



Worldview	Humanist
Denomination	n/a
Question answered:	What is sacred to humanists? (KS2 Q1)
Key concepts, questions, and outcomes:	How might beliefs and community shape a person's identity? Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
Key teaching points:	Humanists do not believe in God, but there are values and beliefs that they consider worthy of reverence and respect.
Prior knowledge:	Pupils should have encountered religious definitions of the word sacred and examples of the kinds of things that might be considered sacred by a range of believers.

Core Vocabulary:			
<b>Sacred</b>	Holding something in high esteem	<b>Reason</b>	The ability to think logically
<b>Empathy</b>	Being able to see and feel things from the point of view of another person	<b>Critical Thinking</b>	Thinking logically and making judgements
<b>Compassion</b>	Seeking to help others who are in need	<b>Evidence</b>	That which provides proof or strong probability
<b>Declaration of Human rights</b>	Document signed in 1948 by many of the countries of the world declaring the equality of treatment for all human beings	<b>Supernatural</b>	Things that cannot be explained by evidence or observed scientifically; beyond the laws of nature

Summary of answers:
<p>Each of the four speakers approaches this question in a different way, underlining the fact that as there are no sacred texts, teachers or hierarchy, every humanist is free to choose what they believe.</p> <p>The first speaker talks about the four values that underpin her life choices, focusing particularly on the first two – empathy and compassion.</p> <p>The second speaker talks about how science has proved that all human beings have more or less the same DNA and that therefore kindness should be extended to all. The aim of the life of a humanist should be to be 'good without God'.</p> <p>Like the first speaker, the third has four principles. He refers to human progress and the way that humans have used reason, observation and science to improve human lives. He cites the 1948 Universal Declaration of Human Rights as an important milestone in the development of humanity and the equal treatment of all people. He sees the accumulated knowledge of humanity, found in books and on the internet as sacred. He places the most value on the ability of humans to reason and think critically. The fourth speaker picks this up and reaffirms the humanist belief that things of most value are those for which there is scientific evidence. That doesn't prevent humanists from wondering at the beauty of the world and the complexity of the human mind.</p>



**Next Steps:**

Compare the items that the speakers hold 'sacred' looking for similarities.  
Find out if there are religious traditions that place value on any of the same things.  
Discuss the advantages and disadvantages of people being free to make up their own minds.  
Discuss the question of whether personal experience can be used as evidence.  
Read about the Universal Declaration of Human Rights and the history associated with it. Consider how it has improved human life.  
There are some big themes and questions in this film. Allow older pupils to decide what aspects they would like to pursue.  
What evidence do the pupils see around them that humanity can solve human problems?