

Year Group 3	Worldview: Religious and non-religious worldviews
Strand:	Reality and Truth (Philosophy)
Key Question:	Does it matter if a story is true or not?
Focus of study:	Focus on deeper truths, perception and evidence. Explore proverbs and sayings, including non-religious ones
Background information for teachers:	
<p>Many religious texts contain stories that are allegorical or metaphorical. The parables that Jesus tells are not always intended to be taken at face value, though some say that they are. In the same way, there will be stories about Jesus, for example the miracles, that some people will read as being true while others will read them as metaphors or symbolic stories. This is an important element in this unit and will need to be handled carefully. There are many people who would say that there is only one truth and that they (or their religion) has it. Pupils need to begin to learn that there are different ways to read the truth and that not everyone agrees about everything.</p> <p>Aesop's fables are a good way into these discussions. Very few people would believe in talking crows and other animals, but these tales clearly teach certain moral and ethical values that many people would consider wise.</p> <p>Nobody Stands Nowhere is a short, animated film from Theos which raises questions about how people perceive the world around them, and that for many people there are different truths.</p> <p>At the heart of the proposal for Religion and Worldviews is the intention to emphasise the importance of engaging with individuals' lived experiences. It is a way of framing the subject to emphasise the importance of pupils becoming 'responsible interpreters' of information, developing both educated moral judgement as well as critical thinking skills (Cooling et al., 2020).</p> <p>The Cave</p> <p>Plato's "Allegory of the Cave" is a concept devised by the philosopher to contemplate on the nature of belief versus knowledge. The allegory begins with prisoners who have lived their entire lives chained inside a cave. Behind the prisoners is a fire, and between the fire and the prisoners are people carrying puppets or other objects. These cast shadows on the opposite wall. The prisoners watch these shadows, believing this to be their reality as they've known nothing else.</p> <p>Plato suggests that one prisoner could become free. He finally sees the fire and realises the shadows are fake. This prisoner could escape from the cave and discover there is a whole new world outside they were previously unaware of.</p> <p>This prisoner would believe the outside world is so much more real than that in the cave. He would try to return to free the other prisoners. Upon his return, he is blinded because</p>	

his eyes are not accustomed to actual sunlight. The chained prisoners would see this blindness and believe they will be harmed if they try to leave the cave.

What is a proverb?

A proverb is a short, pithy saying that expresses a traditionally held truth or piece of advice, based on common sense or experience. These often stand in contrast to each other and may express conflicting ideas.

The Promise by Nicola Davies

On a mean street in a mean city, a thief tries to snatch an old woman's bag. But the thief finds she can't have it without promising something in return – to "plant them all". When it turns out the bag is full of acorns, the young thief embarks on a journey that changes her own life and the lives of others for generations to come. Inspired by the belief that a relationship with nature is essential to every human being, and that now, more than ever, we need to renew that relationship.

Prior learning:	<p>Year 1 - What questions do stories in the Bible make us want to ask?</p> <p>Year 2 - What does Torah mean for Jewish people? How do Christians know what is right?</p> <p>Year 3 - What is the Qur'an and why do many Muslims learn it by heart?</p>
Building Blocks:	<p>Know the difference between symbolic and literal.</p> <p>Understand what metaphors are.</p> <p>Understand that some people believe that all religious stories are made up.</p> <p>Know that the beliefs that a person has will change the way that they read a text.</p> <p>Understand there is debate about what is true and reliable.</p>
Outcomes:	<p>Pupils will be able to describe the way that people see truth differently based on their experiences.</p> <p>Pupils will evaluate the effectiveness of proverbs in helping to guide behaviour.</p> <p>Pupils will demonstrate how the ideas in a text can influence behaviour.</p>
Resources:	<p>https://www.youtube.com/watch?v=AFRxKF-Jdos</p> <p>The Promise – Nicola Davies</p> <p>Stories with alternative perspectives; Rosie's walk; The true story of the three little pigs; Little Red.</p>
Engagement:	
<p>https://www.youtube.com/watch?v=AFRxKF-Jdos</p> <p>Watch the video 'Nobody Stands Nowhere'. Explore the influences on our beliefs and experiences.</p>	

Look at a range of books that present a different perspective on an event. Why do different perspectives exist?

Enquire and Explore:

Part 1

Read a simplified story version of Plato's cave.

Create a shadow puppet for a fierce creature/ animal. Show these using a light source. Can the pupils enlarge/shrink the creature? Talk about the role of shadowy figures in stories and how these affect our perception of what is really there.

A group of people are chained up in a dark, underground cave. They are unable to turn their heads and all they can see is the wall of the cave. They have been there since childhood. A fire burns behind them, and between the fire and the prisoners is a wall with a roadway behind it.

Behind the prisoners are some puppet handlers. They walk along the roadway, holding up puppets so that they cast shadows on the wall of the cave. The prisoners can only see and hear the shadows and echoes cast by the objects that they cannot see; they assume that what they see is reality.

- A man is released from his chains, asked to stand up and walk towards the light.
- How might he react when he discovers that what he thought was real was actually fake?
- The man is taken back to his seat in the cave. How might the other prisoners react if he tried to tell them about this new truth?
- The Cave is often used as a metaphor for religious enlightenment. How does 'The Cave' relate to religion, religious belief and faith?
- What is outside the cave?
- Who is the enlightened man?
- What are the chains?

Part 2

Look at a range of proverbs some literal and some metaphorical. Explain that many of these proverbs are very old and consider whether they still relate to modern life? Explore the meaning and whether they could guide daily lives today? Are the proverbs in conflict with other influences in their lives?

A fool and his money are easily parted - someone who is silly is more likely to lose their money.

A rolling stone gathers no moss - someone who does not settle in one place rarely prospers.

Learn to walk before you run - We cannot do difficult tasks before we can do easy tasks.

Eye for an eye, tooth for a tooth - the proverb comes from the Code of Hammurabi. Hammurabi was King of Babylon, 1792-1750BC. The phrase is also used in the Bible, in Matthew 5:38 (King James Version). An anonymous modern saying, which is widely attributed to Mahatma Gandhi (although there is no evidence that Gandhi said this), is

"An eye for an eye makes the whole world blind." The bible interprets this proverb as for every wrong there must be justice.

Do not let the sun go down on your wrath - do not hold on to your anger for more than one day. This expression derives from the Bible, Ephesians 4:26

Too many cooks spoil the broth – too many people working together can make a project go wrong.

Many hands make light work – Working together can share the load and make a job easier.

Teachers can choose other proverbs to suit.

Part 3

Look at the front cover of *The Promise*. The cover holds clues as to the themes and nature of the narrative so pupils will benefit from having time to look closely and comment on what is there in the illustration. (Can they identify the huddle of people in the background and what they are doing?) How does the style of illustration - its texture and its composition - make them feel? Would they like to live here? What do they make of the image of the main character? What do they make of the position she is in? What impression does her position give in conjunction with her facial expression?

Show the scene where the city is transformed. What do they think is going to happen?

Nicola Davies discusses the reason she wrote the book in the link below.

<https://www.youtube.com/watch?v=MjtaB2ij2PQ>

Film version of the book

<https://www.youtube.com/watch?v=ea7W4EfhZGk>

Read/watch the story and retell the tale in a different medium; drama, movement and/or music. Start by deciding three parts of the story to depict. For example: Scene 1. The drudgery of the city. Scene 2. The thief in action – finishing with the promise being made to the old lady. Scene 3. The plants grow and life begins.

Talk about how the story ends. What do you think happens to the narrator? How does the story continue? Fables usually have a moral - a lesson to be learned about life. What is the moral of *The Promise*? Do you agree what the moral's message is?

Consider the origins of sacred texts such as the Qur'an, the Torah, and the Bible. Does the belief that the words they contain are those of God make any difference to whether they are considered to be true?

Evaluate:

Did everyone agree with the moral messages in the stories?

Does it matter that the story is not true?

What about stories from the Bible and the Qur'an? Does it matter if they are literally true or can there be deeper meanings?

Reflect and communicate:

Relate back to the video 'Nobody Stands Nowhere'.

<p>What do you think has shaped you? Why do you think what you think? What stories have you read that have changed you?</p>	
<p>Assessment opportunities:</p>	<p>Questions to explore: Why do people have different perspectives on the same event? Can all stories be true? Should all stories teach someone something? Create a mind map of stories you know that are true and not true. Write or draw the different meanings for a story. Create a new story with a moral or meaning.</p>
<p>Notes</p>	