

Unit 3.5 Which rules should we follow?

Suggested number of hours 12 (6+6)

Christian Concepts

God – Creation – FALL – PEOPLE OF GOD – Incarnation – GOSPEL – Salvation – Kingdom of God

In this unit, the need for rules to live by is discussed and linked to the events of the FALL (Genesis 3), the rescue of the PEOPLE OF GOD followed by the gift of the 10 commandments (Exodus 19 and 20) and the impact of Jesus' new command in the GOSPEL to love one another.

The aim of this unit is to:

- give pupils an opportunity to consider the value and purpose of rules.
- examine Christian rules for living and the source of these rules.
- Encourage pupils to reflect upon their own lifestyle and the influences upon it.
- consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.

Christian Value

Justice
Responsibility
Love
Forgiveness

Key Skills

Reflect
Apply
Enquire
Analyse

Key Questions

- What are rules?
- Why do we have rules?
- Who makes the rules?
- Who keeps the rules?
- Is there a difference between rules and laws?
- Who makes the law?
- What would happen if there were no rules/laws?
- Are the ten commandments still as relevant today?
- Why did Jesus bring a new commandment?
- Why do religions have rules?

Key Vocabulary

Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament

Key Experiences

To listen to the story of Moses receiving the 10 Commandments.
 Discussion about the rules given by God and following those rules.
 To interview a Christian and ask questions about following the 'rules'.

Link to Understanding Christianity

Understanding Christianity Unit 2B.3 People of God. How can following God bring freedom and justice?

To Begin with

Show the children pictures of things connected with rules. E.g. Traffic lights, keep off sign, pay here sign, wait to be seated sign etc. (Photo of the mango tree rules from the picture folder).

Using the key questions begin to discuss, think about and explore rules. Continue with the following questions:

What are the school rules?

Do you have a set of classroom rules? Why?

What are the rules at home?

Are they different to school rules? Why?

Who sets the rules? Why? (Religious connections may be made here.)

Do different parents have different sets of rules? Why? (Religious rules may be mentioned here)

Does having rules make things fair and just?

Can some rules be good and appropriate and others not? Why? Who decides this? Give a range of examples such as the Highway Code, Internet Safety, Apartheid, board games, slavery, no smoking etc.

What is the purpose of a set of rules?

What would happen if we didn't have any rules? Why?

Is there a difference between laws and rules?

The pupil's responses to your discussion can be recorded as a whole class in your RE scrapbook or on large sheets of paper in groups.

Give individuals opportunity to record their personal opinions in answer to some of the questions. I think..... I wonder..... Rules are good because.....

Challenge the children to create new sets of rules for a particular place, group or situation.

Include creating a fun set of rules e.g. You must eat chocolate every day. You must be allowed to watch TV whenever you want to. Teachers must always wear red hats.

Record in your class RE scrapbook.

Conclude all these opening discussions and activities with the questions. What happens when rules are broken? What happens when we break the rules in particular place/situation? Why?

Is it ever OK to break the rules? When?

In what ways do rules bring freedom and justice?

Record individually.

Explore the Text

In the beginning God created a perfect world that was spoilt and turned into chaos by people. These events are known as the Fall and can be found in Genesis Chapter 3. Read the story of the Fall using a child friendly Bible such as 'The Biggest Story' by Kevin De Young ISBN 978-1-4335-4244-2 or the Lion Storyteller Bible by Bob Hartman ISBN 978-0745964331

You could use panel 2 of the big frieze as a starting point for a discussion about the Fall. What is happening in the picture? What elements of the story can the children identify in the picture?

As a result of the Fall the people were not living as God had intended, the relationship with God was broken. God's answer to this was to rescue his people and give them the ten commandments. The ten commandments was a new agreement between God and his people.

The story of Moses is epic. Use pictures/art work from the story of Moses to find out how much the children already know.

Baby in the basket, grew up in the Pharaoh's palace, killed a slave, ran away and became a shepherd, God spoke through the burning bush, freed the people from Egypt – plagues, crossing the Red sea, wandering in the wilderness, manna and quail, water from the rock and the ten commandments. Deep breath and stop here!

Tell the story of Moses receiving the ten commandments in more detail. (Exodus 19 and 20)

There is no need to ask pupils to record the story, instead ask them what they like best about the story and which part of the story they think is most important.

Eventually the reaction of the Israelites was to put the tablets of stone into the Ark of the Covenant which was placed in the Holy of Holies in the Temple. Why? What did that mean? What does that tell us about the importance of the commandments?

When the people walked through the wilderness the Ark was carried by the Priests ahead of the people. Why? What did that mean? What does that tell us about the importance of the commandments?

What is a covenant?

A covenant is an agreement or promise between two or more people but in this case the covenant is between God and people.

Why did God give the people rules? Why did God want to make an agreement with His people?

Ask pupils to record individually their thoughts in response to these questions

After Moses presents the commandments do the people change their ways? No, the world is still in chaos and God's plan of rescue continues through the sending of his son Jesus.

Jesus brings a new commandment; he brings the promise of a new covenant with God. "To love one another as I have loved you." John 13:34

When Jesus was asked what the most important commandment was, Luke 10:25-37 he uses the story of the Good Samaritan as part of his answer. Why? In what ways does the story give the answer? Why did Jesus tell a story instead of just giving them an answer?

Read and write modern versions of this parable (Cross curricular literacy link)

You could also read Jesus response to this question on Matthew 22:37-40.

You may have time to briefly link this activity to the stories of Zacchaeus and Matthew, the tax collector, from Unit 3.3, with a mention about how following Jesus' rules changed their lives.

Mention here that the ten commandments are at the heart of Judaism. Show the children a Torah scroll and then explain that you will be exploring this further in a few weeks' time. (Non-Christian Faith Unit – Rules for living, see page 5)

Discover the impact

Using a child friendly version of the ten commandments discuss their impact then and now. Which of the ten do they think is the most important? Why? Could any of them be left out? Pupils could argue for and against particular commandments.

If God sent a new set of ten commandments today, would they be any different?

How do the rules they discussed at the beginning of the unit compare to the ten commandments?

Can they identify the influence of the ten commandments on the rules/laws of our society. (Link to British Values) *Record your answers to these questions and discussions in your class RE scrapbook.*

How do we /Christians follow Jesus' new commandment in our daily lives? How do we love one another? How do we show that we love one another?

Create posters illustrating Jesus' command.

If possible interview a Christian and ask them how they try to follow Jesus' teaching. Discuss lifestyle, prayer, worship values and attitudes.

Record the questions and notes from this interview in your RE scrapbook.

What do Christians do to show they are following the rules?

Write a job description for "Super Christian" or write a guide book for someone who has just become a Christian and they need to know how to live their lives now. *Record individually.*

In the sermon on the mount, Jesus tells his followers to be salt and light in the world. In what ways do Christians do this? Is it by following the rules? Following Jesus way of living?

Make the Connection

It is important that the children know that the 'rules' are firmly rooted in God's love for us; they are the rules of the Kingdom of God. Christian people follow the 'rules' because they love God and try their best to love their neighbours.

Conclude by considering that these rules are perhaps better thought of as a code for living, they are a positive agent to living your life to the full not a barrier that restricts it.

In what ways do rules make the world a better place?

Godly Play calls the commandments, 'The Ten Best Ways.' Is this a good title? Do the children agree they are the ten best ways to live? *Record individually.*

How hard is it to keep these and other rules?

If everyone followed these rules what would the world be like?

Response to this question could be recorded as poetry. (Cross-curriculum Literacy Link)

Choose one of the ten commandments and imagine that it hadn't been given. What effect would that have on the world?

Record as individuals

The teaching of Jesus influences the behaviour and attitudes of his followers. What influences the rules in the children's lives?

