

Year Group 5	Religious and Non-religious worldviews
Strand:	Reality and truth (Philosophy)
Key Question:	What does it mean to live a good life?
Focus of study:	Exploring the philosophical background to making choices about how to live. This will include Aristotle's Golden Mean and the Golden Rule.
Background information for teachers:	
<p>A worldview is a person's way of seeing the world. It is the bottom line of what someone believes, why they believe and how it makes them behave. It can also be a way of seeing the world that is shared by a group of people.</p> <p>Organised worldviews are represented by formal structures, agreed teachings and official practices, such as those of the Catholic Church. However, the diversity of traditions should not be equated with the institutional structures of the, for example, Anglican church.</p> <p>Everyone has a worldview – everyone experiences the world from within their own context and experience. As such, personal worldviews change over time as context and experiences change and accumulate. One of the easier ways to understand this is to view the worldview as a pair of glasses through which a person looks at the world all the time (this is not to limit worldviews to sight only). There is a lot of discussion about what a worldview is, and this is a quite simple explanation.</p> <p>Many people have not considered their worldview although they would agree that everyone has ideas about how they think about the world and their place in it.</p> <p>In philosophy worldviews help us to probe big questions about who we are and the way we choose to live. This can be expressed sociologically in how people choose to live their life and in a theological way for some people, for whom religious beliefs guide the way they live their lives.</p> <p>Socrates advances two theses regarding virtue. He suggests that virtue is a kind of knowledge, like the expertise involved in a craft; and he suggests that the five virtues (wisdom, temperance, courage, justice, and piety) form a unity.</p> <p>Socrates defined a good life as one living according to virtue. "Virtue is knowledge," Socrates said. According to Socrates, a good life is guided by reason, virtue, and moral principles. He believed that pursuing knowledge, self-improvement, and personal growth are essential to living a good life.</p> <p>The golden mean or golden middle way is the desirable middle between two extremes, one of excess and the other of deficiency. It appeared in Greek thought at least as early as the <u>Delphic maxim</u> "nothing in excess", was discussed in Plato's <u>Philebus</u>. To Aristotle <u>courage</u> is a <u>virtue</u>, but if taken to excess would manifest as <u>recklessness</u>, and, in deficiency, <u>cowardice</u>.</p> <p>The Golden Rule is the principle of treating others as one would expect to be treated themselves. Various expressions of this rule can be found in the tenets of most religions and creeds through the ages. It can be considered an ethic of reciprocity in some religions, although different religions treat it differently.</p> <p>For different people there will be different interpretations of what it means to live a good life. Is it about the quality of our lives, in terms of food, accommodation, self-actualization, being free from harm? The material aspects of what a good life may be are certainly the elements promoted by advertising. Is having material possessions and wealth the most important thing? This unit will therefore raise issues connected with what pupils hold to be important, and will provide opportunities to debate and discuss.</p> <p>Most major world religions hold the belief that how a person has conducted themselves while living on Earth will greatly influence their soul's ultimate destiny after physical death. We may enter heaven if we have Christian, Islam, or Jewish beliefs. We may be reincarnated if we are Hindu or Buddhist.</p> <p>Humanist philosopher A C Grayling in his book 'The God Argument: The Case Against Religion and for Humanism' wrote: "By 'good lives' we mean lives worth living, fruitful and flourishing lives, lives that have a positive impact on others." His seven principles are:</p> <ol style="list-style-type: none"> 1. Meaning and purpose. A life which has goals and a connecting narrative. 	

2. Good relationships
3. Activity, endeavour, work
4. Authenticity – being true to yourself.
5. Autonomy – being self-directed.
6. Life feels rich and satisfying to you.
7. Integration of the different parts of your life, harmony

Humanists do not have rules inscribed in stone but A C Grayling, in ‘The Good Book,’ suggested a modern version of the Ten Commandments which humanists may use as a summary of ethical principles:

Do no harm to others.

Help those in need.

Love well

Seek the good in things.

Think for yourself.

Be well informed.

Take responsibility for yourself.

Give your best.

Respect the natural world.

