

Year Group 6	Religious and non-religious worldviews Humanism
Strand:	Reality and truth (Philosophy)
Key Question:	Do we need a deity to be committed to creating a better world?
Focus of study:	Exploring the background of a deity and what is a better world? Does the beliefs of others matter?
<p>Background information for teachers:</p> <p>‘Worldview’ describes the way in which a person encounters, interprets, understands and engages with the world.</p> <ul style="list-style-type: none"> • This encompasses a person’s beliefs, attitudes, identities, assumptions, intentions, values, hopes and ways of being in the world. • It will affect, and be affected by, a person’s thoughts, emotions, experiences, encounters, desires, commitments, actions and reactions; much of this is individual, but much will be shared too. • A person’s worldview will be influenced by their context, in terms of time, place, language, sex, gender, the communities that surround them, ethnicity, nationality, economics, history, class, access to political power etc. (Some contextual influences will be obvious and recognised; some will not.) • It will change as a person grows and faces new experiences, encounters new people and situations, and engages in learning new knowledge. (Some changes may be conscious and deliberate, some may not.) • This means a person’s worldview may be visible or invisible to the individual, but it will show up through their words, attitudes and actions. • A person’s worldview affects how they interpret the world around them, as they try to make sense of the world they encounter. <p>Make sense of belief: Define the terms worldview, ‘deity’, ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs.</p> <p>Identify and explain what religious and non-religious people believe about creating a better world and where they get their ideas from.</p> <p>Understand the impact: Religious Worldview - Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Non-religious worldviews – People who are working for a better world: Environmentalists, Fire brigade, public sector jobs, spheres of influence, Humanist speakers: bank of registered speakers and RE Hubs website and find links to speakers in your area. Make clear connections.</p> <p>Make connections: Make personal connections between belief and behaviour in their own lives, in the light of their learning.</p>	
Prior learning:	All KSs study Christianity

	KS1 Worldview Judaism LKS2 Worldview Hinduism UKS2 Worldview Islam
Building Blocks:	NSE Content/Engagement/Position
Outcomes:	<ul style="list-style-type: none"> ○ Pupils begin to understand what worldviews are, that they affect how we experience the world. ○ Learn more about diversity, they apply ideas about how our own worldviews are shaped by our families, communities and wider society. ○ To explain what matters in religion, they use a growing rich knowledge of the ways key examples of religious worldviews teach their ideas and express their visions in practice. ○ They are involved in creative learning experiences that deepen their understanding of varied ways in which religions and worldviews are practised in our communities today and how they draw on ideas from the past and from around the world. ○ They recognise some sources of their own worldviews and identify how someone's worldview affects how they understand and experience the world, in RE as well as in wider life.
Resources:	Worldview https://www.youtube.com/watch?v=AFRxKF-Jdos Humanism: https://www.youtube.com/watch?v=SwJONDDJITU Humanist Research organisations: https://humanists.uk/humanism/humanism-today/humanists-doing/good-causes-and-charities/ Scenarios/Situations for Lesson 4 A3 paper to create poster 2 concentric circles

Engagement: 1 Lesson

Lesson 1:

LO: Understand the concept of worldview and its impact on individuals and societies.

Show images of different religious/Humanist symbols. Can the pupils recognise any of them? What are symbols for? What do they tell us? Why do we use them?

Introduce the term 'worldview' and explain its meaning: Watch this video and discuss <https://www.youtube.com/watch?v=AFRxKF-Jdos>

Activity: Group discussion – what influences our beliefs and values? How can these shape our actions?

Using a full page, get the pupils to write down a range of beliefs with arrows to show how they may influence a person's actions. What actions would you expect from these beliefs? Is this always the case? Do a person's values and beliefs really influence how they behave?

If possible explore some individuals where the connection between their beliefs, values and actions are clearly visible.

Enquire and Explore: 4 Lessons

Lesson 2: LO: Evaluate the role of a deity in worldviews and in effecting positive change.

Discuss whether all worldviews have a deity or more than one or none at all. Collect these on the whiteboard.

Discuss if belief in deity is necessary for positive change or charitable actions or kind actions. Link to school values and visions.

Research different charitable organisations that are supported, or run, by various religions (E.G. Christian Aid, Red Crescent, Khalsa Aid etc. Remind the pupils of the golden rule and of how it is worded in each religion.

Write a persuasive paragraph – Does belief in deity matter for positive change?

Discuss with the pupils: Can positive change occur without belief in a deity – why or why not?

Lesson 3: LO: Consider non-religious worldviews that advocate for positive change.

Humanist mission statement: 'By advancing the humanist approach to life, we inspire and support non-religious people to be happy, confident, and ethical, and we work with them for a better society. Watch a short video about non-religious worldviews. Analyse the values and principles of non-religious worldviews. Create a poster/presentation promoting positive change without a deity.

Video about Humanism: <https://www.youtube.com/watch?v=SwJONDDJITU>

Get pupils to research organisations that Humanists support:

<https://humanists.uk/humanism/humanism-today/humanists-doing/good-causes-and-charities/>

Discuss at the end. What is the motivating factor for the support that is given to charities?

Lesson 4: Compare and contrast religious and non-religious worldviews on the topic of positive change.

Divide the class into small groups and provide scenarios about various situations they may face in life and have to decide how to act: Bullying, offering support and help, an act of kindness, help someone being hurt.

Do freeze frame drama of these scenarios. When the pupils are helping ask them why they are doing it: encourage pupils to answer with reference to various different religious worldviews, using knowledge gathered over the course of the curriculum as well as personal knowledge; allow the comparison to a humanist viewpoint.

Reflect on different perspectives. How does the approach to positive change differ in religious and non-religious worldviews? Who does it matter to? The person who does the helping? The world at large? Is it important to you why you help.

Evaluate: 1 Lesson

Lesson 5: Evaluate the role of personal commitment in creating a better world.

Review what was discussed last week. Remind pupils to consider the reasons for 'good acts' that are important to others.

Discuss the importance of personal commitment and how it can contribute to positive change. Why do we act to do anything? Is it belief? Is it emotion?

Group Discussion: How can individuals in this class demonstrate commitment to creating change?

Share and discuss personal experiences and ideas for future actions. Create a poster in groups of how they are going to create positive change within their classroom or school.

Reflect and communicate: 1 Lesson

Lesson 6: Reflect on whether worldviews are important to positive actions and change.

Give the pupils 2 concentric circles and the words: Worldview, belief, values, actions.

One concentric circle is them. Can they write the words into the circles? Closest to the centre is the nearest to them and most close.

Second Circle is how others see others. What is most important to them. Put this in the middle and then progressively go out.

Write a reflection on how a worldview can influence action and also about who that worldview is important to? It is the action that is important to the world at large.

Assessment opportunities:

Discussion, outcomes, reflection and personal growth.

Notes: