

Religious Studies Department

Year 9

Topic: Humanism

Learning Journey

Prior learning: Students will have looked briefly at Humanist-related beliefs (atheism, scientific theories etc.) while studying Intro to Religion in Year 7 and through other ethical topics (e.g. Animal Rights). However, the idea of Humanism will not have been expressly taught prior to this unit, and this will provide an opportunity to look at how Humanism challenges certain religious ideas and principles and what it might offer as an alternative to religion.

Learning sequence – topic title							Endpoint
Main learning steps	Students are introduced to the concepts and key principles of Humanism. They will be introduced to certain key figures and the significance of key ideas of science, reason and liberal values.	Students will introduce Humanism as a historical movement. They will consider the challenge to religious authority, initially by individuals of faith, focusing on Galileo.	Students will explore ideas around Humanist morality, including utilitarianism. They will consider religious and non-religious moral ideas and apply these to moral dilemmas.	Students will consider Humanist arguments in relation to God, considering reasons Humanism might challenge religion and its influence. They will explore Humanism offers fair or unreasonable criticism.	Students further explore Humanist morality by considering different Humanist perspectives Animal Rights. Students will consider if Humanism or Religion is better suited to support Animal Rights.	Students will further explore Humanism today through Humanist ceremonies. They will explore Humanist attitudes to marriage (including same-sex marriages), as well as other Humanist ceremonies.	Students will consider the different things that Humanism might offer atheists and whether non-religious people would want to be part of the Humanist community or if it seems unnecessary in an increasingly secular UK.

Assessment							<p>Students complete an essay style question in line with the Religious Studies GCSE. This will be an opportunity to practice effective technique and will specifically focus on strengthening the skill of evaluation. The essay will be levelled using principles from the GCSE mark scheme to stretch students in line with GCSE expectations.</p>
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Where will we use these ideas again: *Humanism is a frequently cited perspective at GCSE, typically being the non-religious view that is contrasted with Christianity and Islam. Utilitarianism is also a frequently referenced relevant ethical theory. Non-religious attitudes will be applied to a wide-range of issues, while animal rights and LGBT+ issues are key topics within the Christianity part of the GCSE course.*