



Standing Advisory Council on Religious Education (SACRE)

Date Thursday 5 March 2020

Time 1.30 pm

Venue Committee Room 1B, County Hall, Durham

Business

Part A

**Items during which the Press and Public are welcome to attend.
Members of the Public can ask questions with the Chairman's
agreement.**

1. Introductions, Welcome and Apologies
2. Minutes of the meeting held on 7 November 2019 (Pages 5 - 8)
3. Declarations of Interest, if any
4. Matters Arising
5. Chairs Comments
6. Agreed Syllabus Launch Update
7. Education Durham Report to SACRE (Pages 9 - 10)
8. Additional Guidance for Humanism (Pages 11 - 32)
9. County Council Representative on SACRE - Councillor Martin
10. Date of the next meeting
11. Any other business
12. Any resolution relating to the exclusion of the public during the discussion of items containing exempt information

Helen Lynch

Head of Legal and Democratic Services

County Hall
Durham
26 February 2020

To: **The Members of the Standing Advisory Council on Religious Education**

1. Church of England

Canon L Burton, N Dodd, K Passmore, H Tait and C Weir

2. Other Religious Denominations and Faiths

J Bainbridge	- Methodist Church
S Baker	- Roman Catholic
W Gray	- Buddhism
F Johnson	- Methodist Church
J Nicholls	- Society of Friends (Quaker)
J Pallister	- Roman Catholic
Bhakti Rasa Dasa	- Hinduism
C Singh	- Sikhism
C Spencer	- Bahá'í Faith
M Turner	- Islam
D Van der Velde	- Judaism

3. Teachers Associations

V Bain	- NEU
B Dunn	- RE Curriculum Group
A Hartley	- NASUWT
M Lowden	- NEU
S Lupton	- RE Curriculum Group
P Welch	- NEU

4. County Council Representatives

Councillors E Huntington, C Martin, J Shuttleworth and F Tinsley

5. Co-opted Members

M Dixon	
S Walker	- Humanist

Specialist Inspector

Julie Rimmer

DURHAM COUNTY COUNCIL

At a Meeting of Standing Advisory Council on Religious Education (SACRE)
held in Committee Room 1B, County Hall, Durham on **Thursday 7 November**
2019 at 1.30 pm

Present:

P Welch (Chair) In the Chair

Church of England

Canon L Burton, K Passmore, H Tait and C Weir

Other Religious Denominations and Faiths

S Baker	- Roman Catholic
F Johnson	- Methodist Church
J Pallister	- Roman Catholic
Bhakti Rasa Dasa	- Hinduism
C Spencer	- Bahá'í Faith
D Van der Velde	- Judaism

Teachers Associations

V Bain	- NEU
A Hartley	- NASUWT

County Council Representatives

Councillors P Brookes and C Martin

Co-opted Member:

S Walker	- Humanist
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1 Introductions, Welcome and Apologies

The Chair welcomed everyone to the meeting and asked Members to introduce themselves and give a brief introduction into their background.

Apologies for absence were received from J Bainbridge, M Dixon, W Gray, M Lowden, S Lupton, J Nicholls, C Singh, Councillors Shuttleworth and Tinsley.

2 Minutes

The Minutes of the meeting held on 13 June 2019 were agreed as a correct record and signed by the Chair.

3 Declarations of Interest

There were no declarations of interest in relation to the items of business on the agenda.

4 Matters Arising

There were no matters arising from the minutes.

5 Chairs Comments

Members raised concerns that there was no representative from Education Durham in attendance to support the meeting.

The County Council Representative Councillor Brookes agreed to speak to the relevant Portfolio Holder or an Officer from Education Durham regarding officer support at SACRE meetings.

The Chair indicated that at the next SACRE meeting he would like Members to discuss the short and long term plans for SACRE, via some discussion groups.

Members were updated about the Agreed Syllabus and were advised that a meeting would be held on Thursday at Church House to explore what art work or quotes to include.

The Chair advised Members that he had hoped initially to launch the Agreed Syllabus as early as February, but this had been pushed back to spring 2020 in order that all processes could be concluded.

6 Judaism - An introduction by Deanna Van der Velde

Deanna Van der Velde the representative on SACRE from Judaism gave a presentation on herself and her Jewish faith.

Following the presentation, Members were given the opportunity to ask questions regarding Judaism.

The Chair thanked Deanna Van der Velde for her very informative presentation.

The Chair asked if any Members would like to give an introduction to their faith or organisation they represent at the next meeting. The Council representatives were asked if they would like to give an introduction at the next meeting.

Councillor Brookes agreed to give an introduction at the next meeting.

7 Primary NQT Questionnaire Feedback

S Baker, V Bain and S Lupton had worked on the evaluation of the NQT Questionnaire.

