

Year Group	Worldview: Religious and non-religious worldviews
6	
Strand:	Reality and Truth (Philosophy)
Key Question:	How does a worldview help people decide what is important?
Focus of study:	Use the experience of RE so far to explore what influences beliefs of all kinds have on the choices people make about what is important to them.

## **Background information for teachers:**

The question about what is important has been debated for centuries and many people come to their own conclusions. Philosophy is a key discipline that explores this question, analysing and evaluating the ways that people reach their conclusions to this question. There is a strong link between this question and the year 5 unit 'What does it mean to live a good life?'. Both are exploring what it means to be a good human being.

When we look at society today it is easy to think that for many people the most important thing is to make money or to be happy or to find self-fulfilment? How do people decide? Is it important to be a good human being?

Maslov's hierarchy of needs is a scientific and philosophical guide to what may be important in life. The basic needs of food, warmth, shelter and safety are essential to building a good life, and the higher levels of self-actualisation are unobtainable if the lower tiers of need are not met. Many people decide that what is important is ensuring that the needs of others are met – charity work is found in both religious and non-religious organisations.

The Golden Rule (do to others as you would have them do to you) is found in some form or other in most religious and non-religious worldviews. Is that enough of an incentive to work for the good of all mankind? Humanists teach that you should 'think for yourself, act for everyone.' Does that provide consensus about what is important?

Many people turn to duty, rules, and sacred texts to help them decide what is important.

For many religious believers, following their religious beliefs is the most important thing – that's why there are martyrs in many religions. The clash between two different sets of beliefs about what is important has been a characteristic of history, though sometime religious, political and economic reasons are often mixed in.

This would be a good unit to explore how people make decisions and the kind of reasoning they employ. Syllogisms are a way of putting an argument across, but if either of the premises on which an argument is built are inaccurate then the conclusion is wrong. Arguments about the importance of something could be presented in this way, so that pupils begin to learn how to spot false reasoning. Here is an example of each.

Example A: Example B:

Premise 1: All humans are mortal.

Premise 2: Aristotle is a human.

Conclusion: Aristotle is mortal.

Premise 1: Boys like football

Premise 2: Michael is a boy.

Conclusion: Michael likes football

Another way of making decisions is to consider the arguments for and against a positive action, and for and against the negative action. E.g.,

Reasons for giving money to the poor.

Reasons against giving money to the poor.

Reasons for NOT giving money to the poor.

Reasons against NOT giving money to the poor.

This approach to the evaluation of an argument should help pupils to engage critically with information that they are presented with.

You could share the Philippa Frost trolly bus problem with pupils. There is a vehicle approaching points on the track. You control the points. On one branch one person is tied to the track. On the other branch 5 people are tied to the track. Whichever way you switch the points someone will die. What do you do? Pupils may have encountered this is year 5, depending on how the unit on a good life was taught.

Prior learning:	Different people have different ideas about what is right and wrong.	
	There are a lot of shared ideas about the rules that are followed.	



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	People get their ideas about what is right and true from other people and
	from the things that they read.
	Asking questions helps people to decide what is right.
	The Golden rule is shared by many different groups of people.
	A person's worldview will affect what they think is right or wrong.
	Different people think that different things are right.
	Different people recognise different places as spiritual.
	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.
	The teachings of Jesus encourage Christians to love and care for each other and the world.
	Christians believe that the good news of Jesus cam transform the lives of
	people now and in the future.
	Christians believe that the good news of Jesus should be shared in word and
	action to make the world a better place for all
Building Blocks:	A worldview is a way of looking at the world and will influence the choices a person makes.
	There are organised and personal, religious, and non-religious worldviews.
	Everyone has a worldview.
	A worldview may be a combination of organised and personal opinions and
	may change over time.
	Experiences influence a person's worldview.
Outcomes:	Pupils to make connections/links between the different world views they have
Outcomes.	studied and perhaps others (Baha'i/Humanism)
	Understand the similarities and differences between the different worldviews
	and what connects them together in society.
	Pupils can evaluate the various sources of wisdom about what is important
	and justify their own opinions.
	Pupils are able to present cogent arguments and spot faulty logic,
Resources:	Range of wisdom literature including Psalms and Proverbs, Hindu stories
	previously studied, self-help books, the little book of humanism.
	https://simplypsychology.org/maslow.html - hierarchy of needs
	https://www.youtube.com/watch?v=AFRxKF-Jdos Nobody Stands Nowhere -
	film on worldviews.
	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.
Engage:	on the people and the
	e of a tree with roots, branches, leaves, and fruit. Ask them to think about what their

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.

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.

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.

Enquire and Explore:

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.



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 of 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

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?

Is there one that stands out that is the most important?

Use the mind maps to discuss in groups which is the most important.

Pupils could look at a range of different reasons that people give and evaluate them using the skills that they have developed.

## Reflect and communicate

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 may 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.

Assessment opportunities:	How does a world view help people decide what is important? 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.
Notes	