

KS2 Humanism Enquiry



Why do Humanists use the golden rule as a basis for morality?

**The *EMMANUEL* Project 2023:
Teaching Religions and Worldviews 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 'morality'. 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 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 Humanist understanding of the key concept through 3 areas **(i) Humanist Text / Quotation (ii) Humanist practice (iii) Humanist Living** (at least 1 lesson on each)
- **Evaluate, Express and Extend** their learning about the key concept.

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

Humanist Concept MORALITY



It's a bit like –

- Doing the right thing
- Being good
- Showing empathy and compassion
- Weighing up consequences
- Demonstrating respect for others

Watch:

[BHA - what makes something right or wrong? teacher knowledge video](#)

Read:

[Being Good: A Humanist Approach](#)

What is Humanism?

Humanism is not a religion; it is a non-religious, ethical worldview to support living a positive life.

Humanists base their moral principles on reason, shared human values and respect for others. The British Humanist Association (BHA) states that humanists:

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

What is goodness to a Humanist?

Humanists believe that the origins of our moral capacities lie inside human beings and our evolution as social animals. They believe that, when deciding how to act, we should **use reason and empathy**, considering the **consequences** of our actions and the likely impact on other people and animals.

Humanists don't believe in any supernatural source of commands or rules for being good. Morality is not something that comes from outside of us, as the gift of an external force. Instead, humanists hold that **we need to think for ourselves** about what sort of person we want to be, and what are the **consequences of our actions**. Though every moral choice is different, there is a golden rule – **treat others as you would like to be treated yourself**. Weigh up consequences using reason, experience, empathy, and respect for others.

'Is there one motto which we should follow our whole life? Surely it is the rule of reciprocity: Don't do to others what you would not like yourself.' – Confucius

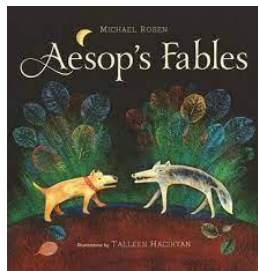
Philosophers

Humanists argue that most of us do this most of the time without really thinking about it. Humans have developed over tens of thousands of years the skills of cooperation, affection, and all the basic behaviours needed to live in groups and thrive. Morality is deeply rooted in human nature, part of our



evolutionary heritage.

Of course, social instincts are not the end of the story. And the admission of individual responsibility does not mean that a humanist has no resources outside their own individual self to work with. We're lucky that over the last few thousand years, a lot of people have thought extremely hard about these questions – and their wisdom comes down to us.



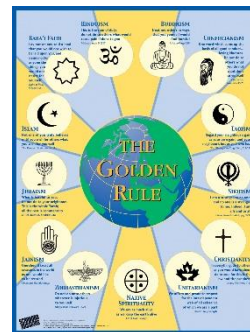
One of the best ways to develop empathy and with that a deeper sense of how your actions affect others, is to **read stories**. Whether historical or fictional, stories enable us to experience different lives and consider what we would do in the position of others.

Ultimately the humanist view of morality is incredibly empowering. It means asserting that human beings have it within us to work out what is the right and wrong thing to do – using reason, empathy, compassion, and respect for the dignity of every person. Ideas of freedom, justice, equality, and fairness, are values that we

can be proud of as human inventions as we strive to live up to them.

The Golden rule

***'Imagining yourself on the receiving end of your own behaviour is a good way to decide whether you're doing what you think is right or wrong.'* - Natalie Haynes, author**



The Golden Rule sums up in one brief statement what millions of people at different times in different places have come to see as the ideal principle of shared living.

Forms of this code are found in all the major religions and in the writings of the Greek philosophers Aristotle and Plato. It provides a foundation of secular morality. The golden rule asks us to consider the wishes and interests of the other person before acting.

But following the golden rule, actions are guided by kindness, respect and care. It is a guide on how we should treat everyone.

Why do Humanists use the golden rule as a basis for morality?



ENGAGE

Teacher's note: There are different ways to begin this enquiry. The following are ideas only from which you can select. Or come up with your own! Some of these ideas (such as reading *Most People*) are taken from the suggested activities in the *Understanding Humanism* resource <https://understandinghumanism.org.uk/>

Many Humanists accept that we are not always good. Sometimes we make mistakes, and sometimes we even deliberately choose to cause harm. However, we are all capable of being good, we have the right natural capacities, and many of us are good most of the time.

What does it mean when adults ask us 'to be good?'

Ask the class:

Read *Most People* by Michael Leannah (read [here](#)) or *Good People Everywhere* by Lynea Gillen (read [here](#)).

Then ask the class some questions. For example:

Do you believe that most people are good?

Is it true that in most situations we know the right thing to do?

Why is it important to do good?

What does being good mean?



Read the following quotation (taken from the *Understanding Humanism* resource):

'Often it's easy to be good: to hold the door open for someone carrying heavy bags, to give honest directions to someone who's lost, or to bake a cake for a friend who's feeling down. Most of the time we have a pretty good idea of what is the right thing to do. And we just do it.' - Sandi Toksvig, broadcaster and patron of Humanists UK

Do children agree? Is it easy to be good?

What makes people bad? What makes people good?

If you are familiar with philosophy for children you could choose either book as a stimulus from which children devise their own questions.

Humanists understand that rules can be helpful, but believing that we also need to think about the consequences of our actions.

Can children think of any characters from films who are the 'baddie?' What behaviours or actions make them so? E.g. Scar from The Lion King. He is selfish, ambitious, and a liar. This leads him to kill his brother and steal the kingdom from his nephew. Watch a clip from the film.

You could also:

- Ask pupils to make lists of 10 'bad' actions. What are the effects or consequences of these? Talk about what makes an action 'bad'. They often hurt others.
- Can they identify an alternative action to turn Scar's bad decisions into good decisions?

OR Do rules help us make good decisions?

- Where do we have rules that we have to follow?
- Which rules are children familiar with? Use class or school rules as an example. What other rules are found in wider society? Make a list. Are all rules a good idea?
- If there was one rule to make people happy what would it be? Display the different ideas.

What motivates different people to make good decisions?

- Explore an image of a good angel and bad angel sitting on the shoulders. There is a popular Homer Simpson image depicting this online. Watch [this clip](#) of character Kronk from the Emperor's New Groove (Disney, 2000) battling his two angels when having to make a choice. Does making a good decision sometimes feel like a battle?

How does the idea of a conscience help you make good decisions?

- Jiminy Cricket reminds Pinocchio to 'always let your conscience be your guide'.
- Watch the song [here](#).

Think about your conscience as a guide. Do all of us have a small voice inside our heads which tells us which things are right and which things are wrong?

Can children draw an image of their own conscience. What would it look like?



In Western culture the idea develops the Christian concept of a personal guardian angel, who was sometimes considered to be matched by a personal devil who countered the angel's efforts, especially in popular medieval dramas like the 15th century. There is a similar Islamic belief of Kiraman Katibin, two angels residing on either shoulder of humans which record their good and bad deeds. However, these angels do not have influence over the choices one makes, and only record one's deeds.

ENQUIRE

Teacher's notes: *The study of both religious and non-religious worldviews such as Humanism is important in RE. Humanists believe we should be good to other people not because of any religious belief but because we all just want to be happy. We all want to be treated with kindness and respect and none of us wants to suffer or be harmed. Our actions have an impact on other people. Humanists believe we need to take care of each other, other animals, and the planet. Being good to each other makes the world a better place to live.*

What is your worldview?

Explain: A worldview is your unique way of understanding

the world around you (what you believe, why you believe it and how you therefore behave as a result). Everyone has one. For some it is a personal worldview but religions are a type of worldview too. Although not everyone has exactly the same worldview just because they are part of the same religious tradition.

As a starting point, children explore the statements in Appendix 1 to help them begin to explore and formulate their own worldview. Allow time for comparison. If worldviews were like the lenses in a pair of glasses, how would it feel 'putting on' someone else's worldview? Is it useful to try one someone else's worldview? How could it help us understand them better? Children could record their worldview through drawing and adding captions on to the outline of a pair of glasses.

