

Year Group Year 2	Worldview Christianity
Strand	Truth and Reality (Philosophy)
Key Question	How do Christians decide what is right?
Focus of Study	Explore the role of conscience, leaders and teachers in interpretation. Focus on authority of text, person and place, testing whether ideas make sense.
Background information for teachers	
<p>Most Christians try to live 'right' lives. Saying sorry and asking for forgiveness are part of many church traditions, either in formal confession or in personal daily prayers. Confession usually covers things like a Christian's relationship with God, with other people and with the world.</p> <p>The Bible is the source of many of the ideas about what is right and wrong. Christians turn to the Bible for guidance, and they read stories and texts to find out what they should do in certain situations. Some versions of the Bible have verses written out especially to help Christians find words to help them reach decisions or have guidance in difficult circumstances.</p> <p>The 10 Commandments (Exodus 20) are often seen as the bedrock of right living for Jewish and Christian people alike, and many of these are also the foundation of many of the rules that underpin British culture. Do not steal and do not murder are the clearest and most agreed upon of the commandments.</p> <p>The 10 Commandments are not the only instructions in the Bible that Christians believe are intended for them. The Sermon on the Mount (Matthew 5 – 7) contains many other sayings that Christians use as guides for life. There are messages about making right choices in many of the parables and in the life of Jesus. The Good Samaritan, the Parable of the Talents, the unmerciful servant, the miracles, the healings and much direct teaching of Jesus are some examples of this.</p> <p>Many Christians also listen to sermons and other teaching in the church, read books, join in discussion groups and some rely more on spiritual practices such as prayer and meditation. Christians will also go to their church leader or a good friend to ask for advice.</p> <p>Asking questions of the text, story or person that they are meeting is a common way of deciding what to do, using what some refer to as 'sanctified common sense', comparing what they hear or read in the world with what they see in the Bible.</p> <p>There are some teachings that are seen as seminal – love your neighbour as yourself, be perfect as your holy father in heaven is perfect, obey everything (Jesus) has taught, be salt and light, feed the hungry, care for the homeless and those in prison. For many Christians it is looking at the model of Jesus that is their guide about what decisions to make.</p> <p>Probably the commandments 'Love the Lord your God with all your heart, all you mind and all your soul' and 'Love your neighbour as yourself' are the ones that underpin all the other teaching of Jesus, and of the disciples and the writers of the letters of the New Testament. The phrase 'What would Jesus do?' was worn by many Christians on wristbands and lanyards, as a reminder always to act in accordance with Jesus' teaching.</p>	
Prior learning	<ul style="list-style-type: none"> • Christians read the Bible to get their ideas. • Bible stories can be read in different ways. • Different people have different ideas about what is right and wrong. • People get their ideas from the stories that they read and tell. • Communities look for truth in different places and live it out in different ways. • Christians read the Bible in different ways. • It makes them ask questions about how to live, what is right and wrong. • Many people think it helps them to answer some of these questions too.
Building blocks	<ul style="list-style-type: none"> • The Bible is complex and old, so teachers help Christians to understand. • Leaders show Christians how to live. • Not every leader, church or teacher does things the same way. • Different Christians have different ideas about what the Bible teaches.

