

# 6 **Morals, Values and Beliefs**

**Aim: To explore and develop a values and morals framework as a foundation for life.**

**Becoming a  
Person of Integrity**

Activity 1  
**What Is Integrity?**

Activity 2  
**Doing The Right Thing**

**Exploring  
Spirituality**

Activity 3  
**Exploring Spirituality**



# 6 Morals, Values and Beliefs

**Aim:** To explore and develop a values and morals framework as a foundation for life.

## Becoming a Person of Integrity

### Activity 1: What Is Integrity?



#### Learning Intentions

Pupils are learning:

- what a person of integrity is;
- how values, morals and beliefs define their integrity;
- to seek out questions to explore and problems to solve;
- to listen actively and share opinions.



**Opportunity for AfL** Sharing learning intentions and success criteria



#### Skills and Capabilities

- Being Creative: Seek out questions to explore and problems to solve
- Working with Others: Listen actively and share opinions
- Communication



#### Learning Experiences

- Linked to other curriculum areas
- Offers choice
- Relevant and enjoyable



#### Attitudes and Dispositions

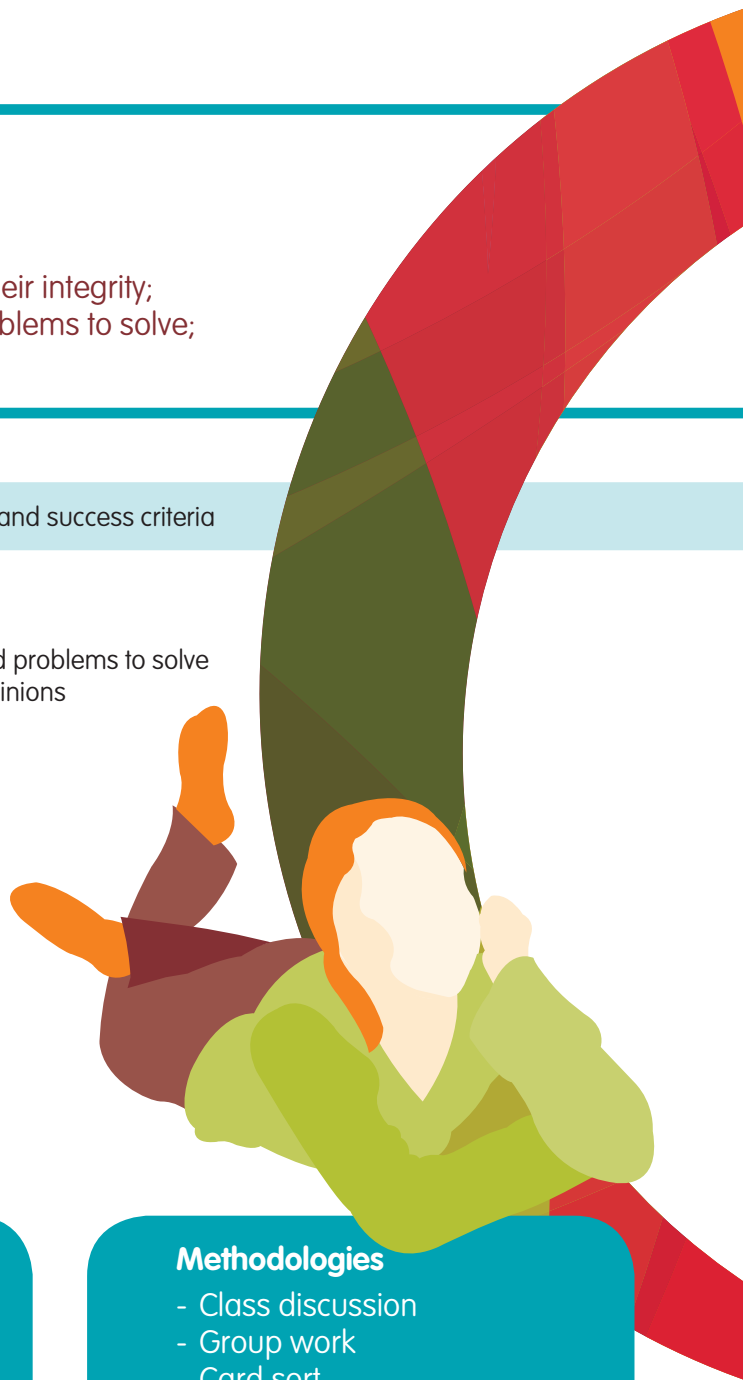
- Curiosity
- Openness to new ideas
- Respect

#### Resources

- 'Integrity Cards' (Resource 1)
- A3 sheets of paper
- Marker pens
- Blu-tak

#### Methodologies

- Class discussion
- Group work
- Card sort
- Self reflection



## Becoming a Person of Integrity

### Activity 1: What Is Integrity?

In Year 8, pupils considered what their personal values are (their beliefs about what is worthwhile and of importance in their life). In Year 9, pupils looked at morals. Morals specifically relate to behaviour and are often formed by our religion, society/ community, political point of view and culture. For example, a value could be 'you should respect others' whereas a moral could be 'bullying is wrong'.