V Bain presented their findings and circulated a summary of the questionnaire to Members. Members discussed the findings of the questionnaire.

8 Interfaith Week and Events

C Spencer advised Members that an Event was to be held on Monday 11 November 2019 at Keenan House, Old Dryburn Way, Durham.

There would be light refreshments and speakers on 'climate emergency a personal faith perspective', there would be 7 speakers in total and all Members were welcome to attend.

The Chair referred to the guidelines that SACRE could look at and endorse then ask Education Durham if they could be circulated to schools. The Chair would obtain a copy of the guidelines, so that Members could discuss at the next SACRE meeting.

9 Date of the next meeting

The next meeting of Durham SACRE would be held on 5 March 2020.

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Education Durham: Report to Durham SACRE March 2020

2019 GCSE Outcomes (all data from FFT)

Number of pupils taking GCSE Religious Studies

There has been a decline in % pupils taking GCSE RS. 1497 (31% of cohort) pupils took a GCSE in RS in 2019 compared with 1765 (38%) pupils in 2018 and this continues a steady decline over the last 5 years. 659 boys took GCSE RS and 828 girls took GCSE RS in 2019.

Achievement

a) Attainment

The average grade achieved has increased and is 5.5pts, significantly above the national average (5pts). In 2016 it was significantly below national average. Boys average point score was 5.1pts and girls average point score was 5.8pts.

The % of results at Grade 4+ is 81% and significantly above national average. Results are in line with the national average at grade 5+ and 4% below national average at grade 7+.

b) Progress

In 2019 pupil progress is significantly above the national average at 0.16pts. Progress is above the national average at all grade points. Boys progress was much stronger than girls but progress for both has improved to above national average. Pupils with higher, middle and lower attainment on entry all made better than average progress in 2019. This is much improved from 2018 when all prior attainment groups made lower than average progress. The strongest progress was made by pupils with higher attainment on entry.

Individual School performance

26 secondary schools entered pupils for GCSE RE in 2019. The number of entries varied from 1 to 215. Average point score ranged from 6.9 (18 pupils) to 2.9 (7 pupils). 15 schools had progress above national average and 9 had progress below national average. The strongest progress was 2.28pts (1 pupil) and the weakest -1.34pts (57 pupils).

The strongest performing schools in terms of GCSE RS attainment were St Bede's RC Comprehensive School and Byron Sixth Form College, Wolsingham School and Easington Academy. The strongest performing schools in terms of progress were St Bede's RC Comprehensive School and Byron Sixth Form College, St John's School and Sixth Form College and St Bede's RC Comprehensive School and Sixth Form College, Lanchester.

2019 A level Outcomes (all data from FFT)

53 students (24 males and 29 females) took an A level RS qualification in 2019, compared to 58 in 2018.

The average point score was 38 pts, significantly above the national average and higher than in 2018. 82% of students attained A*-C at A level. Progress was 1.2pts better than the average progress; an improvement from 2018. A*/A was 26%, an improvement on 17% in 2018.

Education Durham Support to Schools in 2018-2019

Education Durham provided 3 primary network meetings for subject coordinator and 3 secondary network meetings for subject leaders in 2018-2019 academic year.

Support included SEND provision in RE, addressing the needs of Pupil Premium pupils, improving disciplinary literacy, maximising the achievement of boys, good practice in raising the achievement of higher attaining pupils on entry at secondary, leading effective KS2 to KS3 transition and effective departmental evaluation.

6 individual RE support contracts were provided to primary, secondary and special schools through the Education Durham School Support Service Level Agreement.

Disciplinary literacy guidance in RE was included within the Education Durham Literacy Journey handbook.

The RE Expert Panel

A small expert panel was set up and supported by a small grant from Culham St Gabriel's and supported by the North East Religious Learning Centre and Isobel Short Specialist Inspector for RE at Education Durham. This group have contributed to the development of a non-examined KS4 curriculum plan which forms part of the draft Durham Agreed Syllabus for RE.

