Together, we place children at the heart;
nurturing love, respect and life-long learning.

RE Unit Year 3	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews?	**Observations** **Examining texts** **Stories** **Constructing Arguments** **Chronology**	**EYFS -** F4 What special times do people celebrate and why might these times be very important? **Year 1 –** 1.9 How do stories and art express Worldviews **Year 2** - 1.10 How can someone's worldview be seen in the choices they make? **Year 3** – L2.2 What might Christians learn from the Old Testament about how to live?	In this unit, we will be digging into how and why the Golden Rule might have an impact on people with a range of religious and non religious backgrounds. To do this, we will need to find out what the Golden Rule is and how it is seen different religions, belief systems and cultures. To get a full picture of the Golden Rule and its impact, we are best off taking an approach that uses a wide variety of ways of knowing, including investigating texts, observing artworks, using chronology to find out about the Golden Rule in different eras (?) and exploring stories. We definitely need to look at several examples of religious and non-religious worldviews that have ideas and teachings linked to the Golden Rule. Throughout the whole unit we will keep thinking about whether the Golden Rule is important to us personally, and	**Year 4 –** L2.12 What brings people meaning and purpose in life? **Year 5 –** U2.6 What does it mean to live as a Jew in the UK today? **Year 6 -** U2.3 How and why do Christians follow the example of Jesus?	b: organised/individual c – contexts e – values, Commitments and morality i – dialogue/interpretation k- personal worldviews: impact

			if our ideas about this change or not throughout our learning.		

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 **What is the Golden Rule and how is it important for different people?**	The Golden Rule teaches people to treat others as they would like to be treated. Today, the Golden Rule is significant for many people from a wide range of religious and non-religious backgrounds. The Golden Rule is important on several levels, from individual people to international organisations. For Christians, the second part of the Greatest Commandment encompasses the Golden Rule.	**Observation, examining texts** Look at artworks on the Golden Rule (can be Spirited Arts entries – see support resources), pupils vote on favourite. Introduce Golden Rule and its general importance. Recap Greatest Commandment from Unit L2.2, note its link to the Golden Rule, find out where else this rule is taught through Jesus' words in Gospel of Matthew. Consider Golden Rule as important in religious and non-religious worldviews other than Christianity. Reflect upon whether Golden Rule is important in pupils' lives and how. Look back at artworks, showing the artists' explanations – pupils vote on favourites again, this time considering which has captured Golden rule best, using artists' explanations. Compare with previous vote. Introduce the UN, show mosaic based on Norman Rockwell's painting The Golden Rule at UN headquarters. Explore the art, its message; consider what it shows to have it displayed at UN headquarters, why it is important and to whom. Consider which ways of knowing were used and were very helpful to us.	Golden Rule Greatest Commandment
Lesson 2	For Muslims, Prophet Muhammad is generally regarded as a role model,	**Examining text, looking at stories**	Prophet Muhammad

How do many Muslims learn to behave in harmony with the Golden Rule?	displaying perfect conduct. The plot of at least two stories of Muhammad that Muslims use to understand how to conduct themselves and ways in which Muhammad's conduct in the stories teaches Muslims to behave. What Muslims can learn about how to conduct themselves through Hadith (the reported words of Muhammad). Ways in which Islamic wisdom on how to behave is in harmony with the Golden Rule.	Recap the story learnt in unit 1.9 showing Prophet Muhammad as a role model for behaviour, and what Muslims might learn from it. Learn another story of Muhammad (e.g. Thirsty Camel/ Cat/ Black Stone/ Old Woman/ Ants). Extract how Muhammad is a role model of perfect conduct for Muslims and what this might teach them about how to behave. Introduce hadith, share some. Role play how a Muslim following selected hadith would act. Especially highlight Hadith 13, 40 Hadith an-Nawawi's link with the Golden Rule. Discuss how following teachings from the hadith and stories of Muhammad studied can help Muslims live out the Golden Rule. Reflect upon whether there is anything in the Islamic teachings studied that pupils themselves do, or would appreciate in their treatment from others. Consider which ways of knowing were used and were very helpful to us.	Hadith
Lesson 3 **How do many Humanists learn to behave in harmony with the Golden Rule?**	There are many non-religious people in the UK, and a small number of these identify as Humanist. Humanist UK's slogan of 'Think for yourself, act for everyone' and how this is consistent with the Golden Rule. For Humanists, stories can be used to teach and remind about the Golden Rule. Reasons why a Humanist might favour following the Golden Rule (it is widely accepted by many people in the world, requires thinking about others, simple), alongside	**Examining texts, looking at stories, constructing arguments** Introduce the lesson question – discuss which ways of knowing pupils think we might use and why. Share the Humanist UK slogan. Reflect upon how it is compatible with the Golden Rule. Recap learning about Aesop's Fables (unit 1.9). Share a story which a Humanist might use to focus on the Golden Rule. Find out reasons why Humanists might favour the Golden Rule, but concerns about how it might not work at its best without the use of evidence and reason (see PPT). Set up scenarios in which it might be good to use reason and evidence when following the Golden Rule; pupils to give them	Humanist Reason evidence

	using reason and evidence to implement it.	two endings – one where the rule is followed to the letter with disastrous consequences, one where reason and evidence leads to a happy outcome for all. Reflect upon whether there is anything in the Humanist thinking studied that pupils themselves do, or would appreciate in their treatment from others. Consider which ways of knowing were used and were very helpful to us.	
Lesson 4 **How do many Christians learn to behave in harmony with the Golden Rule?**	Recap learning from unit L2.2, with especial focus on Greatest Commandment, Ten Commandments and how the stories of Moses and Joseph show the importance of trusting and being obedient to G-d and having faith in G-d's plan. Story of Zacchaeus, and other parts of the Bible where Jesus' actions show kindness to outcasts. Christians often learn from Jesus' actions recorded in the Bible. The Golden Rule can help Christians, and others, to behave well, even when it is tough to do so	**[looking at stories)** Discuss ways of knowing pupils think might be helpful. Recap learning from unit L2.2. Use creative story telling method to share the story of Zacchaeus. Explore story to find ways in which Jesus' actions are in tune with the Golden Rule. Brief explanation that Jesus set an example by showing kindness to outcasts in the Gospels (give some examples including Jesus and the leper which pupils have already studied). Explain many Christians take inspiration from rules and Jesus' words in the Bible, and also from his actions. Pupils to create 'What Would Jesus Do' endings to beginnings of stories where it would be important to employ the Golden Rule – ensure some of these are times when it might be tough to follow the rule, e.g. when someone is threatened in the playground or needs to love their enemy. Consider whether pupils feel keeping the Golden Rule is easier at some times than others.	Ten Commandments Zacchaeus actions
Lesson 5	Throughout history, a great many (but not all) cultures have had ideas and teachings promoting the Golden Rule.	**Constructing arguments, observations, chronology** On a timeline, show some cultures which have had teachings promoting the Golden Rule throughout	

How important has the Golden Rule been to people?	Today, teachings and ideas in different religions and cultures promote the Golden Rule. Some people mark Golden Rule Day each year. Many people, regardless of see the Golden Rule as helpful for all, regardless of their religious or non-religious background.	history (see resource links). Look at a poster showing how several different organised worldviews have teachings promoting the Golden Rule today – explore some of these teachings. Find out more about Golden Rule Day, what people do to mark it and why. Give pupils a list of situations in which the Golden Rule would help – challenge them to devise a probable outcome if the Golden Rule is NOT followed. Discuss what life would be like if we all did the opposite of the Golden Rule. Ask pupils to give their opinions about the importance of the Golden Rule using sentence starters. Focus on the ways of knowing used.	
Lesson 6 **What is the Golden Rule and how might it be put into practice by people of different religious and non religious worldviews?**	Sum up and show understanding of the learning throughout the unit. Reflect upon the importance of the Golden Rule for individuals and whether ideas about this have changed throughout the unit.	**[observations)** Give pupils the opportunity to create a piece of artwork showing the Golden Rule and its importance in people's lives based on their learning. They should roughly plan their artwork first and do their write up of their thinking behind it. Once an adult is satisfied with a pupil's plan and explanatory write up, the pupil can move onto creating the artwork proper. Compare these with the artworks and write ups seen in L1. Reflect on L1 and whether pupils thought the Golden Rule was important in their own lives. Discuss whether or not their perceptions of this have changed. Consider how, or if, their learning makes them understand the Golden Rule and its importance to them any differently.	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: Pupils will know that: • The Golden Rule teaches that people should treat others as they would like to be treated. • The Golden Rule is important to people from a great many backgrounds. For some of these people it is important due to their organised worldview, it might be important to some people for other reasons too. • Many religions and those following non religious worldviews have or use teachings that are compatible with the Golden Rule • The Golden Rule has been important for many people and different cultures over thousands of years. • For Christians, Jesus teaches about the Golden Rule through his words in the Bible, this is in the Greatest Commandment and elsewhere too. • For many Muslims, ideas about how to conduct themselves well can be found in stories about Muhammad and Hadith. Lots of these ideas are in harmony with the Golden Rule. • Many Humanists think the Golden Rule is important, and that it is a good idea to use reason and evidence when applying it. • Jesus' actions in the Bible, of showing kindness to those who were not accepted or liked by most people, are examples to many Christians of how to live out the Golden Rule well. • Some situations might make people feel it is more difficult to follow the Golden Rule than others. **Engaging with religious worldviews: Pupils will:** • Engage with stories and texts linked to a range of religious and non-religious worldviews to see how they promote the Golden Rule.	Gloucestershire Agreed RE & WV Syllabus L1 Please see PPT slides Image of mosaic at United Nations Headquarters: https://www.un.org/ungifts/golden-rule L2 Please see PPT slides Film showing Muhammad and the Ants and Muhammad and the Crying Camel: https://www.youtube.com/watch?v=_bN7KIMmwlc Muhammad and the Old Woman: https://www.storyandreligion.div.ed.ac.uk/wp-content/uploads/2015/08/Woman-who-threw-rubbish.pdf L3 A useful film showing a story of a decision made based on the Golden Rule: https://www.bbc.co.uk/bitesize/articles/zp2ptrd Resource from Understanding Humanism, linking Aesop's Fable *The Fox and The Stork* with the golden rule: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-fox-and-the-stork.pdf The PPT slides include a short story of someone who follows the Golden Rule by purchasing a friend something that they themselves like (strawberry ice cream). This has unintended bad consequences as the friend dislikes strawberry ice cream. The next slide helps pupils think about how using reason and evidence alongside the Golden Rule might have made the situation better.

• Observe, evaluate and create artworks that have the Golden Rule as their subject. • Think about the Golden Rule over time and across different religions and non religious worldviews, using observation and chronology. **Understanding themselves: Pupils will** • Consider the Golden Rule's importance to them personally and whether their thoughts on this, or understanding of the Golden Rule changed throughout the unit.	L4 Story of Zacchaeus: https://www.biblegateway.com/passage/?search=Luke%2019%3A1-10&version=ICB Another version can be found on the PPT slides L5 Golden Rule chronology: https://charterforcompassion.org/who-we-are/chronology.html . There is a lot of information here, you may want to pick out examples throughout time from Ancient Egypt, Ancient China, Ancient Greece, different religions etc. A widely used poster showing the Golden Rule in 13 different religious and spiritual traditions is: www.internationalcitiesofpeace.org/golden-rule-research/ You may wish to unpack the language used with pupils, but it will be well worth it to see the similarities between all 13. There are some potentially helpful sentence starters on the PPT. L6 While there is no obligation to do so, you might want to enter some of the artworks into NATRE's Spirited Arts competition: https://natre.org.uk/spirited-arts-main-page/ . This is a yearly competition and normally has five or six themes. In 2026, the theme that works of art focusing on the Golden Rule fit best with is *Faith in Our Future, Hope in Our Future*.