



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Christian Teachings on Origins, Purpose and Destiny: *Where do we come from and where are we going?*

Year Group: 8/9



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About this unit:

This unit enables pupils to understand what Christianity teaches about the beginning, purpose and end of life and to consider what they and others believe about the origins of the world and the place of humankind in it.

The focus is on how Christian beliefs impact on the lives of followers and to think for themselves about questions to do with the meaning and purpose of life and what happens after death.

Pupils are encouraged to consider what can be learned from Christian teachings and to refer to their own experiences, beliefs and values. Particular reference should be made to the role of sacred texts in developing beliefs and concepts about life after death.

This unit is designed to link with the unit that schools can select on “Learning from Religion and Science”. However, it is extremely important that where both units are covered that there is no repetition. Schools are asked to plan carefully to enable the units to complement each other.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of Christian Teachings on Origins, Purpose and Destiny. By focusing on the concepts of discipleship, metaphor, guidance and destiny, this unit contributes to the continuity and progression of pupils’ learning by enabling pupils to develop further and express their own insights into ultimate questions of meaning and purpose.

The unit builds upon the learning in Key Stage 2, particularly from the Upper Key Stage 2 unit on Hinduism and the unit that schools can select on “Living and Dying”.

The unit links with other Key Stage 3 units, particularly the unit that schools can select – “Religion and Science” and, “Hinduism as a Living Religion”.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

AT 2: Learning from Religion and Belief

- Questions of Identity, Diversity and Belonging

- *Questions of Meaning, Purpose and Truth*

The core RE concepts that the unit develops are:

Discipleship (Christians believe the Bible shows them what is expected from a follower of Jesus);

Metaphor (Within religions there are different beliefs about allegorical, metaphorical and literal interpretations of holy books);

Guidance (The belief that holy books give guidance towards answering fundamental questions about human existence);

Destiny (Religious beliefs give answers to questions about ultimate purpose and destiny).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by developing a realistic and positive sense of their own ideas and beliefs about life after death;
- **Respect for all** by developing a willingness to learn from the perspective of those with a Religious Faith and those from an Agnostic and Atheistic perspective;
- **Open mindedness** by engaging in positive discussion and debate about life now and beyond death and by being increasingly willing to go beyond the surface of complex issues to search for profound insight;
- **Appreciation and wonder** by developing their capacity to respond to the knowledge that life is bounded by the mystery of death.

The unit will provide these opportunities for pupils:

- To consider the concept of Purpose and Destiny and the impact this could have on a person's life in the present;
- To consider a diverse range of views about questions of meaning and the purpose of their own life;
- From the study of Christianity pupils will be able to think about their own experiences and views in relation to questions of stewardship and its connection to reward and punishment in the afterlife;
- Experiences and opportunities provided by this unit include an exploration of their Soul/Spirit/Conscience/Personality

Background information for the teacher:

