

	<p>People get their ideas about what is right and true from other people and from the things that they read.</p> <p>Asking questions helps people to decide what is right.</p> <p>The Golden rule is shared by many different groups of people.</p> <p>A person's worldview will affect what they think is right or wrong.</p> <p>Different people think that different things are right.</p> <p>Different people recognise different places as spiritual.</p> <p>A good life is not something agreed on by all people.</p> <p>The Golden Rule gives some guidance that is accepted by most people.</p> <p>Many religions believe that there are rewards for living whatever they decide is a 'good' life.</p> <p>Many governments lay down rules that are meant to help people live a good life.</p> <p>The teachings of Jesus encourage Christians to love and care for each other and the world.</p> <p>Christians believe that the good news of Jesus can transform the lives of people now and in the future.</p> <p>Christians believe that the good news of Jesus should be shared in word and action to make the world a better place for all</p>
Building Blocks:	<p>A worldview is a way of looking at the world and will influence the choices a person makes.</p> <p>There are organised and personal, religious, and non-religious worldviews.</p> <p>Everyone has a worldview.</p> <p>A worldview may be a combination of organised and personal opinions and may change over time.</p> <p>Experiences influence a person's worldview.</p>
Outcomes:	<p>Pupils to make connections/links between the different world views they have studied and perhaps others (Baha'i/Humanism)</p> <p>Understand the similarities and differences between the different worldviews and what connects them together in society.</p> <p>Pupils can evaluate the various sources of wisdom about what is important and justify their own opinions.</p> <p>Pupils are able to present cogent arguments and spot faulty logic,</p>
Resources:	<p>Range of wisdom literature including Psalms and Proverbs, Hindu stories previously studied, self-help books, the little book of humanism.</p> <p>https://simplypsychology.org/maslow.html - hierarchy of needs</p> <p>https://www.youtube.com/watch?v=AFRxFKf-Jdos Nobody Stands Nowhere - film on worldviews.</p> <p>Real People Real Faith – series of videos. The KS2 films ask about relationship with God and how it affects the way that people live. This therefore touches on what people think is important.</p>
Engage:	
	<p>Give pupils a template of a tree with roots, branches, leaves, and fruit. Ask them to think about what their roots are – what are the things that they believe and hold to be important. They should write these on the roots. Then consider what the leaves of the tree are for them – what are the character traits that come from the things that are important? Consider that the fruit might be the things that they do to make the world a better place.</p> <p>If pupils have encountered the trolley bus problem, this might be a good place to revisit it and talk about how they decided what to do. If they have not encountered it, before introduce it as an engage activity at some point in the unit.</p> <p>Engage pupils in a debate or sorting activity that explores and revisits the ideas from the unit about Christians wanting to make the world a better place.</p>
Enquire and Explore:	
	<p>What is a worldview? Picking up from the tree activity, help pupils to understand that each of us has different experiences and backgrounds that influence how we see the world. Watch the Nobody Stands Nowhere film and discuss what this tells us about what some people might consider important.</p>

Revisit the teachings of the religious traditions covered so far in the pupils' schooling. In groups, pupils to explore different world views, from the signs and symbols and other worldviews studied from curriculum. Ask pupils to summarise the teaching that each of the traditions would say is most important? This will probably include revising the core teaching of the Golden Rule. It will be interesting to compare what different pupils think about the core teaching of each faith. The themes could be put in order of importance, perhaps as a Diamond 9 activity. Is the outcome the same for each of the worldviews? Use the key themes from each worldview (including humanism) as a research point to create a display chart for the chosen worldviews. Pupils could create a mind map or knowledge organiser for each worldview for future use which focuses on what that tradition would say is most important. Pupils can use the worldview mind maps or knowledge organisers to support them in making a comparison between the different traditions. Pupils should be raising questions about different individuals within a tradition having different opinions.

Pupils can find images/verses from special books/stories to highlight key themes. Pupils can research examples of inspirational people that use their belief in their worldview to help them in their lives. Do all Humanists, or Christians or Muslims or Hindus agree on what is important? Use RE Online Email a Believer to ask practising Hindus/Muslims/Humanists the question about what is important to them and what reasons would they give.

What reasons do people of these different traditions give for deciding what is important? How good are their arguments? Would everyone agree with the logic of their position? Is it belief, or action based on beliefs that is more important?

Read a range of psalms and stories that explore or demonstrate what religious traditions think is important. The parables of Jesus, and the Hindu story of Krishna and Arjuna explore what is important to those traditions. Duty, serving others, living a good life and following the teachings of the religious leaders and prophets are some of the issues that might be raised.

Depending on the cohort, a range of other issues could be looked at and pupils could be presented with some dilemmas to solve:

- Choosing whether to go out with someone.
- Choosing what to eat.
- Choosing what to spend money on.
- Choosing a career or a course of study.

These possible scenarios might lend themselves to syllogisms and the four-point decision making process. How might people of different faiths answer these questions?

Evaluate	
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Return to the main question and debate how a person's worldview influences the choices that they make. Which key theme has the greatest impact on the choices that the worldview makes?	
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Is there one that stands out that is the most important?	
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Use the mind maps to discuss in groups which is the most important.	
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Pupils could look at a range of different reasons that people give and evaluate them using the skills that they have developed.	
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Reflect and communicate	
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Pupils to decide on a final dilemma and present the way that two or more different worldviews might approach that and answer it giving as many references to teachings, reasoning, and experiences as they can. They could then approach the same dilemma from their own point of view and decide how they would answer the question and why. This would be particularly useful if it were a dilemma that might relate to them changing schools in the autumn.	
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Assessment opportunities:	How does a world view help people decide what is important?
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	Use the information from the collective diamond 9 to answer and evidence the question. Key point to make possible connections between 2 or 3 world views studied to enhance their knowledge and understanding.
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