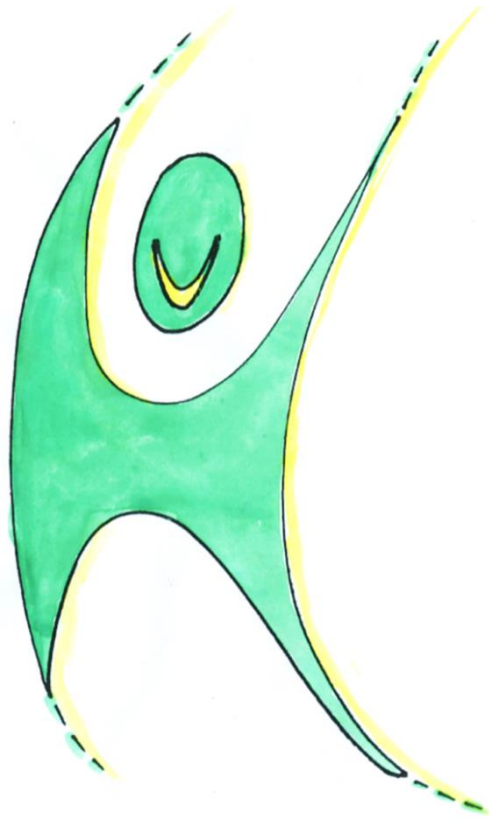


KS2 Humanism: Journey of Life and Death



Why do Humanists say happiness is the goal of life?

**The *EMMANUEL* Project 2020:
Teaching Religions and World-views effectively in KS2**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



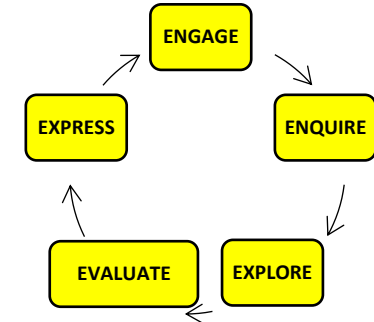
This unit for Key Stage 2 pupils focuses on the Humanist concept of 'happiness'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses e.g. in the *Suffolk Agreed Syllabus* it links with 'The Journey of Life and Death: Why some occasions are sacred to believers and what people think about life after death'.

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Humanism which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Humanist Text / Quotation (ii) Humanist Community practice** (life ceremonies) **(iii) Humanist Living** (decision-making) (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.

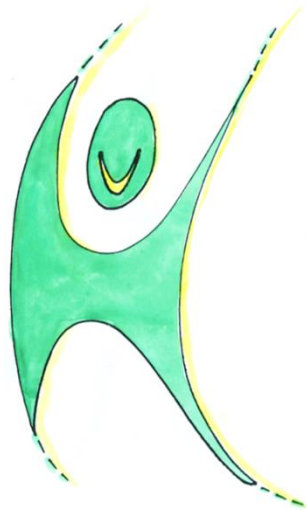


Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Humanist Concept HAPPINESS



It's a bit like

- a state of bliss
- a sense of well-being, contentment and satisfaction
- something to be aimed at
- the ultimate goal for all

Humanism is a term used to describe a particular non-religious worldview; its adherents seek to live good lives without religious or superstitious beliefs. They reject the idea of any supernatural agency e.g. God or angels; in practice this means they may also describe themselves as 'atheist' or 'agnostic'.

Humanists base their moral principles on reason, shared human values and respect for others. Some humanists align themselves with a humanist community such as the British Humanist Association (BHA); some are involved with active campaigning to encourage others to identify as humanists and to end involvement of religious faith communities in public life i.e. to establish a secular state.

The BHA states that humanists:

1. Think for themselves about what is right and wrong, based on **reason and respect for others.**
2. Find **meaning, beauty, and joy in the one life we have**, without the need for an afterlife.
3. Look to **science instead of religion** as the best way to discover and understand the world.
4. Believe people can use empathy and compassion to **make the**

world a better place for everyone.

The 'Happy Human'

The 'happy human' symbol, designed by Dennis Barrington, was the winner of a competition run by the BHA in 1965 to find a symbol for humanism. It is an image of a human being but at the same time an 'H' for both 'human' and 'humanist'. The raised arms signify the idea of celebrating the one life that humanists believe we all have, and about the excitement of taking on new challenges and finding answers to difficult problems. The 'happy human' is one who believes it is important to seek and enjoy what makes them happy in life, and to help make others happy too.



Making life meaningful

For most people who follow a religion, the purpose of life is to know and please God. The words of a very old Christian catechism, used to teach believers, said:

Question: What is the chief end of man?