Briefly look at the lives of people who chose to follow God's rules as their code for living, often in dangerous circumstances.

Such as Oscar Romero, John Wesley, Mother Teresa, Eric Liddell, C.S. Lewis, Corrie Ten Boom, Elizabeth Fry, Dr Barnardo and John Knox.

[Record Individually](#)

The title of this unit is the question 'Which rules should we follow?'

The challenge is for the children to put forward their answer to this question in writing or a presentation giving their opinion and reasons for it. You may wish to restrict their answer to a limited number of words or sentences.

[Record Individually](#)

Dive Deeper

There are many more laws and commands in the Old Testament found in the books of Leviticus and Deuteronomy. Many of them are not suitable to discuss with children, however, rules linked to food (Leviticus 11), farming and clothing could be looked at.

Not eating pork. Leviticus 11:7

Not cutting the hair on the side of your face or beard. Leviticus 19:27

Planting more than one seed in a field. Leviticus 19:19

Wearing clothing woven of more than one kind of cloth. Leviticus 19:19

Many Jewish people still follow all these laws today. Christians believe that Jesus came to give freedom from all these laws.

How do you decide which laws to keep?

Think about the ways in which rules affect the relationships between people.

What happened when people disagreed about which laws to keep? How is it decided which rules must be kept?

[Record Individually](#)

Some rules just affect you, other rules affect the people and world around you.

Return to your earlier discussion about what happens when rules are broken. When rules are broken there is always a need for forgiveness in some form. Why? Discuss.

[Record Individually](#)



Does everybody follow the same rules? Why? Why not?

Non-Christian Faith Unit – Rules for Living

6 hours

After your time spent thinking about rules in Christianity focus on an exploration of the rules/codes for living followed by people of other faiths. Use the Dive Deeper section as an introduction and then move on to look at Judaism.

Information and ideas for activities can be found in the Muslim Family and Social Life unit and The 5 Pillars folder from the Blackburn Diocesan Board of Education Islam CD, also The Jewish Way of Life unit and The Torah unit from the Blackburn Diocesan Board of Education Judaism CD.

Before you begin check what is being covered by teachers using Units 2.1 and 5.1 as they will also be using The Torah unit from the Judaism CD.

Judaism

Acknowledge briefly the contents of The Torah scroll as the 5 books of Law and their relationship with the first 5 books of the Bible. However, instead of focussing on the 10 Commandments this unit gives opportunity for time to be spent exploring the Jewish way of life. For example focus on food laws, dress code and calendar. Remember to point out that there are similarities and differences within Judaism. *Record individually.*

Islam

The 5 Pillars of Islam is the obvious starting point here. Introduce all 5 but only focus on 1, 3 and 4. Pillars 2 and 5 will be covered elsewhere.

Food and dress laws can also be mentioned and similarities and differences between Islam, Judaism and Christianity can be highlighted. *Record individually*

Sikhism

Sikhs believe in one god who guides and protects them. They believe everyone is equal before god and their code for living stresses the importance of doing good actions.

Sikhs believe that the way to live a good life is to:

- keep god in your heart and mind at all times.
- to work hard and live honestly.
- treat everyone equally.
- be generous to others particularly those less fortunate.
- serve others.

Discuss and then illustrate this code for living. Do the children agree with these rules? Why? Why not? Notice the similarities to Christianity. *Record individually.*

How would following this code affect your lifestyle? Think of a few scenarios where the children have to decide what they would do and what a Sikh would do. For example, a person at work whose boss leaves them to work alone, do they work just as hard or slow down? Walking past someone collecting for charity, do you give or not? An occasion when a child has to own up to doing something wrong, do they tell the truth or not? *Record as a class or in groups*

Sikh's must keep the four commandments:

- no smoking or taking drugs (intoxicants).
- no altering or dishonouring your hair, body, face or scalp. i.e. no tattoos or piercings, no hair dye or facelifts!
- eating a vegetarian diet.
- husbands and wives being faithful to each other.

