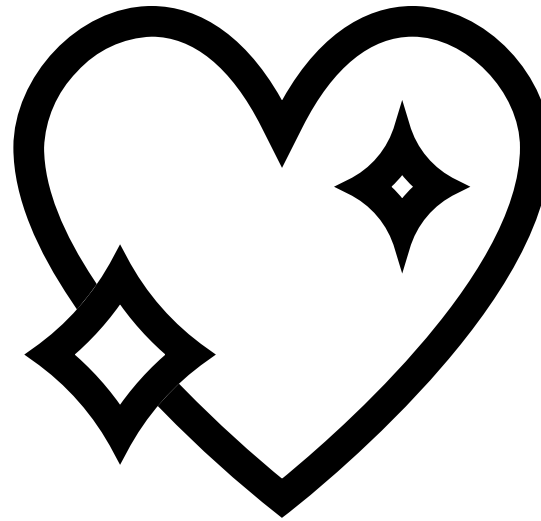


# THEMATIC: What does it mean to live a good life?



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<p><b>What’s the purpose of this unit?</b>                  It is the intention of this unit to help pupils to consider how different groups of people might answer this question, drawing on knowledge across different religions and beliefs and encounters with the lived experience of these different communities to help answer the question. Children should explore the common threads across worldviews, such as the impact of living a good life on karma for dharmic traditions, or the place of key texts in helping religious people know how to live. Children should also begin to appreciate that for many non-religious people, a ‘good life’ is based on the desire to make the most of the one life that they believe they have to make themselves and others happy. It is also a unit where pupils should be encouraged to think about their own ideas of what a ‘good life’ is, and where these ideas might come from (<i>personal knowledge</i>). <b>If pupils have not yet studied Buddhist ideas about how to live, these should be included in this unit.</b></p>	
<p><b>Links across learning</b> – <i>From your long term plan, which units will you be drawing on? Add detail linking to material that you know pupils have explored during the year. There may be other links from previous years’ teaching that are relevant too.</i></p>	<p><b>‘Sticky knowledge’</b>      <b>By the end of this unit, pupils should know:</b></p>
<ul style="list-style-type: none"> <li>• Y5 CHRISTIANITY: How did the Church begin and where is it now?</li> <li>• Y6 CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?</li> <li>• UKS2 JUDAISM: What does it mean to be part of a synagogue community?</li> <li>• UKS2 ISLAM: What helps Muslims to live a good life?</li> <li>• UKS2 HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life?</li> <li>• UKS2 BUDDHISM Y6: What is the ‘Buddhist way of life’?</li> <li>• <i>From LKS2, SIKHI: What do Sikhs value?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>that living a ‘good life’ means different things to different people</b></li> <li>• <b>that for many religious people, living well in this life has an impact on the next life / afterlife and how beliefs about this differ</b></li> <li>• <b>that for most Buddhists, living a good life means following the Noble Eightfold Path, as Buddha did, in order to achieve Nirvana (Enlightenment)</b></li> <li>• <b>that most non-religious people believe that we should make the most of the one life we have and do not believe there is an afterlife</b></li> <li>• <b>that our own ideas about what a ‘good life’ is can shape the way that we behave</b></li> <li>• <b>what might have influenced these ideas (<i>personal knowledge</i>)</b></li> </ul>
<p><b>Key questions to shape the learning</b></p>	<p><b>Expected outcomes for this phase:</b> <i>i.e. what will pupils do to show this knowledge?</i></p>
<ol style="list-style-type: none"> <li><b>1. Does it matter how we live? What do you think a ‘good life’ is? How have our school [vision and] values helped to shape what it means to live a good life in school?</b></li> <li><b>2. &amp;3. What have we learned about the things different religious and non-religious people believe about living a good life? What does this mean in the way that people live as part of their community and our world?</b></li> <li><b>4. What do some people in our local communities say about living a good life?</b></li> <li><b>5. How are ideas about living a good life the same? Or different?</b></li> <li><b>6. What does it mean to you to live a good life? What’s influenced your thinking? What difference does it make?</b></li> </ol>	<ul style="list-style-type: none"> <li>① describe ways in which religious and non-religious people understand a ‘good life’</li> <li>② make links between beliefs, texts / interpretations / stories and practices (believing, belonging and behaving) in relation to living a good life</li> <li>③ explain the impact of living a good life for different people e.g. on the afterlife</li> <li>④ conduct simple research into views about living a good life</li> <li>⑤ investigate and connect features of religions and beliefs, identifying some similarities and differences in people’s lived experience</li> <li>⑥ explain the impact of living a ‘good life’ on the wider community</li> <li>⑦ make links between what they think and what other people think about living a good life, giving reasons for beliefs, attitudes and actions, including their own</li> </ul>

