



Medium Term Unit Planning

| Lesson title and learning Intention | Threshold concepts (success criteria) | Milestones (success criteria) | Lesson structure/differentiation |
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| R.E. U2.12 How does faith help people when life gets hard? | | | |
| 1. What questions have you got about what happens when we die? | Make sense of belief | | Generating big questions. Talk to the pupils about life's big questions or 'Ultimate Questions'. 'Is there a God?' or 'How did the world come to be?' Read a story such as 'Heaven' by Nicholas Allan. Use this as a stimulus to generate the kind of questions and answers that can surround death and dying. Ask the children to write any questions that this person might have about death. Analyse the questions and group the questions. As a class identify a few key questions that you want to find some answers to in the unit. Remind them that there may be lots of different answers. Express why the questions have been chosen. |
| 2 What do some people think carries on after we have died? What is our soul? | Make connections Understand the impact • | Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives | Ask pupils to fold a piece of A4 paper in half, landscape. Ask them to then draw a portrait of themselves on one side and write their characteristics and personality traits down the other side. Ensure that pupils suggest characteristics and not physical descriptions. Idea of soul Allow pupils time to discuss this idea of the 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 the spirit or soul have anything to do with God? If part of a person lives on does that affect how you live your life now? |



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| 3. Do some people believe that you come back to life as a different thing? What is reincarnation? | Understand the impact | Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives | Image of a ladder to represent life, with the best people at the top and the lowest animals at the bottom. Ask pupils to discuss this and then draw their own. Who might be at the top and who at the bottom? Where would they place themselves? Use this image to introduce and explain the belief of reincarnation. Ensure pupils understand the purpose for believers is to get to the top of, then off, the ladder completely, to become one with God. Explain the concept of 'Karma' and Moksha. Challenge to consider what qualities can be found in humans at different points of the ladder. What qualities and habits would move people up and down? Annotate their ladder with these. |
| 4 Do you get to heaven if you do things wrong? | Make sense of belief Understand the impact | Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) | Weighing scales to introduce and explain the concept of 'judgement', with good deeds weighed on one side and 'bad' deeds on the other. Discuss with pupils what the word 'judgement' means. What 'pass mark' they would set for entry into a happy afterlife. What qualities and habits would be found in people who 'passed'? Ask pupils to imagine that they are in charge for the day of who gets into Heaven -justify the pass mark. 'If the roof fell in now, I would score _ out of ten'. Ask pupils to discuss who or what type of people they think score highly and who would receive a low score. What do you think your score is now and what do you do to increase or decrease your score? Christian and Muslim beliefs about judgement - compare |
| 5 What do Christians think happens when we die? | Make sense of belief | Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences | Read the poem 'Heaven' by Steve Turner. This poem is written in a contemporary style and from a Christian perspective. - The poet is a Christian. How can you tell? |



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| | | | <ul style="list-style-type: none"> - Which verse in the poem do you think is most important for Christians? Why? - What puzzling questions does the poem make you think about? - What answer do you think a Christian would give to the questions in the last two lines? <p>Look together at an order of service for a Christian funeral, looking at what it says about a believer's hope in death.</p> <p>What bible passages do people read at a funeral? What prayers do they say? What do they say about beliefs about death?</p> <p>How might what happens at a funeral help a Christian when someone has died? Why do you think it might help?</p> |
| What do people who don't believe in God think happens when we die? | Understand the impact | Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) | <p>'What happens when we die?' - judgement, re-incarnation and then the response, 'nothing'. Extend understanding of this by making it clear that this response often leads to a desire to live life to the full. Can pupils think why? How is the belief that nothing happens different to the other two beliefs studied?</p> <p>Reflect and ask pupils to respond to what 'live life to the full' might mean. You could introduce the idea of the books such as '100 things to do before you die' and '100 places to see before you die'. Explain that at a funeral of a non-believer, the life is celebrated for what was achieved and what was given to others. The focus is on the life lived, not on a life to come. Share some readings that could be chosen for a non-religious funeral service. Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives.</p> |



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| What different ideas are there about what happens when we die? What do I think? | Make sense of belief Understand the impact | Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) | Give the pupils a series of statements about what Christians, Muslims, Hindus and those who hold non-religious beliefs believe about death. Ask the children to sort the cards depending on the belief that they think they represent. Give each pair of children a Venn diagram and ask them to use just two sets of cards. Label one circle, for example, Christian only and the other Muslim only. Where the two overlap place shared beliefs. Ask the children to sort the cards. How do holding certain beliefs makes people behave in their lives? |
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