- **In Christian thinking** belief in God in Jesus Christ is the source of Christian understandings of life after death. The place of belief in the Resurrection in gospel narratives and of the risen Christ's presence among worshipping communities (e.g. in Eucharist, through the celebration of Easter) is a suitable focus for exploration of Christian responses to questions of destiny.
- **In Hindu thinking** of the cyclical nature of life, death and rebirth is tied in to the worship, in Hindu communities, of gods and goddesses, aspects of the divine One. The roles of Brahma in creativity, Vishnu in preservation and Shiva in destruction enable learners to approach Hindu thinking and philosophy about the cycle of birth and death. Ideas about Dharma, Karma, Moksha and Atman will give learners the background to understand the beliefs in transmigration of souls / reincarnation.
- **Among non-religious people** questions of the destiny of humanity may be answered only with reference to material processes. Atheists may advance reasons for their rejection of religious ideas -soul, after-life, judgement, rebirth - and account for the significance of human life in terms that are positive about rejecting life after death.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Eternal Life Heaven Hell Judgment Resurrection</p> <p>Religious studies After life Funeral Soul Spirit</p> <p>The language of shared human experience Awe Destiny Mystery Purpose and Meaning Spirituality</p>	<p>Teachers might use: Christian text: Bible, Genesis 1 – 2 - 3 Atheist text: E.g. extracts from Richard Dawkins, Bertrand Russell or other similar sources.</p> <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ www.pcfre.org.uk/db Children talking online. This database includes thousands of ideas from young people about life after death, from different traditions, and is searchable ▪ A spiritual site on Indian (Hindu) spirituality, http://www.blessingsonthenet.com is a good place to start an exploration of Hindu belief ▪ Science and Religion in Schools RS materials: www.srsp.org.uk This major project from the John Templeton foundation provides a wealth of resources for the classroom ▪ Creation accounts: www.bigmyth.com ▪ Evolution: www.pbs.org/wgbh/evolution ▪ Hubble telescope: http://hubblesite.org/gallery ▪ http://www.cleo.net.uk is the site for the Cumbria and Lancashire Education Online, and offers access to an expanding range of high quality resources ▪ Video interviews with scientists: www.counterbalance.org ▪ BBC Bitesize Revision: www.bbc.co.uk/schools/gcsebitesize/re/science/index.shtml ▪ Scientist Paul Davies: www.abc.net.au/science/bigquestions/default.htm ▪ Intelligent Design: www.origins.org ▪ Science & Religion in Schools Project (SRSP): www.srsp.net ▪ www.humanism.org.uk makes some atheist materials available ▪ Testing God – Channel 4 – www.becauseyouthink.tv ▪ RE Jesus is a useful and stimulating Christian site where ideas about the resurrection are clearly set out: http://www.rejesus.co.uk ▪ CRUSE, the bereavement counselling association: educational materials on loss and grief. <p>Books</p> <p>“Key Christian Beliefs” – Chris Wright (Lion ISBN 0 7459 2648 7) “React” – Pratt & Sutcliffe (RMEP ISBN 1-85175-134-3) “Why Do People Suffer?” – RE in Practice (RE Today Services ISBN 1–85100–122-0) “Dilemmas and Decisions” – Lat Blaylock (RE Today Services) “Looking Inwards, Looking Outwards” CEM – (RE Today Services) “Introducing Moral Issues” – Joe Jenkins (Heinemann ISBN 0-435-30297-3) “Religion In Focus – Christianity In Today’s World” – (John Murray ISBN 0-7195-7193-6) “Religion In Focus – Christianity Teacher’s Book” – (John Murray ISBN 0-7195-7431-5) “Religion For Today Series” – Oxford</p>

"Raising The Standard – Flying The Flag" – Janet Orchard (Church House Publishing ISBN 0-7151-4962-8)
"Developing Secondary RE: Science & Religion" ed Rosemary Rivett, RE Today 2003 www.retoday.org.uk
"Steps in RE: Onwards and Upwards" Lesley Beadle, RE Today 2006 provides activities and learning strategies for SEN pupils
"Life, Death and Beyond" ed Rosemary Rivett, RE Today 2003 www.retoday.org.uk

CD ROMs

"Aspects of Religion" – Granada Learning
"Living Religions" series – I seek

Film/ Video/ DVD

"Images of Jesus in Art" BBC
"eXistenZ" ch4
"The Question Is...?" – The John Templeton Foundation (BBC)
"Whose World? An exploration of Science and Belief". CTVC
"Quest: Creation Stories" – ch4"
"Questioning Origins" Interactive DVD – The Wonder Project
"What Dreams May Come" (extracts can be used as the film classification is 15).

Contributions to spiritual, moral, social and cultural development of pupils:

- Opportunities for **spiritual development** come from discussing and reflecting on key questions of meaning and truth, purpose and destiny, in the light of living religious traditions;
- Opportunities for **moral development** come from considering what is of ultimate value in life, and how the choices we make about values are influenced by religious or other beliefs and taking an increasingly thoughtful view of questions of destiny;
- Opportunities for **social development** come from taking the chance to express attitudes about death in relation to some social issues and diversity of points of view;
- Opportunities for **cultural development** come from considering how religious and cultural identity is expressed through, for example, funeral practices or the ways communities support the bereaved.

EXPECTATIONS: At the end of this unit...		
<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand how historical and cultural contexts impact on responses to questions of meaning and purpose (AT1); • Show their understanding of why people might believe in life after death (AT1); • <i>Apply ideas from written sources, evaluating different views in order to answer questions relating to origins, purpose and destiny (AT2).</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of the Christian view of the purpose of life and be able to explain how this affects a Christian's life (AT1); • Explain some similarities and differences between religious and other views on human identity and experience and questions of meaning and purpose, using appropriate examples (AT1); • Express thoughtful views about origins, purpose and destiny and how they affect the lives of individuals and communities (AT1); • <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about life after death(AT2)</i> • Reflect on what it means to hold beliefs and show understanding of how values and commitments can affect and influence people's lives (AT2). 	<p>Pupils working at level 6 will be able to:</p> <ul style="list-style-type: none"> • Enquire for themselves into a range of arguments about questions of origin and purpose in life, interpreting their own answers in the light of different views (AT1); • Express their own insights about creation, purposeful design and evolution 'without God' in the light of their learning about religions, using arguments and examples (AT1); • <i>Interpret thoughtfully for themselves some different stories about origins, referring to the religious materials (AT2);</i> • <i>Express insight into their own and others' views on questions of sacredness, meaning, purpose and truth (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to some of the material studied throughout the unit, across the ability range.

Ask pupils to write a statement to explain what Christians believe about what happens after death, referring to sources to support their views and showing that they understand some diversity of belief amongst Christians. They should then explain what they think about these views before going on to consider their own current belief about what happens when we die and to compose a statement to support their view.

The piece of work should be between 250 and 350 words.

UNIT TITLE: UNIT TITLE: Christian Teachings on Origins, Purpose and Destiny: *Where do we come from and where are we going?*

Key Question: *What are the big questions in life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider what the important questions in life are.</p>	<p><u>Starter:</u> Give pupils, in pairs, pictures such as galaxy, suffering, nature etc. Ask for words to describe them and the feelings they evoke. Do the pictures make them want to ask questions?</p> <p><u>Development:</u> Discuss descriptions and questions as a class. Divide questions into answerable and unanswerable. Read a précis of the story of Job/Jeremiah/Hosea. What was their situation? What questions did they ask God?</p> <p>Pupils imagine that they are someone like Job. What questions would they want to ask God? Make an anonymous display.</p> <p><u>Plenary:</u> Pupils choose questions from the display that they find interesting and explain why, together with their own thoughts/responses to the question.</p> <p><i>Consider optional work to follow this on why people suffer. (RE Today has a good book on this subject.)</i></p>	<p><i>I can raise and suggest answers to questions about meaning and purpose. (AT2 L4)</i></p> <p><i>I can reflect on different answers to 'Big Questions' and express my ideas thoughtfully. (AT2 L5)</i></p>	<p><i>It is important to acknowledge all beliefs and how they affect a world view.</i></p>

Key Question: *How was the world created?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider where the world comes from and the purpose of human life.</p> <p>To consider and reflect upon the origins of the world.</p>	<p>Starter: Pose the question, “Where does the world come from?” Show pictures of natural world, e.g. landscapes, rainforests, waterfalls. Allow time for personal reflection – Pupils fill in a large speech bubble with current thoughts.</p> <p>Play Haydn’s “Creation”.</p> <p>Development: Discuss variety of answers. How and why do views differ?</p> <p>Pupils explain their personal response to questions about the origins of the world.</p> <p>Then, in groups, examine Creation Stories from different faiths (Islam, Chinese, Hindu, etc).</p> <p>Using guidance, they should note similarities and differences between stories and sum up what they believe the story says about the creation of the world and humankind.</p> <p>Plenary: Conclude what different faiths say about the origins of the world and what impact such beliefs might have on behaviour.</p>	<p>I can make links and describe some similarities and differences between religious creation stories. (AT1 L4)</p> <p>I can use religious vocabulary to explain the impact of beliefs upon people’s lives. (AT1 L4/5)</p> <p><i>I can apply the ideas learned to my own life.</i> (AT2 L4)</p>	

