


Key Stage 1 Humanism - Optional area of study

	Questions	Content	Expectations
Learning about believing	<p>(Some of these questions may be addressed)</p> <ul style="list-style-type: none"> • What do Humanists believe about people and the natural world • How do stories help people to understand these ideas and pass them on to others? 	<p>Use good stories, ancient and modern to illustrate the universal and age old struggle between opposite forces eg rich and poor good and evil</p> <p>These stories can be used to help recognise SOME of the influences human society i.e. Common sense Human needs and human strengths Social co-operation Industry Science Human nature Human rights</p>	<p>Pupils working at level 1 will be able to use some appropriate word and phrases that bring out human values to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall a favourite story about human behaviour (even if it is told through animals). Recognise the important human failing or quality (e.g. kindness). ▪ talk about a concern in their own experiences and feelings. <p>Pupils working at level 2 will be able to use words and phrases to bring out human values to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell a human quality/weakness story. Relate that part of the story they do not understand and which parts leave questions unanswered. ▪ Ask and respond sensitively to the concerns of others. <p>Pupils working at level 3 will be able to use a developing and appropriate vocabulary to bring out human values to do some of the following</p> <ul style="list-style-type: none"> ▪ Link a story to their own or family's experiences and values. ▪ Identify the values required to solve a problem.

Key Stage 1 Humanism - Optional area of study

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Ways Of Living	<p>Some of these questions may be addressed)</p> <ul style="list-style-type: none"> • What do Humanists think is special about humans? • What is important about belonging for Humanists? <p>How can we learn from each other?</p>	<p>What makes humans most special is our ability to develop responsibility and pass it on through generations via respect and sensitivity to all sections of society, particularly the weak and underprivileged and the environment including animals</p> <p>Belonging to family groupings</p> <p>Belonging to society and playing a part in trying to improve society for the benefit of all eg through influencing changes in legislation.</p> <p>Belonging to like-minded groups eg meeting with other Humanists for mutual support – intellectual, social and practical. Think about examples of where pupils have learned from peers, teachers, parents, friends and others known to them.</p> <p>The importance of discussion, sharing ideas, listening to one another, asking questions.</p> <p>Think about how we learn who can be trusted.</p>	<p>Pupils working at level 1 will be able to use some words and phrases appropriate in a Humanist context to do some of the following</p> <ul style="list-style-type: none"> ▪ Talk about their own experiences and feelings on the complexity of life and their place in nature, family and society ▪ Talk about people they admire and who help them decide what is right and wrong <p>Pupils working at level 2 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Ask questions and respond sensitively about their own feelings and those of others about the complexity of life and their place in nature, family and society ▪ Recognise why they admire some people; that other people help them decide what is right and wrong <p>Pupils working at level 3 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what influences them, making links between aspects of their own lives and other's experiences. ▪ Identify why they admire some people; how other people help them decide what is right and wrong

Key Stage 1 Humanism - Optional area of study

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Sharing Faith	<p>(Some of these questions may be addressed)</p> <ul style="list-style-type: none"> • How and why are celebrations important to Humanism • Do Humanists have a special symbol and why do they need it? 	<p>Family celebrations and celebrations with the wider community. This they do with outside help from trained officiants for weddings, baby namings, dedications and funerals. These are done with a minimum of ceremonial (the minimum formality necessary for good communication and for everyone to participate if they wish) and without exception are celebrations of a life or joint lives. Only music and readings appropriate to these lives are chosen by the family, but are very wide ranging. Naming ceremonies now sometimes appoint "Guide Parents"</p> <p>Videos of examples of these ceremonies are available</p> <p>Humanist Happy Human symbol</p> 	<p>Pupils working at level 1 will be able to use some appropriate word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise why celebrations are important to Humanists; a Humanist symbol and why it is used <p>Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives</p> <p>Pupils working at level 2 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which Humanists celebrate and suggest meanings for some features of Humanist ceremonies ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe some Humanist celebrations recognising similarities and differences with religious celebrations ▪ Ask important questions about Humanist celebrations comparing them with their own experiences ▪ Identify ways in which symbols are used in their daily lives