Answer. Man's chief end is **to glorify God**, and to **enjoy him for ever.**

This suggests meaning in life is about living to bring God glory and finding joy and happiness in relationship with God.

Humanists reject the notion of a God; they do not believe this means that they cannot be happy. They are convinced that 'the important ingredients of happiness' are not dependent on religion' (BHA).

If this is the only life humans have and there is no divine purpose to life and no after-life, humanists believe they must make the most of the one life they have. Every human needs to make their own decisions about what makes them happy or gives their life meaning; they do not need to follow the advice of a religious leader or holy book. In fact, they are suspicious if someone tells them they have the 'key to eternal happiness' as everyone should work this out for themselves.

The 'good life'

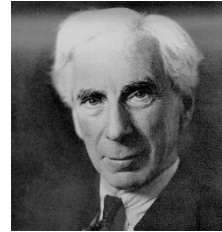
Finding happiness in life is an important goal for Humanists; it is a priority when you only have one life. However, hedonism or overindulgence in bodily pleasures does people no good. Enjoying good food and drink, participating in sport, art or music may be keys to happiness but not at the expense of personal health or the wellbeing of others, nor to the detriment of the environment.

Greek philosophers wrote that the answer to happiness was found in building

positive relationships with others, seeking peace and pursuing knowledge. Many humanists today would agree with them.

Bertrand Russell (1872-1970), a famous Humanist and philosopher, wrote: 'The happy life is to an extraordinary extent the same as the good life'. He also said:

If there were in the world today any large number of people who desired their own happiness more than they desired the unhappiness of others, we could have paradise in a few years. (New York Times May 1961)



Humanists are aware that making happiness a key goal in life might seem selfish but argue that it is important to take the happiness of others into account when they decide to act.

The BHA says: *We are social creatures. Our own happiness and the happiness of others are therefore intertwined. There is nothing selfish in wanting to be happy. We do not have to choose between being good and being happy. The humanist goal is for everyone to be happy and by recognising our own happiness is tied up with everyone else's we can work towards achieving this ideal. (Understanding Humanism website)*

The Golden Rule

One way in which humanists express their understanding of the right way to achieve happiness for themselves and others is through the Golden Rule, or ethic of reciprocity, which means people should aim to treat each other as they would like to be treated – with tolerance, consideration and compassion.



Christians, among others, also subscribe to this since they are words Jesus said. Humanists believe the Golden Rule is derived from human experience, and that

*Do to others
as YOU
would have them
do to you
Luke 6:31*

this is why it appears in so many different religions and cultures. They believe that happiness for all could be achieved if this rule was the default position for

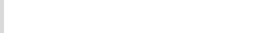
moral decision-making.

Life's Journey

Some Humanists, like people of faith, celebrate key moments of happiness in life. Humanist celebrants may conduct Naming ceremonies for babies and non-religious weddings, and also help celebrate the life of someone who has died.



Why do Humanists say happiness is the goal of life?



ENGAGE with idea of happiness

Teacher's note: One definition says the following: **Happiness** is that feeling that comes over you when you know life is good and you can't help but smile. It's the opposite of sadness. **Happiness** is a sense of well-being, joy, or contentment. When people are successful, or safe, or lucky, they feel **happiness**. (<https://www.vocabulary.com/dictionary/happiness>)

Simply type in Snoopy Happiness Dance to the internet search engine e

What is happiness?



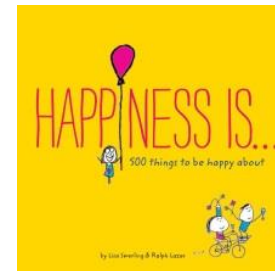
Play a Snoopy happiness dance as the lesson starts – no sound needed. Today is Snoopy's birthday. We need to sing him happy birthday! Sing the traditional song together gustily. Then as Snoopy continues to dance, write lots of ideas about why Snoopy is happy on his birthday. Share ideas.

OR Tell children they have 30 seconds to draw in response to the question 'What is happiness?' Allow 30 seconds thinking time and then children draw on whiteboards / paper. Pick 5 to show class and discuss. Choose a variety e.g. money, health, hobby etc. What 'picture' of happiness does the class have?

OR Look at a coffee-table book on 'Happiness' / posters re Happiness. What do people say happiness is? Why do people buy books like this?

Ask children to complete the sentence 'Happiness is' individually. Share these, moving round the class. Draw some conclusions as a class.

OR use the starter activities from 'Why is happiness important to Humanists?' from <http://understandinghumanism.org.uk/uhtHEME/meaning-and-happiness/?age=7>



Happiness is – book by Lisa Swerling, Ralph Lazar

Later turn your ideas into cartoons for a 'Happiness is...' book (see EXPRESS).

