



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group      6	TERM    Spring 2	Theme: U2.12 How does faith help people when life gets hard?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)</p> <p>This unit offers an opportunity to pupils to draw together some previous learning about Christian, Hindu and non-religious beliefs. It explores religious and non-religious responses to life and considers why some people find that their faith can help them celebrate the good times in life but also to cope with the difficult times.</p> <p>The unit question may imply that faith does always help, but of course the answer can be, 'It doesn't help at all!' Non-religious responses may suggest that religious faith only offers a fantasy rather than concrete help.</p>	<p><b>Concepts:</b></p>	<p><b>Vocabulary:</b></p> <p>.</p>
<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</p>	
<p><b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):</p>		

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1	<p><b>What is life like? Exploring the ups and downs.</b>  <b>What is life like?</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to come up with as many creative ideas to finish the sentence starters, using metaphors or similes: 'Life is...' or 'Life is like...' E.g. challenges. Life is an onion – so many layers and it makes you cry. Life is like the bottom of the ocean – there is lots of hidden treasure. Life is like a bookcase – full of stories, some true, some not. Life is like a jewel – too precious to lose. Life is like Tesco – open 24/7. Life is like this pencil – pointless. Life is a journey to an unknown destination. Life is like a rollercoaster – full of ups and downs. Life is an adventure, full of exciting e is like making a cake – it sometimes goes wrong. Life is a battle. (You could create a display – a wall of life, if pupils write and illustrate their 'Life is...' comment in a brick-shape, and you create a wall of statements.)</li> <li>• Do some interpreting: what do these statements suggest about life? Is it all good, or bad, or mixed? What attitude to life do these statements show? Fear, excitement, confusion, joy...?</li> <li>• Note that religions all reflect on life – they offer responses to human experience. They also recognise that life has ups and downs.</li> <li>• Many religions offer followers hope and guidance for life. Some religious believers may focus on thanking God for good times too. Consider what a religious believer (choose a selection of religions) might be thankful for (e.g. life, safety, family, love, the Earth, beauty, health, friendship). Talk about</li> </ul>		PowerPoint lesson 1

	<p>how a believer might show their gratitude (prayer, praise, worship, generosity to others who are less fortunate).</p> <ul style="list-style-type: none"> <li>• Note that the science of positive psychology recommends gratitude, a positive response to good things that happen. Research says that just 15 minutes a day focusing on things to be thankful for can improve happiness. It can help to give a balanced perspective, since bad event usually have more impact on us than good ones. People who are grateful are more likely to help others.</li> <li>• Religions also recognise that times can be tough too. Ask pupils to suggest ways in which religions help people to cope even when times are tough, e.g. through prayer (praying themselves, or other people praying for them); giving a sense of purpose, offering a guide to deciding what is right and wrong, giving membership of a community who care for each other, giving opportunities to celebrate together.</li> <li>• Find out about 'gratitude journals' <a href="http://www.happierhuman.com/benefits-of-gratitude/">www.happierhuman.com/benefits-of-gratitude/</a> and have a go in your class at collecting things to be grateful for, putting them on sticky notes in a class 'gratitude jar'. At the end of the week, read a few out (unless you decide that it should be confidential). How does it make pupils feel after a week of collecting things to be thankful for?</li> </ul>		
2	<p><b>What questions have you got about what happens when we die?</b></p> <p><b>Look back at the 'Life is...' simile and metaphor bricks.</b> You talked about what they say about life, but do any of them</p>		

	<p>have any suggestions about death? What attitude to death do they present? Is death welcome or unwelcome? Is it part of the journey or an interruption? Do they face or ignore the reality of death? If there were no death, would the “life is...” statement still be true?</p> <p>Introduce the idea that many religions believe that there is some form of life after death. Many atheists such as Humanists believe that that this life is the only one we have, and there is no life after our bodily death. However, many people who are not religious at all – whether atheists or agnostics, or ‘spiritual but not religious’ – also suggest that they think that life is not all there is; many believe (or hope for) <i>something</i> positive after death. Point out that this can be a sensitive subject for some people, and that you will need to take care as a class.</p> <p>Ask pupils to think of some reasons why people might believe in life after death. E.g. religious teachings in holy books; Christian beliefs about Jesus’ resurrection; beliefs about a soul or spirit that lasts past the death of the body; stories about people who claim to have ‘near death experiences’; a hope that this life is not the end of everything; a sense that the universe is more than the material world. Ask them why belief in life after death might be comforting for people. Discuss their ideas.</p> <p>Give pupils a chance to raise questions about life, death and life after death. Collect suggested questions on sticky notes. Note that some questions in life are easy to answer (how old are you?), but some of these kinds of questions – ‘ultimate questions’ about life, death, the possible meaning and purpose of life – are very difficult. Gather the questions and sort them into easy, hard and ultimate.</p> <p>Note that one helpful story book for exploring some of the questions around death is Nicholas Allan’s <i>Heaven</i>.</p>		
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	<p><b>Notes:</b> Before starting study in this unit a letter informing parents of the topic should be sent home. As this is an enquiry-based unit, pupils will create their own questions, adapting the key question so they can enquire what most interests and challenges them. Heaven - Nicholas Allan Red Fox books 978-0099488149</p>		
3	<p><b><i>What is Christian teaching about life after death?</i></b></p> <p>Christian teaching about life after death includes some of the following ideas:</p> <ul style="list-style-type: none"> <li>• God is the Creator. He is perfect, eternal and everlasting.</li> <li>• Human beings are creatures. They are sinful and rebellious against God. They are finite and mortal – they die.</li> <li>• The New Testament teaches that Jesus (who was God incarnate – in the flesh) came to repair the damage done by human sin – to save them (salvation).</li> <li>• Jesus died to repair this damage, and, being without sin himself, came through death out the other side to new life – resurrection.</li> <li>• Through him, Christians believe, they also can receive eternal life.</li> <li>• At some point in the future, everyone will face judgement by God. For those who trust in Jesus, his sinlessness will be ‘transferred’ to them, so that they gain eternal life.</li> <li>• Heaven is mostly described in metaphorical terms in the Bible (it will be a feast or celebration, for example), but it says it is going to be a place with no tears, no pain, no sadness, where people will be at one with God (Revelation 21:1-4).</li> </ul> <p>Ask pupils to work in pairs to design a diagram to explain these key ideas. They should try and use symbols and pictures</p>		

	<p>rather than words. Get each pair to show their diagrams to another pair, talking through their ideas and practising explaining Christian beliefs.</p> <p>You could extend this with the resource on p. 13, which gives some key teachings. They could match the teachings to the summary bullet points above. They could also add to their diagrams, including, for example, the Roman Catholic idea of Purgatory.</p> <p>Ask pupils to come up with some links to their prior learning about Jesus, incarnation and salvation. If this is what Christians believe, what will they do as a result? Ask pupils to list at least three ways these beliefs will make a difference to Christian living. How might these beliefs make a difference to Christians when life gets hard?</p>		
4	<p><b>Why do some people believe that we do not only live once? What is reincarnation?</b></p> <p><b>Hindus, Sikhs and some other religious communities believe in reincarnation and karma.</b></p> <p>Look at Unit U2.7 – revisit or introduce the idea of reincarnation, karma and samsara from that unit. See how much pupils recall about Hindu beliefs in reincarnation and karma. Can they write a summary? How much of the below outline do they get?</p> <ul style="list-style-type: none"> <li>• Samsara: Hindus believe in reincarnation so, for them, the present life is just one in a series of lives (incarnations). The cycle of birth, death and rebirth is called samsara.</li> <li>• Atman: The atman is the eternal self, a spark of the divine in every living thing, which is reincarnated through the cycle of samsara. Hindus believe that this atman has always existed and that an atman born in the form of a human being has already passed through many previous incarnations.</li> <li>• Karma: a cosmic justice system from which no one can escape. Good karma will lead to a better incarnation in future</li> </ul>		

	<p>lives and bad karma will result in an incarnation which is not so good.</p> <ul style="list-style-type: none"> <li>• Dharma: duty. When an atman is reborn as a human, he or she has a great opportunity to gain good karma. A person does this by doing their duty, or dharma. This helps to get a better life next time, or even to achieve moksha – liberation from this cycle of samsara.</li> <li>• Moksha: one way of describing this is the ‘spark’ of atman returns to the ‘fire’ or Brahman. Or the drop of water (atman) dissolves into the ocean (Brahman). It is a state of bliss, with no more suffering or rebirth.</li> </ul> <p>Ask pupils to work in pairs to design a diagram to explain these key ideas. They should try and use symbols and pictures rather than words. Get each pair to show their diagrams to another pair, talking through their ideas and practising explaining Hindu beliefs.</p> <p>You could extend this with the resource on p. 14, which gives some key teachings. They could match the teachings to the summary bullet points above. They could also add to their diagrams, including some of the metaphors for reincarnation. Reflect together on how and why the idea of karma and reincarnation might help a Hindu handle good and bad times. Can pupils give any reasons? They may consider that reacting well in hard times will gain good karma; that a Hindu gains good karma by fulfilling their dharma (duty), which may involve facing hardship.</p>		
5	<p><b>How do Christians mark when someone dies?</b></p> <p>Ask pupils to work in groups to collect what they already know from the lesson on Judgement about what Christians believe. Read the poem ‘Heaven’ by Steve Turner. This poem is written in a contemporary style and from a Christian perspective. In groups answer a selection of questions from the poem for example:</p>		

	<ul style="list-style-type: none"> <li>- The poet is a Christian. How can you tell?</li> <li>- Which verse in the poem do you think is most important for Christians? Why?</li> <li>- What puzzling questions does the poem make you think about?</li> <li>- What answer do you think a Christian would give to the questions in the last two lines?</li> </ul> <p><b>Ceremonies when people have died?</b></p> <ul style="list-style-type: none"> <li>• Look together at an order of service for a Christian funeral, looking at what it says about a believer's hope in death (e.g. <a href="http://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/death-and-dying/funeral">www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/death-and-dying/funeral</a> ; <a href="http://www.funeralguide.co.uk/blog/bible-readings-for-funerals">www.funeralguide.co.uk/blog/bible-readings-for-funerals</a> )</li> <li>• Look at some of the hymns used at Christian funerals (e.g. most popular ones reported by Co-op Funeralcare: scroll down here: <a href="http://www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-the-highway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088">www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-the-highway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088</a> ) What bible passages do people read? What prayers do they say? What do they say about beliefs about death?</li> <li>• How might what happens at a funeral help a Christian when someone has died? Why do you think it might help?</li> <li>• Use the idea of the eulogy to promote discussion about memories and sadness of bereaved friends and family. Explain it is an honest story of the person's life. <i>If it is appropriate</i> choose someone well known who has died e.g. a children's author or sports person and ask groups to write a eulogy. Will what they write only be about what they were famous for? Why not?</li> </ul>		
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	<p><b>Notes:</b> Heaven by Steve Turner can be found in Steve Turner poems selected by Rebecca Winter (Lion Publishing, ISBN 0 7 59 4802 2). It can also be found on Poemhunter <a href="http://www.poemhunter.com">www.poemhunter.com</a></p> <p>Information on Christian funerals <a href="http://www.request.org.uk">www.request.org.uk</a> - <a href="https://request.org.uk/?s=funerals">https://request.org.uk/?s=funerals</a></p>		
6	<p><b><i>What do people who don't believe in God think happens when we die?</i></b></p> <p><b>Different ideas of death</b></p> <ul style="list-style-type: none"> <li>• Draw a timeline for a person, ending at the point of death. Fork this line in several ways to demonstrate the different answers to 'What happens when we die?' - judgement, resurrection, heaven, reincarnation and 'nothing'.</li> <li>• Extend understanding of this by making it clear that thinking that there is nothing after we die often leads to a desire to live life to the full. Can pupils think why?</li> <li>• How is the belief that nothing happens different to the other two beliefs studied?</li> <li>• Revisit the Co-op Funeralcare music charts for funerals. Look at some of the songs used for non-religious funerals. What beliefs do they express? What are the main differences between religious funerals and non-religious ones? <a href="http://www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-the-highway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088">www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-the-highway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088</a></li> </ul> <p><b>How do we live life to the full?</b></p> <ul style="list-style-type: none"> <li>• 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'.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Explain that at a funeral of a non-religious person, 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.</li> <li>• Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives.</li> </ul> <p><b>Notes:</b> Pupils might be tempted to think 'living life to the full' means living pleasure-filled, selfish lives. But Humanists believe a full life is one that contributes to the lives of others as well, so relationships and caring for others are seen as part of being 'fully human'. Humanists UK provide information about funerals on its website: <a href="http://www.humanism.org.uk">www.humanism.org.uk</a> It also publishes <i>Funerals without God</i> by J Wynne Willson <a href="http://humanismforschools.org.uk/teaching-toolkits/">http://humanismforschools.org.uk/teaching-toolkits/</a> has several teaching toolkits to support this work</p>		
	<p><b><i>What different ideas are there about what happens when we die? What do I think?</i></b></p> <p>Exploring some art of the afterlife. Look at the following three images. Connect each one to the correct belief (Christian, Hindu and non-religious) and say why, giving them the opportunity to revise and demonstrate what they have learnt in this unit.</p> <ul style="list-style-type: none"> <li>• Fra Angelico: The Last Judgment <a href="http://bit.ly/LastJud">http://bit.ly/LastJud</a> - (you may prefer to crop the right hand edge of this to avoid the gruesome images of torment).</li> <li>• Reincarnation: <a href="https://en.wikipedia.org/wiki/Reincarnation#/media/File:Reincarnation_AS.jpg">https://en.wikipedia.org/wiki/Reincarnation#/media/File:Reincarnation_AS.jpg</a></li> </ul>		

- Non-religious (the idea that the body gets absorbed into nature): <http://bit.ly/nonrelafterlife>

**Personal evaluation**

Read the poem Heaven by Peter Blowfield (aged 10) available free from the NATRE website.

[www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry-2019/spirited-poetry-collection/2006/?ThemeID=54](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry-2019/spirited-poetry-collection/2006/?ThemeID=54)

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 pupils to go back to the questions they answered at the beginning of the unit. Have their views changed?

**Personal expression**

Set 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 pupils to write an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied.

Or look at the examples from Spirited Arts such as the winners' gallery here:

[www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/)

How do these artworks reflect different beliefs about life, death and life after death? Ask pupils to respond to the unit question with artwork of their own: how do religions

	<p>help people through good and bad times? Give them a chance to reflect on what helps them in their own lives.</p> <p><b>Drawing together learning:</b></p> <p>The last part of this unit has focused on death, but the unit as a whole has also looked at how religion can make a difference when people go through good times too. Give pupils the unit key question and ask them to come up with at least three answers for how religion can help through good times and three more for when life gets hard. Get pupils to prepare some questions to ask some visitors – representatives from your local area, perhaps members of your Diocese or SACRE, representing different religious and non-religious perspectives. How do their beliefs affect how they live? Ask pupils to reflect on what they have learnt in this unit.</p>		
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