

**Year 4      Unit 2A:      RULES FOR LIVING      Week 1**  
**Title: Why are rules important?**

**Learning Intentions:**

**AT1:** To know that rules are important to any group or society, including religious communities

**AT2:** To know that rules are important in pupils' own lives and in the lives of others and in society.

**Assessment:**

AT2 L3: I can identify what influences myself and other people.

AT2 L3: I can make links between rules and my own attitudes and behaviour.

**Key Words:**

rules  
laws

**Resources:**

School rules

Christianity: Topic Book 2: Rules by M Cooling

[www.request.org.uk](http://www.request.org.uk)

(main site/basics/  
Right and wrong)

**Activities:**

- Pupils should work in groups with flip chat paper and marker pens to write definition of a 'rule' and also some examples of rules from as many different contexts as possible.
- Share the ideas of the groups. Introduce some of your own if they have not remembered particular contexts eg Road Safety, driving a car etc. Some of these are governed by the law of the land but others such as our school rules are not.
- Why are there rules for everything? What would happen if this was not the case? (AT2)
- Set up a scenario – work as a small group to put together 10 rules for life on a desert island – there is just your group there and no-one else to say what

you can and cannot do. Discuss what the groups decided and how they came to their decisions. Pupils should record their rules and reasons. (AT2)

- Ask pupils to rank the best 10 rules using ideas of all the groups so that they have to debate and argue as to which would be the best for life on the island.
- Plenary: Introduce the idea that the religions of the world have rules by which their followers try to live.

**Year 4      Unit 2A:      RULES FOR LIVING      Week 2**

**Title: What do we know about the Ten Commandments and how they are followed?**

**Learning Intentions:**

**AT1:** To know that Moses received the Ten Commandments from God in the Old Testament

**AT2:** To respond to the suggestion of a world without rules – ask questions and explore possible answers

**Assessment:**

AT1 L2: I can recognise the importance of rules within religions.

AT1 L3: I can describe how rules have an impact on the lives of believers.

AT2 L2: I can recognise my own values and those of other people.

AT2 L3: I can make links between rules and my own attitudes and behaviour.

**Key Words:**

Rules  
Commandments  
Moses  
Jewish

**Resources:**

Bibles – Good News or Children’s NIV  
Exodus 19: 20-25  
Exodus 20  
Deut 5:1-22

or other appropriate version for reading eg The Lion Children’s Bible - The Ten Laws of God

Understanding Christianity Bk 2 by S Penney  
Understanding the Commandments -

<http://www.biblegateway.com/>

*Internet Bible (suitable for whiteboard)*

**Activities:**

- Read the story of Moses going to Mount Sinai to receive the Ten Commandments – it is useful to give the context of the people of Israel who had escaped from slavery in Egypt and were not following a set of agreed rules (compare with desert island scenario from previous week).
- Talk about each of the commandments. Why were these rules important to the Jewish people then and why are they important now? Do the pupils have

any questions about them? Do they think that some are more important than others? Are some of the rules different than the others (eg the first 3 rules are about God)? (AT1)

- Ask pupils to choose the most important and explain why. (AT2) Record this information.
- In groups, sort these commandments into 'I think that.....'matter most', 'matter a little' 'do not matter' – with reasons to share with other groups.
- Talk about how some of the commandments are 'Do....' And some are 'Do not....'. What are the pupils' thoughts on the best way to write rules? (AT2)

**Year 4      Unit 2A:      RULES FOR LIVING      Week 3**  
**Title: What rules did Jesus think were important?**

**Learning Intentions:**

**AT1:** To know that Jesus gave a New Commandment in the New Testament and lived by this commandment himself and that Christians believe it is important to follow this teaching

**AT2:** To apply understanding of the New Commandment to our own lives & discuss how important we think it is for us

**Assessment:**

AT1 L2: I can recognise the importance of rules within Christianity.

AT1 L3: I can describe how rules have an impact on the lives of Christians.

AT1 L4: I can make links between the rules found in different religions.

AT2 L2: I can recognise my own values and those of other people.

AT2 L3: I can make links between rules and my own attitudes and behaviour.

AT2 L4: I can describe the rules which influence myself and others.

**Key Words:**

Jesus  
Commandment  
Rule  
Law  
Samaritan  
Jewish  
Christian

**Resources:**

Bibles – Good News or Children’s NIV or similar

<http://www.biblegateway.com/>

*Internet Bible (suitable for whiteboard)*

DVD

Animated Bible Stories: 2 Jesus the Storyteller  
Miracle maker (Also good ideas in the Activity Book)

[www.request.org.uk](http://www.request.org.uk) (mainsite/bible/Life and Teaching of Jesus/The Good Samaritan)

**Activities:**

- Explore the rule which Jesus gave in the New Testament. ‘A New Commandment I give to you that you love one another as I have loved you.’ (John 13: 34-35). Also look at Matt 22:34-40 and Mark 12:28-31 to see how Jesus refers back to the Old Testament Jewish teaching for what he says. Is his rule the same or different to the Jewish commandments? Did Jesus say his teaching was the same or different?

- How did Jesus live out this commandment in his own life? (eg by his teaching, healing, by example). It may be helpful to use Bibles to find the evidence, to research, read stories etc – pupils should have plenty of examples to draw upon from previous RE lessons. (AT1)
- Why is it important for Christians to love one another? How important is this rule for you and why? (AT1/2)
- Read the story of 'The Good Samaritan' and discuss how this is a good example of someone obeying the New Commandment. What point was Jesus making when he told this story? Does this affect the behaviour of Christian people today?
- Write or act out modern versions of the story. Children should understand that it was the most unlikely and despised person who gave help and that this reflects Jesus' words and example in showing concern for the lowest members of society. (AT1)
- Are there any rules or commandments about who is valued in society? What would pupils' ideas for this be? (AT2)

**Year 4      Unit 2A:      RULES FOR LIVING      Week 4**  
**Title: Why are rules important for us all?**

**Learning Intentions:**

**AT1:** To know that rules or commandments, often religious in origin, form the basis of a society

**AT2:** To be able to create own rules for living and explain briefly why you have chosen those rules

**Assessment:**

AT1 L2: I can recognise the importance of rules within religions.

AT1 L3: I can describe how rules have an impact on the lives of believers.

AT1 L4: I can make links between the rules found in different religions.

AT2 L2: I can recognise my own values and those of other people.

AT2 L3: I can make links between rules and my own attitudes and behaviour.

AT2 L4: I can describe the rules which influence myself and others.

**Key Words:**

rule

Commandment

Law

religion

religious

**Resources:**

[www.reonline.org.uk](http://www.reonline.org.uk)

[www.bbc.co.uk/learningzone/clips/the-qurans-teachings-about-respect/4222.html](http://www.bbc.co.uk/learningzone/clips/the-qurans-teachings-about-respect/4222.html)

- or similar clips about the teachings of different faiths about attitudes and behaviour

**Activities:**

- Recap on previous weeks – the Ten Commandments and the New Commandment
- Discuss how Jews and Christians try and follow these rules in order to reflect what they believe about God, other people and society.
- Pupils should research what rules for living are set by other religious groups. Are these the same or different to what they know about Judaism and Christianity? (AT1)
- In the light of what they have been learning, discuss how a group/community/society can only operate effectively with a set of rules. Discuss what rules these might be for themselves and their ideal community. Design a set of class rules which reflect the majority view of the class and the learning in this unit. (AT2)