Key Question: *Where do Christians believe the world comes from?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand that there are different Christian interpretations of the story of creation and different views on how the world began.</p>	<p>Starter: Look at the various versions of the creation story from the Bible. Pairs analyse genre of the text, (e.g. poetry, myths). Feed back ideas.</p> <p>Development: Using writing frames/prompt questions, examine what the story says about the beginning of the world. Ask questions such as: What kinds of truth do these accounts contain? What is believable and why? (Remind pupils of scientific theory of the Big Bang and evolution.)</p> <p>Groups research and discuss how different groups, including different Christian groups, understand evolution, including theistic evolution and naturalistic evolution. Present findings to class.</p> <p>Discuss the different ways Christians often view the creation story in Genesis. Consider why there are both scientific and religious answers to the question: "How did the world begin?"</p> <p>Set written task: Where do Christians think the universe comes from? Pupils consider different Christian views in their response.</p> <p>Plenary: Conclude by summarising a number of different Christian responses to the question on how the world began.</p>	<p>I know that there are similarities and differences in beliefs about the origin of the world within Christianity and can suggest reasons for this. (AT1 L5)</p> <p>I can use a developing religious vocabulary to describe and show understanding of sources and beliefs. (AT1 L4)</p>	

Key Question: *What experiences do we have in life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider different views on life.</p> <p>To reflect on their own and other human experiences.</p>	<p><u>Starter:</u></p> <p>Pupils construct a line on a piece of paper and divide it up into the years they have been alive. Ask them to think about events that have happened which they remember for whatever reason (happy, sad, exciting etc). Place them on the line, creating peaks and troughs in the journey depending on the feelings associated with the event. Devise a set of symbols to represent the feelings of the occasions. Share some of the experiences of the journey with a partner if you wish to. Ask the pupils to notice that there are ups and downs in all lifelines.</p> <p>Questions such as:</p> <ul style="list-style-type: none"> - Why do we all have to have bad times? - Would we know what good times were if we didn't have bad? - Can we contribute to creating good or bad times? <p><u>Development:</u></p> <p>Give groups several examples of views of life: cradle to the grave, journey to unknown, Solomon Grundy etc – Discuss.</p> <p>Discuss what metaphors and similes are.</p> <p>In groups, compile metaphors and similes to describe life. Start with simple ones e.g. “Life is a rollercoaster, it has its ups and downs.” Ask the pupils to find images to convey all the times in life –</p> <p style="padding-left: 20px;">Life as good, exciting, sad, up and down etc.</p> <p>Discuss why they have chosen the images they have.</p> <p><u>Plenary:</u></p> <p>Groups read out their ideas and individually compile poems using similes/metaphors as a structure.</p> <p><i>Life is....</i> <i>Life is like.... etc.</i></p>	<p><i>I can raise and suggest answers to questions of meaning and purpose.</i> (AT2 L4)</p>	

Key Question: *What is the purpose of life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the Christian teaching on sin and free will.</p> <p>To reflect on their own views of good and evil.</p>	<p><u>Starter:</u> Raise the question: What is the purpose of life? Discuss in groups. Feedback</p> <p><u>Development:</u> Use story or video extracts such as 'Hitchhiker's Guide to the Galaxy or 'Red Dwarf' to begin a discussion on the purpose of life.</p> <p>Read the account of The Fall in Genesis 3. Watch video clip from "Testament". Analyse artwork on The Fall, discuss images and ideas. Consider – What does the story tell us about God, human nature? Are there forces of good and evil? What are they? Do people battle good and evil in their lives? What is free will? What happens if we use it selfishly?</p> <p>List images and words to contrast good and evil.</p> <p>Discuss a range of images.</p> <p>Task: What might the Adam and Eve story be saying to us? How might a Christian's understanding of the story impact on their lifestyle?</p> <p><u>Plenary:</u> Clarify Christian thinking on the purpose of life and the fall.</p>	<p>I can suggest meanings for religious artwork. (AT1 L4)</p> <p>I can describe the impact of religion on people's lifestyles. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon different groups of Christians. (AT1 L5)</p> <p><i>I can explain how religious sources are used to provide authoritative answers to ultimate questions. (AT2 L5)</i></p>	

Key Question: *How do we make choices in life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider what influences people when they have choices to make in life.</p> <p>To understand that for religious people sources of guidance such as sacred text can help to provide answers.</p>	<p><u>Starter:</u> Pupils discuss in pairs when they have had to make choices in our lives between good and bad. What influenced them? Feed back.</p> <p><u>Development:</u> Pupils create cartoons with situations of temptation of good/evil, or dramatise scenes of such temptation which people face.</p> <p>Discuss the choices between good and bad in each chosen situation. What influences were there at work?</p> <p><u>Plenary:</u> Groups consider the Apostles' Creed and the Beatitudes. How might these influence the decisions made by some Christians when facing choices in their lives? Group writes or acts out a scenario with choice made to illustrate and explain to the class. Pupils create their own personal Creed/Statement.</p>	<p>I can explain how religious sources are used to provide authoritative answers to ethical issues/choices. (AT1 L5)</p> <p><i>I can apply simply ideas to my own and other people's lives. (AT2 L4)</i></p> <p><i>I can relate my learning about Christian sources to my own and others' lives. (AT2 L5)</i></p>	

Key Question: *What happens when we die?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect and respond to ideas about death.</p> <p>To raise questions and suggest answers on the views of others about death.</p>	<p>Starter: Individual activity “If Death were ...” Pupils attach sticky notes onto chosen headings. Discuss anonymously.</p> <p>Development: Divide up a selection of poems about death, giving one to each group of pupils. Ask them to read the poems and discuss the meaning and mood of the poem.</p> <ul style="list-style-type: none"> – Who is the poem written for? – What is it saying? – What is the tone/mood of the poem? – What can you discover about the beliefs of the poet? – How far do you agree with these beliefs? – Is the poem comforting/helpful in any way? <p>Groups should then report on their poem to the rest of the class before looking at copies of all the poems used and selecting the one they like best and explaining why.</p> <p>In groups, the pupils should identify 8-10 words/phrases from the range of poems that they like or that strike them as interesting in some way. Calligrams should then be made of these words.</p> <p>Groups then use all the calligrams to structure a poem about death. The calligrams should be cut out and put in place in the poem that they create. All calligrams should be incorporated into the poem.</p> <p>Groups read out their poems to the class. Time is given to reflect upon and respond to the poems.</p> <ul style="list-style-type: none"> – What is particularly interesting in each poem? – Which raises questions for you? – Which poem could you identify most with? – Does any poem reflect any of your personal beliefs? <p>Play “ I’ll be missing you” by Puff Daddy and ask pupils to reflect on what is being said.</p>	<p><i>I can pose and suggest answers to questions of meaning and purpose, relating them to my own and others’ lives. (AT2 L5)</i></p> <p><i>I can express insight into my own and others’ views on questions of meaning and purpose. (AT2 L6)</i></p>	<p><i>Approach this subject carefully, making sure account is taken of any recent bereavements.</i></p> <p><i>Pupils may have covered a School Selected Unit on “Living and Dying” at Upper Key Stage Two. This compares Christian and Hindu views on death.</i></p>

	<p>Read views of teenagers about death – Positive/negative Or present as a card sort where pupils traffic light which statements they agree with (green), disagree with (red) or an unsure about (amber).</p> <p>Discuss above ideas and suggest questions to put to those people before drafting their own thoughts on death/beyond</p> <ul style="list-style-type: none"> - Is death the end? – Does our belief about death affect the way we live our lives? <p>Discuss the idea of a soul and the issues that surround its existence.</p> <p>Plenary:</p> <p>What happens to their soul when this life ends? Pupils write own thoughts and share with partner if they feel able.</p>		<p><i>Views of teenagers can be found on the NATRE website – www.natre.org.uk</i></p> <p><i>RE Today – “Opening up RE” series has a set of statement cards about death.</i></p> <p><i>See also “Life, Death and Beyond” – RE Today for useful materials.</i></p>
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Key Question: *What does Christianity teach about what happens when we die?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand that religions offer answers to ultimate questions.</p> <p>To explain Christian beliefs about life after death.</p>	<p><u>Starter:</u></p> <p>Read the poem 'Death is nothing'. How might these thoughts comfort a person who has lost a loved one?</p> <p><u>Development:</u></p> <p>Read Psalm 23 – Why is this used at a funeral? What beliefs are contained in it?</p> <p>Look at art showing Christian beliefs about death, e.g. Salvador Dali, Stanley Spencer – Discuss beliefs that are conveyed. What do they tell us about Christian beliefs about death and beyond?</p> <p>Research a Christian funeral. What does this tell us about beliefs of life after death?</p> <p>Further research into ideas about heaven and hell. Consider how beliefs about life after death have implications for how Christians live (create grid).</p> <p>Consider the purpose and value of a funeral service.</p> <p>Through studying the accounts of the resurrection of Jesus in the New Testament gospel narratives, pupils identify key Christian beliefs about life after death.</p> <p>By carefully defining terms such as 'heaven,' 'judgement,' 'resurrection' and 'eternal life,' and hearing Christian accounts of belief about life after death, pupils develop insight into the views of Christians.</p> <p>Identify points of agreement and disagreement with regard to their own views and beliefs.</p> <p><u>Plenary:</u></p> <p>Discuss the implications of these beliefs upon a Christian's life. Note key points.</p>	<p>I can use an increasingly wide religious vocabulary to explain the impact of benefits on individuals and communities. (AT1 L5)</p> <p><i>I can pose and suggest answers to questions of meaning and purpose, relating them to my own and others' lives.</i> (AT2 L5)</p>	<p><i>"Death is Nothing at all" written by Canon Henry Scott-Holland in 1910.</i></p>

Key Question: *Why do some people seem to remember a past life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore the concept of a past life.</p>	<p><u>Starter:</u> Ask the pupils to think about what evidence they would like to have, to prove that an afterlife existed. Give them 2 minutes to write a simple sentence.</p> <p><u>Development:</u> In groups, get them to decide whether or not someone having memories of another life would convince them. They are to make a list of five questions that they would like to ask the individual.</p> <p>Introduce the pupils to the story of “The Boy Who Lived Before.” You could get them to watch the Channel Four documentary or read and discuss the newspaper articles published about it in The Sun in 2008.</p> <p>Have the questions they set earlier been answered? Would they want to ask anything else?</p> <p>If it is appropriate, you could hot seat students at this point to see if they could answer the questions with the specific details of the past life memory.</p> <p>They can then give a brief written response to the case study. Spending no longer than five minutes, explore whether the boy is recalling genuine memories or whether they believe he has an amazing imagination.</p> <p><u>Plenary:</u> Spend some time exploring: What would they have done if they were the little boy’s parents?</p>	<p><i>I can raise and suggest answers to questions of purpose and truth. (AT2 L4)</i></p> <p><i>I can pose and suggest answers to questions of purpose and truth, relating them to my own and others’ lives. (AT2 L5)</i></p>	<p><i>“The Boy Who Lived Before” was a Channel Four documentary. Details of the 2008 Sun newspaper report can be found on the internet.</i></p> <p><i>The articles in The Sun are accessible in nature for almost all students.</i></p> <p><i>You may prefer to use other life testimonies found online.</i></p>

Key Question: *Would a near death experience change my life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To examine the concept of near death experience.</p>	<p>Starter: Start by introducing the concept of a near death experience. Clearly explain that this involves the person dying momentarily but that the experience usually feels much longer to them.</p> <p>Development: There is a small range of video material on near death experience, including the Belief File story of “Mrs Dobbs”. Showing such a testimony could begin developing the ideas for the lesson.</p> <p>Using such footage as a stimulus to a P4C style discussion allows the pupils to set their own philosophical question for discussion. The teacher would then facilitate the session giving the pupils the freedom to follow their own thoughts and line of enquiry.</p> <p>A home work task could be set offering the pupils a chance to work independently and follow their own interest in this subject area by researching the topic further and recording their findings.</p> <p>Plenary: Pupils offer their own key ideas and thoughts on the subject and then respond to each other through questions and thoughtful comments. Key ideas/ questions are recorded on a display.</p>	<p><i>I can raise and suggest answers to questions of purpose and truth. (AT2 L4)</i></p> <p><i>I can pose and suggest answers to questions of purpose and truth, relating them to my own and others’ lives. (AT2 L5)</i></p> <p><i>I can express insights into my own and others’ views on questions of meaning, purpose and truth. (AT2 L6)</i></p>	<p><i>Remember that quite a lot of documentation cases point to a positive experience and share common features.</i></p> <p><i>Floating above their physical body</i></p> <p><i>A bright light</i></p> <p><i>A tunnel</i></p> <p><i>Glimpses of heaven</i></p> <p><i>A need to return to their life (unfinished business)</i></p> <p><i>Only a few have reported negative experience of a hell like existence and those individuals have dramatically changed their lives as a result of the experience.</i></p> <p><i>The idea is to get pupils to consider whether such an experience would actually change their behaviour. For example, if they briefly experienced hell would it change the way they acted to other people when they returned to this life so that they could avoid ending up in hell for eternity?</i></p>

Key Question: *How will the world end?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on personal views about the end of the world.</p> <p>To know about Christian views on the end of time.</p> <p>To reflect on fundamental questions for human beings.</p>	<p>Starter: Pupils look individually at images/photos of disasters/issues facing the world, e.g. nuclear threat, pollution, AIDS. What are the issues facing the world? Reflect on personal view, using stimulus sheet.</p> <p>Development: In small groups, look at Christian teaching in Revelation.</p> <ul style="list-style-type: none"> • Read extracts from the Last Battle. • Discuss imagery/metaphor. • Relate back to earlier work on good and evil. <p>What does this teaching suggest? Report back.</p> <p>Encourage pupils to be quiet and reflect on the issues covered in the unit.</p> <p>Invite response in a chosen form: e.g. picture/ poem/ writing/ drama/ dance/ music.</p> <p>Plenary: Make a display showing the questions used at the start of the lesson and the answers given.</p>	<p>I can explain how religious sources are used to provide authoritative answers to ultimate questions. (AT1 L5)</p>	

Key Question: *What have I learned?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To assess understanding of the unit and of evaluative skills.</p>	<p>There are many options for assessment tasks throughout this unit. The following is just one possibility.</p> <p>Ask pupils to write a statement to explain what Christians believe about what happens after death, referring to sources to support their views and showing that they understand some diversity of belief amongst Christians. They should then try to explain some of the ways that these beliefs impact on the lives of Christians.</p> <p>They should follow this with an explanation of what they think about these views, before going on to consider their own current belief about what happens when we die and to compose a statement to support their view.</p> <p>The piece of work should be between 250 and 350 words.</p>	<p>I can use developing religious vocabulary and show understanding of Christian beliefs and sources regarding death. (AT 1 L4)</p> <p>I can explain how religious sources are used to provide authoritative answers to ultimate questions in Christianity. (AT1 L5)</p> <p>I can use religious and philosophical vocabulary to explain Christian beliefs about death, explaining reasons for diversity within the religion. (AT1 L6)</p>	<p><i>Higher attaining pupils could compare the Christian view with that of another religion as well as their own views.</i></p>