



# Bridging Unit B: Rules and Responsibilities – Who Decides?

<p><b>What this unit contains</b></p>	<p>Through this unit pupils will consider the implications of rules and responsibilities for belonging to communities and in particular of belonging to a faith community. Children will consider the rules in religions and other sources of authority. This unit contains work on rules, laws and responsibilities in society and in Christianity, Islam and Judaism and may be taught as part of a two-year cycle with Unit A in schools with vertically-grouped classes.</p>																																		
<p><b>Where the unit fits and how it builds upon previous learning</b></p>	<p>This can be taught as the first or second primary school element of a bridging unit that precedes work to be completed in secondary schools at the beginning of Year 7. It focuses on elements from the local Agreed Syllabus on rules and responsibilities and at least one of the two Primary units should be completed by all pupils leaving Year 6. Through this unit pupils will focus on key questions. What is a rule? Why do we have rules? Who makes the rules? Where are they found? When are rules/laws difficult to follow? What rules or guidelines for living do we have? What are our responsibilities?</p>																																		
<p><b>Extension activities – gifted and talented pupils</b></p>	<ul style="list-style-type: none"> <li>⇒ Discuss/consider ‘Are all rules written down or are some unwritten?’</li> <li>⇒ How and why is story a good means of expressing beliefs/values and passing them on to others?</li> <li>⇒ Are any of the beliefs/values similar in the faiths studied?</li> </ul>																																		
<p><b>Vocabulary</b></p> <table border="0" data-bbox="116 991 1184 1361"> <tr> <td>environment</td> <td>law</td> <td>society</td> <td>value</td> </tr> <tr> <td>responsibilities</td> <td>religion</td> <td>right</td> <td>creed</td> </tr> <tr> <td>morality</td> <td>consequences</td> <td>responsibility</td> <td>commitment</td> </tr> <tr> <td>respect</td> <td>Christianity</td> <td>secular</td> <td>fair/unfair</td> </tr> <tr> <td>sacred writings</td> <td>Judaism</td> <td>creator</td> <td>environment</td> </tr> <tr> <td>Bible</td> <td>Islam</td> <td>creation</td> <td></td> </tr> <tr> <td>issues</td> <td>obedience</td> <td>choice</td> <td></td> </tr> <tr> <td>rule</td> <td>community</td> <td>decision</td> <td></td> </tr> </table>	environment	law	society	value	responsibilities	religion	right	creed	morality	consequences	responsibility	commitment	respect	Christianity	secular	fair/unfair	sacred writings	Judaism	creator	environment	Bible	Islam	creation		issues	obedience	choice		rule	community	decision		<p><b>Cross-Curricular Links</b></p> <p><b>PSHE</b> – Circle Time. Personal lifestyle/choice. Personal Health</p> <p><b>Music</b> – Writing Songs, raps etc.</p> <p><b>SMCS / Citizenship</b> – Rules, laws, government, community, leisure activities, topical events.</p> <p><b>Geography</b> – Environmental issues, global citizenship.</p> <p><b>Literacy</b> – Stories, creeds, poetry, newspaper articles, drama, Speaking and Listening.</p> <p><b>Art and Design</b> – Banners, murals.</p> <p><b>ICT</b> – Internet research – topical issues, presentation of work.</p> <p><b>PE</b> – Invent games for playground, rules etc.</p> <p><b>Science</b> – Natural world, recycling, materials.</p>		
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## Theme 1. Rules, Rules, Rules!

Learning objectives	A T 1	A T 2	Suggested teaching activities	Skills	Sensitivities, points to note, resources
<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>consider some how there are rules for different contexts;</li> <li>relate the breaking of rules to a local topical issue.</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p>Class brainstorm – What is a rule and where do we encounter rules? In pairs discuss the rules members of the class have kept so far today (could be noted on Post-it notes) Feed back to the whole class.</p> <p>Group activity – Give pupils sets of rules to organise under headings: SCHOOL, HOME, SOCIETY, RELIGIONS</p> <p>Place group choices on a class display. Note and discuss different choices / decisions.</p> <p>As a class examine case study/studies of a particular issue/s e.g. drunk driving, theft, or school issues like parking on zigzag lines.</p> <p>In groups either: role play different characters in the scenario or hot seat as characters or prepare a ‘News Flash’ report – Discuss feelings of characters involved and how they are affected.</p>	<p>Listening Sharing Considering Collaboration Empathy Communication Causality Generalisation Evaluation</p>	<p><b>Resources</b> Sheet of rules from different contexts. Rules written on cards or A3 sheet. Each set of rules for a group could be on different coloured card.</p> <p>Post-it notes.</p> <p>Information about a topical issue, e.g. Newspaper articles Television/radio report BBC News website (<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>)</p> <p><b>Notes for Teachers:</b></p>



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		✓	<p><b>Plenary:</b> Feed back and discuss. From discussion, highlight some feelings/quotes from characters (could be displayed as stimulus for rest of unit of work.) Consider the following Key Questions: What is the result of rule breaking? Who does it hurt? How are lives affected?</p>		<p>Backgrounds of pupils need to be borne in mind when selecting case study.</p> <p>Please be aware that there will be differences in some unwritten rules e.g. some households may allow swearing, others not, etc. Check that samples differ from those in the A unit.</p>
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### Theme 2. Moses and the Rule-Breakers

Learning objectives	A T 1	A T 2	Suggested teaching activities	Skills	Sensitivities, points to note, resources
<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>know the story of how the children of Israel broke the rules while Moses was being given the Ten</li> </ul>	✓	✓	<p>Recap discussion on rules and consequences of rule breaking from theme one. Ask pupils to consider the same Key Questions when watching the Judeo/Christian story of Moses and how the children of Israel turned to worshipping idols when waiting for the Ten Commandments. Alternatively read the story to pupils. Look at the first four Ten Commandments.</p>	<p><b>Homework:</b> Think of a time when you have broken rules – did you realise the consequences?</p>	<p><b>Resources</b> Video – ‘Animated World Faiths’ (Channel 4 learning)  City of Gold by Peter Dickinson Gollancz,</p>





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<p>Commandments;</p> <ul style="list-style-type: none"> <li>consider the following Key Questions: <ul style="list-style-type: none"> <li>What happened when the rules weren't followed?</li> <li>Were there punishments?</li> <li>When are rules difficult to follow?;</li> </ul> </li> <li>know the first four of the Ten Commandments;</li> <li>understand why this story is important to Jews and Christians;</li> <li>be able to consider the consequences of actions.</li> </ul>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>In pairs discuss the following:</p> <ul style="list-style-type: none"> <li>What does this story teach followers of the religions?</li> <li>Have the characters broken any rules?</li> <li>Do you think the Israelites realised the consequences of breaking the rules?</li> <li>How did the rule maker react?</li> <li>Do you think the rule breakers were treated fairly?</li> <li>Who made the rules?</li> </ul> <p>Feedback to the class and, as a class discuss: How could rules be difficult to follow for the people in the story and for followers of a religion? Why is this story important to Jews and Christians?</p> <p>Set homework as preparation for next theme.</p>		<p>ISBN: 0-57502-883-1</p> <p>The Story of the Jews by Julia Neuberger, Cambridge ISBN: 0-52131-580-8</p>
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## Theme 3. Unwritten and Shared Rules

Learning objectives	A T 1	A T 2	Suggested teaching activities	Skills	Sensitivities, points to note, resources
<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>consider if there are unwritten rules about responsibility for the world;</li> <li>know that in some religions this links to beliefs about creation;</li> <li>realise that there will be consequences if these rules are broken;</li> <li>use art to interpret religious ideas;</li> <li>understand that</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Discuss the consequences of rule breaking from end of last theme. Talk about ‘rules’ about caring for the world – why does this matter?</p> <p>Introduce the story ‘The People Who Hugged the Trees’. The pupils will need to consider the consequences of rule breaking in relation to caring for the world in the story.</p> <p>Read ‘The People who Hugged the Trees’ around the class or to the class. Explore the meaning of the story. Which unwritten rules were being broken by whom?</p> <p>Using quotes from ‘The People who Hugged the Trees,’ either alone or in small groups</p> <p>a) Create a piece of artwork to reflect the quote. or b) Referring back to theme 1 and ‘The People Who Hugged the Trees’ – decide How might Christians and Jews care for the World by following God’s rules?</p>	<p>Speaking</p> <p>Listening</p> <p>Sharing</p> <p>Considering</p> <p>Collaboration</p> <p>Empathy</p> <p>Communication</p> <p>Causality</p> <p>Evaluation</p> <p>Application</p> <p>Reflection</p> <p>Interpretation</p> <p>Making informal decisions</p> <p>Discussion</p>	<p><b>Resources</b></p> <p>‘The People who Hugged the Trees’ by Deborah Lee Rose. Published by Robert Rinehart</p>



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<p>everyone is responsible for taking care of the world and the consequences if this does not happen.</p>		<p>✓ <b>Plenary:</b> Decide on a small project that could help the environment, e.g. can recycling, picking up litter, care of playground equipment. Write class set of rules, list responsibilities and consequences of not keeping the rules.</p>		
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## Theme 4. Guidelines for Living in Islam

Learning objectives	A T 1	A T 2	Suggested teaching activities	Skills	Sensitivities, points to note, resources
<p><b>Pupils should:</b></p> <p>consider the following Key Questions:</p> <ul style="list-style-type: none"> <li>• Why is this story important to Muslims?</li> <li>• What benefits/values does it teach?</li> <li>• How could Muslims put these beliefs/values into practice in their daily life?</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>As a class, read the story of ‘Prophet Muhammad (pbuh) and the Birds’, ensuring that children understand it is a Muslim story.</p> <p>Discuss :</p> <ul style="list-style-type: none"> <li>⇒ What is the message in the story? Why do you think the story is important to Muslims?</li> <li>⇒ How could Muslims put these beliefs/values into practice in their daily life?</li> </ul> <p>Give small groups of children the second Muslim Story. They should read and discuss the story and identify how Allah used his creation to protect Prophet Muhammad (pbuh).</p> <p>Feedback to the class and discuss values identified in the stories and the implications for daily life of living according to these beliefs. Are there similarities between this story and the first story in the lesson? Are there similarities with ‘The People Who Hugged the Trees?’</p> <p>How important do you think it is for Muslims to live well alongside other parts of Allah’s creation?</p>	<p>Comparison</p> <p>Application</p> <p>Reflection</p> <p>Communication</p> <p>Interpretation</p> <p>Evaluation</p> <p>Making informed decisions</p>	<p><b>Resources</b></p> <p>‘The story of Muhammad and the Birds.’</p> <p>‘The story of the Journey to Madinah’.</p> <p>SLMFC Resource Pack</p> <p>Qur’an quotes Al A Raf Surah 7148-154</p> <p>Sugar, Paper, Pens</p>





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	✓		<p>What responsibilities do Muslims believe they have? Read the story of Prophet Musa (pbuh) from the Qur'an. How do Muslims, Christians and Jews agree on the importance of God's rules?</p>		
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### Theme 5. Saying What Matters

Learning objectives	A T 1	A T 2	Suggested teaching activities	Skills	Sensitivities, points to note, resources
<p><b>Pupils should:</b></p> <p>consider the following Key Questions:</p> <ul style="list-style-type: none"> <li>• How do people communicate their values, rules and responsibilities?</li> <li>• What is a 'creed'?</li> <li>• Who are they for?</li> <li>• Why do they need them?</li> <li>• How are they used?</li> </ul>	✓	✓	<p>Look at the Albert Schweitzer's statement from 'Civilization and Ethics.'</p> <p>What messages/values does this convey? Highlight these on sheets.</p> <p>Now examine examples of statements about caring for the world.</p> <p>Compare/contrast secular and religious statements. What do they have in common?</p> <p>Pupils could be introduced to other passages from 'Anthology for the Earth' by Judy Allen.</p> <p>Pupils should now devise their beliefs/values/principles for living life on the planet in relation to the natural world within which we live. This could be done over a week by writing their beliefs/values/principles on strips of cards for interactive wall display, to be used as a resource for theme 6.</p>	<p>Reflection</p> <p>Expression</p> <p>Application</p> <p>Interpretation</p> <p>Comparing/contrasting</p> <p>Speaking/listening</p> <p>Collaborative small group work.</p>	<p><b>Resources</b></p> <p>Examples of secular and religious statements of beliefs: Albert Sweitzer from 'Civilisation and Ethics'.</p> <p>Highlighter pens.</p> <p>'Anthology for the Earth' by Judy Allen. Publisher: Walker ISBN: 0-74454-438-6</p>







