



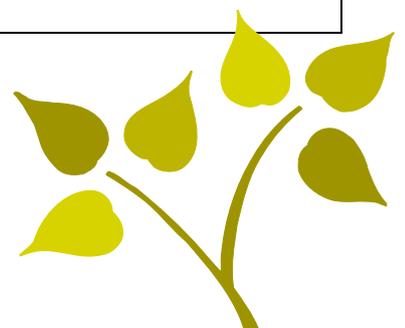
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification (School Selected Unit)



Title: The Journey of Life: *What happens when we die?*

Year Group: 5/6



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About this unit:

This unit enables pupils to consider some philosophical questions about life after death. It focuses on ideas and beliefs about this from a Christian perspective and a Hindu perspective. Pupils are encouraged to think for themselves and develop their own perspectives, referring to their own experiences, beliefs and values.

It is highly advisable to send a letter home before commencing this unit. The letter should advise families of the nature and content of the unit, inviting them to see material themselves or share pertinent information about particular circumstances.

Where this unit fits in:

This is a unit that can be selected by schools in addition to the mandatory units.

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 death and what happens after death. Pupils will develop their skills of asking and responding to questions of meaning, purpose and truth, and as they do so they will encounter religious beliefs, teachings and sources. Pupils will also develop their knowledge and understanding of how beliefs influence the way people behave.

This unit contributes to the continuity and progression of pupils' learning by exploring a universally important ultimate question and looking in depth at the beliefs of two major faiths.

The unit builds upon the learning encountered in earlier years when studying Easter and the life of Jesus and also ideas from the unit on Hinduism.

The unit anticipates further study of the concepts of destiny and free will encountered at Key Stage Three.

Estimated teaching time for this unit: 6 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 6 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 link with other curriculum areas where 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
- Religious Practices and Ways of Life

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:

Faith (The belief in that which is beyond proof is a feature of religious belief);

Destiny (The idea that the world and people in it have an ultimate purpose);

Reincarnation (Hindus believe that the soul, as a part of God, will be reincarnated into another body after death).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs and how their beliefs will affect the way they behave;
- **Respect for all** by developing a willingness to learn from beliefs different from their own and realising that, whilst they may not share a religion, beliefs may be similar and values may overlap significantly;
- **Open mindedness** by engaging in positive discussion and debate on views different from their own.

The unit will provide these opportunities for pupils:

- To consider the concepts of living and dying;
- To consider a diverse range of views about questions of life after death or what happens when we die;
- From the study of Christianity and Hinduism, pupils will be able to compare views and ideas;
- To think about their own experiences and views in relation to questions of life after death;
- Experiences include enquiry, interviews with members of different faiths, reflection and self-expression as well as debate.

Background information for the teacher:

- It is unlikely that pupils will have looked in any great detail at the question of death but many are likely to have thoughts, feelings or experiences connected with it. It is important that consideration is given to any pupils who have experienced loss. Discussion with the family and pupil will be helpful.
- **Christians** have different views on what happens when we die. Many Christians believe in the idea of judgement in the afterlife where people will be called to account for their sins. Those who have repented and followed Jesus' teachings enter heaven. Those who have shut Christ out of their life go to hell.
- **Hindus** believe in reincarnation. This means that the *atman* (the soul) is reborn in another body, human or animal, when the body dies. The same atman (a part of Brahman, God Itself) can be reborn many times, in a cycle of death and rebirth called *Samsara*. The aim of a Hindu's life is to break free of this cycle and to achieve *Moksha* (*release from Samsara*).
- **Humanists** do not believe that there is life after death. They believe that people's time on earth should be worthwhile and happy and that they should try to help those around them.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions:</p> <p>Christianity Heaven Hell Redemption Sin</p> <p>Hinduism Atman Dharma Moksha Rebirth Reincarnation Samsara</p> <p>General Bereavement Death Dying Immortality Mortality New Life Soul Spirit</p>	<p>Teachers might use:</p> <p>Books Books that deal with death in a child-appropriate way:</p> <ul style="list-style-type: none"> - “Heaven” by Nicholas Allan - “Badger’s Parting Gifts” by Susan Varley - “The Sad Book” by Michael Rosen - “The Goodbye Boat” by Mary Joslin & Claire St Louis Little - “Grandma and Grandpa’s Garden” by Neil Griffiths - “The Fall of Freddie the Leaf” by Leo Buscaglia, Ph.D. - Student Handbook of Religious Education – Pearson Publishing <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has useful information/links www.natre.org.uk/spiritedarts ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ http://www.natre.org.uk/db/primary.php to gather some student views from different faiths
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from raising ultimate questions and reflecting on the impact of beliefs about life after death; • Opportunities for social development come from identifying how our beliefs might influence our behaviour and considering how we respond to others with different beliefs; • Opportunities for cultural development come from appreciating the ways in which faith shapes and motivates different communities. 	

