

**Lincolnshire Locally Agreed Syllabus for Religious Education**  
**KS2 Additional Unit: Any other Unit designed by the School – Do You have to believe in God to be Good?**

➤ *Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice*

- Recognise that the word 'good' means different things to different people (see *KS2 Additional Unit: Big Questions – What is a Good Life?*): is a tsunami that floods a village a 'good' tsunami? A cancer cell that proliferates a 'good' cancer cell? What does 'good' look like in your school? At home? Amongst your friends? In the different religions you have studied?
- Think about how understanding what 'bad' is might help us understand what 'good' is (the *via negativa* – understanding what something is by thinking about what it is not)
- Examples of religions and worldviews that do not have a concept of God:  
**Buddhism:** the story of Siddhartha Gautama and his discovery of the **Four Noble Truths**; following the **Eightfold Path** as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the **Eightfold Path** and the **Five Precepts** as moral guidance  
**Humanism:** key principles – trusting *scientific method*, rejecting the idea of the supernatural, making ethical decisions on basis of **reason, empathy** and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same; see here for further teaching materials: <https://understandinghumanism.org.uk/uhtheme/ethics/>
- Practical examples of ways in which Buddhists and Humanists respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc.