



**Year 7 Humanism**

**8 Lessons**

**Aims:** This unit of work is designed to introduce students to secular spirituality, and investigate the impact religion and faith have on community. This unit examines the enquiry question: How can beliefs and values serve as a guide for moral decision making in Communities?

The focus is to explore the Humanist teachings, beliefs and practices, with opportunities for pupils to encounter different religious groups, raise and discuss questions, evaluate ethical issues and reflect on and evaluate their own beliefs and values. It will draw particularly from the Christian and Humanist traditions.

**Where the unit fits in:**

This unit links with the following key stage 3 guidelines in the National Curriculum:

**Key Questions**

- What is Humanism?
- How do people judge morality and ethics?
- How helpful is it to live as part of a community?

This unit could build on what pupils might have learnt about different religious communities, faith in action, and the 6 major world religions.

**Links to KS4:**

- Component 2 (Route A) The Nature of God: Exodus 7 -11
- Component 1 (Route A) Theme 2: Issues of Life and Death

Key Skills	Literacy Links	Numeracy Links
<ul style="list-style-type: none"> <li>• To learn to use ICT and dictionaries for research</li> <li>• To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation)</li> <li>• To develop an understanding of how belief impacts communities and believers</li> </ul> <p><b>Key Processes – pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> the impact of religious / secular beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity.</li> <li>• <b>Investigate</b> comparisons between secular and religious groups</li> <li>• <b>Evaluate</b> how religious beliefs and teachings inform answers to ethical issues.</li> <li>• <b>Evaluate</b> beliefs, commitments and the impact of religion in the contemporary world.</li> <li>• <b>Express</b> insights into the significance and value of religion on human relationships.</li> </ul>	<p>Key Words:</p> <p>Moral Dilemma, Big Bang Theory, Science, Evidence, Atheism, agnosticism, materialism, reason, the problem of evil, enlightenment, the golden rule, humanism</p>	<p>Chronology opportunities</p>
<b>Assessment</b>	<b>Cross-Curricular Links</b>	
<p><b>Baseline Assessment:</b></p> <p>15 Mark GCSE style question – ‘You need God to live a good life and give it purpose’ discuss</p>	<ul style="list-style-type: none"> <li>• Chronology: Maths</li> <li>• English Language</li> </ul>	

	<ul style="list-style-type: none"> <li>• Geography – countries of origins</li> </ul> <p><b>SMSC Opportunities and British Values</b></p> <ul style="list-style-type: none"> <li>• Encourages students to understand the diversity of beliefs in British culture</li> <li>• Citizenship/ PSHE – belonging, identity and features of an ideal community.</li> <li>• SMSC – Social – belonging to communities; moral – rules/ guidelines for people to live by/ ideas of fairness and justice.</li> </ul>
<p><b>Opportunities for further Learning</b></p>	
<p><b>Option 1: Knowledge</b> – Revise the Knowledge Organiser to learn the core facts of the unit  <b>Option 2: Application</b> – Answer the Question: Why does a Humanist not believe in God?  <b>Option 3: Assess</b> – Problem of Evil SMHW Quiz  <b>Option 4: Research</b> - Galileo</p>	