Key Stage 2 Humanism - Optional area of study

	Questions	Content	Expectations
What People Believe	<p>(Some of these questions may be addressed)</p> <ul style="list-style-type: none"> • How do Humanist beliefs (about God, the world and others) impact on their lives? • How do Humanists use stories and other writings to illustrate their beliefs about humanity and personal responsibility? 	<p>Humanists have very positive beliefs, but because no one tells them what to believe the range of belief is wide Humanists have faith in fellow humanity. The most complete official definition of Humanism would be the Amsterdam Declaration. Humanists believe that knowledge best advances through openness, free enquiry and experiment i.e. SCIENCE, accepting that in this ideas evolve and change. They believe generally only in those things for which evidence can be provided. That is something tangible, touchable or evident to the basic senses with or without the help of scientific instruments, and essentially reproducible. They know therefore that no one can see into the future, so are determined to make the most of the one life that they have.</p> <p>They shun superstition, spiritualism and astrology, but know that surroundings, emotional and other links to the past can have a profound effect on feelings.</p> <p>All Humanists are prepared to live without God or gods, and therefore they are rightly described as ATHEIST, although some are more accurately described as AGNOSTIC because the existence of God can neither be proved or disproved.</p> <p>Humanists believe that moral values stem from human needs like happiness, social concerns and interaction.</p>	<p>Pupils working at level 2 will be able to use some appropriate word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell some stories that illustrate Humanist beliefs about humanity and personal responsibility ▪ Recognise that questions about humanity and personal responsibility are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about humanity and personal responsibility <p>Pupils working at level 3 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Makes links between stories and Humanist beliefs about humanity and personal responsibility ▪ Identify the impact of beliefs about humanity and personal responsibility on the lives of Humanists ▪ Ask important questions about their own and other peoples beliefs about humanity and personal responsibility ▪ Identify who/what influences their beliefs <p>Pupils working at level 4 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Humanist beliefs about humanity and personal responsibility and ways in which these are similar/different to those in some religions studied ▪ Raise, and suggest answers to, questions about what/who inspires them; their own and other people's beliefs about humanity and personal responsibility <p>Pupils working at level 5 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Humanist beliefs about humanity, personal responsibility and God are similar to and distinct from the beliefs of religions studied ▪ Explain how Humanists use writings to help them clarify and share ideas about humanity and personal responsibility ▪ Ask, and suggest answers to, questions about their own and other people's beliefs about humanity, personal responsibility and God, explaining what influences their beliefs

Key Stage 2 Humanism - Optional area of study

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Lifestyles	<p>(some of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How have Humanist ideas been expressed and shared? ▪ What principles help Humanists decide how to live? ▪ How and why do Humanists contribute to society and respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<p>POSSIBLE Humanist principles evident in the works and or lives of eg</p> <p>a)Aesop's Fables b)William Shakespeare c)Mary Woollenstonecraft d)Charles Darwin e) EM Forster f)Marie and Pierre Curie g)The creator of Star Trek (Gene Rodenberry) h)The writer of Doctor Who (Russell T Davies)</p> <p>The Golden Rule – Treat other people as you's want to be treated in their situation; don't do things you wouldn't want to have done to you 'Happiness is the only good...the time to be happy is now, and the way to be happy is to make others so' – Robert Ingersoll The use of reason, logic and example.</p> <p>Human Rights organisations and charities like Amnesty International and Band-Aid; Live 8, Alcoholics Anonymous; Head start; Death with Dignity, 'Interact'.</p> <p>Jawaharlar Nehru</p>	<p>Pupils working at level 2 will be able to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which being a Humanist affects a person's life within local communities and in the wider world; some lessons learned from writers and lives of people with Humanist ideas ▪ Recognise similarities/differences between their own values and Humanist values they have learned about <p>Pupils working at level 3 will be able to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which their beliefs affect how Humanists live within their families, local communities and the wider world; how Humanists learn from the writings and example of others ▪ Recognise similarities/differences between living as a Humanist and following some of the religions studied ▪ Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding ways in which their beliefs affect how Humanists live within their families, local communities and the wider world; how Humanists learn from the writings and example of others <p>Describe similarities/differences between being a Humanist and following religions studied</p> <ul style="list-style-type: none"> ▪ Describe what/sho influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which their beliefs affect how Humanists live within their families, local communities and the wider world; how Humanists learn from the writings and example of others ▪ Show understanding of ways in which following Humanist beliefs is similar to and distinct from following religions studied ▪ Explain what/who influences how they live within families, local communities and the wider world