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<ul style="list-style-type: none"> <li>Who created them?</li> <li>What are our beliefs/values/principles for living?</li> </ul>		Children may wish to draw upon their personal/family's religious beliefs.		
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### Theme 6. Our Statement about Living in the World

Learning objectives	A T 1	A T 2	Suggested teaching activities	Skills	Sensitivities, points to note, resources
<p><b>Pupils should:</b></p> <p>consider the following Key Questions:</p> <ul style="list-style-type: none"> <li>What are our beliefs/values/principles for living on the planet?</li> <li>How can we express them / get our message across to others?</li> </ul>	✓	✓	<p>Review and update beliefs / values / principles posted on display board during the week.</p> <p>How could these beliefs / values / principles be expressed? Identify different forms of expression: statements, poems, songs, raps, murals, banners, dance and drama.</p> <p>In small groups, pupils plan and design their statement for sharing with others. (These could be used as part of their Leavers' Assembly and their leaving gift to each other and the school.)</p> <p>One quote from each statement could be put together to form a class/Year 6 shared piece of work which could be depicted in a large class mural or other 2-dimensional form. This could finally be cut into pieces as a jigsaw with enough pieces for members of the class to each take one with them at the end of the year along with a copy of the complete class work. This will enable them to know how all the separate bits, including their own, joined together, will make the unique statement from their class / year group.</p>	<p>Reflection Expression Application Communication Developing Confidence Collaboration Discussion</p> <p>Working in a range of groups. Contributing to the class effort.</p>	<p><b>Resources</b> Sugar paper for brainstorming.</p> <p>Equipment as required.</p>



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		<p>✓ A selection of statements could be made into bookmarks or other items and shared with the school community.</p> <p>Pupils should take individual copies of their personal statement to their secondary school, to be shared as the next part of this Bridging Unit.</p>		
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### Quotations from ‘The People Who Hugged the Trees’

1. “These are your brothers and sisters. They shade us from the hot desert sun; they guard us from the terrible desert sandstorms. They show us where to find water to drink.”
2. “Please leave my tree” Amrita begged - “Chop me instead” She hugged the tree with all her strength.
3. “These tree huggers will pay for disobeying me!”
4. “Around the village well, drifts of sand were piled high. And Amrita saw that only the trees had stopped the desert from destroying the well and the rest of the village.”
5. “Your forest will always remain a green place in the desert.”

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THEME 3 RESOURCE SHEET





### Prophet Muhammad (Pbuh) and the Birds

One day Muhammad (pbuh) was out walking with his friends when they came to a place where they could rest in the shade of the trees. Muhammad (pbuh) left his friends and went off to be alone. While he was away, his friends occupied their time by watching some young sparrows that were learning to fly while their mother encouraged them. Some were not yet strong enough to succeed and instead of flying to the safety of the branch they fell to the ground, landing very heavily.

Muhammad's (pbuh) friends took the opportunity to pick up the frightened birds and hold them. The young birds struggle and screeched but were unable to escape and soon became utterly exhausted. One of the group thought it would be a good idea to keep the birds as pets whilst ignoring the noisy distress of the mother bird. She swooped to attack the men time and again, shrieking loudly. They waved their arms to keep her away and shouted at her as she became more and more frantic. As the young birds heard their mother cry they began to cheap pathetically.

In the middle of this noise Muhammad (pbuh) returned, saw his friends holding the sparrows and asked them why they were causing the mother bird such distress by taking her babies. He listened to their explanation, but spoke sharply to them telling them that the birds were Allah's creatures and he expects humans to treat his creatures with dignity and respect. The men were ashamed and gave the birds their freedom. They apologised to Muhammad (pbuh) by recognising their responsibility to deal kindly with all of creation.