Symbol / notes:
<http://humanismforschools.org.uk/pdfs/happy%20human%20symbol.pdf>

Is being happy what life is all about?

We wish each other Happy Birthday, Happy Christmas, etc. We obviously want to be happy!


Show children the '**Happy Human**' symbol. Is it a good name for the symbol, do you think? In three's, define a 'Happy Human'. We think a happy human is ... Compare definitions around the class. Display ideas around a large cut-out of the symbol.

Find Humanist symbols here:
<https://humanism.org.uk/humani>

End of year expectations

The Y5/6 'I can's' below are to help with assessment. For Y3/4, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

	<p>OR use a blank outline of happy human and inside write what would make a human happy.</p> <p>Or write own ideas inside a smaller symbol, and other pupils' ideas outside, to stick in books.</p> <p>OR create your own 'happiness' shape with your body. How are you showing happiness? Take photos of these later for display or RE books. Label: <i>I am showing happiness by</i> Compare with the happy human symbol.</p> <p>Who uses the 'Happy Human' symbol?</p> <p>The 'Happy Human' symbol was chosen in a competition (in the 1960's) by <u>Humanist</u> organisations around the world. Display the word 'Human', and then add the 'ist' ending to show how the word is built up.</p> <p>The 'Happy Human' is a symbol of the <u>Humanist</u> view of life. <u>Humanism</u> is not a religion but a world-view, a way of looking at the world, without reference to the idea of God or gods. Humanists say that every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for every human being.</p> <p>Do we all have the right to be happy? (Humanist Hat plenary / homework)</p> <p>Draw the question out of a 'hat'. I wonder what you think about this ... What would you say into a microphone for a 'vox pop' video? Think and write You need something to say at the start of the next lesson.</p>	<p><u>sm/the-happy-human-symbol/</u></p> <p><i>You may prefer to do the 'definition' exercise from ENQUIRE here.</i></p> <p><i>A Suffolk Humanist group draws questions out of a hat for a 10 minute chat. The plenary is based on this idea. If you want a Humanist baseball cap, see Resources!</i></p>
<p>ENQUIRE</p> <p>into the importance of happiness for a Humanist</p>	<p>Teacher's note: <i>Humanists see Happiness as a key purpose of this one life, but it should not be seen as purely selfish. Pharrell Williams, the songwriter, believes in the right to be happy; he helped set up the UN's International Day of Happiness. Moves towards a 'happiness' culture are on the rise e.g. in Bhutan where Gross National Happiness is measured rather than GNP.</i></p>  <p>Do we all have the right to be happy?</p> <p>Watch / dance to the 'Happy' song from the children's film <u>Despicable 2</u>, sung by <u>Pharrell Williams</u>. Briefly set the context of the film if needed.</p> <p>Interview children to hear their ideas of whether we have the right to be happy.</p>	<p>Read the notes on 'Happiness' in Humanism at the start of the unit.</p> <p><i>You could set up a proper recording session and create a mini-film.</i></p>



5d I can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so

What is important for Humanists?

Display the word 'Humanist'. Review what children learnt about this Humanist. What have you learnt so far about what is important to Humanists?

Many Christians have a creed which says what they believe is important. They may say it or sing it together at church services. Other religions also have 'creeds'

Here are four sentences written by Humanists, which might make up a Humanist 'creed'. What can you find out about Humanist beliefs from them?

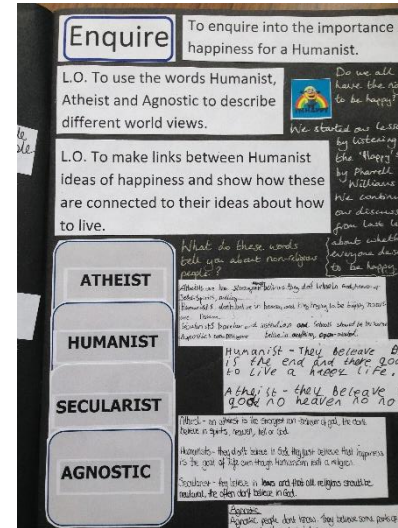
Display the sentences with the underlined words missing. Ask children to work together to decide what words would fit in if you were a humanist who does not believe in God.

Humanists:

1. Think for themselves about what is right and wrong, based on **reason** and **respect** for others.
2. Find meaning, beauty, and joy in the one life we have, without the need for **an afterlife**.
3. Look to **science** instead of religion as the best way to discover and understand the world.
4. Believe people can use **empathy** and **compassion** to make the world a better place for everyone.

Here are some extra questions you might like to consider?

- Do you agree with all / part of the 4 main definitions?
- What do you *INFER* about Humanist beliefs about religious people i.e. what has been suggested but not actually said?
- How might a religious person adapt these sentences to say what they believe? What would they leave the same? Who could you ask to find out?



The 4 sentences are from: <https://humanism.org.uk/>

Other faith members e.g. Sikhs and Muslims, also have credal statements.

Inferring and deducing are important literacy skills.

"Life, Liberty and the pursuit of Happiness" are "unalienable rights" which the U.S. Declaration of Independence says are given to all humans by their Creator (God), and which governments are to protect.



What do these words tell us about non-religious people?

This unit explores more about a **Humanist** view of life. First we need to be sure of some more words: atheist, agnostic, secularist. Add these to the word 'humanist' already on display. Use the definition cards (see **Appendix 1**). Print enough for children to work together.

Reduce the explanation on each card to one sentence, then to a phrase. Give children the definitions for Humanist, Atheist and Agnostic. Add in the Secularist card for more able pupils. Dictionaries may help children refine their definitions.

Each child could learn one reduced definition. Create 2 class circles one inside the other. Facing each other each child swaps their word definition and then the outer circle moves round and pairs explain their words again, and so on.

What could you ask a Humanist about their idea of how people can be happy?

Ask the question and explain you are going to watch: **How can I be happy?** by the humanist, Stephen Fry. In the video clip, you see a picture being drawn to illustrate what he wants to tell you about the Humanist idea about being happy.

Before you watch it, look at the picture. Print out and give to groups. What can you see? What do you think Stephen Fry will say about happiness?

Gather questions you could ask Stephen Fry about Humanist ideas about happiness and where it comes from or how it is achieved. Is what he says just for a Humanist?



Later, children might revisit this picture and do a piece of extended writing to explain the diagram **OR** colour in sections they agree with and explain why in a few sentences **OR**, maybe in **EXPRESS**, they could make their own diagram and explain it to someone, showing what influences them.

What do humanists say makes a 'happy human'? (Humanist Hat plenary / homework))

Draw the question out of the 'Humanist Hat'. Ask children to think of possible answers. Draw round a child while they are thinking. Invite each group to write an idea on a post-it to stick onto the outline. Display the figure and encourage children to add ideas as the unit progresses.

The cards in Appendix 1 are based on definitions of non-religious belief at:

<https://humanism.org.uk/humanism-today/non-religious-beliefs/>

The video can be found here:

<https://humanism.org.uk/humanism/>

EXPLORE (1)

Humanist beliefs in texts or quotations

5a I can make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life

5c I can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why

6a I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live

Teacher's note: With no religious texts to guide them, Humanists may refer to the writings of many famous Humanists through history for inspiration and affirmation. Over the last few years there have also been a number of publicity campaigns to encourage people to identify with the Humanist / atheist community e.g. 'Thought for the Commute' and the Bus Campaign. **This lesson looks at Humanist advertising as a way of exploring their ideas.**

What do humanists say makes a happy human?

Review ideas and see if there are new ideas to stick to the human outline.

What can we learn about Humanist ideas of happiness in things they write?

Show the Bus poster. Ask children to consider where / why this poster may have been on display.

Introduce the class to the Atheist Bus Campaign, using teacher information from the Humanism website:

<https://humanism.org.uk/campaigns/successful-campaigns/atheist-bus-campaign/>

Questions to address:

1. Where did people see this image?
2. How was it funded? Who funded it?
3. How did it come about? How would a humanist respond? How do you respond?
4. Why was 'probably' included? (Advertising standards said it was less likely to cause offence)
5. Why 'stop worrying' included? (worrying distracts from living your life)
6. Why 'enjoy your life?' (only one life, make the most of it)
7. How would you summarise the message of this poster? (i.e. It's ok to be non-religious. If you are not religious, that is OK! Life is for enjoying, not for worrying about ideas like God.)
8. How could you expand the message by adding a phrase of explanation after each phrase?

What do these words from a humanist website tell you?

Place all, or some, of the statements in **Appendix 2** in the Humanist Hat! These may need to be made more child friendly. Children take a slip from the hat and read it in a group of 3. They can change it if they think it is too difficult.

Remember to use the terms: some Humanists say, some Christians believe etc in discussion.

Humanists UK is the current working name of the British Humanist Association.

Be aware that most RE syllabuses promote key attitudes such as:
Self-awareness
Respect for all
Open – mindedness
Appreciation and Wonder

It is good to consider whether religious or secular communities espouse the same attitudes.



6d I can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups

The challenge is to summarise each statement into a t-shirt slogan (or maybe one for the hat!) which says something about what Humanists believe. Set a time limit and ask children to scribe their idea onto an outline t-shirt or hat and put up for discussion by the class.

OR an alternative challenge:

Look at A C Grayling 'the meaning of life' from the Humanist 'Thought for the Commute' campaign. Can children present one of the statements from **Appendix 2** in this style? (The statement could be selected now and work completed as part of **EXPRESS** later.)



How do Humanists answer questions, particularly those about God and religion?

You could use '**Kids ask questions about Humanism**' by The Atheist Voice (10 mins online)

Listen to Hemant Mehta answering questions children have sent in from their lessons on Humanism. What questions are asked? What do you think about Hemant's answers? What additional questions would you like to ask?

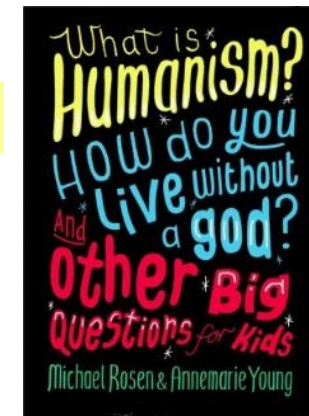
OR read recounts of Humanist ideas about God from 'What is Humanism?' by Michael Rosen and Annemarie Young.

There is probably no God. Is this likely to make you happy? What do you think? (Humanist hat / plenary / homework)

Children stand on a continuum of possibility from unlikely to likely. What would a humanist say? Are any of the children willing to say why they have stood where on the line? They could also talk to people on either side.

Later ask children to draw in their books where they were on the line and why.

OR write in marker pen on A4 paper why they stood where and peg in a similar place on a rope tied up for display.



Thought for the commute:
<https://humanism.org.uk/campaigns/successful-campaigns/thought-for-commute/>

The posters can be downloaded from the website.

Tell me who made all of creation (Out of the Ark music)

Songs for Every assembly

Peer pressure around areas of belief can be very strong and very personal. Take care with an exercise like this.

EXPLORE ideas about happiness in

(2) Humanist life ceremonies

5b I can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people

5e I can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one

6b I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why

6e I can compare my own ideas about the meaning and purpose

Teacher's note: Humanists can provide celebrants for naming ceremonies, weddings and funerals. They recognise quite rightly that some people engage in religious ceremonies as a way to mark important events even if they are not believers. They emphasise the importance of providing meaningful non-religious ceremonies for individuals / families. In the UK most humanists celebrate Christmas because it's a cultural tradition; they do not celebrate it in a religious way.

What are some of the happiest moments in someone's life journey?

Stretch a rope across the classroom with a child at each end. The rope represents our journey through life. Ask groups to identify 5 of the happiest moments in life and record on paper. Groups take turns to choose things to peg on the rope, discussing similarities and differences between their ideas. Children could create individual mini-ropes.



For some of these moments, we send greetings cards or have parties. We wish people happiness and we enjoy celebrating. Humanists also like to celebrate. Which occasions would a humanist also celebrate? Which might they choose not to? Find out if anyone has been to a humanist ceremony or celebration.

Christmas is an interesting case. It is a religious celebration, for Christians the story of God coming to earth in the baby Jesus. Should humanists celebrate Christmas?

You might want to choose between this section and the one on death / funerals.

Why do some humanists celebrate naming ceremonies and weddings?

Children can undertake independent research using the **Rosie** series (see **Resources**) or the short 3-4 min. videos 'Baby Naming Ceremony' and/ or 'Wedding Ceremony' from BHA / Humanists UK.

<https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/?age=7>

Find out how such occasions are planned and celebrated by Humanists and think about what they liked / found strange / interesting? Like? Write down 3 points saying why someone might choose one of these ceremonies, possibly creating questions for a visitor if one is arranged.

OR create a table / venn diagram of similarities/differences in religious / Humanist ceremonies

Questions for reflection: How are Humanist ceremonies different from religious ones you know? How are they different from just having a party? What is the point of having such ceremonies?

Helpful notes:
<http://www.humanismforschools.org.uk/pdfs/religious%20festivals%20and%20ceremonies.pdf>

In Suffolk, you could contact <http://www.eefanet/> to find a Humanist speaker. You can also contact the British Humanist Association directly via their website. Make sure you prepare for, and brief, a speaker carefully.

Helpful notes, films etc found on <https://understandinghumanism.org.uk/>

If you choose funerals, beware of sensitivities in class.

The videos are directed at older

of life, or about what is true, with others, including those of a practising Humanist

What do Humanists say about the end of life?

Use the rope and pegs. Where would you peg the word 'death'? People will have different ideas! Some people believe life goes in a straight line and continues on after death, in a different life in heaven or hell. Some people, like Hindus, say life is like a circle and we come back to earth again in another form for another life. What do Humanists say?

