

## Society: overview (age 7+)

**Big question:** What kind of world do I want?

**Key vocab:** solidarity, shared needs, equality, responsibility, freedom, fairness, kindness, human rights, action



<b>Knowledge outcomes:</b> Students should know about the following common features of a humanist approach to building a healthy society		
<b>Believing that human beings share many needs and feelings</b>	<b>Taking responsibility for building a better world</b>	<b>Promoting freedom, fairness, and kindness</b>
<ul style="list-style-type: none"> <li>• The belief that human solidarity can help bring us closer together</li> <li>• The belief that what we share is greater than that which divides us</li> <li>• Treating people equally, not differently according to gender, race, nationality, sexuality, disabilities, or religion or belief</li> </ul>	<ul style="list-style-type: none"> <li>• The belief that human beings alone are responsible for improving the quality of our lives (help won't come from elsewhere)</li> <li>• The absence of belief that wrongs will be put right in some future life, and the need to work for fairness and happiness in the here and now</li> <li>• Recognising the progress we have made towards a fairer and better world, but that there is still much work to be done</li> <li>• Taking practical action to make the world a better place, believing each of us can contribute in some way</li> </ul>	<ul style="list-style-type: none"> <li>• The belief that our shared needs, desires, and feelings can help us to see what kind of goals we should work for</li> <li>• Supporting human rights as a way to support human freedoms and equality</li> <li>• Trying to treat other people with warmth and respect, and trying to live together peacefully</li> </ul>

### Introduction

- Begin with the [‘A humanist approach to life: a summary’ slide](#) to introduce/recap the core features of a humanist approach to life.
- Explain that you are going to explore some of the goals and ambitions humanists have for building what they believe would be a better world in which everyone can live well together.

### Human solidarity

- Carry out the [Human solidarity activity](#) to explore the humanist belief that focussing on what we share rather than how we differ can motivate us to treat everyone equally.
- Digging deeper: share and discuss the [The Manchester United experiment information sheet](#).

### Humanist motivations and goals

- Share the [Humanist motivations and goals information sheet](#) and discuss what responsibilities humanists believe they have and the value they place on freedom, fairness, and kindness.
- You could also share the [What are humanist goals for society? information sheet](#).
- Play the song [Imagine by John Lennon](#), share the [information sheet](#), and discuss the lyrics.
- Digging deeper: Read [I have the right to be a child](#) by Alain Serres, Aurelia Fronty, and Sarah Ardizzone or show the [film \(youtube.com/watch?v=mCDWuYp98yI\)](https://www.youtube.com/watch?v=mCDWuYp98yI) to explore children's rights which are supported by many humanists.

### Practical action

- Share the [Humanists in action information sheet](#) and explore some of the practical actions humanists take to work for what they believe will be a better world.

- If not covered in KS1, you could read the [Starfish thrower story](#) and/or show the [film](#) ([youtube.com/watch?v=Z-aVMdJ3Aok](https://www.youtube.com/watch?v=Z-aVMdJ3Aok)) and discuss the meaning of the story with the students and the humanist belief that we must take action if we want to make the world a better place.

### Summary and assessment

- Share and discuss the [Multiple-choice questions](#).
- Carry out the [Fill in the blanks activity](#).
- Review the knowledge outcomes above.
- Ask the students what questions they would like to ask a humanist.