

<u>Curriculum Coverage</u> (Previous, expected and what follows on)		
Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> • What do different people believe in about God? • Why is the Bible so important Christians today? • Why is Jesus inspiring to some people? 	<ul style="list-style-type: none"> • Is death the end? • Does it matter? 	<ul style="list-style-type: none"> • Why is there suffering? • Are there any solutions?

Sequence of Teaching and Learning

What do religions say to us when life gets hard?

Session 1	<p>NC Statements</p> <p>Is death the end? Does it matter? -Ask some questions of my own about life after death and suggest two different answers to the questions</p>	<p>Read heaven to the children – what kind of questions can they think of that surrounds death? What questions might someone have if their dog had died? Tell the children that we are going to explore beliefs about the soul.</p> <p>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. Give pupils the opportunity to represent visually the soul or spirit. Rip the paper in half and show that a person retains the characteristics/personality and explain that this represents what is known by many people as a person's spirit or soul. Religions try to answer the question what happens to the soul or spirit when we die. Get children to think about what happens to us when we die.</p>	<p>Death Religion Afterlife Karma</p>
Session 2	<p>Describe the Hindu belief in reincarnation and Karma</p>	<p>Show children the Karma PP. Ask them what Hindu's believe will happen when they die. Ask: Can they change their path? Use the image of a ladder. Ask pupils to imagine this ladder represents 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</p>	<p>Hinduism Reincarnation Believer</p>

		<p>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.</p> <p>Ask: Who, would believers say, decides who is at the top/bottom and which habit or behaviour is important?</p> <p>Will people behave differently in life if they believe in reincarnation? Why?</p> <p>Children to fill in good actions and bad actions grid to show what would help them move up and down the ladder.</p>	
Session 3	<p>Look for 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</p>	<p>Use the image of a set of 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.</p> <p>Ask pupils to annotate a set of scales with their ideas about what could increase or decrease a score for getting into heaven in writing or drawing.</p> <p>Show PP on how different religions believe we are judged.</p> <p>Children to research into the similarities and differences for Christians and Muslims to get into heaven or paradise.</p> <p>Pupils to create a venn diagram showing similarities and differences.</p>	<p>Judgement Deeds Belief</p>
Session 4	<p>Describe how not believing in life after death might make a difference to how someone lives</p>	<p>Draw a time line for a person, ending at the point of death. Fork this line in 3 ways to demonstrate the different answers to 'What happens when we die?' - judgement, re-incarnation and then the response, 'nothing'.</p> <p>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?</p> <p>ASK: How do we live life to the full?</p>	<p>Hopes Dreams Reincarnation</p>

		<p>Reflect and ask pupils to respond to what 'live life to the full' might mean. Talk about the idea of 100 things to do before you die.</p> <p>Pupils to fill in 20 Things to do before you die.</p>	
Session 5	<p>Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p>	<p>Explain to the children that they now need to write back to Lil and explain the different answers to the questions.</p> <p>Pupils respond about how holding certain beliefs makes people behave in their lives.</p>	