Look at the **Happy Human** strapline: **For this one life we have ...** What do these words say? One Humanist said he did not worry about any after-life, any more than he worried about a 'before-life'. Living life NOW is what counts and making our own life as happy and good as it can be.

You could use one of these to unpack a Humanist viewpoint about an 'afterlife'.

- **Rosie Remembers** – children's book on Humanist views in family context
- **Is this the only life we have? video** - Humanists reflect on afterlife
- **What should we think about death?** Video - Stephen Fry

Videos all found at: <https://understandinghumanism.org.uk/>



Create a group diagram showing humanist ideas about death. Using different colours add in ideas you have learnt about after death from different religions.



Can a Humanist funeral be a happy celebration?

Look at the gravestone. I wonder ... how believing there is no after-life affects you if a family member dies? What has been the purpose of life?

Humanists think of funerals as a celebration. A Humanist funeral will be tailored in a personal way to the individual who has died and there are no set readings or structure. There is no mention of heaven, God or an after-life. Why not?


Study this reading, often used at Humanist funerals. "I fall asleep in the full and certain hope that my slumber shall not be broken; And that, though I be all-forgetting, Yet shall I not be all-forgotten, But continue that life in the thoughts and deeds of those I have loved." – Samuel Butler 1835-1902



- How is it comforting for a Humanist family at a funeral? Does it give a meaning to life?
- Are there similarities with religious readings/prayers from funerals/ceremonies? 'Resurrection' unit looks at readings/ prayers and songs at a Christian funeral.

Questions for Reflection: How would you decide if someone has achieved the goal of a happy life? Were they happy? Did they make others happy? Can you measure happiness?

students but, with help, pupils can unpack ideas.

Humanist grave in Eidfjord church yard, Norway
<https://sheelana.gigcomedienne.wordpress.com/tag/met-dara-obriain-in-bergen/>

	<p>What 'happy' words could go on a Humanist gravestone? (Humanist Hat / plenary)</p> <p>Draw the question out of the hat and set children the challenge of finding some appropriate words.</p>	
<p>EXPLORE (3) aspects of happiness in Humanist decision-making</p> <p><i>5f I can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone</i></p> <p><i>6f I can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature</i></p>	<p>Teacher's note: <i>The Golden Rule of Do to others what you want them to do to you, is in the Bible in both Old and New Testaments and is one of Jesus' most famous sayings. Its equivalent appears in many societies. Humanists see it as the best moral dictum to achieve happiness.</i></p> <p>How does being a humanist affect someone's life?</p> <p>Display the following two quotations:</p> <p><i>'Happiness is the only good. The place to be happy is here. The time to be happy is now. The way to be happy is to make others so.'</i> Robert Ingersoll (1833-1899)</p> <p><i>'Treat other people in a way you would like to be treated yourself.'</i> Tim Minchin from 'What is Humanism' by Michael Rosen and Annemarie Young</p> <p>Analyse and discuss what these quotations are trying to teach Humanists i.e. making others happy, will make you happy. Many people know this idea as the GOLDEN RULE.</p> <p>Ask the children if they can make links with similar quotes from other religious texts. You could give out or display on board 'Golden Rules' from religions already studied in RE – see the notes at https://understandinghumanism.org.uk/uhtheme/ethics/?age=7</p> <p>What other rules might Humanists find helpful in their lives?</p> <p>Display a simple children's version of the Ten Commandments. Who recognises these? What are they called? Where do they come from? i.e. the Bible / Torah / God / Moses How might Christians/Jewish people use them? i.e. to help them in decisions about how to live.</p> <p>Which might a Humanist also find useful? Which would they discount and why?</p> <p>What other rules might Humanists follow to achieve a happy life? Visit the American Humanist Association website Kids section together as a class. https://kidswithoutgod.com/</p> <p>Introduce their 'Darwin the Dog' character and his 7 promises. (<i>Be nice / Care for the world around us / Think for myself / Think about how other people feel / Tell the truth / Help others / Take good care of myself</i>) Talk about these. Reverse the activity above and ask whether you think religious people would be able to do these things too.</p>	<p>Find more about Humanist ethics on the Understanding Humanism website.</p> <p>You can buy this poster online at: https://www.amazon.com/Carson-Dellosa-Christian-Commandments-Chart/dp/0887242782</p> 