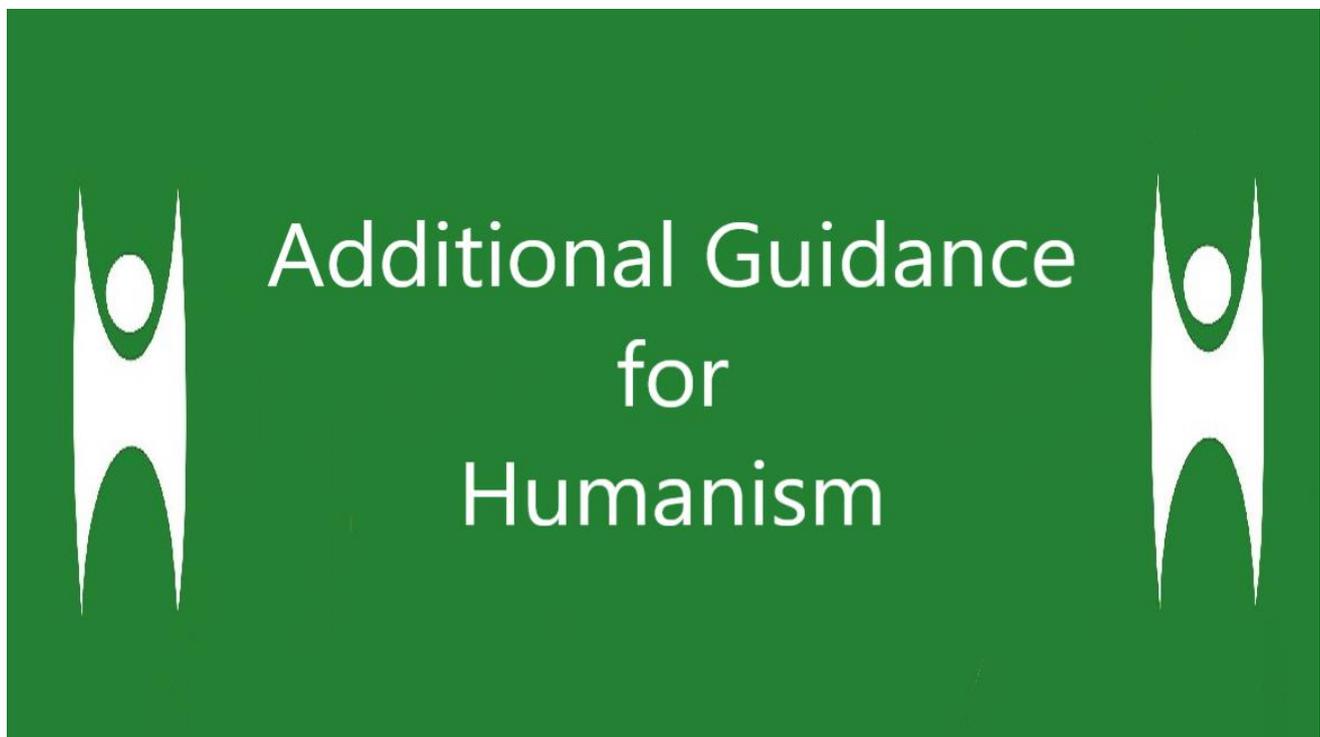
Durham Revised Agreed Syllabus for RE

Isobel Short Specialist Inspector for RE at Education Durham has supported the work of the Durham Agreed Syllabus Conference in 2018-19 and written a draft Agreed Syllabus for County Durham on their behalf. She also provided support to SACRE.

Education Durham enabled Isobel, Specialist Inspector for RE to attend the 2019 National Association of RE Inspector, Adviser and Consultants in Manchester.

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**AGREED SYLLABUS
for
RELIGIOUS EDUCATION
in
DURHAM 2020**



PREPARED BY

 **North East
Humanists**

Promoting a positive, caring, outlook for the one life we have

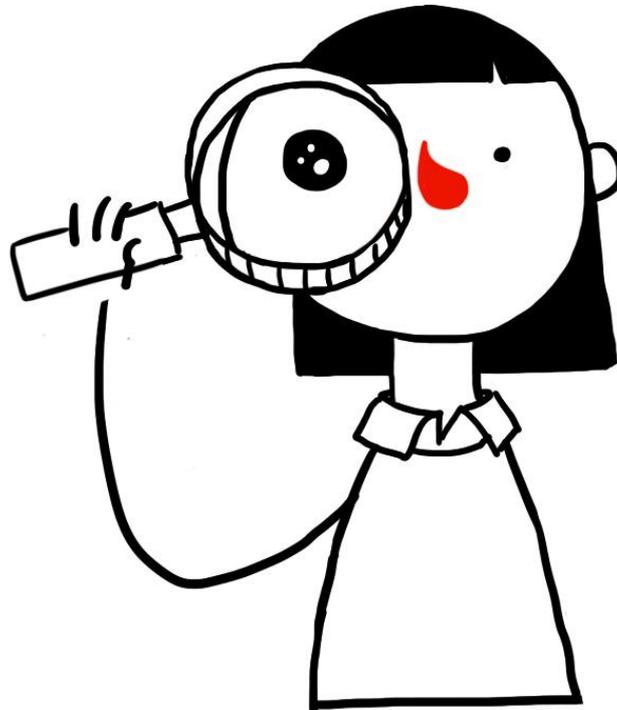
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Information and Support for Schools

North East Humanists is a partner group of Humanists UK
We have our own local Education Panel and
school speakers trained by Humanists UK.