In Year 10, pupils initially consider integrity. Integrity is linked to our value systems and moral code. It is almost an instinctive way of being in the world, which manifests from our morals, values and beliefs. We usually know when someone is acting with integrity, but it is very difficult to define (a possible homework activity could be to ask pupils to find the dictionary definition of integrity).

In this activity, pupils try to define integrity by considering some situations where people may, or may not, be displaying integrity. These form the basis for discussion on what a person of integrity looks like. The pupils then consider what barriers and challenges face us when wishing to act with integrity.

#### 1.1

Start by reviewing the meanings of values and morals and asking for examples to demonstrate these qualities. Use worksheets from the Morals, Values and Beliefs sections from Years 8 and 9 if necessary.

Pupils discuss the dictionary definition for integrity and establish a common understanding. They then consider what integrity would look like in a range of contexts. For example, how would a footballer, teacher, youth worker, prefect or someone doing homework act with or demonstrate integrity? In groups, pupils come up with their own definition for integrity, which should demonstrate their understanding of the concept.

Distribute the Integrity Cards (Resource 1) and ask small groups of pupils to split them into piles where they think integrity is being shown, or not. Ask for feedback from the groups to see if they all agree on the scenarios that do/do not display integrity. Encourage a whole class discussion about the activity and any differences of opinion. Focusing on the scenarios displaying integrity, draw out the qualities

that are demonstrated by these people. (Note: the other scenarios will be referred to again in the next activity.)

In their personal journals, pupils write what they think integrity is, in their own words. They then reflect on whether they think that they usually act with integrity or not, and to consider some personal examples of when they have displayed integrity.



**Opportunity for AfL** Pupil reflection

# 6 Morals, Values and Beliefs

**Aim:** To explore and develop a values and morals framework as a foundation for life.

## Becoming a Person of Integrity

### Activity 2: Doing The Right Thing



#### Learning Intentions

Pupils are learning:

- what the barriers and challenges are in developing their integrity;
- to develop strategies to promote integrity;
- to justify methods, opinions and conclusions;
- to value other people's ideas to stimulate own thinking.



**Opportunity for AfL** Sharing learning intentions and success criteria



#### Skills and Capabilities

- Thinking, Problem Solving, Decision Making: Justify methods, opinions and conclusions.
- Being Creative: Value other people's ideas to stimulate own thinking.
- Communication



#### Learning Experiences

- Supportive environment
- Offers choice
- Relevant and enjoyable



#### Attitudes and Dispositions

- Personal responsibility
- Concern for others
- Commitment, determinations, resourcefulness

#### Resources

- 'Acting With Integrity' (Resource 2)
- Large sheets of paper
- Marker pens

#### Methodologies

- Group work and feedback
- Self reflection

## Becoming a Person of Integrity

### Activity 2: Doing The Right Thing

These activities consider the barriers and challenges to becoming a person of integrity. Integrity comes from wanting to do the right thing and relates to our 'gut instinct' - knowing if something is right or not. This was discussed in InSync Year 9 Morals, Values and Beliefs, Activity 1, in relation to how we know when we feel guilty. The pupils then consider different strategies to help overcome the difficulties in acting with integrity. In reality, many of these issues stem from low self-esteem, which is a deeply ingrained personal issue.

#### 2.1

Revisit the Integrity Cards (Resource 1) where people are not displaying integrity. Ask small groups of pupils to decide what barriers or challenges may prevent the person acting with integrity in each situation.

As each group feeds back to the rest of the class, record the main themes on one side of the board. Examples could be peer pressure, community norms, lack of self-belief, lack of moral courage, greed and influence of media.



#### Opportunity for AfL

Formative feedback and peer-assessment

Split the class into as many groups as there are themes on the board, and give each group a large sheet of paper and a marker pen. Allocate one theme to each group. Each group writes as many ways as they can think of that could help someone to overcome this barrier/challenge to their integrity. The sheets are then circulated around the class, with each group adding more to each sheet as they receive it. Display the sheets and allow pupils to walk around the room and read them.