Be courageous.

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles).

Prior learning:	UKS2 worldview Islam All KS study Christianity KS1 worldview Judaism LKS2 worldview Hinduism
Building Blocks:	A good life is not something agreed on by all people. The Golden Rule gives some guidance that is accepted by most people. Many religions believe that there are rewards for living whatever they decide is a ‘good’ life. Many governments lay down rules that are meant to help people live a good life.
Outcomes:	To evaluate what a range of religions mean by a good life. To know that everyone has a worldview: a particular way of looking at the world that depends on his or her context and experiences. As such, their worldview may change over time. To understand there are organised worldviews, but these alone do not form a personal worldview but will influence it. To know that worldviews are a combination of organised and personal opinions
Resources:	https://www.youtube.com/watch?v=AFRxFK-FJdos https://www.youtube.com/watch?v=-A9szVaN-wo&t=11s Worldview glasses (natre.org.uk) Need to be a member to log in. https://www.un.org/en/global-issues/human-rights https://www.gov.scot/publications/nutritional-guidance-early-years-food-choices-children-aged-1-5-years-early-education-childcare-settings-2/pages/10/ https://scienceandmorality.com/golden-rule-in-religions/ https://developmenteducation.ie/media/documents/SS-Simplified%20Version%20of%20Universal%20Declaration%20of%20Human%20Rights.pdf https://www.youtube.com/watch?v=RBiA_7yU0nc Golden Rule - Wikipedia

Engagement:	
<p><u>Lesson 1</u></p> <p>What do the words good life mean? Where do ideas about a good life come from? Who decides? Is it a universal concept or is it personal to everyone?</p> <p>Give the pupils pieces of paper and pens and ask them to write down what they think is a good life. Then share on their tables and get them to rank them in a diamond nine as to what is most important and least. Did they disagree? Agree? Where did they disagree? Did each table have similar ideas.</p> <p>Get the pupils to define happiness, peace, and pleasure. Describe elements in their lives that bring them happiness, pleasure, and peace. Redivide the things they have written down into these three groups and get each group to share these with the class and to discuss the similarities and differences. At the end examine the difference between happiness and pleasure</p> <p>If pupils have come up with other ideas about what makes a good life – such as wealth, health, possessions, food etc. ensure that these ideas are explored as the units progresses.</p>	
Enquire and Explore:	
<p><u>Lesson 2</u></p> <p>Give the pupils the word philosophy. Take ideas on what it means. Then look a definition up and discuss it. Then ask them what do they think a philosopher is? Show the pupils a picture of philosophers: Aristotle, Plato, and Socrates. Tell them that they were philosophers, and they came from Ancient Greece which should link with previous learning on Ancient Greece.</p> <p>Share that according to Socrates that Socrates; Virtue is knowledge,” Socrates said. According to Socrates, a good life is guided by reason, virtue, and moral principles. He believed that pursuing knowledge, self-improvement, and personal growth are essential to living a good life. Take the three words and discuss them for meaning as well as looking them up.</p> <p>Tell the pupils the five virtues according to Socrates: wisdom, moderation/temperance, bravery, justice, respect. Ensure that everyone knows what this mean.</p> <p>Return to Aristotle and introduce the Golden Mean:</p> <p>Aristotle believed that moral behaviour is the mean between two extremes - at one end is excess, at the other deficiency.</p> <p>Take each of the five virtues and think about it in terms of our school and class. Take each and decide in pairs with the help of a table what would an excess look at school, balance, and deficiency. Taking respect for example a deficit would be never listening in class, an excess would be to agreeing to everything without ever questioning and a balance would be to respect rules we have agreed as a class. Share with the class. Have we used reason to decide that?</p> <p>Share the Golden Rule of Philosophy and discuss it in linking it to the school Vision. Is there a similarity and discuss this.</p> <p><u>Lesson 3</u></p> <p>Begin by recapping what we previously learned about virtue, morals, and reason. Recap the Golden Mean and the Golden Rules. Share the Golden Rules across the six major world religions. Do they have a united</p>	

message. Can we come up at what this united message is? Is this the same or different from the Philosophical Golden Rule? Is it linked to the school vision?