We can come into schools to present lessons, lead assemblies,
contribute to inter-faith events and advise staff.

This document and other information are available through our website
<https://www.northeast-humanists.org.uk>



If you would like further advice or are interested in having a
humanist school speaker please contact

Kate Hinton, Education Officer, North East Humanists
katehinton.equalities@yahoo.co.uk

You can also book a visit through the Humanists UK website
www.understandinghumanism.org.uk/

Agreed Syllabus for Religious Education in Durham 2020

Additional Guidance for Humanism

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Foreword

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Introduction

Purpose of the Additional Guidance

The purpose of the Additional Guidance is to provide RE teachers with easy-to-use information and ideas in order to teach about Humanism within the context of the Agreed Syllabus. The Agreed Syllabus provides a curriculum plan and schemes of work for each key stage, including post 16, and focusses on six core religions. Humanism and other world views are woven into sections throughout, rather than being addressed separately. Thematic studies for each key stage provide cross-cutting topics for interfaith study.

The Understanding Humanism website provides teachers with planning guidelines and a lot of teaching resources, prepared by Humanists UK.

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

<https://understandinghumanism.org.uk/planning-guidelines/>

However, navigating and selecting from these could be a time-consuming process. So these Guidelines are designed to provide short cuts to some of the most relevant and useable resources, for an initial study of Humanism.

The Guidelines are also important because *'the study of Humanism will often differ from the study of religions. It is a worldview without a holy text or founding figure, with no festivals, compulsory rituals, places or objects of worship, prayers, hymns, or structures of authority. To understand Humanism, it is necessary to explore certain philosophical questions and humanist approaches to them. Although humanists share many beliefs and values, they do not all agree about everything, in fact debate is at the heart of Humanism. But it requires more than that. It also involves an understanding of Humanism as a lived belief: its impact on people's lives in our modern, pluralistic, and often confusing world.'* (Humanists UK)

Who the guidance is for

The Guidance is for teachers in Durham and in other North East Local Authorities who have purchased an adapted version of the syllabus for their use. It could also be useful for teachers using other Agreed Syllabuses, since many of the key questions and topics will be the same or very similar.

The Guidance is structured around each Key Stage. It will be readily useable by all phases: Primary, Middle and Secondary. Teachers, perhaps particularly those with a coordinating role for RE, will find it helpful for curriculum design, but all staff teaching RE should find it helpful.

Additionally it will be of interest to members of SACREs and staff of Local Authorities concerned with the quality of and support for RE. For more information, or services to support this document, please contact North East Humanists.

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The National Context

Schools are required to include the study of non-religious views throughout all key stages. The 2013 Religious Education Council Framework for RE refers to religion and world views. The inclusion of non-religious world views in RE is widely considered to be best practice. Much more recently, September 2018, the Commission on Religious Education published their report 'Religion and World Views: The Way Forward' This influential Report proposes a new National Plan for RE which is centered around the proposal that the subject be called *Religion and World Views*. The report expects all pupils to

..... learn about world views and concepts including Humanism, secularism, atheism and agnosticism, including the various experiences of those who identify as having 'no religion'.

Whilst the National Plan has yet to be fully implemented, the overall direction for the development of RE is widely accepted. This is echoed in Wales by the Welsh Government decision in 2020 to consult on a plan to rename RE to 'Religions and World Views'. Currently GCSE syllabuses are proving less flexible in content, but the basic principles to address non-religious world views as appropriate apply nonetheless.

Why Humanism?

This vision for RE is in the context of changing social attitudes and beliefs. According to the latest British Social Attitudes Survey, conducted by the National Centre for Social Research and published in July 2019, 52% of the population identifies as non-religious. This percentage rises to 75% amongst younger people. A significant proportion of the non-religious, although not identifying as humanists, share many of the humanist principles and values.

'Studying Humanism can contribute towards schools' goals, and Ofsted requirements, of ensuring the spiritual, moral, social, and cultural (SMSC) development of young people, and the study of fundamental British values. It can help students to recognise that non-religious people have as much potential to explore questions of meaning and value as religious people, and that morality has a role to play in our lives independently of religion. The study of a non-religious worldview, and what makes it distinct from religious worldviews, can help enable students to recognise, appreciate, and celebrate diversity. It also allows young people the opportunity to discover how humanist and non-religious thinking have helped to shape our country's culture and identity. For many humanists, liberty, democracy and the rule of law are human values, not just British values, and the study of Humanism allows young people a wealth of opportunities to explore the merits of and challenges to each.'
(Humanists UK)

The latest version of the Ofsted Framework places greater emphasis on a student-centred curriculum design, with less emphasis on statistics and more on the quality of the curriculum. Conversation with staff and pupils are a major source of evidence. SMSC is seen as important for pupils to develop reflective views on beliefs and respect for all religions and world views. Studying Humanism clearly has a contribution to make to these.

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How to use the Additional Guidance

This Guidance should be read alongside core sections of the Agreed Syllabus. Particularly important are the elements of RE: Knowledge and Understanding and Critical Thinking. Expectations by Key Stage should be applied to pupil learning about Humanism just as it is to religions.

The Guidance is organized around four Key Stages in charts with four columns.

Column one: Questions from the Question Bank in the Agreed Syllabus

Column two: Additional humanist questions drawn from the Understanding Humanism resources

Column three: Links to relevant Themes and Perspectives available on the Understanding Humanism website (see lists in the Appendix)

Column four: Examples of activities mostly from the Understanding Humanism Themes / Perspectives and a few other sources.

Additionally there are suggestions for key vocabulary.

Once teachers have used the web links in columns three and four the suggested resources and activities are easily accessible. These links contain other resources and activities which teachers may also want to explore and use.

Links to other sources, such as the BBC and YouTube, go directly to the resource.

Over the four key stages, resources and activities are drawn from all the Understanding Humanism Themes. All themes are drawn from in the primary phase and, similarly, almost all in the secondary phase. The recommended activities become more intellectually demanding over the four Key Stages, building on prior knowledge and increased maturity. This guidance, therefore, attempts to provide sound coverage taking account of progression.

Appendices

Two of the appendices provide comprehensive lists of the Themes and Perspectives available on the Understanding Humanism website.

There is also a link to inclusive assemblies which may be useful for broadening Collective Worship.

Additional Guidance for Humanism KS1

Question from the Question Bank in the Agreed Syllabus	Additional humanist questions	Understanding Humanism Themes / Perspectives	Examples of activities
<p>How do Humanists express their beliefs?</p>	<p>What do Humanists believe?</p> <p>What makes humans special?</p> <p>What do humanists celebrate?</p> <p>How do humanists believe we can be happy and help others to be happy?</p> <p>What books do humanists read?</p>	<p>What is Humanism? https://understandinghumanism.org.uk/uhtml/eme/what-is-humanism/?age=5</p> <p>Discover and Explore Humanism at KS1 https://www.northeast-humanists.org.uk/</p> <p>Knowledge and belief https://understandinghumanism.org.uk/uhtml/eme/knowledge-and-belief/?age=5</p> <p>Celebrations and Ceremonies https://understandinghumanism.org.uk/uhtml/eme/celebrations-and-ceremonies/?age=5</p> <p>Meaning and Happiness https://understandinghumanism.org.uk/uhtml/eme/meaning-and-happiness/?age=5</p> <p>See book 'What is Humanism' and list of children's books https://understandinghumanism.org.uk/books-for-children/</p>	<p>Discussion using 'What is Humanism' PPT presentation Happy human symbol</p> <p>Use collection of objects to illustrate what is important to humanists. Lesson plan by Laura Fitzsimons</p> <p>Discussion using 'What makes us special' PPT presentation</p> <p>Watch film of naming ceremony and use associated activities</p> <p>Class activity: Ingredients of happiness</p> <p>Explain about 'What is Humanism' and read some stories from the listed books</p>

Key vocabulary Humanist, happy human, special, kindness, community, celebration, curiosity, evidence

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Additional Guidance for Humanism KS2

Question from the Question Bank in the Agreed Syllabus	Additional humanist questions	Understanding Humanism Themes / Perspectives	Examples of activities
<p>What can we learn about religious diversity in our area, eg Humanism?</p> <p>https://understandinghumanism.org.uk/planning-guidelines/</p>	<p>How do we decide what to believe?</p> <p>Why don't Humanists believe in God?</p>	<p>What is Humanism?</p> <p>Theme: Knowledge and Belief. understandinghumanism.org.uk/uhtHEME/knowledge-and-belief/?age=7</p> <p>Theme: Atheism and agnosticism. understandinghumanism.org.uk/uhtHEME/atheism-and-agnosticism/?age=7</p>	<p>Presentation: What is Humanism Film. Who Are Humanists Presentation; How Humanist are you. Adapt/simplify</p> <p>Presentation: What makes us special. Group activity; beliefs and evidence match Conduct a murder trial: what counts as good evidence? The happy human, indicate what makes a Humanist a humanist. View a fossil (e.g. an ammonite): what does it tell us? Briefly discuss evolution ask what children know and what evidence there is.</p> <p>Discussion around humanist need for evidence but tolerance of people's beliefs. Invisible pencil eating monster. Adapt for group activity. Compare and contrast humanist and religious beliefs</p>

	<p>How do we believe we can lead a good life?</p> <p>What do we value in life?</p> <p>What are our views on happiness?</p> <p>What do celebrations tell us about the things Humanists value?</p> <p>What books do Humanists read?</p>	<p>Theme: Ethics, the Golden Rule. understandinghumanism.org.uk/uhttheme/values/?age=7 understandinghumanism.org.uk/uhttheme/knowledge-and-belief/?age=7</p> <p>Theme: Humanist values. https://understandinghumanism.org.uk/uhttheme/values/?age=7</p> <p>Theme: Happiness, Meaning and Purpose. understandinghumanism.org.uk/uhttheme/meaning-and-happiness/?age=7</p> <p>Freedom and responsibility https://understandinghumanism.org.uk/uhttheme/freedom-and-responsibility/?age=7</p> <p>Theme: Celebrations and Ceremonies. understandinghumanism.org.uk/uhttheme/celebrations-and-ceremonies/?age=7</p> <p>See book 'What is Humanism? And list of children's books.' https://understandinghumanism.org.uk/books/</p>	<p>Philip Pullman video on conscience https://understandinghumanism.org.uk/films/page/8/ Moral dilemmas: what would you or a humanist do and why? Identify sources of the Golden Rule from around the world on a map.</p> <p>Presentation: slide 3 Discuss words associated with humanist values. Which three would you rate as most important to you.</p> <p>Discuss 'Human perspectives'. Write your own list of what makes you happy. How do you and others endeavour to make other people happy.</p> <p>Presentation: Freedom, responsibility, connections.</p> <p>Watch the video of a humanist wedding Spot the difference activity</p>
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Key vocabulary

Humanism, humanist, humanity, atheist, agnostic, science, evidence, reason, curiosity, ethics, evolution, natural selection, Big Bang, Happy Human, Golden rule, human rights, empathy, morality, respect, responsibility, critical thinking, The Good Life, mortality, dignity, celebrant, pastoral support, secularism, soul, materialism

Additional Guidance for Humanism KS3

Questions from the Question Bank in the Agreed Syllabus	Additional humanist questions	Understanding Humanism Themes / Perspectives	Examples of activities
What does it mean to live as a Humanist?	What is Humanism? What are the key beliefs of Humanism?	Theme: Understanding Humanism https://understandinghumanism.org.uk/uhteme/what-is-humanism/?age=11	PPT presentation ‘ What is Humanism?’ Make a selection from 36 slides Quiz – How Humanist are you?
Is there evidence of God's existence?	Does God exist?	Theme Understanding Humanism KS3 Perspective: Arguments for Gods https://understandinghumanism.org.uk/perspectives/	Link to BBC film: A is for Atheism PPT presentation with class activities. Make a selection eg Slides 1-12
Is death the end?	What happens after death?	Theme: Life and Death https://understandinghumanism.org.uk/uhteme/life-and-death/?age=11	Link to BBC film: A Question of Faith Activity: The River of Life

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<p>What does it mean to be human?</p>	<p>Does life have any meaning? Is happiness the most important thing in life? What is 'the good life'?</p>	<p>Theme: Meaning and Happiness https://understandinghumanism.org.uk/uht/eme/meaning-and-happiness/?age=11</p>	<p>PPT presentation: Does life have any meaning? Paired activity: Ingredients of the good life</p>
<p>How can the arts express beliefs and spirituality?</p>		<p>What is humanism? See assembly and Frank Turner song. https://understandinghumanism.org.uk/assemblies/</p>	<p>Three lesson plans from Amnesty International about artists who have contributed to human rights https://www.amnesty.org.uk/resources/resource-pack-power-our-voices</p>
<p>Where does authority lie?</p>	<p>What makes something right or wrong?</p>	<p>Theme: Ethics https://understandinghumanism.org.uk/uht/heme/ethics/?age=11</p>	<p>Cartoon film: What makes something right or wrong?</p>
<p>How do people make moral decisions?</p>	<p>Do humanists have rules to follow? How do Humanists deal with moral dilemmas?</p>	<p>Theme: Ethics https://understandinghumanism.org.uk/uht/heme/ethics/?age=11 Theme: Ethics https://understandinghumanism.org.uk/uht/heme/ethics/?age=11</p>	<p>PPT presentation with class activities 'Do Humanists have rules to follow?' Selection from six activities related to this. Film: Human Nature by Philip Pullman PPT presentation 'How do humanists deal with moral dilemmas?' Group activity 'Moral dilemmas'</p>