Key Stage 2 Humanism - Optional area of study

	Questions	Content	Expectations
Expressions of Faith	<p>(Some of these questions may be addressed)</p> <ul style="list-style-type: none"> ▪ How and why do Humanists mark a person's death? ▪ How do Humanists beliefs about death and the possibility of life after death influence the ways in which they live? 	<p>Humanists do not believe in the possibility of any life but the one we have now.</p> <p>The approach to death. Faith in your own Humanity must sustain you through illness and near death experiences.</p> <p>The effect of positivity of out look on Life expectation.</p> <p>Preparation and help for life for loved ones after bereavement. The grieving process as a natural sequence, individually handled or not handled.</p>	<p>Pupils working at level 2 will be able to use some appropriate word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which Humanists mark death; what Humanists believe about death and the possibility of life after death; how these beliefs influence ways in which life is lived ▪ Recognise that questions about death and the possibility of life after death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own and others' beliefs about life after death and how death should be marked <p>Pupils working at level 3 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Humanists mark death; what Humanists believe about death and the possibility of life after death; how these beliefs influence ways in which life is lived ▪ Make links between their own beliefs about death and the possibility of life after death and their approach to living <p>Pupils working at level 4 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which Humanists mark death; how Humanist beliefs about death and the possibility of life after death are linked with other Humanist beliefs; how these beliefs influence ways in which life is lived; similarities/differences between Humanist and religious beliefs about death and the possibility of life after death ▪ Raise, and suggest answers to, questions about how their own beliefs about death and the possibility of life after death might influence the way they live <p>Pupils working at level 5 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which Humanists mark death; how Humanist beliefs about death and the possibility of life after death are linked with other Humanist beliefs; how these beliefs influence ways in which life is lived ▪ Ask, and suggest answers to, questions about how their own beliefs about death and the possibility of life after death influence the way they live

Key Stage 3 Humanism - Optional area of study

	Questions	Content	Expectations
TRUTH	<p>(Some of these questions may be addressed) Some of these questions are already in the learning from religion section (p85) and others only require yes/no answers</p> <ul style="list-style-type: none"> ▪ What do Humanist believe about the nature of human life? ▪ What do Humanists believe about death and the purpose of life? ▪ What do Humanists believe about the existence of God and why? ▪ How do Humanists decide what is true, right and wrong? ▪ Why is scientific enquiry important for many Humanists? 	<p>This column does not, in its present, or original, form contain much in the way of content suggestions. It will need reworking to include appropriate content relevant to the questions. Please avoid teaching suggestions and too much explanation – this column is for content only.</p> <p>Partly because Humanist believe that they only have one life, they do not find it difficult to make the best of life, make all around them happy and to make their own meaning and purpose which changes as “The seven ages of Man” changes.</p> <p>Science as a predictor. Use of extrapolation and other structuring of data that has revealed unknown data. The dangers of assumption in science and in life. What to do when assumption is necessary.</p>	<p>Pupils working at level 3 will be able to use some appropriate word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Humanist beliefs about God, death, the purpose of life and their impact, how Humanists decide what is true, right and wrong ▪ Ask important questions about their own and Humanist beliefs <p>Pupils working at level 4 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Humanist beliefs about God, death, the purpose of life and their impact; how Humanists decide what is true, right and wrong; how Humanists respond to differences/similarities between their beliefs and those of religions ▪ Raise, and suggest answers to, questions about their own and Humanist beliefs <p>Pupils working at level 5 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Humanist beliefs about God, death, the purpose of life and their impact, how Humanists decide what is true, right and wrong; how Humanists respond to differences/similarities between their beliefs and those of religions ▪ Ask, and suggest answers to, questions about their own and Humanist beliefs <p>Pupils working at level 6 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Humanist beliefs about God, death, the purpose of life and their impact; how Humanists decide what is true, right and wrong, how Humanists respond to differences/similarities between their beliefs and those of religions ▪ Use reasoning and examples to express insights into their own and Humanist beliefs <p>Pupils working at level 7 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding fo and analyse Humanist beliefs about God, death, the purpose of life and their impact; how Humanists decide what is true, right and wrong; how Humanists respond to differences/similarities between their beliefs and those of religions ▪ Articulate personal and critical responses to their own and Humanist beliefs

