

Outcomes:**By the end of this unit all pupils should know:**

Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.

Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.

Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine

By the end of this unit pupils should have developed the following skills:

- Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.
- Be able to say why Humanism is a life stance but not a religion.
- Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.
- Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.

Progression:**Prior Learning: Year 4**

- Know that Humanists look for truth, as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.
- To know what is meant by the term 'Humanist' and 'atheist'.
- Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'
- Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.
- Be able to tell another person what is meant by 'Humanist' and 'atheist'.
- Have had the opportunity to talk with members of a Humanist family.
- Be familiar with what the 'happy human' symbol means to Humanists.

Building Towards: KS3

- Have had the opportunity to meet and listen to a Humanist and ask her/him questions about her/his life stance.
- Be familiar with the terms 'materialist' and 'materialism' and be able to use the words 'Humanist', 'Humanism', 'atheist', 'atheism', 'agnostic', 'agnosticism', 'secularist', 'secular', 'materialist' and 'materialism' correctly.
- Be able to name secular Humanists from a variety of 'walks of life' both past and present. They may include, for example, Alfred Jules Ayer, Simone de Beauvoir, Brian Cox, Friedrich Engels, Ludwig Feuerbach, Stephen Fry, Katharine Hepburn, John Lennon, Karl Marx, Nigella Lawson, Sylvia Pankhurst, Philip Pullman.
- Be familiar with the life and work of at least one prominent atheist and have had the opportunity to study short selected passages from his/her work, e.g. the scientist, John Desmond Bernal.
- Be aware that the roots of Humanism can be found in the teachings of the ancient world, e.g. the work and influence of Confucius (551-479 BCE) in China and Democritus (c.450-370 BCE) in Greece, and that Humanism has a long and continuous history.
- Know that Humanists believe that religion is a private matter and that the state and the organisation of public life should be secular. They should be able to give examples of what this means in practice.
- Know that in some parts of the world Humanists and atheists are persecuted because of their life stances. Know about campaigns to end such persecution.
- Be able to state the aims of the BHA and talk about its work.
- Know that a significant minority of people in Britain say, when asked about their beliefs (through a regular national census), that they have no religion.
- Be able to describe to another person the key stances of secular Humanists and how these affect the way they live their lives.

Vocabulary

Atheist. Agnostic. Humanist. secular. reason. theist. empathv

Assessment Opportunities:

By the end of this unit pupils should have had these opportunities:

Questions

Vocabulary check

AMV/UC Assessment Grid