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What does justice mean?	A fair punishment?	Perspective: Crime and Punishment https://understandinghumanism.org.uk/perspectives/	PPT presentation: Crime and Punishment with class activities. Quite challenging concepts, mostly more suitable for KS4 and beyond, though simplification of some activities is possible.
Where did the Universe come from?	What is known and what is theory?	Perspective: Knowledge and Belief; Evidence https://understandinghumanism.org.uk/uhteme/knowledge-and-belief/	The Galaxy Song from The Meaning of Life. Lots of versions. https://www.youtube.com/watch?v=SqwasQIJ54w BBC Bitesize. https://www.bbc.co.uk/bitesize/guides/zpkrb82/revision/2 Models of the Universe https://www.youtube.com/watch?v=Mgn5GOCCgLw

Key vocabulary Humanism, humanist, humanity, atheist, agnostic, science, evidence, reason, curiosity, ethics, evolution, natural selection, Big Bang, Happy Human, Golden rule, human rights, empathy, morality, respect, responsibility, critical thinking, consequences, The Good Life, mortality, dignity, celebrant, pastoral support, secularism, soul, materialism

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Additional Guidance for Humanism KS4

Question from the Question Bank in the Agreed Syllabus	Additional humanist questions	Understanding Humanism themes / perspectives	Examples of activities, videos and presentations
Is death the end?	<p>Does death make life more meaningful?</p> <p>What should we think about death?</p>	<p>Theme: Meaning and happiness KS4 https://understandinghumanism.org.uk/uhtml/eme/meaning-and-happiness/?age=14</p> <p>Theme: Life and Death https://understandinghumanism.org.uk/uhtml/eme/life-and-death/</p> <p>Perspective: Death https://understandinghumanism.org.uk/wp-content/uploads/2016/04/Death-Humanist-Perspective-Death.doc</p>	<p>PowerPoint Presentation: Does death make life more meaningful?</p> <p>Video: What should we think about death?</p>
What makes us Human?	<p>Does life have any meaning?</p> <p>What is the good life?</p>	<p>Theme: Meaning and happiness KS4 https://understandinghumanism.org.uk/uhtml/eme/meaning-and-happiness/?age=14</p>	<p>Video: Cultural transmission (BBC) https://www.youtube.com/watch?v=mrWPSP35gUk</p> <p>Video: What does it mean to be me? (BBC) https://www.youtube.com/watch?v=qpXNRtuo38</p>
Why do people suffer?	<p>Why do bad things happen?</p> <p>What does the word evil mean?</p>	<p>Theme: Atheism, Agnosticism and Humanism KS4 https://understandinghumanism.org.uk/uhtml/eme/atheism-and-agnosticism/?age=14</p> <p>Perspective: Problem of Evil</p>	<p>Concept cartoon on belief</p> <p>PowerPoint presentation: The problem of evil</p>

		https://understandinghumanism.org.uk/wp-content/uploads/2016/11/Gods-problem-of-evil-Humanist-perspective.docx	Questions for discussion on page 7
What is it like to live a faith?	What is like to live as a humanist?	Theme: What is Humanism KS4 https://understandinghumanism.org.uk/uhtml/eme/what-is-humanism/?age=14	Quiz: How humanist are you? A selection of short films to stimulate discussion or individual research: What does Humanism mean to humanists? When did you decide you were a humanist? Who are humanists? An Introduction to Humanism
Can we respect and have tolerance for all faiths and beliefs?	What do humanists want? What political concepts are important for humanists?	Theme: Secularism and society KS4 https://understandinghumanism.org.uk/uhtml/eme/secularism-and-society/?age=14	Video: Building a better world: Interfaith Events. Please contact us https://www.northeast-humanists.org.uk/speakers-schools-etc/ for a trained humanist school visitor.
Should religion and politics mix?	What is secularism? Why is it important?	Theme: Secularism and society KS4 https://understandinghumanism.org.uk/uhtml/eme/secularism-and-society/?age=14	What is secularism and why is it important? A selection of short films.
Why might people borrow religious beliefs and practices?	How can I be good?	Theme: Ethics https://understandinghumanism.org.uk/uhtml/eme/ethics/?age=14 Perspectives: Ethics	PowerPoint presentation and Lesson Plan: How do humanists deal with moral dilemmas?

