# **Disposition:** Living by Rules

## **Lesson:** One

### **Question/LO:** What rules are important to follow?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience*Engage with the need of society for civil order.* | Set the scene with a desert island film clip. See resources for a suitable suggestion.Challenge the children by saying that this is their view. They have just been washed up on this desert island and now they must decide what their rules are going to be to live together.  In small groups, draw up a list of rules for a society ‘built from scratch’. Would the rules be any different if you knew you would be there: 4 months, 4 years, forever?Do the rules fall into groups? (e.g. People, property, position?)Explain to the pupils that these statements, about how to behave, should not just be a ‘bill of rights’. A Jewish view is that these laws should be considered responsibilities for everyone to adhere to in order to live a good life. These rules are intended to be for yourself as well as for others, not just a list of requirements for someone else to follow.  | A You Tube video clip is a useful introduction.<https://www.youtube.com>/watch?v=qREKP9oijWI  |
| Learning about religious traditions and non-religious worldviews | Which rules are most important? What behaviour would you expect if there were no rules? Humanists believe in theimportance of empathy, compassion, reason and respect, in other words the ‘Golden Rule’: ‘Treat other people as you’d want to be treated in their situation’ ‘Do not treat others in a way you would not like to be treated yourself’, ‘Think for yourself, act for everyone’.How would you have to act if using and following the Golden Rule work in the following situations:* You’re at the front of a queue in a shop and the owner goes out to the back of the shop to collect a parcel for the person in front of you. All other sweets are on display. What could you do and what would you do if you were following the Golden Rule?
* During lunch break you see another pupil drop their collection of stickers. You also collect these stickers. What could you do? What would you ned to do if you were following the Golden Rule?
* On the way home you see a pupil younger than you being bullied. What could it be easy to do in that situation? What would the Golden Rule tell you to do?

***Watch the film clip of how other traditions see the importance of rules…***Watch the video in which Hamzah, Pnina, David, Gagandeep, Mike and Heidi talk about the importance of rules within their respective faith traditions.Why do they see rules as being so important?Create a diagram showing which rules are similar or in common, and which specific to one tradition.How would the lives of the people in the video be different without rules?Would they be able to practice their faith as simply?What would be harder? | A video ‘Living by Rules’ will have downloaded into the same folder as this lesson plan.KS2\_Y6\_Unit\_01\_Aut\_Wk\_01\_of\_02\_R123\_Video\_Living\_by\_Rules\_v1 |
| Learning from faith and non-religious worldviews | Could we live without rules? | n/a |