

‘Nones’

Key Stage I

Introduction for Teachers

Who are ‘nones’? In this first set of notes you will find information to introduce you to the idea of ‘nones’ and related ideas. The word ‘none’ refers to someone who says they have no religion. When asked, ‘what is your religion?’ they answer ‘none’. This is a new term to describe a growing number of people in Britain and other Western countries who live with no religion. As you can see below, there are other terms for people who do not belong to a religion in the traditional way.

We can see from the 2021 Census that today less than a half of the UK population describe themselves as Christian. This marks a 13% decline since the 2011 Census. Moreover 37% of people describe themselves as having no religion. This has increased from 25% in the 2011 Census.

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021>

In a report by the thinktank Theos, which looks at belief in public life, some interesting information about people who do not believe in God or belong to a religion has emerged. The report identifies three groups in British society: ‘nevers’, ‘non-religious’ and ‘atheists’. ‘Nevers’ are people who never attend a religious service as a worshipper. ‘Non-religious’ are people who state they have no religion. ‘Atheists’ are people who say they do not believe in God. However, as we shall see, there is interesting detail in this information. Firstly, while 47% of people describe themselves as ‘nevers’ and 44% of people describe themselves as ‘non-religious’, only 24% describe themselves as ‘atheists’. This suggests that people who do not engage in religion and religious practices might not be atheists. In fact, 31% of ‘nevers’ and 11% of ‘atheists’ describe themselves as Christian. This brings us to the second point- the unexpected diversity of belief among people who on the surface appear to have no religious beliefs. Around a third of ‘non-religious’ people, 28% of ‘nevers’ and 15% of ‘atheists’ said that they believe in life after death. 21% of ‘nevers’ and 7% of ‘atheists’ believe in angels and 22% of ‘nevers’ and 14% of ‘atheists’ believe in reincarnation.

This data from 2012 reminds us that peoples’ belief are complicated and unpredictable. We should not assume we can confine religious or non-religious people to simple forms of belief and identity.

The report is called ‘Post-Religious Britain? the Faith of the Faithless’ and is well worth reading: <https://www.theosthinktank.co.uk/cmsfiles/archive/files/Post%20Religious%20Britain%20pdf.pdf>



Here are some terms you might come across:

Atheist: someone who does not believe in God

Agnostic: someone who does not know if there is a God or not

Theist: someone who believes in God

Humanism: a group of people who think about how to live a good life, but do not believe in God. Not all atheists are Humanists, but generally Humanists are atheists.

Secularism: a society where the law and institutions are not controlled or guided by a religion. Religious identity is a private matter. The state does not promote one religion and permits religious freedom. The UK is a secular society

Non-religious worldviews: these can be any ethical or philosophical view, such as about how we should live, what is just, what is right, and so on. However, these will not come from a religious tradition or start with belief in a God or gods.

Unbelief: a term to describe people who do not have a religious belief, but do have a wide variety of ethical or philosophical views. This is actually an ancient word and is found in the bible, but has recently has been used by sociologists to describe the very wide ranging beliefs and perspectives found outside traditional religious beliefs.

'Nones': those who answer 'none' to the question 'what is your religion?'

'Nevers': those who answer 'never' in response to the question 'how often do you participate in a religious service as a worshipper?'

Reference: 'Understanding Unbelief' project:

<https://research.kent.ac.uk/understandingunbelief/resources/concepts-glossary/>

The information in the section you have just read is for teachers to help you make sense of the complicated world of 'unbelief'. However the learning activities in this resource are designed for Key Stage 1 (age 4- 7). A lot of the information in the information for adults will be too abstract for young children, so we will focus on people, allowing children to explore what they say. Some of the information you have read might come up in conversation, or it might not, but it is beneficial for your own subject development.

There are many reasons why people are not religious, some might have rejected it consciously, some might have been born into a religious family or culture but drifted away, some might have had no exposure to religion and don't know anything different, some might have had negative experiences of organised religion, but still hold spiritual beliefs. From a teacher's point of view, we cannot assume everyone non-religious is the same. It is also worth noting that non-religion goes beyond Humanism.