### Background knowledge specific to this thematic unit

- This unit is a really good one for pupils to begin to explore the impact of someone's 'worldview' on the way that they live, as a 'good life' can mean different things to different people e.g. 'living your best life', living morally, or living according to values and principles ordained by a higher power.
- Children should already have some ideas about this from exploring religions and beliefs across phases.
- **Teachers must also include elements from Buddhism if 2 Hindu (Sanatan) Dharma units have been chosen for UKS2. These are outlined on the visual map included with these resources.**
- The 'Understanding Humanism' resources have some useful information about living a good life from a Humanist perspective on their website: [Humanist Ethics » Understanding Humanism](#)

Golden thread	Further questions to support learning	Vocabulary / glossary for this unit: <i>Pupils will also be drawing on vocabulary from across other units, so refer to prior learning for vocabulary that they should already be familiar with</i>
 <b>God</b>	<ul style="list-style-type: none"> <li>• <b>What have we learned about the things different religious and non-religious people believe about living a good life?</b></li> <li>• <b>How do beliefs about a 'good life' link to teachings (theology)?</b></li> <li>• <b>How are ideas about living a good life the same? Or different?</b></li> <li>• <b>Would a Christian, Muslim or Humanist's views be the same as yours – and why? (personal knowledge)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Humanist</b> – a non-religious person whose life is centred on the beliefs that we have one life to live, which should focus on finding meaning through human happiness and treating others as they would wish to be treated</li> <li>• <b>Theology</b> – the study of ideas about God</li> <li>• <b>Buddhist</b> – a person who follows the teachings of Lord Buddha, who was a wise teacher, not a god</li> <li>• <b>Afterlife</b> – the life that follows the current physical life on earth. Non-religious people do not believe in an afterlife.</li> <li>• <b>Sociology</b> – the study of society (how people live)</li> </ul>
 <b>Community</b>	<ul style="list-style-type: none"> <li>• <b>How have our school [vision and] values helped to shape what it means to live a good life in school?</b></li> <li>• <b>What does living a good life mean in the way that people live as part of their community and our world? (lived experiences)</b></li> <li>• <b>What do people in our local communities say about living a good life?</b></li> </ul>	
 <b>Identity</b>	<ul style="list-style-type: none"> <li>• <b>Does it matter how we live? What do you think a 'good life' is?</b></li> <li>• <b>Does it matter where ideas about living a good life come from?</b></li> <li>• <b>Is living a good life about possessions, people or ways of living?</b></li> <li>• <b>What do you think the most important answer is to the question 'What does it mean to live a good life?'</b></li> <li>• <b>What does it mean to you to live a good life? What's influenced your thinking? What difference does it make?</b></li> <li>• <b>What impact could your views have on the way you choose to live your life?</b></li> </ul>	

## Visual map, showing linked content from concept maps



Christians believe that a good life means living according to the **example set by Jesus**, to live distinctly: to **'act justly, love mercy and walk humbly'** (Micah 6:8), loving God & loving others. Christians depend on God's **Holy Spirit** for guidance in this life and will be with God forever in the next life.



### Four Parushathas

In **Hindu (Sanatana) Dharma**, a good life means living according to four goals: **Artha, Kama, Dharma & Moksha**. The cycle of **Samsara** teaches that living a good life in this life will impact their next life: good deeds mean **good karma**.



For **Buddhists**, a good life means living according to principles of the **Noble Eightfold Path**. Good **karma** leads to **Nirvana** and release from **Samsara**, the cycle of life's suffering



For **Jewish people**, living a good life means showing **Chessed** (loving kindness) and **Gemilut Chasadim** (doing good deeds). The Jewish community strives for **Tikkun Olam** (restoration of the world) in their efforts to behave and act constructively and beneficially.



**Tzedek (Justice):**  
doing what is right and fair



**What do you think it means to live a 'good life', and how does it influence the way you live? How do your beliefs impact on your actions? How have our school's values helped you to live a 'good life'?**



**Humanists** believe we have **one life** and we should be free to **pursue what makes us happy as long as we cause no harm**. How best to find happiness will vary for each of us but will include through relationships, curiosity, creativity, projects and helping others to find happiness.



For Muslims, living a good life means **studying and practising the Qur'an**, following the teachings (Hadith) and example (Sunnah) of the **Prophet Muhammad (pbuh)**. The **Five Pillars** also help Muslims to live a good life. **Paradise** is a reward for a good life.



