

Key Stage 2

Theme:

Introduction to Humanism

Key Question:

How could Humanists lead good lives?

Worldview:

Humanism



Key Stage 2

Medium Term Planning

KS2		Term: Autumn 1
Theme: : Introduction to Humanism		Worldview: Humanism
Key question for this enquiry: How could Humanists lead good lives?		
Learning Objectives: We are learning about what Humanists believe is important and how this might affect how they choose to live their lives.		
Teaching and Learning Activities		
<div style="border: 1px solid green; padding: 10px;"> <p>Step 1 Engagement</p> <p>Teacher writes up 3 statements e.g. Carrots help you see in the dark/ Friends make me happy. Ask the children if they believe each statement is true, if everyone believes all the statements. Do we agree on which ones are true? Do we all believe all the statements or some of the statements? Do we all disagree that one of the statements is not true? Is it OK to think differently? How might that be a good thing? How might it cause problems?</p> <p>Take the Owl and suggest to the children that owls and human beings are almost the same. Can children make a list of the ways owls and humans are the same, and a list of how they are different? Discuss the lists.</p> <p>Owl asks the question 'What is a human being?' What makes us human? Allow the children to discuss in small groups- look for a mixture of physical and non-physical things (body, organs, personality, humour etc)</p> <p>Then each group decides on the most important aspect of being human and shares with the class. Do they all agree?</p> <p>Question - Should all humans be treated the same? Ask for some opinions. Owl says that as we are all human, we are equal. We do not have to agree on everything, but we should all be allowed our opinion as long as that is not unfair or disrespectful to others (can bring in British Values).</p> <p>Introduce the Golden Rule 'Treat others as you would like to be treated'. What do the children think about this? Does it remind them of anything else they have seen or heard? (Could be from their studies or knowledge of religions or e.g. school rules/Jigsaw Charter/school values). Explain that they will look at this statement more closely in the next few weeks.</p> <p>Can children make up scenarios to illustrate when treating someone as they would want to be treated would be a good idea? If time, mime or act the scenarios out.</p> </div>		
		BRIDGE: EMPATHY ↓

Key Stage 2 cont.

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<div style="border: 1px solid #0070c0; padding: 10px;"> <p>Step 2 Investigation (3 lessons)</p> <p>Recap quickly on engagement lesson - What is a human? What makes us human? What is good about being human? Owl says that in RE we look at lots of different religions and worldviews. Today we are going to start looking at Humanism. What do you think Humanism is? Share thoughts.</p> <p>What do Humanists believe is important?</p> <p>Start with some facts (adapted from the Humanists UK website)</p> <ol style="list-style-type: none"> 1. Humanism is not a religion - it is a way of approaching and living life 2. Humanists do not see any evidence to believe in a God or a life after death 3. Humanists believe that <ol style="list-style-type: none"> a. science gives many answers about life and will provide more b. human life is precious, and we should make the best of it c. we should be good to each other as this is the only life we have d. we are responsible for our actions e. we should develop empathy (thinking about others) <p>If there is no God and no life after death - how might this affect a Humanist's view on life?</p> <p>How do Humanists decide what to believe? How do we know if something is true?</p> <p>Humanists believe that Science has solved many of the mysteries of life.</p> <p>They believe asking questions and seeking answers is positive and helps us develop - we can then make the best of our talents.</p> <p>Many Humanists consider some scientists to be an example to us as they achieved breakthroughs in certain areas like Charles Darwin and the theory of evolution. Children could look at other famous Humanists and Humanist quotes.</p> <p>Humanists believe we should celebrate Human achievements - What great things have humans done?</p> <p>Research some examples from the following fields (add some others too)</p> <ul style="list-style-type: none"> • Science - inventions - discoveries - theories - cures - exploration • Arts - Art - Music - Theatre • Sports - speed - endurance - strength <p>What might you want to achieve in your life? Share some ideas. What help might you need?</p> <p>Humanists recognise that some people do good things whilst other people do bad things - the challenge for a Humanist is to live the best possible life they can as they believe it is the only one they have.</p> <p>Look at the Humanist symbol - known as the Happy Human - which looks like this →</p>  <p>What does this symbol say about the Humanist view of life?</p> <p>What makes you feel happy? Share some ideas.</p> <p>Why do Humanists think we should be good to each other?</p> <ul style="list-style-type: none"> • One way to be happy is to make others happy (Robert Ingersoll- writer and thinker) • There are many different ways of finding happiness; there is no one route • Follow the Golden rule 'Treat others as you would like to be treated yourself' <p>Look at some clips from the Understanding Humanism education website</p> <ul style="list-style-type: none"> • How can I be happy? (11+) - understandinghumanism.org.uk/films • What are the ingredients of a good life? (7+) - understandinghumanism.org.uk/films <p>What do the different Humanists say about being happy and living a good life?</p> <p>Students consider both questions from their own views (How can I be happy? and 'What makes a good life?')</p> <p>Many Humanists celebrate key moments in life by having ceremonies - it is now possible to have Humanist birth, marriage and death ceremonies. These ceremonies celebrate the life of the person and offer support in happy and sad times.</p> <p>Why is it important for Humanists to mark special occasions in life?</p> <p>What occasions do you celebrate? Why do you think it is important to celebrate key events?</p> </div>		