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	Why should we avoid prejudice and unfair treatment or discrimination?	The Golden Rule The evolution of morality Perspective: Discrimination and Prejudice https://understandinghumanism.org.uk/wp-content/uploads/2016/09/Discrimination-and-Prejudice-Humanist-Perspective.docx	Questions for discussion on page 4
How do we make moral decisions?	How do humanists decide how to behave? Can we be good without a god? What is the aim of morality? Has morality evolved? How can we respond to moral dilemmas?	Theme: Ethics https://understandinghumanism.org.uk/uhteme/ethics/?age=14 Perspective: Ethics Evolution of morality https://understandinghumanism.org.uk/wp-content/uploads/2016/04/Ethics-Evolution-of-morality-Humanist-Perspective.docx	PowerPoint presentation and Lesson Plan: How do humanists deal with moral dilemmas?
Harm no living thing?	Can animals suffer? Should there be such a thing as animal rights? How should we treat animals? How can we contribute to animal welfare?	Perspective: Animal welfare and Vegetarianism https://understandinghumanism.org.uk/wp-content/uploads/2016/09/Animal-Welfare-and-Vegeterianism-Humanist-Perspective.docx https://humanism.org.uk/campaigns/public-ethical-issues/animal-welfare/	Class debate on questions posed in this perspective. Alternatively please contact us https://www.northeast-humanists.org.uk/speakers-schools-etc/ for a trained humanist school visitor.

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Do rituals matter?	What would you want to promise to a new baby? What responsibilities to parents and children have to each other? What makes a good marriage and a good wedding? What would you like to be remembered for? Can a funeral be a celebration?	Humanist Ceremonies https://humanism.org.uk/ceremonies/ Perspective: Celebrations and Ceremonies https://understandinghumanism.org.uk/wp-content/uploads/2016/04/Celebrations-and-ceremonies-Humanist-Perspective.doc	Compare ceremonies from different worldviews Plan a ceremony for a naming, a wedding or a funeral.
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Key vocabulary

Kindness, respect, rights and responsibilities, empathy, compassion, ceremonies, ritual, death and mortality, funerals, eulogy, reflection, conscience, constraints, consequences, freedom, Atheism, Agnosticism, Secularism, Humanism, meaning of life, happiness, autonomy, values, morality

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APPENDIX

Understanding Humanism: Themes <https://understandinghumanism.org.uk/>

Resources are organized according to themes and include lesson plans, classroom activities, presentations, films and perspectives (see below)

KS1 5 - 7	KS2 7 - 11	KS3 11 - 14	KS4 14 - 16
What is Humanism	What is Humanism	What is Humanism	What is Humanism
Celebrations and Ceremonies	Celebrations and ceremonies		
Knowledge and belief	Knowledge and belief	Knowledge and belief	
Meaning and happiness	Meaning and happiness	Meaning and happiness	Meaning and happiness
	Ethics	Ethics	Ethics
	Values	Values	Values
		Life and death	Life and death
	Freedom and responsibility	Freedom and responsibility	Freedom and responsibility
	Atheism, Agnosticism and Humanism	Atheism, Agnosticism and Humanism	Atheism, Agnosticism and Humanism
		Secularism and society	Secularism and society

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Understanding Humanism: Perspectives <https://understandinghumanism.org.uk/>

These provide background information for adults, often with issues and questions for class discussion. Some of them are accompanied by a PPT presentation, which can be quite long and detailed, so selection is needed.

Understanding Humanist Perspectives Adult background information / issues	Presentation PPTs	Class questions and activities
Celebrations and Ceremonies		✓
Happiness		
Death		
Ethics		
Ethics: Golden Rule		✓
Ethics: Evolution of morality		
Euthanasia	✓	✓
Families and Relationships	✓	✓
Discrimination and Prejudice	✓	✓
Customs and Traditions		✓
Sex, Contraception and	✓	✓
Environmental Issues	✓	✓
Animal Welfare and Vegetarianism		✓
Abortion	✓	✓
Atheism, Agnosticism and Humanism		✓
Gods		
Arguments for Gods	✓	✓
Problem of Evil	✓	✓
Crime and Punishment	✓	✓
Terrorism		✓
War and Peace		✓

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Collective Worship

The legal requirements for Collective Worship are quite separate from those for RE, as are the inspection processes. Within that framework schools may wish to broaden the content of their assemblies to be more inclusive.

The website below provides links to many organisations providing themes and materials suitable for assemblies for each Kay Stage.

<https://humanism.org.uk/education/assemblies-for-all/>

Here are some examples:

A Promise to the world's young people UN Convention on the Rights of the Child
<https://unicefuk.app.box.com/s/idsajp6cg8hoi6jbnf524w9hdky85wfg/file/224862606327>

Science and Technology <https://assembliesforall.org.uk/themes/science-and-technology/>

Art, Theatre and Music <https://assembliesforall.org.uk/themes/art-theatre-and-music/>

Values and emotions <https://assembliesforall.org.uk/themes/values-and-emotions/>

World Humanist Day, [21st June]. <https://understandinghumanism.org.uk/wp-content/uploads/2019/11/What-is-humanism-Assembly-KS3-and-4-1.pdf>

Alternatively please contact us <https://www.northeast-humanists.org.uk/speakers-schools-etc/>
for a trained humanist school visitor

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