

## RE Year 5/6 Cycle A—Additional unit 1: Do you have to believe in God to be good?

### Key Questions which children should be able to answer at end of unit.

What does it mean to be good?

What is not 'good'?

How do different religions help people to lead a good life?

What if you are a non-believer—what helps you to lead a good life?

What helps both believers in a faith and non-believers lead a good life?

Are there similarities between what helps a believer and a non-believer lead a good life?

Do you have to believe in God to lead a good life?—support your answer with evidence.

If there is a God, why do 'bad' things happen e.g. war, disease, illness?

This unit is for a full-term. It is a reflective unit where the children should be supported to come up with their own ideas, thoughts and conclusions. Evidence does not have to be written; this is an ideal time for children to use role play and debating to demonstrate their understanding and opinions.

### Teaching Sequence:

1. What do we mean by 'good'? In order to explore this encourage children to think about what is 'not good'.
2. Why do some people have a faith? What religions are there?
3. Children to explore how different religions e.g. Christian, Muslim, Hindu faiths support believers to lead a good life (this should be familiar to the children and they need to try to show deeper understanding not just regurgitate facts!) contrast with humanism/atheist views. For each religion/non-religion children should record their findings—this can be in written format, power point or a verbal presentation.
4. Consider 'social justice' make cross curricular links with topic/RSHEPSE units being studied.
5. Provide an opportunity for children to debate: split children into teams (Christian, Muslim, Hindu, humanist, atheist) and each group debates that their view supports people to lead a 'good' life. Teacher to record.
6. If there is a God, why do bad things happen e.g. war, disease? Support children to research and then present their own reflective answer to this question.

### Key Vocabulary/Concepts

#### Specific:

**Ahimsa:** respect for all living things and avoidance of violence towards others.

**Atheist:** a person who disbelieves or lacks belief in the existence of God.

**Dukha:** suffering (physical, emotional and mental)

**Haji:** Pilgrimage to Mecca

**Humanism:** a way of thinking about the world and how people should live and act.

**Humanist:** a follower of the principles of humanism.

**Karma:** actions performed (both good and bad)

**Salah:** practise of performing ritual prayers five times a day.

**Shahadah:** declaration of faith: "There is no God but Allah; Muhammad is the messenger of Allah"

### Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

### Sources of support:

- [https://www.youtube.com/watch?v=1KY-HGPOi\\_Q](https://www.youtube.com/watch?v=1KY-HGPOi_Q)
- <https://humanists.uk/thatshumanism/> (what makes something right or wrong video)
- <https://understandinghumanism.org.uk/>
- [https://www.christianityexplored.org/Articles/469270/CE\\_ORG/Transcripts/If\\_God\\_exists\\_why\\_is.aspx](https://www.christianityexplored.org/Articles/469270/CE_ORG/Transcripts/If_God_exists_why_is.aspx)
- <https://www.youtube.com/watch?v=IJFdK32QV4E>
- <https://christianity.org.uk/article/suffering>
- <https://request.org.uk/resource/issues/ultimate-questions/suffering/>