This report about how Americans 'gather' in non-religious ways is useful to show you how to think about belonging and community in a non-religious sense.

<https://casperthk.files.wordpress.com/2015/04/how-we-gather.pdf>

Non- Religious People

- As we have seen, the term ‘nones’ refers to people who report that they have no religion. We have seen that there are also a wide range of words to describe people who live without a religion or don’t believe in God. In this section we will find out about some people who do not have a religion and find out about them.
- Here are some non-religious people, teaching activities are suggested in the section below.

<p>Tai Solarin</p> <p>Tai Solarin is from Nigeria. He was born in 1922 and died in 1994. His full name is Augustus Taiwo Solarin.</p> <p>Tai Solarin was passionately interested in justice. He wanted everyone in Nigeria to have a fair chance. He could see that society was not very fair and spoke out for people who no one listened to.</p> <p>Solarin started a school called the Mayflower School. This was a famous school and the students received an excellent education.</p> <p>Solarin was a humanist. He did not think it was right for the Christian church in Nigeria to control schools. He wanted children to think for themselves.</p> <p>He invited humanists from other countries to come to his school to see how it was possible to create an excellent education system without religious interference. He said people did not need religion in their lives, but could be happy and successful without it.</p>	<p>Sunday Assembly</p> <p>Two comedians called Pippa Evans and Sanderson Jones were on a train together. They were talking about how they wanted to go to church, but not think about God. They do not believe in God, but they like being with other people, singing, having discussions and thinking about what is important in life. They wanted to invite all sorts of people so everyone felt welcome.</p> <p>This is how the Sunday Assembly was born. The first meeting was in January 2013. 200 people came.</p> <p>This is a group that meets twice a month. They think about how they want to live their lives. They sing, listen and talk to each other. They meet new people and hear about new ideas. It is a church without God or religious beliefs.</p> <p>This is the slogan of Sunday Assembly:</p> <p>Live better</p> <p>Help often</p> <p>Wonder more</p>
<p>Sikivu Hutchinson</p> <p>Sikivu Hutchinson is American. She teaches and writes books. She is an atheist. She wants everyone to be treated well, but in society women and non-white people are often ignored and seen as not important.</p> <p>Hutchinson thinks that the Christian church in America does not protect peoples’ rights and promote equality. She think the church does not help people who are ignored in society. For this reason, she says we do not need the church or religion in our lives.</p> <p>Hutchinson is a humanist. She believes humanism should be most concerned about making the world a fair place for everyone. Humanists should care about people who are struggling and ignored, and take action to help them. She thinks all humanists should be doing this.</p>	

Teaching Ideas

Non Religious People

Being Human

- We will start with the idea of being human, something we all share, whatever our beliefs. Give pupils an outline of a human. Maybe they can write the word 'human' for themselves. Talk about this word. What do pupils think makes us human? You might talk about how we are different from other animals, or what matters most to pupils in their lives. Ask pupils to draw or write what they have been thinking about inside their 'human' outline.
- Show images of people doing things together, like Park Run, Zumba, singing in a choir, playing in a sports team or eating together. Ask pupils what they do with other people, such as learning, playing or belonging to clubs. Ask if any of these group activities could be a 'religion'. Through this conversation try to identify what pupils understand by the word 'religion'.
- Bring in three items that describe you, such as a picture of someone important to you, a favourite item of clothing or a piece of jewellery, and something that represents your interests. Ask the children to guess who these belong to. Explain each item and what it represents about your life. Can children draw three items of their own that represent them?
- Tell the story of the two wolves from the Humanists UK website. This story is about Humanists, but it could apply to anyone: <https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-Two-Wolves.pdf>

Activity: Talk to pupils about what two animals are inside them. Draw them. What are they like? If it helps, have model or toy animals available to talk about their characteristics as the children see them.