Is everyone part of a religion?

Look at the statement from Appendix 1. Which indicate a religious belief? Explain when we talk about people being 'religious' we generally mean someone who is a follower of a religious tradition or who believes in God. Which religious traditions can children remember learning at school so far? Most religions give guidance on the right way to live. For example:

- Be truthful and honest
- Forgive as you would want to be forgiven
- Love one another
- Worship and pray to God



Everyone has a worldview. It is how they experience the world. Imagine it being like a pair of glasses through which you view the world.

Worldviews are personal or institutional but even institutional worldviews will vary.

Explain not all people are religious. Introduce the language: theist, atheist and agnostic.

Theist – someone who believes in the existence of God.

Atheist - someone who does not believe in the existence of God.

Agnostic – someone who believes it is impossible to know for sure if God exists.

What is Humanism?

Explain that in this enquiry we will be learning about humanists. Humanists do not believe in God. This means that humanists class themselves as agnostic or atheist. Humanists have no belief in an afterlife, and so they focus on seeking happiness in this life. They do not turn to God for guidance on right or wrong.

Introduce Tim –

Hi everyone – my name is Tim. I am from a humanist family. This means we don't believe in God or praying or following the guidance in any holy books. My Dad says we only have one life to live so we must do all we can to really enjoy every moment and be happy. I am not allowed to just think about myself though I have to make sure I am kind to others and think about my actions and how they make other people feel. My parents talk about the Golden Rule a lot. Have you ever heard of it? I bet you have. My teachers talk about it all the time too!

[watch this video](#) or [watch this video](#) from the BBC.

Explain that many humanists believe the following:

- We need to think carefully about the consequences of our actions
- Empathy can help us to imagine how other people might feel
- We should try to act in a way that promotes happiness rather than suffering
- We live in communities: if we treat other people well, they are more likely to treat us well – everyone benefits



	<p>What is 'The Golden Rule?'</p> <p>Many humanists believe the Golden Rule can help us to think about how we should treat other people. The Golden Rule promotes kindness and respect for others, because we all would like to be treated kindly and with respect. The Golden Rule states-</p> <p style="text-align: center;">Treat others as you would like to be treated yourself.</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Do not treat others as you would not want to be treated</p> <p>What are the different ways of saying the Golden Rule?</p> <p>Explain that this rule appears to be almost universal. It has appeared in many different religions and worldviews throughout history and across the world. Why do you think so many worldviews share this rule?</p> <p>Investigate different ways of saying the Golden Rule all over the world from different traditions- see Appendix 2. How might such words make a difference?</p> <p>What difference would it make if everyone followed the golden rule at school?</p> <p>Use an example: Jesse and the Golden Rule found here</p> <p>Can children make up scenarios to illustrate when treating someone at school as they would want to be treated would be a good idea? Act the scenarios out.</p>	<p><i>Humanists believe this is because it evolved naturally from the fact that we are social animals who live together in communities. Treating each other well helped social groups to build trust, to work together, and to thrive.</i></p>
<p>EXPLORE (1)</p>	<p>Teacher's notes – <i>Humanists believe we cannot support each other if we are unable to imagine what it might be like to be them, with their needs, passions, and desires. For that we need empathy, a capacity that most human beings have. Humanists believe empathy evolved naturally to support our nature as a social animal. It can support us when we are reasoning about how we should act. Empathy can motivate us to be good to others as we can imagine what it would be like to be in their position and think about how we would wish to be treated. Here, then, lies the origin of The Golden Rule.</i></p>	

Why do humanists believe empathy helps us make good decisions?



Hi everyone. Have you ever had anyone new join your class? I felt really excited because I like making new friends and one of my old friends left and it made me feel really sad. When I told my Dad he said I must try and imagine how the new boy will be feeling. Dad said he might not be feeling quite as excited as I am. Instead I should try and imagine myself standing in his shoes. This means imagining how he might be feeling. I thought about when I joined the Scouts and I was really nervous! So I imagined the new boy probably felt like that too. I made a special effort to be kind to him when he joined our class. I made sure he had someone to play with at breaktime and I sat with him at lunch. My Dad was very proud and said I had used empathy to make a good choice. My Dad is a humanist and he said empathy helps us better understand other people.

What is empathy?

Empathy means the ability to understand and share the feelings and experiences of someone else.

It is thinking about your effects on others and the outside world, putting yourself in the position of other people and considering how they might feel. It is a bit like 'standing in someone else's shoes.'

Sometimes, when challenging things happen to us, it's hard to have empathy. But humanists believe it can help us connect with others who have been through similar experiences, and be there for them in a truly meaningful way. If we develop empathy, we are aware that things we do and say have an impact on others. We can then think about how our decisions will make others feel.

An example of empathy-

How does the Goldilocks story help us think about empathy?

Retell the story. What bad decisions did Goldilocks make? Did she make any good decisions? What were her motivations? What did she fail to think about? What were the consequences? Children could get into groups of four and choose who is to be Goldilocks and who the bears. Each bear then tells Goldilocks how they felt



	<p>when they returned home.</p> <p>How could you develop more empathy?</p> <p>Look at resources provided by www.understandinghumanism.org.uk in appendix 3. How does using empathy and the Golden Rule guide your decision making? Who might you have empathy with? How might you use the Golden Rule? What would be the consequences of the different options? What would the world be like if everyone acted the same way?</p> <p>Another way to think about the Golden Rule is, instead of thinking about our own specific likes and dislikes, to think about our general desire to be happy and avoid pain, to have our wishes taken into account and our fears avoided. We should not just think about what we would want, but try to imagine we were the other person, with their tastes and preferences, and think about how they would like to be treated.</p> <p>OR</p> <p>'Don't lie' is generally a good rule. But what should you do if a bully asks you where your friend is and you know they want to hurt your friend? Should you tell the bully the truth or is it OK to lie?</p> <p>OR The 'sweet shop' found here https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-sweet-shop.pdf</p> <p>Activity idea - Pupils create their own symbol which will remind them 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.</p>	
<p>EXPLORE (2)</p>	<p>Teacher's note: <i>Humanists believe we need to think for ourselves. We have to take responsibility for our actions. Aesop's fables can be used to discuss morality. The fables – often centred on animals – teach a simple, practical morality, deeply rooted in human experience and common sense, and giving worldly, rather than religious or other worldly reasons for behaving well.</i></p> <p>How do stories help humanists think about the Golden Rule?</p> <p>Explain that many humanists believe that reading and listening to stories is a good way to help us to</p>	<p>Aesop's Fables provides a rich collection of stories to promote discussion around morality.</p>

develop empathy. Stories can help us to better understand how we should and should not treat other people.

Tim explains -

Hi everyone. It's Tim again. My parents are humanists. They have taught me a lot about how to be a good person by reading me lots of stories. We like to talk about how the characters feel or whether their actions were right or wrong. We just finished reading Matilda by Roald Dahl. There was a lot to discuss with that story! Do you know any of the characters? What do you think of them? I like to think about what I would have done if I was Matilda. When I was little my parents used to read me fairy tales and I had a special book of Aesop's fables my Granddaddy bought me for my birthday. Do you have any special books?



How can humanists use Aesop's fables to illustrate morality (right and wrong)?

From www.understandinghumanism.org.uk:

How does the story of the Fox and the Stork illustrate the Golden rule?

This idea is from the Understanding Humanism resource found [here](#) A written version can be found in Appendix 4. A video online can be found [here](#).

This particular story comes from ancient Greece around 600BCE.

Questions for discussion:

1. If the Golden Rule says we should treat other people the way we would like to be treated, then did the fox do the right thing by serving the stork's soup in a shallow dish?
2. What should the fox have done? Why?
3. If the fox had served the soup in a tall jug that the stork could easily drink from, how might things have been different later in the story?
4. Should the stork have taken revenge on the fox and served him soup in a tall jug?

As a class rewrite or storymap a different version of the tale with the Golden Rule put into practice by both Fox and the Stork.

How do Humanists use the Golden Rule?

(from www.understandinghumanism.org.uk)

Explain that rules can sometimes help us to decide what we should do and sometimes other people can help to guide us. However, humanists believe we also need to think carefully for ourselves and try to act in a way that supports happiness and avoids suffering (note: this does not mean we must always act in ways that make people happy in the moment - sometimes we need to think about the bigger picture – e.g. helping a child to live a happy life might mean we don't always give them sweets whenever they demand them).

Many humanists believe

- We need to think about the consequences of our actions on other people.
- We need to use empathy to think about how other people might feel.

Humanists will often say that we should treat other people the way we would like to be treated. This is called the Golden Rule.



Using the Golden Rule makes the world a better place:

Give the students a list of actions and ask them whether they would make them feel happy or sad.

- 1) Someone helps you to do something you find difficult
- 2) Someone lies to you
- 3) Someone bullies you
- 4) Someone shares their sweets with you
- 5) Someone ignores you
- 6) Someone gives you a smaller piece of cake than everyone else
- 7) Someone lets you choose to do what you would like to do

Explain that there is a lot of agreement on the things that make us feel happy and sad. We have many shared feelings and needs. Thinking about how we might feel can help us to imagine how other people might feel. Many humanists believe this can help us to work out how we should treat other people.

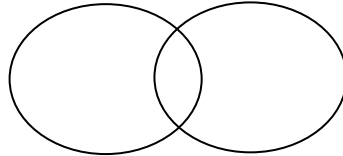
Why do humanists use the Golden Rule?

	<p>Watch humanists talk about how to work out the difference between right and wrong - watch here</p> <p>Read a note from Tim -</p> <p>Hi everyone. I have always been taught to be kind and generous towards other people and try to avoid hurting anyone. This way people will be much nicer back to me. I also don't think you need to believe in God to be good but I respect those people who do. I think we should be good to one another because it's the right thing to do. Most people already know this. I bet you do! Many people, not just people like me who are humanists, follow the Golden Rule. I stop and think what is the right thing to do? How can I show kindness? I think about my consequences and how they might make someone else feel. Then I make a decision about how to act. I think this is how we all should act.</p> <p>Watch this video of humanists talking here</p> <p>Can the children create a Humanist slogan for a T-shirt. Use some of the words from the videos e.g. 'feel good, be good,' 'it feels good to do good,' or 'be to others kind and true.' Can they explain why it would be a good slogan?</p> <p>Organise a Humanist school speaker– Humanist School Speakers » Humanists UK</p>	
<p>EXPLORE (3)</p>	<p>Teacher's notes: <i>The Uganda Humanist Schools Trust helps schools in Uganda offer humanist education to children. It was Founded by Ugandan Humanists and run as a charity. The schools are inclusive and do not discriminate on grounds of religion, social or ethnic background (most schools in Uganda are open to one faith only). Scholarships are available for children whose parents are unable to pay the fees. The schools encourage students to be open minded and questioning. They are taught to respect evidence and to appreciate the need for shared human values.</i></p> <p>How might a humanist school be different from our own school?</p> <p>Ask children to imagine how a humanist school might be different. Take ideas.</p> <p>Explain that Humanists are found across the world. In Uganda (a country in Africa) you will find humanist primary and high schools. You can show the class where Uganda is on a map.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What sort of rules would you expect to find in a humanist classroom? • What sort of books would you expect to find in a humanist school library? 	<p>Photos/Videos – Uganda Humanist Schools Trust</p> 

- What displays would you expect to find around the school?
- How might friendship problems be resolved in a humanist school?
- What might their school values be?

Possible Activities:

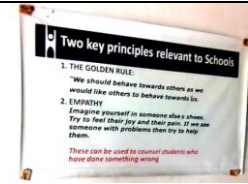
- Next show images from the Ugandan Humanist Schools Trust [here](#). These are also available here: [Teaching about Humanist worldviews \(padlet.org\)](#)
- Discuss the slides on the 'Conduct in Humanist schools' ppt available on the padlet. Which rules are humanist? Which rules are the same or different from our school? Why?
- Look at the statements in Appendix 5. Sort these. Which apply to a humanist school only? Which apply to our school and not a humanist school? Which apply to both? Appendix 6 has the answers.
- A short video of one of the schools is found here: [Kasese Humanist School Project in Uganda - YouTube](#)



Why do you think humanist schools believe children learning about right and wrong is important?