### Muhammad (Pbuh), the Spider and the Pigeon

When Muhammad (pbuh) began his preaching about Allah he found many people were angry because he spoke against their worship of idols. Eventually, with his friend Abu Bakr, Muhammad (pbuh) left Makkah and made the journey to Madinah. The leaders of those who worshipped the idols were furious and offered a reward of one hundred camels to anyone who was able to capture Muhammad (pbuh) and return him to Makkah.

One man found the cave where the prophet was hiding and almost captured him. He was prevented from doing so because not only had a spider spun a web across the entrance to the cave, but also a pigeon had made a nest in a nearby tree. As the intruder approached, the pigeon gave a loud squawk and flew from her nest causing the man to jump back in alarm. He looked into the cave but did not enter.

When he returned home his friends asked why on earth he hadn't gone into the cave. The man explained that if there was a spider's web across the mouth of the cave and if a pigeon was nesting nearby, she would have been disturbed by the intruders and would therefore have left the nest.

Everyone agreed and the search continued elsewhere, leaving Muhammad (pbuh) and Abu Bakr free to travel to Madinah in safety.





### The Holy Qur'an

“The people of Moses made, in his absence, out of their ornaments, the image of a calf (for worship).

When they repented, and saw that they had erred, they said: “If our Lord have not mercy upon us and forgive us, we shall indeed be of those who perish.”

When Moses came back to his people, angry and grieved, he said: “Evil it is that you have done in my place in my absence: did you make haste to bring on the judgement of The Lord?”

He put down the tablets, seized his brother by the hair of his head, and dragged him to him.

Aaron said: “Son of my mother! The people did indeed reckon me as naught, and went near to slaying me! Make not the enemies rejoice over my misfortune, not count thou amongst the people of sin.”

Moses prayed: “O my Lord! Forgive me and my brother. Admit us to thy mercy! For you are the most merciful of those who show mercy!”





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### The Holy Qur'an *(Continued)*

Those who took the calf for worship will indeed be overwhelmed with wrath from their Lord, and with shame in this life: Thus do we recompense those who invent falsehoods. But those who do wrong but repent thereafter and truly believe – verily thy Lord is thereafter oft-forgiving, most merciful.

When the anger of Moses was appeased, he took up the tablets: in the writing thereon was guidance and mercy for such as their fear of the Lord.”



*The Holy Qur'an*







### Beliefs of Albert Schweitzer

“Whenever I injure life of any sort, I must be quite clear whether it is necessary. Beyond the unavoidable I must never go, not even with what seems insignificant. The farmer who has mown down a thousand flowers in his meadow as fodder for his cows, must be careful on his way home not to strike off in wanton pastime the head of a single flower by the roadside, for he thereby commits a wrong against life without being under the pressure of the necessity.

By the very fact that animals have been subjected to experiments, and have by their pain won such valuable results for suffering humanity, a new and special relation of solidarity has been established between them and us. From that springs, for each one of us, a compulsion to do to every animal all the good we possibly can. By helping an insect when it is in difficulties, I am only attempting to cancel part of man's ever new debt to the animal world.”

*From 'Civilisation & Ethics' by Albert Schweitzer.*



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THEME 5 RESOURCE SHEET





### ... from 'Anthology for the Earth'

'Greed is the real dirt, not dust.'

Buddhist Scriptures

'The gifts of nature and the works of man are only good or bad as we make good or bad use of them.'

Julian Huxley

'I did not find the world desolate when I entered it; my father planted for me before I was born: so do I plant for those who will come after me.'

Judaism - the Talmud

'They shall not hurt or destroy in all my holy mountain.'

Isaiah 11: 9

'Nature is often hidden, sometimes overcome, seldom extinguished.'

Francis Bacon



## Children's Evaluation Sheet

Name:

1. Which part/s of this unit did you like? Why?

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2. Which part/s of this unit didn't you like? Why?

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3. Did you work best on your own or with others? Give reasons

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4. Do you think that you participated well in the discussions?

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## Children's Evaluation Sheet *(Continued)*

5. Is there anything else that you wanted to find out? .....

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6. What have you learned by doing this unit? .....

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7. What will you remember from doing this unit? .....

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