	 <p>Ask children to create a 10 commitments poster from a Humanist's point of view. They can include ideas from the Golden Rule, Ten Commandments, Darwin's promises or their own thinking.</p> <p>Display the posters. Discuss their chosen 'commitments'. <i>Would these help a Humanist make decisions or make them happier?</i></p> <p>Will following good rules make everyone in the world happy? (Humanist Hat / plenary)</p> <p>Draw the question out of the hat and use it for discussion or a post-it note answer OR use the 'Happiness: Why' game from the 'Understanding Humanism' website. Put each of your Ten Commitments to the test – will they make you happy?</p>	<p>http://understandinghumanism.org.uk/uhtheme/meaning-and-happiness/?age=7</p>
<p>EVALUATE what pupils have learnt about the Humanist concept of happiness and the key question</p>	<p>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p.18. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Encourage discussion to construct an answer together. • Ask children to self-assess e.g. using traffic light colours, and explain their progress. • Use the KS2 SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.19 OR an Assessment framework in use in your school. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.  <p>Using the symbols: Look at the 'happy human' picture on the front of the unit. Is this a good symbol for Humanist beliefs about happiness? How could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Humanist beliefs we have been learning about?</p>	<p>See p. 18-19 (Assessing RE in your school) below for decisions on how /what to assess.</p> <p>NB Different schools, different requirements! Check with your RE Subject Leader.</p> <p>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, with ideas for use.</p> <p>A4 symbols on flash drive. Children can use symbols from each unit to recall key beliefs in religions</p>

EXPRESS
your RE learning
about
HAPPINESS so it
can be shared
with others

*6c I can express
atheist or agnostic
beliefs, ideas or
feelings in similar ways
to Humanists e.g. on
posters or badges, and
explain what I am
trying to convey*

Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Photography Competition** - In 2015 Humanists ran a photography competition for photos of happiness – have a look at the categories and run your own competition in school. <https://humanism.org.uk/happiness2015/>
- **Present an assembly** on the UN international Day of Happiness - "The pursuit of happiness is serious business" said UN Secretary-General Ban Ki-moon in 2015. Find out about the Day of Happiness at: <http://www.dayofhappiness.net/#join>
- **Hold a debate: Should we teach happiness lessons in school?** This has been suggested as a real possibility in response to mental health issues. What are the pros and cons? Thinking about all you have learnt, what would be in the lessons?
- **Thought for the Commute:** British Humanists launched a 'Thought for the Commute' poster campaign. They wanted commuters to think about what life was about. Create a simple poster which asks them to think about happiness as the most important thing in life.
- **Redesign the humanist logo** as a 'secular', atheist or agnostic logo and give an explanation for your design. Ask a Humanist to assess your logo. Does it convey the right meaning?
- **Create a Humanism artefact box.** Write a guide to Humanism with key facts about Humanist beliefs / practice to put in the box along with explanations of the items you have included.
- **Look at Jesus' Beatitudes** in the Good News Bible version (Matthew 5 v.3-11). Each begins 'Happy are those...' Think about what Jesus says. Then compare between two of the beatitudes to what you think a Humanist might say. Create pictures to show your understanding. <https://www.biblegateway.com/quicksearch/?quicksearch=happy+are+those&qv=version=GNT>
- **Listen to Gospel Remix of Happy** - Compare the ideas these Christians want to put in the song with Humanist ideas of happiness.



These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.

"Happiness is not something ready-made. It comes from your own actions". Dalai Lama

Look at religious artefacts for Islam or Christianity first so children can compare with what might go in Humanist box.

Appendix 1: Definition cards for non-religious views

ATHEIST

“ **Atheist**” comes from Greek words meaning ‘no god’. Atheists include those who reject a belief in the existence of God or gods and those who simply choose to live without a god. Most atheists do not accept that humans have a spirit or soul; they reject the idea of an afterlife, and other beliefs arising from god-based religions e.g. heaven, creation.

HUMANIST

“ **Humanists**” seek to live good lives without religious or superstitious beliefs. They reject the idea of any supernatural agency e.g. God or angels. Humanists base their moral principles on reason, on shared human values and respect for others. Humanism is a full philosophy, “life stance” or worldview. Humanists may also be **atheist, agnostic** or **secular**.

SECULARIST

“ **Secularists**” believe laws and public institutions (e.g. schools) should be neutral when it comes to different religions and beliefs. They want to stop anyone being disadvantaged OR privileged because of their religion or lack of it. They believe laws should not be determined by religious leaders or texts. Many secularists are humanists but some are religious.