Are religions the same in how we live a good life. Or do they have different lenses by which they view individual questions. Taking the Lense of respect as a virtue. Pupils investigate the different food rules that may be for each religion. They should design a birthday meal menu and then look at it through each of the lenses: is it always viewed in the same way? Why/Why not? Now ask pupils to imagine they are a baby – would they still enjoy or be able to eat the meal? Why/why not? Why would people choose to follow their religion’s food laws? Is there a reward to doing it?

Discuss that many religions believe in a form of the Afterlife. Discuss the meaning of this word and that the major world religions hold the belief that how a person has conducted themselves while living on Earth will greatly influence their soul's ultimate destiny after physical death. A person may enter ‘heaven’ if they have Christian, Islam, or Jewish beliefs. They may be reincarnated if Hindu or Buddhist. Do pupils receive rewards for a ‘good life’ in school or at home? How does this make them feel? Is it necessary to be rewarded for being ‘good?’

Lesson 4

Now look back at the golden mean and in the second lesson and discuss how someone ‘knows’ what a good life is. Should someone live a good life to receive a reward. Are there other views? Look first at the ten commandments which they learned previously. Discuss why these show reason and virtue and are moral.

Look at a non-religious worldview, such as Humanism. Discuss that the philosopher A C Grayling wrote: “By ‘good lives’ we mean lives worth living, fruitful and flourishing lives, lives that have a positive impact on others.” His seven principles are:

He suggested a modern version of the Ten Commandments which humanists may use as a summary of ethical principles:

1. Do no harm to others.
2. Help those in need.
3. Love well
4. Seek the good in things.
5. Think for yourself.
6. Be well informed.
7. Take responsibility for yourself.
8. Give your best.
9. Respect the natural world.
10. Be courageous.

Compare these to the ten commandments and compare using a similarities and differences table.

Evaluate:

Lesson 5:

Show again the Golden Rule and discuss the idea of this being a universal moral Law. Think about whether everyone agrees about how to attain this or to live it? Which is the most important? The central idea or the way that different people, communities, groups etc attain it?

We have looked at the responsibilities we have to others and to the ways we should be treated. Think again of the Golden Rule and whether there are universal laws crossing all the traditions. Introduce pupils to the Declaration of Human Rights. Divide the thirty statements up among the pupils and each to read out one.

Get the pupils to agree whether each is a way to have a good life. Discuss the idea that what we have looked at over the past view weeks is about how we are treated and how we treat others and follow our own happiness and pleasure. Are both important? Discuss the Declaration of Human Rights as hope or wish that all countries are asked to consider when creating their laws. Is it a good idea to have a golden ideas or ideas? Share <https://www.un.org/en/global-issues/human-rights>

Each pupil to get a concentric circle diagram with themselves in the middle. Get them to fill it in with what they consider a good life? Both how they act (being kind, respectful, brave) and the things they can and are able to do (going to school, having enough food, playing football)? Outside of this to write what has influenced these things: This could be school rules, home rules, religious rules, UN declaration on Human Rights, ten commandments, UN Rights of the child, rule of law. How do we know these things? How do our parents? How do governments? Watch Nobody Stands Nowhere <https://www.youtube.com/watch?v=AFRxKF-Jdos> and link back to the first lesson which looked at happiness and pleasure.

Reflect and communicate:

Lesson 6

Give the pupils the first questions again: 'What does it mean to live a good life.'

Discuss and consider how they would explain to a reception child what it means to live a good life. Would they discuss rules? Happiness? Peace? Pleasure? Would they discuss moderation in all things.

Create their own Golden Rule and write their own list of ten points on how to Live a Good Life. These need to be simple and easy to read and explain to a reception child. They can then go and share this with the class.

Assessment opportunities:	To define what the virtues are in excess, balance and deficit. Create a table with the similarities and difference of the Humanist code and the ten commandments. To define for them what constitutes a good life and what influences this. To create their own golden rule To create their own ten-point life in 'How to Live a Good Life.'
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