

<p><b>Question:</b> U2.3 What do religions say to us when life gets hard?</p>		<p><b>Critical Learning</b></p> <ul style="list-style-type: none"> <li>• Knowing about and understanding religions and worldviews</li> <li>• Expressing and communicating ideas related to religions and worldviews</li> <li>• Gaining and deploying the skills for studying religions and worldviews</li> </ul> <p><b>Key Vocabulary</b></p> <p>Death, dying, ultimate questions, soul, spirit, karma, moksha, Hindu, Dharma, reincarnation, Christian, Islam, Humanism, Muslim, Jesus, Allah, God, heaven, funeral, ceremony, eulogy</p>
<p><b>Strand</b> Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>		
<p><b>Questions in this thread:</b> N/A</p>		
<p><b>International Baccalaureate Learner Profile Link</b></p> <p><i><b>Inquirer:</b> Learning about other religions from stories.</i></p> <p><i><b>Knowledgeable:</b> Developing an understanding of a range of religious and moral stories.</i></p> <p><i><b>Thinkers:</b> Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i></p> <p><i><b>Communicators:</b> Sharing ideas and talking about religious stories that they have heard.</i></p> <p><i><b>Principled:</b> Show a strong sense of fairness when it comes to stories that they hear.</i></p> <p><i><b>Open-minded:</b> Appreciating the traditions of others.</i></p> <p><i><b>Caring:</b> Demonstrate empathy, compassion and respect when listening to a range of stories.</i></p> <p><i><b>Risk-Takers:</b> Show an ability to work independently and creatively to explore new ideas.</i></p> <p><i><b>Balanced:</b> Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i></p> <p><i><b>Reflective:</b> Understand our strengths and weaknesses in order to support our learning.</i></p>		
<p><b>Prior Skills</b></p>	<p><b>New Skills</b></p> <ul style="list-style-type: none"> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</li> <li>• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</li> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2).</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul>	<p><b>Future Skills</b></p>

## **Knowledge, Skills and Understanding**

<b><u>Emerging</u></b> <b><u>You can...</u></b>	<b><u>Expected</u></b> <b><u>You can...</u></b>	<b><u>Exceeding</u></b> <b><u>You can...</u></b>
<ul style="list-style-type: none"><li>• Give a simple definition of the idea of the soul.</li><li>• Give a simple definition of the ideas of heaven.</li><li>• Give a simple definition of the ideas Karma and reincarnation.</li><li>• Consider questions such as What happens when we die?</li><li>• Ask some questions of my own about life after death and suggest two different answers to the questions</li></ul>	<ul style="list-style-type: none"><li>• Describe the impact that the belief that we have a soul might have on the way someone might live their life.</li><li>• Describe the Hindu belief in reincarnation and Karma.</li><li>• Describe a link between a reading that might be used at a funeral and a Christian belief about life after death.</li><li>• Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death.</li><li>• Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation.</li><li>• Describe similarities and differences between non-religious and Christian beliefs about the afterlife.</li><li>• Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.</li><li>• Give reasons why some people might be comforted by their beliefs when someone dies.</li></ul>	<ul style="list-style-type: none"><li>• Explain how believing in reincarnation might affect the way someone lives their life.</li><li>• Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.</li><li>• Give reasons why nonreligious people and Christians might choose to live their life in similar or different ways because of their beliefs.</li><li>• Describe and explain their own ideas about life after death reflecting on ideas from at least two religions studied.</li><li>• Interpret artistic and poetic expressions of what happens when we die.</li></ul>

<p><b>Resources</b></p> <p>N/A</p>	<p><b>Website/Apps</b></p> <ul style="list-style-type: none"> <li>• Humanists UK provide information about funerals on its website: <a href="http://www.humanism.org.uk">www.humanism.org.uk</a></li> <li>• <a href="https://understandinghumanism.org.uk/">https://understandinghumanism.org.uk/</a></li> <li>• <a href="https://humanism.org.uk/ceremonies/non-religious-funerals/">https://humanism.org.uk/ceremonies/non-religious-funerals/</a></li> <li>• Information on Christian death beliefs <a href="http://request.org.uk/">http://request.org.uk/</a></li> </ul>
	<p><b>Suggested Quality Texts</b></p> <p>Heaven – Nicholas Allan  Heaven – Steve Turner  Heaven – Peter Blowfield</p>
<p><b>Assessment ideas</b></p> <p><b>Personal evaluation</b></p> <p>Read the poem Heaven by Peter Blowfield (aged 10) available free from the NATRE website. Read and discuss the poem in small groups. Set the pupils some questions to consider for example - What is the poet certain/uncertain about? - Why do you think the poet has so many questions but no answers? - What do you think this poet might believe about what happens when we die? Ask the children to go back to the questions they answered at the beginning of the unit. Have their views changed?</p>	
<p><b>Writing Opportunities</b></p> <p><b>Poem</b></p> <p>Set the pupils the task of writing their own poem about life and death, perhaps with a repeating phrase such as Heaven, Heaven what does it mean? Can they express their own ideas in their poem? When the poem is written ask the children to write an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied.</p> <p><b>A note to Lil:</b></p> <p>Ask the pupils to write a note to Lil as if from a Hindu explaining what they think will have happened to dill the dog when he died. Ensure that pupil use the terms reincarnation and Karma in their note</p>	
<p><b>Cross Curricular Links</b></p> <p>(These need to be linked with topics that are taught in the year group)</p>	