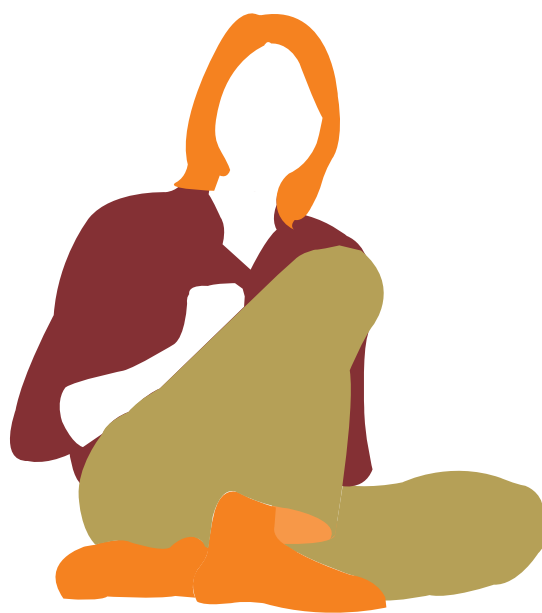
Alternatively, you could discuss as a class how to overcome the barriers and challenges to acting with integrity.

#### 2.2

Ask pupils to think of a time when they did something against their better judgement. Distribute Resource 2 'Acting with Integrity' for pupils to complete individually and add to their personal journal. Offer pupils the opportunity to discuss their personal reflection in pairs if they want to, and to give any comments to the whole group.



Opportunity for AfL Self-assessment



# 6 Morals, Values and Beliefs

**Aim:** To explore and develop a values and morals framework as a foundation for life.

## Exploring Spirituality

### Activity 3: Exploring Spirituality



#### Learning Intentions

Pupils are learning:

- to understand that life is more than physical;
- to understand the meaning of spirituality;
- to understand how spirituality affects behaviour;
- to experiment with ideas and questions;
- to develop routines of turn-taking, sharing and cooperating.



**Opportunity for Afl** Sharing learning intentions and success criteria

#### Skills and Capabilities

- Being Creative: Experiment with ideas and questions.
- Working with Others: Develop routines of turn taking, sharing and cooperating.
- Communication

#### Learning Experiences

- Linked to other curriculum areas
- Offers choice
- Challenging and engaging

#### Attitudes and Dispositions

- Self-belief, optimism, pragmatism
- Community spirit
- Tolerance

#### Resources

- 'Definitions Of Spirituality' (Resource 3)
- 'Spiritual Cards' Year 8 InSync, Health and the Whole Person, Activity 2, (Resource 2c)

#### Methodologies

- Group work
- Worksheet
- Class discussion
- Self Reflection

## Exploring Spirituality

### Activity 3: Exploring Spirituality

In the following activity, the ethos of the school should be considered at all times. When teaching about spirituality, it is important to remember that it is generally considered to be something broader than religion.

First, pupils consider what they need to live, this may be different for all pupils in the class. You may extend this into a discussion about what we think the absolute, essential needs are. For background reading and interest, look up Abraham Maslow's Hierarchy of Needs, which splits our needs into different levels. Alternatively, this discussion could be based around the United Nations Declaration of Human Rights, which links to the Citizenship curriculum at Key Stage 3. There is an opportunity to collaborate with the RE department during this activity.

Play John Lennon's 'Imagine' in the background as an introduction to this activity. Ask pupils to brainstorm in groups 'What is important for life?' Take feedback from each group and categorise the answers into physical and non-physical aspects for life on the board. Many ideas here will be subjective and dependent on individual perception and priorities.

In their personal journals, pupils reflect on their spirituality. Prompt questions could be:

- What does spirituality mean to me in my life?
- How does it affect my behaviour?
- Are there parts of my life where I am more aware of my spirituality than others?
- How does spirituality link to my personal morals, values and beliefs?



#### Opportunity for AfL

Formative feedback and effective questioning

Lead a discussion on the non-physical aspects that are essential for life. Ask pupils to debate what is spirituality and how it is linked to what is important in life.

Refer back to Year 8, Health and the Whole Person, Activity 2 and use the 'Spiritual' cards (Resource 2c) to explore what life would look like if these aspects were missing from it. Ask pupils to draw, describe or put into music what a life would be like without a spiritual element.

Pupils 'think, pair and share' to come up with an agreed definition for spirituality. They then consider what spirituality means to them personally, writing their own personal definition. It may be useful to refer to the various definitions provided on Resource 3 to support the pupils.



Opportunity for AfL Pupil reflection

