
8. Determination
9. Loving-kindness
10. Equanimity

Further Guidance

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

Moral codes are not always directly related to codes of rules, so care must be taken if another tradition was to be substituted for the Buddhist tradition.

The Jewish tradition shares the Ten Commandments and the force of the Two Great Commandments with Christianity.

The Five Pillars of Islam are not rules in the same way. They are seen as ways of worshipping Allah. Islam does, however, have many teachings about how to live one's life. This would not fit comfortably with the activities suggested here.

Please note that although this unit is a progression from Y3/4 Making Choices, you might not wish to use both units with the same pupils.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>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</p> <p><i>To be able to identify times when rules are needed</i></p> <p><i>To be able to write rules/laws for an island community to follow</i></p>	<p>How much choice should people have about what they do?</p> <p>Do we need rules to help us run our lives?</p>	<p>Personal experience of the rules which govern groups and communities to which the pupils belong.</p> <p>The law of the land.</p>	<p>Discuss whether it is possible for every individual to do just as they please.</p> <p>Pupils might define areas for free choice and areas where negotiation or group agreement is necessary, e.g. playing games, spending Saturday afternoon as a family, etc</p> <p>Research the kinds of things that societies usually have rules about and then in groups draw up a code of 10 laws for an imaginary island.</p>	<p>Children can identify times when rules are needed</p> <p>Children can write rules for an island community</p>	<p>Sets of rules: Games, Highway Code, countryside code, school/class rules</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to explain why they have chosen these laws</i></p> <p><i>To begin to understand ideas behind rules that are considered to be 'God's will'</i></p>	<p>Where do laws come from?</p> <p>What makes some people believe they know what God wants them to do?</p> <p>.</p>	<p>Sources of authority: conscience, concern for others, common sense, God</p>	<p>Examine the set of laws they have produced and try to define what made them choose these particular rules, relating them back to sources.</p> <p>Invite children to decide which one they would find hardest to keep and why.</p> <p>How would they react if someone said a rule had to be kept because it was 'God's will'?</p>	<p>Children can explain their reasons for choosing laws</p> <p>Children can share which rule they would find hardest to keep and why</p> <p>Children are able to explain their responses to some laws being 'God's will'</p>	<p>Laws/rules the children have produced</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<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>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <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 investigate the</i></p>	<p>Where do Christians get their rules from?</p> <p>What are they?</p>	<p>The Two Great Commandments and the Ten Commandments</p>	<p>Explain that Christians take their rules from the Bible, which they believe to be inspired by God.</p> <p>Find the Two Great Commandments in Mark and read the words Jesus spoke</p> <p>Next give the pupils, in groups, a list of the Ten Commandments taken from Exodus. Ask them to sort the Commandments cut up into strips into ones that relate to the first Great Commandment and ones related to the second.</p> <p>Next, ask them to look at their own 10 laws and divide them similarly if possible or, if not, give reasons. They might decide on different criteria for dividing them e.g. self/community. Consider how it would affect an individual's life to keep all of these commandments.</p> <p>Which of these would they find hardest to keep and why?</p>	<p>Children know the Two Great Commandments</p> <p>Children know some of the Ten Commandments and can show how they relate to the Two Great Commandments</p> <p>Children can sort their own laws using similar criteria</p>	<p>Mark 12:v28-33. Exodus 20:1-17</p> <p>Two Great Commandments</p> <p>Ten commandments cut into strips</p>

***Ten
Commandments
and relate these
to the Two Great
Commandments***

***To be able to
sort their own
laws in a similar
way***

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<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>(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <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 begin to understand the</i></p>	<p>What rules do Buddhists try to live by?</p> <p>Where did they originate?</p> <p>How does keeping the rules affect their lives?</p>	<p>The Five Precepts.</p> <p>The Ten Paramitas.</p> <p>The moral teaching of the Buddha.</p>	<p>Look at the Five Precepts for the Buddhist laity, recognising that these are devised from the teaching of the Buddha in the quest for human happiness and not from a supernatural source.</p> <p>Pupils might list jobs they would need to avoid in order to keep the Precepts. Notice that they are all negatives, and place alongside them the 10 positive Paramitas.</p> <p>Return to their own 10 laws and decide which of those are 'don'ts' and which 'dos'.</p>	<p>Children know some of the Five Precepts and Ten Paramitas</p> <p>Children can sort these into 'do's' and 'don'ts'</p> <p>Children can sort their own rules in a similar way</p>	<p>The Five Precepts and the Ten Paramitas on sheets.</p> <p><i>Religious Education Across the Curriculum</i>, Rankin, Brown & Hayward, Longman, gives the list.</p> <p>Video: <i>Buddhism for KS2</i>, Clear Vision Trust.</p>

***Five Precepts
and the Ten
Paramitas of
Buddhism***

***To be able to
sort their own
rules into 'do's'
and 'don'ts'***

--	--	--	--	--	--

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p>(ii) identify and begin to describe similarities and differences within and between religions.</p> <p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to recognise concepts covered by all 3 sets of laws</i></p> <p><i>To know Christian & Buddhist</i></p>	What happens when the rules are broken?	Responses to failure: penances, repentance and forgiveness (Christian), starting again, dismissing the past and moving forward (Buddhist).	<p>Now compare all three sets of laws and see which areas are covered by all of them.</p> <p>Introduce the Christian and Buddhist responses to failure to keep the rules.</p> <p>Decide on what the response would be on their island to failure to keep the rules.</p>	<p>Children can identify concepts covered by all 3 sets of laws</p> <p>Children know Christian and Buddhist responses to the failure to keep laws</p> <p>Children can decide on their own response to failure to keep the laws they have written</p>	Paper for recording

<i>responses to not keeping laws</i>					
Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p>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</p> <p><i>To be able to identify rules that should be universal</i></p> <p><i>To begin to understand how religion influences rules</i></p>	<p>What rules do I think all people should live by?</p> <p>.</p>	<p>Pupils' ideas based on what they have learned</p>	<p>Finally, allow the pupils the opportunity to reflect upon rules which they feel should be universal.</p> <p>How have the Christian and Buddhist rules for living influenced their decision?</p> <p>Do rules always have to be influenced by religion? Invite children to share their ideas</p>	<p>Children can decide on rules that should be universal</p> <p>Children can discuss the way in which religions can influence rules and share their own thoughts about this</p>	