Sikh's have four and we have ten! What is missing? Do the children think four is enough? Discuss. There are many other elements of Sikhism that could be mentioned including the 5Ks that must be worn at all times. The 5Ks are required articles of faith, Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha (cotton underwear) Kirpan (steel sword)

Sikh Prayer – Sikhs should pray before undertaking any task. They also follow morning prayers to be read after bathing at sunrise, Evening Prayers to be read at sunset and Bedtime Prayers to be said last thing before sleeping.

Challenge the children to write appropriate prayers for these three times of day and for specific tasks e.g. walking the dog, cooking a meal, buying a gift, doing homework. *Record individually.*

Langar – the Guru’s free vegetarian kitchen, a facility found in every Sikh Gurdwara would be a brilliant research project. Cooking, serving and supplying equipment is all voluntary. Working together in a communal kitchen people of all ages and backgrounds experience fellowship and selfless service.

Everyone is welcome and no matter who you are everyone sits and eats together. The service of the Langar is a ‘rule’ for the community, nourishing body and soul.

What could we all learn from the Langar rules? *Work together in groups.*

Buddhism

According to Buddhist teaching, behaviour is judged by examining whether or not ones actions or speech are harmful to one’s self or to others. Therefore Buddhists live their lives avoiding any actions which are likely to be harmful. A skilled mind is needed to inform decisions about behaviour. Buddhists do not have ten commandments from God. They follow five training rules called precepts given by the Buddha. If you break the precepts you should reflect on how that behaviour may be avoided in the future. Buddhists try and cultivate a calm and peaceful mind, free from anguish and guilt.

The five precepts are:

- to avoid taking the life of beings (humans and animals) all beings have the right to life.
- to avoid taking things not given. That includes everything, only take things that are intended for you.
- to avoid over indulgence of any kind.
- to refrain from false speech.
- to abstain from intoxicating substances.

In groups create symbols for each of the 5 precepts.

Buddhists follow the eight-fold path.....

Right Understanding, Right Thinking, Right Speech, Right Conduct, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration.

Challenge pupils in groups to create their own eight-fold path. This would be a good activity to use as a conclusion, the children can apply knowledge and opinion. Ask them to explain their pathway and why they think it is the right way. *Record as an individual/group/class according to pupils’ ability.*

Best practice would always be to meet, if possible, a person of the faith that you are studying and allow the children to interview them.

By the end of this unit pupils will know that:

●	the Old Testament contains the stories of the people of God.
▲	Moses rescues the people of God from Egypt and brings the ten commandments down from Mount Sinai.
▲	other faiths have rules to follow that have been given to them a long time ago.
■	Christians try to live out the commandments given by God and Jesus.
■	the commandments are the foundation of Christian and Jewish societies.

By the end of this unit pupils are expected to be able to:

●	talk about the story of Moses and the impact of the ten commandments.
▲	name some of the rules followed by people of other faiths.
■	describe ways in which Christians live out Jesus command to love one another.
■	make links between beliefs and behaviour.
■	talk, with understanding, about rules from faiths other than Christianity.
✦	understand the effects of rules and ask good questions about religious rules.
◆	express their own ideas about rules.

I Know	✓	?
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Resources

Reflection and Response CD

Stop and Think



When we travel on our busy roads there are rules which we have to follow. Why?

I wonder what this STOP sign makes you think about.

Are there some occasions in your everyday life when you have to stop and think?

We have to make choices and decisions everyday based on our value system and rules. Are these choices always easy?

Why not?

Godly Play – 10 Best Ways



'The 10 Best Ways' is this a good title for the 10 Commandments?

The words in the heart are offered as a summary of the 10 best ways. Do you agree? Can these rules be summarised like this?

How do you think the people reacted when Moses gave them the rules from God?

I wonder which you think is the most important rule?

The full resources can be found on the Reflection and Response CD