<p>Outcomes</p>	<ul style="list-style-type: none"> • Pupils are beginning to ask important questions about life and share their own possible answers. • Pupils are beginning to be able to justify their opinions and beliefs, using simple logic. • Pupils can engage in simple debates. • Pupils can use statements for expressing their ideas and give reasons.
<p>National Statement of Entitlement (NSE)</p>	<p>a, b, c, e, f, g, j, k</p>
<p>Resources</p>	<p>https://truewaykids.com/sermon-on-the-mount/</p> <p>https://www.childrens-ministry-deals.com/blogs/childrens-pastors-only/what-are-the-beatitudes-for-kids-in-simple-terms</p> <p>The Golden Rule - there are lots of poster versions available e.g., https://www.reddit.com/r/Omnism/comments/10d8j2r/golden_rule_treat_others_how_you_would_like_to_be/#lightbox</p> <p>The Bible Project has a series of videos that will help teachers understand the Sermon on the Mount and the Beatitudes, but these videos are not suitable for pupils.</p> <p>Matthew 5 – 7 (the Sermon on the Mount), Luke 10: 25-28 (the Greatest Commandment) Luke 10: 25-37 (the Good Samaritan). Matthew 25:31-46 (the Sheep and the Goats) Matthew 18: 23-34 (the Unmerciful Servant), Matthew 21:28-32 (The Two Sons), Luke 19:1-10 (Zacchaeus). These are just some suitable and useful texts.</p> <p>https://request.org.uk/resource/issues/morality-and-ethics/ethics/ - a video about how Christians make choices (aimed at KS3 – but useful background)</p> <p>https://request.org.uk/resource/issues/morality-and-ethics/introduction-to-christian-ethics/ a text about how Christians make choices (aimed at KS3 – but useful background)</p> <p>https://request.org.uk/resource/?view=resources&cat=3-42 – links to a range of resources about Jesus and his teaching.</p>
<p>Engagement</p>	
	<p>Give the pupils a range of scenarios where they need to make a choice about what to do. These do not need to have a religious context. E.g., you get home from school hungry and when you go into the kitchen there is a cake or a box of biscuits. What do you do? Or you find a soft toy left in the park.</p> <p>Create a mind map for what is right – maybe right in school, or right at home. Are they the same? Does everyone agree?</p> <p>How do we know what the right things to do are? Gather a list of all the ways that people find out what is right?</p>
<p>Enquire and explore</p>	
	<p>Revise what pupils know about Christian beliefs about God, and what they learned in Y1 from looking at the questions that stories raised. Did any of those stories, or any others that they know, help people to decide how to behave in a certain situation?</p> <p>Read some of the parable of Jesus or look at the sermon on the mount in child friendly language. Make a list of some of the ‘rules’ or advice that are given in the sermon. Look at the Golden rule and discuss the decisions that this will lead people to make? How is this similar or different to the rules that have already been identified.</p>

<p>Find out about some of the things that Jesus did – feeding people, healing people. How do some Christians use these texts to help them decide what to do? See the resources list for suggested texts. The story of Zacchaeus (Luke 19:1-10) is a good one about doing what is right and putting things right. With every text that you read, make links between the teaching in the text and the injunction to love God and love your neighbour.</p> <p>Invite some Christians into class and ask them questions about how they decide what is right. Compare the answers they give with the rules and ideas that the pupils have already gathered.</p> <p>Find out about how church leaders or vicars help people to decide what is right. This will be a good opportunity to revise what pupils have learned about the church. Talk about the way that the Bible was written a long time ago, and some of the language and ideas are difficult for modern readers to understand. People who give sermons help their congregation to understand. Find out about some of the other ways that Christians try to find out about what is right – discussion, talking to friends, parents, praying or meditating.</p>	
Evaluate	
<p>Introduce the idea of conscience. How do you feel when you have done something wrong? You could refer to the scenarios from the Engage session and ask pupils how they would feel if they had done the thing that they thought was wrong. What do they do? Link this back to the story of Zacchaeus if you used that one. What do Christians do when they think they have done something wrong? Is that necessary? Explain forgiveness and confession in simple terms. Does recognising that you have done something wrong help you to make better choices next time?</p> <p>Does everybody have the same view about what is wrong? Are all the things that Christians might say sorry for such as not loving God, not going to church, not giving money to the poor, wrong in everyone’s opinion?</p> <p>Is saying sorry enough, or do people need to do something else?</p>	
Reflect and communicate	
<p>Return to the scenarios, or create some new ones, and discuss whether Christians or non-Christians would respond in the same way? What do the pupils think are the right decisions? Give or read pupils a parable or story that they haven’t heard before and ask them to identify what Christians might learn from this story. Can they see links between the teaching in the different stories?</p> <p>Pupils can suggest ways in which they decide what is right or wrong.</p> <p>Debate some contested statements to decide if they are right or wrong. Is it ok that different people think differently?</p> <p>What would they see as being the best source of guidance? What message would it/does it give?</p>	
Assessment Opportunities	<p>Make links between some of the stories Jesus told and the Greatest Commandment.</p> <p>Debate the decisions prompted by the scenarios.</p> <p>Ask questions to interview Christians about their choices.</p> <p>Evaluate peoples’ decisions about what is right.</p>
Notes	