

## 2. Teaching Requirements for Key Stages 2 and 3

### An overview of humanism as a secular world view

Humanism does not normally require its own specialist vocabulary. The following tables therefore do not include a column for Key Words & Concepts, but simply list the Content relevant to each of the standard Themes. The recommended content is not narrowly 'humanist' in opposition to other world views and belief systems. This broad scope is intentional. The aim is to help pupils to recognise the range of shared human beliefs, practices, rituals and values which they can draw on without the need for a religious affiliation.

#### KEY STAGE 2

Themes	Content
<b>BELIEFS &amp; QUESTIONS</b>	Thinking about the 'ultimate questions': How did the universe begin? How did life begin? Evolution – how humans evolved
<b>TEACHINGS &amp; AUTHORITY</b>	Why we need authorities Learning from others, learning from experts Thinking for yourself Learning to question
<b>WORSHIP, SACRED PLACES &amp; PILGRIMAGE</b>	Places which connect us with our roots Visiting places of historical importance, valuing the past The natural world – why we value and cherish it, why we should protect it
<b>JOURNEY OF LIFE AND DEATH</b>	How and why we mark special moments in life Welcoming a new baby Marriages and civil partnerships How we cope with grief and loss How we remember people
<b>SYMBOLS &amp; RELIGIOUS EXPRESSIONS</b>	Symbols and badges – why we need them and what they mean The wider significance of the traditional festivals and holidays (e.g. Christmas, Easter) – marking the turning points of the year
<b>INSPIRATIONAL PEOPLE</b>	Thinking about people you know and admire Famous humanists
<b>RELIGION &amp; THE INDIVIDUAL</b>	Making up your own mind about what you believe Handling agreement and disagreement
<b>RELIGION, FAMILY &amp; COMMUNITY</b>	Widening circles – immediate family and wider family – the local, national, and global community Family trees, find out about previous generations of your family What connects us to the wider communities – friends, travel, what we buy and what we eat
<b>BELIEFS IN ACTION IN THE WORLD</b>	Helping others Thinking about how we can make a difference Campaigning for a better world – world poverty and inequality, Fairtrade – our treatment of animals - protecting the environment – climate change and what we can do about it Organisations such as Oxfam, WWF

### KEY STAGE 3

Themes	Content
<b>BELIEFS &amp; CONCEPTS</b>	<p>How we assess beliefs            Evidence and argument            Scientific method            Explanations – ‘how’ and ‘why’, cause and purpose            Meaning and purpose – finding and making</p>
<b>AUTHORITY</b>	<p>Intellectual authority and political authority            Recognising the authority of experts            The idea of democracy            Debate and freedom of expression – the ‘open society’</p>
<b>EXPRESSIONS OF SPIRITUALITY</b>	<p>Appreciating the visual world through art            Making sense of our lives through stories            Becoming sensitive to the expression of emotions in music            Thinking about our relationships with the natural world – finding inspiration in nature</p>
<b>ETHICS &amp; RELATIONSHIPS</b>	<p>Learning to put yourself in other people’s shoes            Identifying shared human values            The Golden Rule            Thinking about the consequences of our actions            How values can conflict, how we weigh them up            Thinking about difficult cases – abortion, euthanasia, war</p>
<b>RIGHTS &amp; RESPONSIBILITIES</b>	<p>The Universal Declaration of Human Rights            Tolerance and respect – exploring the limits of tolerance            Equality and diversity – sexism, racism, sexual difference</p>
<b>GLOBAL ISSUES</b>	<p>The facts of global interconnectedness – trade, travel, communication            Poverty and global justice – practical responses – Fairtrade            Threats to the environment – climate change and social and individual responsibilities</p>
<b>INTERFAITH DIALOGUE</b>	<p>Thinking about why religions differ and what they have in common            Differences and common ground between religious and secular world views            How we can live with difference</p>