The Qur'an & teachings make a **straight path** for Muslims to follow






For **Sikhi people**, a good life means living according to the three pillars: to **pray (naam japo)**, **work (kirat karo)** and **give (vand chako)**. Good karma leads to **moksha** and the atman's release from



**Samsara**



	<p><i>What might this look like in the classroom? This sequence of activities should help you plan pupils' learning....</i></p>	<p>Teacher notes: links to specific prior learning</p>	<p>Resources: incl. text refs</p>
<p>Engage (10%)</p> 	<p><b>Session 1: Does it matter how we live? What do you think a 'good life' is?</b></p> <ul style="list-style-type: none"> <li>Collect together class wisdom about the things that make up a 'good life': is living a good life about possessions, people or ways of living? – discussion as a class or small groups. Where do our ideas come from?</li> </ul> <p><b>How have our school [vision and] values helped to shape what it means to live a good life in school?</b></p>		
<p>Enquire &amp; Explore (65%)</p> 	<p><b>Sessions 2 &amp; 3: What have we learned about the things different religious and non-religious people believe about living a good life? What does this mean in the way that people live as part of their community and our world?</b></p> <p>Gather evidence from across your learning to show what you have found out – and investigate other religions / beliefs that interest the class. Try to have a balance of evidence from <b>text (theology)</b> and <b>lived experience of real people (sociology)</b></p> <p>You could do this initially as a 'silent debate', with big paper on tables and groups circulating, writing things that they know about living a good life for Christians, Muslims, Jewish, non-religious people etc.</p> <p>Use your evidence to make decisions about knowledge gaps and then conduct research to find out more to fill those gaps. <b>You must also include elements from Buddhism if both Hindu (Sanatan) Dharma units have been chosen for UKS2. These are outlined on the knowledge organiser included with these resources. For Buddhists, living a good life means following the Noble Eightfold Path, as Buddha did, in order to achieve Nirvana (Enlightenment)</b></p> <p><b>Session 4: What do people in our local communities say about living a good life?</b></p> <p><b>Be a sociologist for a day!</b> Construct a simple questionnaire to ask selected groups of people their views about living a good life and then conduct your own research (anonymous if preferred). You could ask:</p> <ul style="list-style-type: none"> <li>Other children in the school</li> <li>Members of your school community</li> <li>Parents and friends</li> </ul>	<p>The evidence you gather in these Sessions should relate directly to the units that pupils have studied, so refer back to their work books or photos you've taken</p> <p>You might also choose to find out about a religious or non-religious tradition that is new to your class <b>(NB see notes about Buddhism)</b></p>	<p><b>Links to Speakers' Forum resources &amp; videos for Primary pupils: <a href="https://gdb-elevate.org/help#re">https://gdb-elevate.org/help#re</a></b></p> <p>Speakers were asked:</p> <ul style="list-style-type: none"> <li>How does living a good life now impact on your future?</li> <li>How does your faith or belief impact on the way you look after the natural world?</li> <li>How is family life affected by living out your beliefs?</li> <li>Do you have a favourite quote or text that helps you to live your life?</li> </ul>

	<ul style="list-style-type: none"> <li>• People out and about e.g. shopping (NB with strict supervision!)</li> <li>• People from your local places of worship</li> </ul> <p>Compare &amp; analyse answers. How many people do you think are answering from a religious point of view? If you can, generate some graphs to show your findings.</p>		
 <p><b>Evaluate (5%)</b></p>	<p><b>Session 5: How are ideas about living a good life the same? Or different?</b></p> <ul style="list-style-type: none"> <li>• Gather evidence collected during this unit into a Venn Diagram or table to compare different religions' and beliefs' views about a good life.</li> <li>• Do they all say the same thing? Explain what conclusion you come to, giving reasons for your answer.</li> <li>• What do you think the <b>most important answer</b> is to the question 'What does it mean to live a good life?'</li> <li>• Would a Christian, Muslim or Humanist's (etc.) views be the same as yours – and why? (<i>personal knowledge</i>)</li> </ul>		
<p><b>Express (20%)</b></p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p><b>Session 6: What does it mean to you to live a good life? What's influenced your thinking? What difference does it make? (<i>personal knowledge</i>)</b></p> <p>Create a '<b>How to live a good life</b>' booklet, explaining your own views or consolidating ideas from different viewpoints if you prefer. Create a reflective page, and try to think about where these ideas have come from.</p> <p>OR</p> <p><b>Record a short video</b> answering the key question from your own point of view. What impact could your views have on the way you choose to live your life?</p> <p>OR</p> <p><b>Create a piece of art</b> showing your ideas from this unit. Write a short guide to your piece, explaining your influences. Why not see if there is a Spirited Arts category you could send your work to?!</p>		<p>Link for Spirited Arts: <a href="http://natre.org.uk">Spirited Arts (natre.org.uk)</a></p>