AGNOSTIC

“ **Agnostic**” means “don’t know”. An agnostic can be someone who has an open mind about religious belief, especially the existence of God. An agnostic can also be someone who says nothing can possibly be known about God or supernatural phenomena, and that it is wrong to claim otherwise. Agnostics live their lives without any reference to God or gods.

based on definitions from the British Humanist Association website: <https://humanism.org.uk/humanism/humanism-today/non-religious-beliefs/>

Appendix 2: Quotations from the British Humanist Association website:

<p>Humanists say that our ability to reflect on issues of right and wrong comes from our own human nature.</p>	<p>Humanists seek to love good lives without religious or superstitious beliefs.</p>	<p>Our (humanist) vision is of a world without religious privilege or discrimination.</p>
<p>Humanists say that it is our human relationships, and the love, commitment and responsibility in those relationships, which give us the support we need in life.</p>	<p>We (humanists) take responsibility for our actions and base our ethics on the goals of human welfare, happiness and fulfilment.</p>	<p>We (humanists) seek to make the best of the one life we have by creating meaning and purpose for ourselves, individually and together.</p>
<p>Humanists believe that we should make responsible informed choices which will help our lives to go in a worthwhile and fulfilling direction.</p>	<p>Because this is the only life we have, we (humanists say) should therefore try to live a full and happy life and help others do the same.</p>	<p>Humanists argue that our shared human nature and needs explain the considerable agreement among religions and societies about what is ethical.</p>
<p>Humanists do not believe there is any god who looks after us.</p>	<p>Humanists believe that the only ways we can live on are in other people's memories of us, in the work we have done while alive, or in our children.</p>	<p>Some people believe our conscience is a voice from God, but humanists believe that it is an aspect of our character.</p>

NB In this context the term 'religious' is widened to include a non-religious worldview.

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What do you think is a good definition of 'happiness'?
Developing: Draws on the lesson material	Q2 How do humanists say they should live their 'one life'?
Expected: Applies concept / answers key question	Q3 Why do Humanists say happiness is the goal of life?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Do you think happiness for all could be achieved if everyone followed the Golden Rule?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what Humanists might learn from the Golden Rule	3b I can describe some things that Humanists try to do with their life	3c I can describe why humanists use the 'Happy Human' symbol	3d I can recognise some things which influence me e.g. family, friends, faith	3e I can ask good questions and share my ideas about happiness	3f I can link things that make me happy with how I think and behave
Y4	4a I can describe what Humanists might learn about happiness from the 'Golden Rule'	4b I can describe how celebrations on life's journey are similar / different for religious people/ humanists	4c I can describe how terms like Humanist, Atheist and Agnostic represent different beliefs or world-views	4d I can compare things that influence me with what influences others, like Humanists e.g. ideas about God / religion / life	4e I can ask important questions about having happiness as a life-goal and compare ideas with others, inc. Humanists	4f I can link things that I, and others, value about 'happiness' with the way we think and behave
Y5	5a I can make links between Humanist beliefs and the sources from which they draw their ideas. or which they use to promote their views of life	5b I can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people	5c I can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why	5d I can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so	5e I can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one	5f I can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone
Y6	6a I can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live	6b I can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why	6c I can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey	6d I can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups	6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist	6f I can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature

Resources for this enquiry:

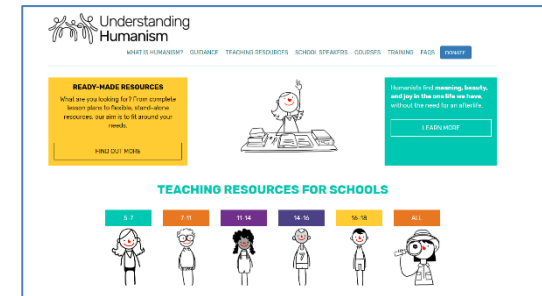
Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

A number of film clips and images are mentioned in the unit and these can generally be found on the internet or the websites mentioned below.



Background resources for teachers:

- Humanism: A Very Short Introduction – Stephen Law (Oxford University Press 201) Also on Kindle
- <https://humanism.org.uk/> - main British Humanist Association / Humanists UK website
- <https://understandinghumanism.org.uk/> - comprehensive, flexible educational resources including video clips, toolkits and case studies for schools



Other resources:

- **Rosie books:** three books to be read by, or to, children, giving a Humanist perspective on three important occasions in life.
- <https://humanism.org.uk/store/educational-resources/>
- **What do you Believe?** pub. Dorling Kindersley – includes good reference to non-religious views and gives reasons for everyone to learn more about what other people believe is important.
- **What is Humanism?** Rosen and Young
- **A Humanist themed baseball cap** available from:

http://www.zazzle.co.uk/ring_of_happy_humanists_cap-148329270433138793



The initial ideas for this unit were worked on by Helen Matter and Wendy Rayner at an Emmanuel Project day at St Nicholas Centre, Ipswich with three Suffolk teachers: Jade Adams, Gemma Kingston and Marie-Ange Houghton, in consultation with a local Humanist. The unit was revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you all for your hard work!