One Headteacher says: *I am a Headteacher at a humanist school because I want pupils to understand that they can make up their own minds about what they believe. Our pupils start thinking for themselves from the age of 4. They then grow up to ask big questions and they deserve to have these answered without being told that God is always the answer. I also want them to grow up to have lots of friends and think about other people not just themselves. The Golden Rule helps them do this.*

A Pupil says *–I attend a Humanist primary in Uganda. I like my school. It has good buildings and*



[Home - KASESE HUMANIST SCHOOL \(webs.com\)](#)

This is fictional by the way although some of the words are taken from interviews and pupils from the humanist school

Corporal punishment is still an issue in Ugandan schools.

	<p><i>computers. We get to learn music, dance and drama. Our teachers handle us in a good way. They are well trained. I also like my school because it welcomes people of different religions. Not many schools in our country do that. But we are also a humanist school we so learn about what it means to be a good person. We learn to think for ourselves. I like the lively debates we have on Thursdays after lunch. Our teachers join in too! Our school has the happy human symbol everywhere to remind us. There are two rules at our school. To show empathy and use the Golden Rule.</i></p> <p>A Pupil says – <i>I am really lucky my parents can afford to send me to school and even luckier that I go to a humanist school. We are taught to make the best of the life we have. We are encouraged to ask questions. I started our school's Humanist Club. We have been into Busota to clear up litter, cut the grass to keep away the snakes and we have planted trees. I believe we all have the responsibility to look after our world. We also have lots of books at our school where I can read about people who have made a difference to the lives of others by following the Golden Rule.</i></p> <p>Would you enjoy attending a Humanist school like the ones in Uganda?</p> <p>If your school became a humanist school what would have to change?</p> <p>Children reflect on what they have learnt.</p>	<p>Humanists schools ensure their teachers use 'guidance not violence.'</p>
<p>EVALUATE what pupils have learnt about the Humanist concept of morality and the key question</p>	<p>Teacher's note: <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></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 a Quick Quiz. • 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>Different schools, different requirements! Check with your RE Subject Leader.</p>

<p>EXPRESS your RE learning about MORALITY so it can be shared with others</p>	<p><i>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.</i></p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Present an assembly about the use of the Golden Rule around the world • Hold a debate: Where do ideas on right and wrong come from? • 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 morality as an important thing in life. • Redesign the humanist 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. 	<p><i>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.</i></p>
<p>EXTEND Think philosophically</p>	<p><i>Teacher's note:</i></p> <p>Hold a discussion around the Big Question - What beliefs drive people to make a difference in the world?</p> <ul style="list-style-type: none"> • Draw on their growing knowledge of religion and worldviews to discuss the related 'Big' question, reflecting on their own and others' insights • Practise skills of debate, listening attentively, giving well-reasoned answers and demonstrating respect for other opinions 	

Appendix 1: Worldview statements

Friends are the most important to me.	I believe in God.	I talk to God and ask for his help.	I forgive those who hurt me.
Family is more important than friends.	God is not important to me.	I want to be rich.	Fighting is sometimes ok.
Spending time with my family is really important.	Be kind to everyone.	School is important.	A holy book is important to me.
Friends are not important to me.	Helping other people is important.	Adults need to look after the world.	I want to be happy.
Not everyone deserves kindness.	School is not important.	The most important person is me.	We all need to look after our world.