EXPECTATIONS: At the end of this unit....			
<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe some Christian and Hindu teachings about life after death. (AT1) • Use religious or spiritual vocabulary, such as reincarnation. (AT1) • <i>Make links between Christian and/or Hindu beliefs and their own beliefs about life after death. (AT2)</i> 	<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 different terms used to describe Hindu and Christian beliefs about life after death. (AT1) • Use the vocabulary learned in RE, to show their understanding of why people might believe in life after death. (AT1) • <i>Apply ideas from different points of view to develop their own beliefs about what happens when we die. (AT2)</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of different beliefs about life after death on a person's lifestyle. (AT1) • Explain some similarities and differences between Christian and Hindu points of view. (AT1) • <i>Express thoughtful views about what happens when we die. (AT2)</i> 	<p>Pupils working at level 6 will be able to:</p> <ul style="list-style-type: none"> • Explain and interpret divergent views of heaven and hell within the Christian tradition. (AT1) • <i>Express insights of their own into the challenges that arise from our beliefs about life after death. (AT2)</i>
<p>ASSESSMENT SUGGESTIONS</p> <p>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</p> <p>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 the material studied throughout the unit, across the ability range.</p> <p>In this Unit of Work, opportunity for assessment comes through the final task to write a piece describing Christian and Hindu beliefs about life after death and an explanation of their own developing or developed views about what happens when we die.</p> <p><i>Higher attaining pupils: To extend this work, pupils could research beliefs held by another faith group of their choice and compare to those studied so far. A Humanist or atheist view would add an interesting dimension.</i></p>			

UNIT TITLE: The Journey of Life: *What happens when we die?*

Key Question: *What questions do I have about death?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on the big question of 'What happens when we die?'</p> <p>To consider the difficulties and uncertainties that can arise when considering 'big questions'.</p>	<p>Talk to the pupils about life's big questions – questions such as 'Is there a God?' or 'How did the world come to be?' Pupils could be given the opportunity to create their own big questions.</p> <p>If not suggested by the pupils, introduce the big question 'What happens when we die?'</p> <p>Read a story such as 'Heaven' by Nicholas Allen. Allow the children a few minutes to share with each other thoughts and feelings about the story.</p> <p>Ask children to consider what questions Lily might ask just after Dill has left. Pupils record their questions. Now ask the pupils to write how they might answer Lily's questions.</p>	<p><i>I can share my thoughts and feelings about life and death and listen and respond to the ideas of others. (AT2 L4)</i></p> <p><i>I can create big questions, including ones about death, and suggest possible answers. (AT2 L4)</i></p>	<p><i>Approach this topic carefully, making sure account is taken of any recent bereavements. Consideration should be given to sending letters home to parents informing them of the topic in advance.</i></p>

Key Question: *What do we mean by our 'soul' or 'spirit'?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the terms 'spirit' and 'soul'.</p> <p>To reflect on what it is, apart from our physical body, that gives us identity.</p>	<p>Ask pupils to divide an A4 sheet of paper in half and draw a self-portrait on one side. On the other, ask them to write a list of their attributes and characteristics, positive and negative. Give children chance to discuss these with others first.</p> <p>Produce a portrait of yourself and ask pupils to help you complete the characteristics side for you!</p> <p>Look together at the two sides of the paper. Explain that when someone dies it is usually because the body has worn out or got damaged in some way.</p> <p>Next, tear the paper in half and discard the portrait. Explain that the characteristics side represents what is often known as the person's soul or spirit.</p> <p>Allow pupils time to discuss this idea of soul. What do they think it looks like? What happens to it when we die? Where does it come from? Do animals have souls? Does it have anything to do with God?</p> <p>Ask pupils to paint, draw or write a piece called 'My Spirit' to express their ideas. Share ideas in groups and feedback key thoughts to class.</p>	<p>I can explain the difference between physical appearance and what makes a person who they are. (AT1 L5)</p> <p><i>Pupils can express their own ideas about their own spirit. (AT2 L5)</i></p>	<p><i>Only use your own portrait to illustrate the tearing and separating, never a child's.</i></p>

