# **Disposition:** Living by Rules

## **Lesson:** Two

### **Question/LO:** What impact do the Ten Commandments have on society?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious worldviews  *Consider UK law in the context of Christian morality* | Christian morality is based upon the Ten Commandments (Exodus 20). These are important to Jewish people also.  Print out the 10 commandments individually. In groups, children to take each one in turn and discuss whether the commandment is about ‘God’, ‘Others’ or ‘Themselves’. For example, ‘Do not steal’ refers to their relationship with ‘others’.  These could be sorted using a Venn diagram, placing each commandment onto the area that it relates (God, Others or Self).  Refer back to the activity in lesson one of drawing up rules or responsibilities for a good life in a new society. These rules are the responsibility of everyone to live by in order to live a good life. They are not just a set of requirements for someone else to live by, for are intended for all.  Then discuss the question: is one of the three areas harder to adhere to than the others? | n/a |
| Learning to discern | Should people follow the rules of religious tradition if they contradict the law of the nation?  Explore the story of Owen Thomas in the First World War.  Why did Owen think that following his faith in Jesus meant that he should not fight?  Which of the 10 Commandments did Owen think he would be breaking?  What do you think about Owen’s decision? | <https://www.natre.org.uk/uploads/Free%20Resources/7%20To%20fight%20or%20not%20to%20fight%20Owen%20Thomas%2014%209%2014.pdf> |