Appendix2: The Golden Rule in different religions and worldviews

<p>In everything do to others what you would have them do to you. Love your neighbour as yourself.</p> <p>- Christian</p>	<p>Do nothing to others that you would not have them do to you. This is the sum of duty.</p> <p>- Hindu</p>	<p>Not one of you truly believes until you wish for others what you wish for yourself.</p> <p>- Muslim</p>
<p>I am a stranger to no one; no one is a stranger to me. I am a friend of all.</p> <p>- Sikh</p>	<p>What is hateful to you do not do to your neighbours. This is the whole Torah.</p> <p>- Jewish</p>	<p>Don't do things you would not want to have done to you.</p> <p>- Humanist</p>
<p>Desire not for anyone the things you want not desire for yourself.</p> <p>- Baha'i</p>	<p>Treat not others in ways in which you would find hurtful.</p> <p>- Buddhist</p>	<p>Someone going to take a pointed stick to pinch a baby bird should first try it on himself to feel how it hurts.</p> <p>-Yoruba Proverb (Nigeria)</p>

Appendix 3: Moral Dilemmas © Humanists UK 2021 [here](#)

1) A new girl arrives in your class. She has come from another country and doesn't know anyone. Some of your friends say that you should not make friends with her. They say there is no room for new people in your group of friends. What should you do?

2) You are walking across the school playground at the end of break time when you notice a toy on the floor. It is a toy that you have always really wanted. Your friend says you should put it in your bag and take it home. No one else is looking. What should you do?

3) You are playing football. Both teams have scored once. In the final minute your teammate crosses the ball to you. You are not confident at heading the ball but you can reach it with your hand and punch it into the goal. The referee is looking the other way. What should you do?

4) You really want a new computer game but you don't have enough money to buy it. A friend says he knows a website where you can download it for free. He says it's not the same as stealing. What should you do?

5) You have just finished eating an ice lolly on the beach and are left with the wrapper. There are no bins. Your friend says you should just leave it on the sand as the sea will wash it away. What should you do?

6) A friend asks you to keep a secret. You promise not to tell anyone else. Later that day you feel like you really want to tell your friend's secret to someone else. Telling it to just one other person wouldn't hurt would it? What should you do?

Appendix 4: The Fox and the Stork By Kate Stonham © BBC 2017 School Radio [here](#)

A rather large bird was wandering round the wood, looking a bit lost. It had long legs, a long thin neck and a very long bill for eating, that clattered away as it searched for nice things to eat. 'Hey there, big bird!' cried the little birds in the trees above. 'You're new round these parts, aren't you?' 'Indeed I am,' replied Stork. 'And I'd like to make some friends.' 'I'll be your friend,' purred a soft voice from behind a bush. Out slunk Fox with his shiny red coat and soft paws. 'Oooo, we wouldn't make friends with old Foxy if we were you,' chorused the birds. 'He's a bit of a joker.' 'Oh, ignore them', Fox purred reassuringly. 'Please, allow me to show you round the woods...'

Fox and Stork were soon laughing and chatting as if they'd known each other forever. 'What do you like to eat, Stork?' asked Fox. 'Frogs, fish, insects and earthworms are my favourites,' replied Stork. 'Mine too - oh, leaving aside frogs,' said Fox. 'I eat nuts and berries too - and I'm very partial to the occasional little bird.' 'Boo, hiss!' cried the birds from above. 'Only joking,' said Fox rather too quickly. 'Would you like to come around my house tomorrow for supper, Stork?' 'It's a trick, it's a trick!' chorused the birds. 'Thank you, Fox, I'd love to!'

That night, Stork flew over to Fox's house. 'Come in!' cried Fox as he showed Stork into the dining room. 'I hope you like fish soup with mashed earthworms.' Stork was expecting to see two bowls full of lovely steaming soup - but instead, two flat plates covered in a thin layer of liquid lay on the table. Stork tried her hardest to eat the soup with her bill, but it was impossible.

Fox meanwhile was already licking his bowl clean. 'Oh, dear, is there a problem?' he asked with a smirk. 'Not at all,' replied Stork. 'It's just - well, I had rather a large tea before I came and my tummy's full.' 'Tea - I like the sound of that,' purred Fox. 'Well, why don't you come to my home tomorrow and join me?' suggested Stork. 'I shall look forward to it,' replied Fox.

Stork flew home that night with a heavy heart. 'We warned you, we warned you!' chorused the birds. 'I know, my so-called friend tricked me,' replied Stork. 'But I may yet have the last laugh.'

The next day, Fox set off for Stork's house. 'Shame on you!' cried the birds as he slunk under their tree. 'Stork can take a joke,' Fox replied. 'And after all, she's invited me over for tea.' 'Hee, hee!' sniggered the birds. 'Come in!' said Stork to Fox. 'I've cooked roast rabbit on a bed of grass with berry and nut sauce. 'Mmm, my favourite,' said Fox as Stork carried in a tray. He stared at the tall jar Stork had placed in front of him. It was long and thin and the food lay right at the bottom. Fox watched in frustration as Stork stuck her long bill into her jar and gobbled up the meal. 'Oh dear,' said Stork. 'Is there a problem?' 'None at all,' growled Fox.

He stuck his nose as far down the jar as he could, but he still couldn't reach his dinner. And now there really was a problem. 'Yowl! The jar's stuck to my face!' came Fox's muffled cries. 'Hee hee! Serves you right, Foxy,' chorused the birds who were watching on the window sill.

For once, Fox couldn't answer back. 'I'll pull it off with my wings,' offered Stork kindly. 'Hmmm, I guess I deserved that after the joke I played on you,' said Fox sheepishly. 'Never mind,' said Stork. 'I've got plenty of food in the kitchen. This time we'll have it on proper plates - and our little feathered friends can have some too.' 'Wee, hee!' cried the birds.

Appendix 5: Humanist schools in Uganda

Humanist quotes displayed around the school.	A library full of books about how to be good without God.	Learning about famous humanists like Nelson Mandela.	Clubs to practice debating.
The humanist symbol on the school sign.	Invited to pray if you want to	Sing songs about God.	Playground equipment outside to play on
Lessons on how to use computers	Friendly teachers who care	Lessons for all on looking after chickens and how to garden.	Learn about different religions
Taught to question magic	Respect the property of others	Speak in English only	Encouraged to use empathy

Appendix 6: Humanist schools in Uganda - answers

Humanist quotes displayed around the school.	A library full of books about how to be good without God.	Learning about famous humanists like Nelson Mandela.	Clubs to practice debating. Really important in a Humanist school to learn to question and think critically
The humanist symbol on the school sign.	Invited to pray if you want to	Sing songs about God	Playground equipment outside to play on
Lessons on how to use computers	Friendly teachers who care	Lessons for all on looking after chickens and how to garden.	Learn about different religions In Uganda they learn about Christians and Muslims
Taught to question magic There is a lot of superstition in Uganda	Respect the property of others	Speak in English only Other languages are used at home only	Encouraged to use empathy

Ugandan Humanist school
 UK school
 both

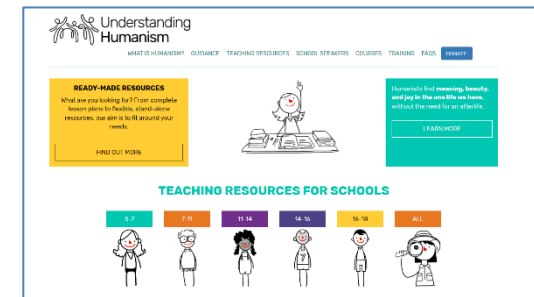
Resources for this enquiry:

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: 2010)
- On Humanism (Thinking in Action) – Richard Norman (Routledge: 2012)
- <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
- <https://humanists.uk/wp-content/uploads/Being-Good-pages.pdf>



Other resources for use in class:

- **What is Right and Wrong?** Michael Rosen and AnnMarie Young (Wayland: 2021)
- **Belonging and Believing:** My Humanist Family by Gill Vaisey available at: <http://www.booksatpress.co.uk/belongingandbelieving.html>
- **Most People** by Michael Leannah and Jennifer E Morris (Tilbury House Publishers: 2017)
- **Good People Everywhere** by Lynea Gillen (Three Pebble Press: 2012)
- **Aesop's Fables** – various publications
- Golden Rule Wooden Tree £5.54 available from: https://christiancrafts.org/?page_id=808