Key Stage 2 cont.

Medium Term Planning

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Teaching and Learning Activities		
<div style="border: 1px solid red; padding: 10px;"> <p>Step 3 Evaluation</p> <p>Remind children of the Golden Rule. ‘Treat others as you would like to be treated yourself’ and some of the other key facts that we have learnt about Humanists (e.g. no belief in an afterlife, no evidence for a belief in God, importance of human life and our actions)</p> <p>Make a list of some actions that a humanist could take to fulfil the Golden Rule.</p> <p>How might that make a Humanist feel - to succeed in following the rule?</p> <p>Discuss how you feel when you do something that benefits others.</p> <p>Can link to mental health - it helps us to help others.</p> <p>Explain the activity - the 2 empty shapes around the figure are for the children to add in their own ideas or the class suggestions if they prefer those to the ideas provided.</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid green; padding: 10px;"> <p>Step 4 Expression</p> <p>Recap on the following core knowledge from the earlier lessons.</p> <p>Empathy is when you think about what somebody else is feeling.</p> <p>Explain that many Humanists follow the Golden Rule:</p> <ul style="list-style-type: none"> • Treat others as you would like to be treated <p>If we develop empathy, we are aware that things we do and say have an impact on others.</p> <p>So how could we all develop more empathy?</p> <p>Consider how we could be kinder and more thoughtful in our words and actions in the following places</p> <ul style="list-style-type: none"> • In class • At break time • On the way to and from school • At home • With my friends • With my teachers • With my family... <p>Why might developing empathy help me as well as others around me? Think about the “Jigsaw Charter” if you have one and how this helps you (see Jigsaw PSHE). What other reminders are there in your life which support you in remembering to be empathetic?</p> <p>Like Humanists have the “Happy Humanist”, create your own symbol which will remind you to consider others and empathise with them and be kind and thoughtful. Share with a partner or the class how your symbol reflects what you feel about behaving in this way. This could be kept somewhere either on display or in a drawer or pencil case, to remind the children to consider their words and actions carefully.</p> </div>		
Evidence in Discovery RE Journals: Activity Sheet		



KS2: Introduction to Humanism
Enquiry: How could Humanists lead good lives?