- One group of people who are not religious are Humanists. Have children heard this word? Write it down. What do they notice about this word? You could look at the 'human' writing and drawing if you have completed this earlier activity (above). Ask pupils to guess what Humanists might think about the world.
- Look at the 'happy human', the logo of Humanism. Show this to pupils and ask them to talk about what it seems to mean
- Here are two BBC videos about Humanists:
<https://www.bbc.co.uk/bitesize/topics/zkk72v4/articles/zp2ptrd>
- Give pupils some scenarios, such as:

Your friend has left their lunchbox at home and has no lunch

Someone you do not like very much has left their lunchbox at home

You know your friend's secret and another friend asks you to tell

Some pupils are teasing a girl in the classroom but the teacher has not realised

A new pupil is by herself in the playground, she does not have any friends.

- Create scenes with small world play or soft toys. Talk about how children would react in each situation. If there are different reactions, talk about this.

- Ask pupils to think about how they make decisions in responses to questions like this. Where do their ideas come from? Make a list, such as parents, God, teachers, own choices, friends, etc. Talk about people who make decisions about how to treat others without any religious teachings or advice. Are these still good decisions? Or is it better to have guidance from a religion?
- Find out about Tai Solarin, Pippa Evans (Sunday Assembly) and Sikivu Hutchinson- this information is above. How do these people decide what is right and wrong? Talk about how they get their ideas of right and wrong from if they are not religious. Share images with pupils of a brain, a heart, eyes, hands and a mouth. Ask pupils to think about how we make our decisions in life- do we think about them with our brains? Does our heart tell us what to do? Do we just act without thinking (hands)? Do people tell us what to do (mouth)?
- Teach the word 'Nones'. It is a strange word, you might want to say it a few times. Teach that the word comes from people who say 'none' when asked if they have a religion.
- Write the word 'nones' on the front of an envelope. Ask pupils to recall what they have learnt about people who do not have a religion but who try to live a good life. They might remember Humanists, or Tai Solarin, Sikivu Hutchinson or Pippa Evans and Sanderson Jones who started Sunday Assembly. Pupils might want to say something about themselves or their families. Give groups small pieces of paper (about 10) that will fit into the envelope. If you have learnt about Charles Darwin or Philip Pullman by this point, you can refer to them as well here. Pupils can write words or draw images to represent the idea of being a 'none' and put inside the envelope. Then pass the envelopes around to different tables and give pupils time to open and look at other groups' ideas.
- Ask children if they think something might be missing for people who do not have a religious belief. Stretch a piece of rope on the floor to make a 'yes/ no' line. At one end of the rope lay a piece of card saying 'yes', at the other end 'no'. Display the question on the board. Ask pupils to place themselves on the line depending on their answer, from 100% 'yes' to 100% 'no'. Give pupils time to talk to people next to them and listen to what they say.

This could also be done at tables, with string across the table top, and pupils indicate their place on the line with a counter or small world figure

Charles Darwin

- When you have learnt about Darwin and engaged in some of the activities, you could think about Darwin as a human and what was important to him. Create a poster and print out for tables. Display a question mark, a lightbulb, plants, fish, animals, a think bubble, a boat, a book, a map, a magnifying glass, or anything that could represent Darwin's life and work. Ask children to talk about what they know about Darwin- what was important to him? What did he want? Why did he set on a long journey around the world? What do children think inspired him and gave him strength?
- Ask pupils to draw or write (with the help of an adult if needed) on the slide, the type of human that Darwin was. If appropriate, help pupils with words to describe Darwin, such as: curiosity, courage, knowledge, understanding, wisdom and discovery. Add other words if you want, especially words you have been using in conversation with pupils. If you have described Darwin as you have talked about him, you could save some words in a jar and get them out at this point.

Philip Pullman

- Find an image of Pullman, you will also find interviews online children can watch to see him talking. His website has lots of information about him: <https://www.philip-pullman.com/>
- When you have learnt about Philip Pullman, ask pupils to think about what is important to him. Take a cut out of his face and go back over some of the conversations children have had about the world he has created. Take an old book and stick some blank cream-coloured paper over the existing text for you to write on. Ask children to talk about what seems to be important to Pullman. Write these words down as they talk, and record them on the blank pages of the old book.
- Write some phrases on further sheets of paper to stick into the old book: 'be good', 'be brave' and 'think for yourself'. These are qualities that Philip Pullman thinks are wonderful. Talk about these qualities, do children know someone who is good, brave or thinks for themselves? Is it hard to do this sometimes? Talk about people in stories who try to do the right thing even though it is hard or scary. Invite pupils to draw around the edges of the words, stick these pages into the old book.
- To relate Pullman's writing to religion and non-religion, explain that Pullman thinks humans are amazing because they can make decisions for themselves. Sometimes religion tries to force people to do things that are not right. This is when Pullman would encourage people to think for themselves.

Charles Darwin

This section is adapted from *Charles Darwin's On the Origin of Species* by Sabina Radeva (published by Puffin, 2019). It is a simplified version of Darwin's original book created for young children.

On the Origin of Species

In 1859 an English biologist Charles Darwin wrote *On the Origin of Species*. This was based on his travels around the world in a boat called the Beagle. He visited every continent and encountered a huge number of plants, fish, birds and animals. He carefully studied them, drawing sketches and making notes. Some species he saved and brought back to England. Darwin was fascinated by the natural world and wanted to find out more about the different species. What he discovered changed the world.

Who was Darwin?

Charles Darwin was born in 1809 and died in 1882. He was English. He was at university studying to be a doctor but he didn't pay enough attention to his medical course. He was too busy investigating animals living in the sea. This made him change his course so he could learn more about living creatures instead. He was fascinated by the difference in living things and wanted to know about the different species. This led him to take a voyage on the Beagle around the world. He made this journey between the ages of 22 and 27. He wanted to know about fish, birds and animals in other oceans and lands.

What did Darwin Find Out?

Darwin was able to see that some animals that look very different are actually the same animal. For example, a finch (a type of bird) that lives on a beach, might have a long beak for digging up worms to eat from under the sand. Another finch that lives in the forest might have a very short beak to dig out insects from under tree bark to eat. These birds are both a finch, but they have changed to live in their own different homes.

Darwin brought back this information to England and quickly became famous. He had started to explain how living things were so different. It is because they have adapted to live successfully in different places.

TEACHING IDEAS

Charles Darwin

- Look at a map of Darwin’s voyages on the Beagle. You can find this easily by searching online images for ‘Darwin journey Beagle’. It is an extensive world tour. Talk about the names of the countries Darwin stopped at. Think about the amount of different animals, birds, plants and fish he would have encountered.
- Who is Charles Darwin? Talk to children about Darwin’s fascination with the natural world and the different birds, fish, plants and animals. You can use words like ‘biologist’ if you like. Pupils should understand that Darwin was a man fascinated by all living things and wanted to find out more.
- Create a ‘mix and match’ game. Choose animals from 4 continents, and help children to match them up. If you have small-world models of the animals, even better. For example:

Antarctica	Whales	Seals	Penguins
America	Llama	Bison	Beaver
Asia	Tiger	Panda	Snow leopard
Africa	Lion	Giraffe	Zebra

- If you are able to print out a large version of the Beagle’s voyage, you could place animals on the continents Darwin visited.
- Teach the word ‘species’. Not all pupils will fully understand this word, but it is in the title of Darwin’s book, so it is worth defining. The word means ‘type’, ‘group’ or ‘kind’ (from the Latin *species* meaning ‘form’ or ‘appearance’). Write the word on the board. If appropriate, ask pupils to copy the word.
- Make ‘species’ in the classroom. Draw 4 big chalk circles on the floor or playground. Call out aspects, children stand in the circle that best describes them. You can call out any aspects but here are some suggestions:
 - (1) walk to school, (2) car to school, (3) public transport to school, (4) bike to school
 - (1) has a cat, (2) has a dog, (3) has no pets, (4) has more than one petIf some children can’t work out where they fit, talk about this. Sometimes scientists can’t work out where an animal ‘fits’ in the species categories, which is often when new discoveries are made. You might have discovered a new type of child!
- Print out the word ‘species’ as empty block letters. Ask children to fill up the letters with drawings of different animals, birds, plants and fish. Cut up the letters and give to different pairs of children
- Print a picture of Darwin. Give blank speech bubbles. Pupils either draw or write, with assistance if necessary, what Darwin wanted to discover when he went on his voyage.
- Make a ‘voyage of the Beagle’ in the classroom, hall or playground. Create 4 regions- a ‘desert’, a ‘beach’, a ‘mountain’ and a ‘forest’. Use cardboard boxes, blankets, cloth and furniture to represent these zones. In each region place an animal. Follow these suggestions or your own ideas:
 - Desert: a camel
 - Beach: a crab
 - Mountain: a goat
 - Forest: a monkeyAt each region, stop and find the animal. Talk about the region- is it hot, cold, dry, wet, is it steep or flat, etc? Then talk about each animal- what characteristics does it have? Use the notes below to help:

Desert	Can store water in its hump in very dry conditions	Flat hooves allow it to walk efficiently on sand
Beach	Able to walk on land or swim in the sea	Shell and claws to protect from being eaten
Mountain	Hooves allow them to grip onto rocks steep slopes	Thick fur keeps them warm in cold temperatures
Forest	Tail to hang from trees	Strong fingers and toes for climbing trees

- Put the animals from the ‘voyage of the Beagle’ on tables. Ask pupils to try and copy them as accurately as they can, paying very close attention to each aspect. Talk about what was hard and what was fun about making an accurate copy. Explain that Darwin could not bring all the animals, plants, birds and fish he found back to England, so he had to make very accurate drawings. He brought his drawings home for other scientists to learn from. Some of the animals he recorded had never been seen before in Europe.
- Design an animal. Give different groups a different region, such as hot and dry, under the sea, a forest, etc. Ask them to design an animal that would be very good at living in this region. What characteristics would it need? If you like, give a ‘tool box’ of animal characteristics, such as claws, teeth, thick fur, scales, gills, sharp eyes, wings, etc.
- Alternatively, create an animal by dressing up. Provide different types of clothes to represent wings, claws, strength, camouflage, etc. Ask children to wear one item each and think about what special skill this gives them (let them use their imagination). Ask which animal would be best at hiding and keeping very still, pupils can suggest why they are their friend might be good at that. Put some pretend ‘food’ on the floor- which animal would be able to eat this ‘food’? Say it is very cold and snowy, what animal would be good at keeping warm?



Philip Pullman

- This section contains background information for teachers. You might have read the 'His Dark Materials' series (or seen the TV adaptation). The titles of the books are listed at the end of this section. You might think some of the ideas Pullman raises are not suitable for your KS1 pupils, in which case, trust your judgement. The teaching activities below could be developed for KS2 pupils if you prefer.
- Philip Pullman writes books for children and young people and is a well known atheist. He acknowledges that he doesn't actually *know* if there is a God or not, so admits he is therefore an agnostic. You might have come across some of his stories, especially the 'His Dark Materials' collection, featuring Lyra Belacqua, her daemon Pan and her device called an 'alethiometer' which allows her to tell what might happen in the future. Lyra lives in a world like ours, with some differences. Magic is interwoven with science. All humans have a companion, a daemon, which is a visible extension of their inner self, in the form of an animal. Lyra meets Will, a human boy from our world, who does not have a daemon. Will and Lyra learn to travel between worlds as they become embroiled in a terrifying adventure, pursued by the Magisterium, the equivalent to the church in Lyra's world.
- The Magisterium are experimenting with children. They are trying to find out if they can stop them from growing up if they cut their daemons off. The Magisterium find it that this traumatises and then kills the children, but they are still conducting the experiments. Will and Lyra are growing into teenagers as the months pass and they survive in their struggle against the Magisterium. The children are helped and hindered by many figures, including witches, armoured bears, humans from many worlds and angels. As they grow up they start to understand that the Magisterium does not want them to see the world as adults, it is scared of children's innocence transforming into adult knowledge.
- Why did Philip Pullman create such a scary and dominating church in Lyra's world? This is what concerns Pullman about the church in our world- he is warning us as readers that when any group becomes too powerful, they can start to care more about protecting themselves than doing what is right. In Lyra's world the church wants to stop the development and creativity of humans, preferring to keep people in a state of ignorance over which they can have power. The Magisterium does terrible things in order to retain its power. Pullman is very interested in religion but the power religious institutions have over peoples' lives concerns him. The phrase 'his dark materials' is taken from *Paradise Lost*, written in the 17th Century by John Milton. Milton describes God's ability to create new worlds from 'his dark materials'. Pullman chose the phrase which reminds him of 'dark energy' in modern physics.

Here are some things Pullman has said about God and religion:

"I think it's perfectly possible to explain how the universe came about without bringing God into it, but I don't know everything, and there may well be a God somewhere, hiding away. Actually, if he is keeping out of sight, it's because he's ashamed of his followers and all the cruelty and ignorance they're responsible for promoting in his name. If I were him, I'd want nothing to do with them."

— **Philip Pullman**

"Every single religion that has a monotheistic god ends up by persecuting other people and killing them because they don't accept him. Wherever you look in history, you find that. It's still going on."

— **Philip Pullman**

- For Philip Pullman, being human is about being good and making moral choices. Humans are amazing because they can do this. This is the basis. The reason he has concerns about the church is that such power can force people to stop thinking for themselves, and stop acting in a just and good way. Another concern is when any group think they are right, they start to see people who think differently as against them. This can result in terrible treatment of other people.

Original 'His Dark Materials' Series: *The Northern Lights*, *The Subtle Knife* (published under the title *The Golden Compass* in the US), *The Amber Spyglass*

Prequels and additional related tales: *Lyra's Oxford*, *Once Upon a Time in the North*, *Serpentine*

The 'Book of Dust' Trilogy: *La Belle Sauvage*, *The Secret Commonwealth*

His Dark Materials

- This is further background information for teachers about the 'His Dark Materials' series by Philip Pullman. If you teach this, you will probably find it is more appropriate for KS2, but you know your own pupils best. In this series of stories Pullman is exploring the power and authority of a body like the church in our world, which is called the Magisterium in Lyra's world. The Magisterium has a lot of control over peoples' lives and wants to maintain this. It will allow terrible acts, such as kidnapping children and removing their daemons, as well as violence, imprisonment and murder. The Magisterium allows this because it wants to retain control. The magisterium sees having power is more important than allowing people to act and think freely. This is a common theme in the world and Pullman explores it through these stories.
- In Lyra's world all humans have a 'daemon'. This is a physical manifestation of their inner selves, or their soul. The daemon and human are connected and interdependent, like a human in our world's sense of humour or emotions. They communicate through talking and non-verbal communication. Sometimes the daemon reveals an emotion their human does not show. For example, the human might seem calm, but the daemon is twitchy and tense, revealing their anxiety. Daemons and their humans share dreams, thoughts and knowledge.

For more information on daemons: <https://hisdarkmaterials.fandom.com/wiki/D%C3%A6mon>

- In Pullman's imaginary world a substance called 'Dust' comes into existence when a child grows into a young adult. As they start to see the world in an adult way, Dust is created. This is also when their daemons are fixed. As children, the daemons can constantly change into different animals as the children's moods and feelings change. As children start to grow up, their daemon increasingly resembles its fixed shape, until as the child reaches young adulthood, it doesn't change any more. When Lyra is a young girl at the beginning of the books Pantalaimon is seen as a moth, an ermine, wildcat and mouse. Once he even turns into a dragon. As Lyra gets older Pan is increasingly seen in the form of a red-gold pine marten, with a patch of cream-coloured fur at his throat. This is his final form which is fixed by the end of the story.

Adam, Eve, Knowledge and Dust

- In the book of Genesis (Genesis 2: 4- 3: 24), Adam and Eve are innocents in the Garden of Eden. God forbids them to eat fruit from a particular tree. The tree is called the Tree of the Knowledge of Good and Evil. However, Eve eats the fruit and persuades Adam to do the same. They now have the knowledge of good and evil, a God-like knowledge. They are no longer innocent like children. They realise they are naked and cover themselves. God is angry and expels them from Eden. God says: 'for dust you are, and to dust you will return' (Gen 3: 19). This is called the Fall from Grace- meaning humans fell from, or dropped out of, God's favour.
- In Pullman's stories, Dust comes into existence when innocence turns into experience. That is also when daemons are fixed. The Magisterium does not like people having the 'knowledge of good and evil'. As in the Adam and Eve myth, once humans had the knowledge of good and evil they were expelled from Eden and are destined to die. Pullman expresses this in a quote from *The Subtle Knife*:
 - "Every little increase in human freedom has been fought over ferociously between those who want us to know more and be wiser and stronger, and those who want us to obey and be humble and submit."
- Pullman portrays Lyra as a 'second Eve'. The original Eve was not the cause of all sin, but the cause of all knowledge in Pullman's view. If Eve had not eaten the fruit from the Tree of the Knowledge of Good and Evil, humans would still be in a child-like state of ignorance. In Pullman's world, Dust is created when innocence turns into experience, or knowledge. However, the Magisterium regrets this development, preferring humans to remain ignorant. They paint Eve as a temptress and the cause of all sin. This justifies controlling people, especially women. As the Second Eve, Lyra is once again bringing knowledge to the world. One change in Lyra and Will as they grow up over time, is their developing feelings of attraction to each other, which is part of an adult experience of the world. In Pullman's view, this is a wonderful, joyful thing, nothing to be ashamed of.
- Lyra is fierce, determined and rebellious. She thinks for herself. She is also loving and brave and will do anything for her friends. This makes her a perfect Eve.

TEACHING IDEAS

Philip Pullman

You might find some of these teaching ideas are more suitable for KS2 than KS1 because some of the themes are more appropriate for older children. However, adapt as you see fit. If you want, find clips on YouTube of the TV adaptation of *His Dark Materials* for children to watch. Some may know the books. A three- volume graphic novel of *The Northern Lights* has been created by Clemente Oubrierie you could purchase for your classroom.

- Search online for images of the actress who plays Lyra (Dafne Keen). Find images of Lyra and her daemon Pantalaimon, or Pan for short. Read information about daemons to the class (found above in teacher's information). In Will's world (our world) people do not have daemons. What daemon would pupils have? Let them draw three animals that could represent how they feel sometimes. What do they think their 'final' daemon form would be?
- Lyra has an alethiometer. It is very complicated and Lyra has to use her instinct to use it. It has many symbols and these combine to point to give an answer. Lyra learns to ask the alethiometer questions, and then decode the answers. If the user knows how to use it, the alethiometer can show the future. Find an artist's image online of the alethiometer, the front cover of the 2nd book (*The Subtle Knife*) has an artist's image. You can even buy replicas online for children to look at. Children could create their own alethiometer, designing 10 symbols to represent ideas, like Lyra's device.
- Teach that the word 'alethiometer' comes from the Greek word 'alitheia' which means 'truth'. The alethiometer points towards the truth.
- The Magisterium want to take the alethiometer from Lyra. Why do children think this is? The Magisterium are scared of children working things out for themselves. Talk about this.
- Do children think there are times when they are better at knowing what to do than adults? Give some scenarios: *a child is being quiet because they are thinking about something sad; an adult thinks a child has taken something but they haven't; a child does not want to play the game her friends are playing.* Talk about whether another child might be better at helping in these situations- will they know things that an adult does not?
- Lyra's daemon Pantalaimon is not fixed until Lyra becomes a teenager, then he fixes on a pine marten (see more info above). Why do children think the daemons are able to change until the children become teenagers, then they fix in one animal? Are children more changeable or less fixed than adults?
- Hold up a paperclip. Ask children to brainstorm all the things they can think of to do with the paperclip. When psychologists George Land and Beth Jarman asked children and adults this in 1968, young children suggested a huge number of ideas, older children suggested less, and adults suggested least of all. Land and Jarman concluded that young children are much more creative thinkers than adults.
- You can find out more about this test on this Ted Talk:
<https://www.youtube.com/watch?t=37&v=EtCD4aEHr4A&feature=youtu.be>
- Lyra instinctively responds to her alethiometer and can make sense of what it tells her. However at the end of the books (*The Amber Spyglass*), Lyra loses this ability. She has become a young adult and her childish knowledge has fallen away. Talk about what children can do that adults cannot.

There are some more activities suggested in the 'Being Human' section of these lessons.