Key Question: *What do I believe about death?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on and identify my own ideas and beliefs about what happens when we die and my knowledge of other ideas and beliefs.</p>	<p>Show the class a slideshow/video of pictures connected to death (gravestone, poppies, dove, flowers etc.) Play gentle, calm, but not sombre music as they watch.</p> <p>Give each group a laminated collage of the photos and sticky notes to jot their initial thoughts on. What did the pictures make you think about? What did you find puzzling? What questions did the pictures raise? Share ideas with the group. Spokesperson shares one interesting idea with rest of class.</p> <p>Replay the sequence but this time at the end put up the question, 'I wonder what happens when we die?'</p> <p>Give groups time to think about the above question and write down their ideas under three headings :</p> <ol style="list-style-type: none"> 1) What I think might happen when people die; 2) Other ideas I have heard about and where I think those ideas might come from (e.g. – faith); 3) Questions I have/things that puzzle me about life and death. <p>These will be written onto three large sheets of paper. Explain that some of the things on sheet 3 may be answered as the learning progresses today but that we will return to any that have not been addressed in later sessions.</p> <p>Review a few of the ideas on sheets 1 and 2 from different groups. Use this as an opportunity for the pupils to self assess their current understanding of any religious beliefs about death and their own capacity to form and express a view. (What do I know already?)</p>	<p><i>I can express some of my own ideas about life after death. (AT2 L5)</i></p> <p>I can appreciate alternative viewpoints and express similarities and differences with my own views. (AT1 L5)</p>	<p><i>It is important that pupils understand that their own ability to reflect on this potentially difficult subject is central. Teachers should identify beforehand any pupils who have recently suffered bereavement and support, or an alternative option could be offered.</i></p>

Key Question: *What do Christians and Hindus believe about life after death?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To interpret views and beliefs from different religions about life after death.</p>	<p>Explain that they are now going to focus on some Christian and Hindu ideas about what happens after death. In small groups, give children a set of cards with statements about life and death from young people from the two faiths. One of the group scribes, the others have cards which they read out and discuss. (At the outset, it will be helpful if teacher models from one or two cards to show scribes how to record.) What does the statement tell us about what some Christians and some Hindus might believe about what happens after they die? The scribe records basic ideas. Change scribe and repeat until all the cards have been discussed.</p> <p>Groups come back together. What have they learned about what Hindu and Christian views about death might be? What surprised them? What questions do they now have? What do they want to find out more about? There may be questions to add to sheet 3 (from the previous activity based on pictures.)</p> <p>Children have the opportunity then to add to their learning after viewing interviews with a Hindu and Christian and examining verses from sacred texts in Hinduism and Christianity. Have they got the main beliefs and the reasons for these beliefs? Share the outcomes as a class.</p>	<p>I can use correct terminology to show understanding of the key beliefs of Christians and Hindus with regards to what happens when we die. (AT1 L4)</p> <p>I can make comparisons between the two faiths, explaining similarities and differences. (AT1 L5)</p>	<p><i>RE Today – ‘Opening Up RE’ series has a set of statement cards about life after death for a variety of faiths.</i></p> <p><i>Some ideas from faith groups can be obtained from</i> http://www.natre.org.uk/db/primary.php</p> <p><i>Ideally, pupils would have the opportunity to interview a representative from each faith group for themselves. Time would need to be given to prepare suitable questions in order to fully explore beliefs and actions.</i></p>

Key Question: Have my beliefs about death changed in the light of my learning about Hindu and Christian beliefs?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To communicate effectively my understanding of the beliefs of Hindus and Christians about life after death.</p> <p>To express my own beliefs in the light of what I have learned.</p>	<p>Explain the next individual activity but then create success criteria together before carrying out task. What will they need to do to be successful? Show two examples of previously completed work. One is just ok, the other very good. Why? What makes the work good? Refine success criteria, if needed.</p> <p>Individual activity: A piece of extended writing from each child explaining what some Christians might believe about what happens when they die including why; what some Hindus might believe and why; and their own beliefs in the light of their learning today. <u>Remind them to keep checking against the success criteria.</u></p> <p>After a suitable period, in pairs, give children the opportunity to peer-assess their written work against the success criteria so far. Children to record on sticky notes their next step or 'wish'. Continue activity or leave to complete at the next session if necessary.</p> <p>Differentiation: LA pupils to work as a small group with adult support on pooling their findings on large sheet, maybe scribed by the adult and supporting developing paragraphs, perhaps on post its.</p> <p>Plenary: Return to lesson objective and play the video of pictures again asking some children to read their views of death as the pictures play, whilst all others reflect.</p>	<p>I can describe some of the beliefs that Christians and Hindus have about what happens after death. (AT1 L3)</p> <p>I can use correct terminology to show understanding of the key beliefs of Christians and Hindus with regards to what happens when we die. (AT1 L4)</p> <p>I can begin to explain why Christians and Hindus might hold these beliefs about what happens after death. (AT1 L5)</p> <p>I can begin to explain how different beliefs held about death may affect the lives of Hindus and Christians. (AT1 L4)</p> <p><i>I can express my own beliefs about what happens after death. (AT2 L4)</i></p> <p><i>I can begin to explain why I hold these beliefs, referring to ideas from different religions and beliefs. (AT2 L5)</i></p> <p><i>I can begin to explain the difference my beliefs about death have on the way I live my life. (AT2 L5)</i></p>	<p><i>Pupils will find it easier to identify success criteria if the models are far apart in terms of attainment. They will be able to see more clearly what makes the better one better!</i></p>