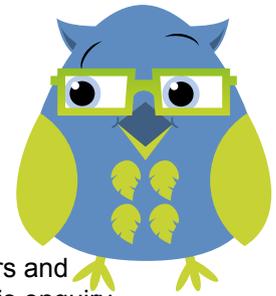
Name:	Class:	Date:
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Thought bubbles containing the following actions:

- Give to a local charity
- Contact a friend who is having a hard time
- Be kind
- Become a volunteer
- Do a job that benefits people
- Travel to different places and experience new things
- Make the best of every day
- Give food to a food bank
- Campaign against climate change
- Get a well-paid job
- Try your best at school
- Create a wildlife space in the garden

Choose TWO of the actions from the thought bubbles and write them in these boxes, and answer the questions

<p>Choice 1</p> <p>Why did you choose this action?</p> <p>How might this action be a positive thing for Humanists to do?</p> <p>How might this action affect a Humanist's daily life?</p>
<p>Choice 2</p> <p>Why did you choose this action?</p> <p>How might this action be a positive thing for Humanists to do?</p> <p>How might this action affect a Humanist's daily life?</p>
<p>What is the Humanist Golden Rule?</p> <p>How could Humanists put this into action?</p> <p>What does it mean to show empathy to others? How do you show empathy to others?</p> <p>Write one other thing that Humanists believe is important</p> <p>Do you think this is important? Why or why not?</p>



My Learning Progress

Please note that as this is a generic enquiry for Key Stage 2, the attainment descriptors and exemplification of them may need to be adapted to suit the year group being taught this enquiry.

Name:

Class:

Key Stage 2	How could Humanists lead good lives?	Comments
WORKING TOWARDS (Level 2)	I can start to express what empathy means. I can explain that Humanists care about how they treat others. I can start to express how a Humanist might act to show they can about other people.	
Lower Key Stage 2 Expectation WORKING AT (Level 3)	I can tell you how I demonstrate my empathy for other people. I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy. I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.	
WORKING BEYOND (Level 4)	I can talk about the empathy I feel for others and how I show that in how I treat people. I can explain some of the things that Humanists believe are important. I can discuss ways in which Humanists might follow the Golden Rule and how this would affect their lives. I can talk about what empathy means and how I show this in my life. I can explain and consider how I feel about some of the things that Humanists believe are important.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

KS2: Introduction to Humanism

Enquiry: How could Humanists lead good lives?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I care about my family.

Humanists have a rule which says they should treat others as they want to be treated.

I think a Humanist could become a volunteer at a foodbank as this would help people.

WORKING AT

I show empathy to my friends by listening to them and considering their feelings, especially when we are working on a project together at school.

Humanists believe that science gives them answers so they do not believe in God. That's why they think this life is important as they do not believe that there will be another one.

I think I show people empathy by listening to and caring about what they say. I think science can give a lot of answers to life, like Humanists say, but there are still things that Science can't answer, like getting a cure for a lot of diseases, so I am not sure about that being really important.

WORKING BEYOND

If I care about people, I want to give them my time, attention and do little things to help them. This doesn't always have to be directly to them, I could give to a foodbank or a charity and the person would never know it came from me and that is still showing an understanding of how people need help.

Humanists believe they should treat others as they want to be treated themselves which I think is a good way to behave. They also say there is no evidence for God or a life after death, so we should take responsibility for our own actions while we are alive because this is the only life we have.

I agree with some of the things that Humanists believe are important, like doing things for other people and taking responsibility for actions, that is like our School Charter/ Values (or Jigsaw Charter). I'm not sure yet about believing in God or life after death because it can't be proved but that doesn't mean it isn't true.

KS2: Introduction to Humanism

Enquiry: How could Humanists lead good lives?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ not to damage others' property/graffiti etc.	✓	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 2)	I can start to express what empathy means. I can explain that Humanists care about how they treat others. I can start to express how a Humanist might act to show they care about other people.
Lower Key Stage 2 Expectation WORKING AT (Level 3)	I can tell you how I demonstrate my empathy for other people. I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy. I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.
WORKING BEYOND (Level 4)	I can talk about the empathy I feel for others and how I show that in how I treat people. I can explain some of the things that Humanists believe are important. I can discuss ways in which Humanists might follow the Golden Rule and how this would affect their lives. I can talk about what empathy means and how I show this in my life. I can explain and consider how I feel about some of the things that Humanists believe are important.

Resources needed for this Enquiry
How can I be happy? (11+) - understandinghumanism.org.uk/films
What are the ingredients of a good life? (7+) - understandinghumanism.org.uk/films

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)