

## Knowledge and Understanding of Non-Religious World Views

### General Skills Development

By the **end of KS2** pupils should be able to:

Compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.

By the **end of KS3** pupils should be able to:

Explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, make well informed and reasoned responses.

### Key Vocabulary

Humanism, Humanist, Science, Atheist, Agnostic, Theist, Secular, Afterlife, ethics, relationships, evolution, human rights, compassion, respect, dignity, tolerance, democracy, evidence, soul.

#### **Beliefs and Authority-core beliefs and concepts; sources of authority; writings and leaders**

*By the end of KS2, students should be able to:*

- Describe and explain how Humanists believe that the material world is the only one that exists, that there is no supernatural cause for its existence.
- Explain how Humanists believe humans have evolved.
- Show understanding of how Humanists believe in reason and evidence rather than sacred texts.
- Describe Atheism and Agnosticism, including Humanist positive philosophy without need for a god or gods.
- Explore the absence of belief in an afterlife and implication of seeking happiness and meaning in this life.

*By the end of KS3, students should be able to:*

- Enquire into Humanist beliefs in the centrality of science and evidence rather than sacred texts.
- Explore how Humanists believe that science can inform but not answer questions of meaning and value.
- Evaluate beliefs about the origin of the universe and life on earth, comparing and contrasting religious and non-religious approaches.

#### **Worship and Spirituality-prayer and worship; festivals; making decisions**

*By the end of KS2, students should be able to:*

- Compare and contrast how non-religious people mark key moments in people's lives including naming's, weddings and funerals.
- Explain and show understanding of Humanist beliefs in shared human moral values.
- Weigh up belief that human beings alone can make world a better place.
- Summarise some principles of non-religious ethics e.g. respect for dignity for all.
- Give reasons why the absence of religious texts may affect decisions.

*By the end of KS3, students should be able to:*

- Express insights into Humanist beliefs in contributing to the common good, freedom to choose how we live and the balance between individual autonomy and social responsibility.
- Evaluate the importance of tolerance of different ways of living, improving human welfare and respecting all people (UN rights).
- Make well informed responses to dealing with conflicting ethical principles.

- Explain and interpret Humanist understanding that humans evolved alongside other animals.
- Explore what is meant by Atheism and Agnosticism and respond to questions about how this affects approaches to life and decisions.
- Investigate the concept of miracles and make considered response to the interpretation.
- Enquire into Humanist beliefs about death and the absence of a soul, including explaining Humanist funerals as a celebration of life.
- Explore, apply and make reasoned responses to Humanist beliefs about finding meaning, purpose and value in life without the need for religion.
- Express insights into how non-religious people cope with and strive to minimise suffering, pain and injustice.

- Enquire into how Humanists and other non-religious people contribute to the development of morality and justice.
- Explain and explore key areligious values, including democracy, human rights, rule of law, secularism, freedom of expression and tolerance.