Key Stage 3 Humanism - Optional area of study

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ETHICS	<p>(Some of these questions may be addressed) All of these questions are 'Learning from religion questions'. All questions in this section need to relate specifically to Humanism</p> <ul style="list-style-type: none"> ▪ How might being a Humanist influence a person's relationships with partners, wider family and friends? ▪ How might being a Humanist influence a person's approach to being a citizen, their rights and responsibilities? ▪ How and why might Humanists respond to global issues? 	<p>Humanists try to reason through moral problems as they arise. Each case is taken separately, reproducible evidence taken into account and applied sensitively. This is not an easy job. Humanists believe that morality is biological and social in origin, arising from the evolution of instincts of co-operation and empathy and transmitted through culture. The ultimate aim is to maximise the happiness of people without loss of life and in an atmosphere of openness and compassion. Rules of morality can only be guidelines and must never become purveyors of guilt or repression.</p> <p>The Golden Rule – Treat other people as you'd want to be treated in their situation; don't do things you wouldn't want to have done to you 'Happiness is the only good...the time to be happy is now, and the way to be happy is to make others so' – Robert Ingersoll</p> <p>Can you put in here some examples of Humanist humanitarian work, similar to, but perhaps not identical to, that found in the KS2 section.</p> <p>Bertrand Russell's Decalogue</p> <p>There is a huge range of opinions within Humanism</p>	<p>Pupils working at level 3 will be able to use some appropriate word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Humanist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues ▪ Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Humanist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of religious beliefs ▪ Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand the impact of Humanist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of religious beliefs ▪ Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of the impact of Humanist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how reason and logic are used to provide answers to ethical issues; similarities and differences with the living out of religious beliefs ▪ Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives <p>Pupils working at level 7 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse the impact of Humanist beliefs and history on people's relationships with friends and family; approaches to citizenship, the rights of others; responses to global issues; how reason and logic are used to develop answers to ethical issues; similarities and differences with the living out of religious beliefs ▪ Evaluate ways in which they apply their own values and commitments to their daily lives, analysing example

Key Stage 3 Humanism - Optional area of study

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EXPRESSION	<p>(Some of these questions may be addressed)</p> <p>How have Humanists expressed their beliefs in their own lives and writings?</p> <p>How and why do Humanists believe some experiences give rise to feelings that people call spiritual?</p>	<p>Some of the authors who have expressed Humanist or atheist ideas in their work include:-</p> <p>Democritus, Epicurus, Immanuel Kant, David Hume, Thomas Paine, Charles Darwin, Aldous Huxley, Percy Bysshe Shelley, Thomas Hardy, Jeremy Bentham, John Stuart Mill, George Holyoak, Charles Bradlaugh, Bertrand Russell, Margaret Knight, A J Ayre, Sir Julian Huxley, Harold Blackham Richard Dawkins, Claire Raynor, Philip Pullman, Terry Pratchette, Linda Smith (comedian), A.C. Grayling, Simon Blackburn, Nigel Warburton, Julian Baggini and Richard Norman.</p>	<p>Pupils working at level 3 will be able to use some appropriate word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe some forms of Humanist expression from literature or philosophy and identify examples of a spiritual feelings in religious or non-religious settings. • Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 4 will be able to use appropriate words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe in terms of Humanist beliefs including scientific evidence, some possible explanations for spiritual experiences. • Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 5 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diversity in forms of religious, non-religious, spiritual and deep emotional experiences ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 6 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of the diversity in forms of religious, non religious, spiritual, deep emotional experiences. Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a developing appropriate vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Use some of the principal methods by which religion, Humanism, spirituality and ethics are studied to account for the diversity of forms of religious, non-religious, spiritual, deep emotional experiences <p>Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality.</p>