

Unit U2.12 How does faith help people when life gets hard?

This unit supports the principal aim of RE: **The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.57 Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; links to other subject areas, if appropriate. 	<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>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Making sense of belief:</p> <ul style="list-style-type: none"> 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 for similarities and differences. <p>Understanding the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<ul style="list-style-type: none"> Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103; www.happierhuman.com/benefits-of-gratitude/). Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures. Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they

	<p>face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.</p> <ul style="list-style-type: none"> • Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement. • Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven. • Hinduism: law of karma affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape (moksha) and be absorbed back to Brahman. • One secular/non-religious view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final. • Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? • Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do. • These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge) E.g.</p> <p>...</p> <p>...give at least three examples of how religions use symbolism to show that life has ups and downs</p> <p>...give at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community</p> <p>...explain why Jews and Christians show gratitude to God</p> <p>...explain how gratitude is good for people, giving some evidence to back up this view</p> <p>...talk about the value of gratitude in the lives of people, whether believers and non-religious, including my own views</p> <p>...explain what the terms samsara, karma, moksha, dharma and reincarnation mean</p> <p>...give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus</p> <p>...talk about how belief in karma and reincarnation might help Hindus in good and times, expressing my own views</p> <p>Each section below includes some sample statements from which you can select as appropriate to your pupils.</p>

Step 5: Develop teaching and learning activities

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as show their understanding.

- See examples of teaching and learning activities below.

Note that this unit is a sensitive one and you should exercise your judgement about how appropriate each activity is for your pupils, bearing in mind their home and life circumstances.

This unit is a thematic one and gives you the opportunity to build on learning about Christians, Hindus and non-religious people.

There is sufficient material here for 6-8 hours of RE. Select and adapt as suits your time and class. Better to go deeper and not quite cover everything than to undertake a superficial rush through this important subject.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What is life like? Exploring the ups and downs.	
<p>What is life like?</p> <ul style="list-style-type: none"> 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. <i>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 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 making a cake – it sometimes goes wrong. Life is a battle.</i> (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.) 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...? Note that religions all reflect on life – they offer responses to human experience. They also recognise that life has ups and downs. 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 how a believer might show their gratitude (prayer, praise, worship, generosity to others who are less fortunate). Look at a text, e.g. Psalm 103 – important for Jews and Christians; ask pupils to collect evidence for <ol style="list-style-type: none"> what the Psalmist (David) says God is like; what God has done for him (and his people); what the bad things are in life; what David believes God does to overcome them. Sum up what the Psalmist is grateful for. Talk about why this prayer may inspire Jews and Christians today. 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. Find out about 'gratitude journals' www.happierhuman.com/benefits-of-gratitude/ 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 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life <p>Understanding the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life <p>Sample 'I can...' statements: I can...</p> <p>...give at least three examples of how religions use symbolism to show that life has ups and downs</p> <p>...give at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community</p> <p>...explain why Jews and Christians show gratitude to God</p> <p>...explain how gratitude is good for people, giving some evidence to back up this view</p>

<p>to be thankful for? (See: www.lifesavers.co.uk resources available here https://bit.ly/2LaOVfP, if you wish to take it further beyond RE.) Connect this with the idea that Christians and Jews (and other believers) may pray every day, thanking God, as seen in Psalm 103. Why might they see that is a good thing to do?</p> <ul style="list-style-type: none"> 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. Have a look at a Gideons Bible or look at their website: https://gideonsuk.com/bible-helps They offer Bible verses that they believe help people when facing all kinds of difficulties, from anxiety to sleeplessness! Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. <p>Taking it further:</p> <p>The story of Job in the Jewish and Christian scriptures offers a deep, rich, complex response to handling suffering. Use the KS3 unit in the Understanding Christianity resource pack to find out a bit more (Unit 3.5). An additional resource is <i>Rage Despair Hope</i>, a DVD with artwork by Si Smith https://shop.retoday.org.uk/120120</p>	<p>...talk about the value of gratitude in the lives of people, whether believers and non-religious, including my own views</p>
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Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

What questions have you got about what happens when we die?

Look back at the ‘Life is...’ simile and metaphor bricks. You talked about what they say about life, but do any of them 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?

Introduce the idea that many religions believe that there is some form of life after death. Many atheists such as Humanists believe 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) *something* 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.

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.

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.

Note that one helpful story book for exploring some of the questions around death is Nicholas Allan’s *Heaven*.

Notes: 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

Making sense of belief:

- Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.

Understanding the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)

Making connections:

- Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights

Sample ‘I can...’ statements: I can...

- ...give at least three examples of what religious believers and atheists believe about life and death
- ...explain how life raises some difficult questions for people, whether religious or not
- ...raise questions and suggest answers about life and life after death

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What is Christian teaching about life after death?</i>	
<p>Christian teaching about life after death includes some of the following ideas:</p> <ul style="list-style-type: none"> • God is the Creator. He is perfect, eternal and everlasting. • Human beings are creatures. They are sinful and rebellious against God. They are finite and mortal – they die. • 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). • Jesus died to repair this damage, and, being without sin himself, came through death out the other side to new life – resurrection. • Through him, Christians believe, they also can receive eternal life. • 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. • 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). <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 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>	<p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify beliefs about life after death <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights <p>I can...</p> <p>...say what Christians believe about how people can gain eternal life</p> <p>...make a link between the idea of Jesus, salvation and Christian beliefs about life after death</p> <p>...talk about how believing in life after death may make a difference to how someone lives, whether believers or non-religious, including my own views</p>

Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	These activities will help pupils to work towards achieving the following expected outcomes:
Why do some people believe that we do not only live once? What is reincarnation?	
<p>Hindus, Sikhs and some other religious communities believe in reincarnation and karma.</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"> • 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. • 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. • Karma: a cosmic justice system from which no one can escape. Good karma will lead to a better incarnation in future lives and bad karma will result in an incarnation which is not so good. • 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. • 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. <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. y.</p> <p>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>	<p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify beliefs about life after death in Hinduism <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Use evidence and examples to show how beliefs about karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights <p>Sample ‘I can...’ statements: I can...</p> <p>...explain what the terms samsara, karma, moksha, dharma and reincarnation mean</p> <p>...give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus</p> <p>...talk about how belief in karma and reincarnation might help Hindus in good and times, expressing my own views</p>

Teaching and learning ideas and activities	LEARNING OUTCOMES
<p>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p>
<p><i>How do Christians mark when someone dies?</i></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"> - The poet is a Christian. How can you tell? - 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>Ceremonies when people have died?</p> <ul style="list-style-type: none"> • 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. www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/death-and-dying/funeral ; www.funeralguide.co.uk/blog/bible-readings-for-funerals) • Look at some of the hymns used at Christian funerals (e.g. most popular ones reported by Co-op Funeralcare: scroll down here: www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-the-highway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088) What bible passages do people read? What prayers do they say? What do they say about beliefs about death? • How might what happens at a funeral help a Christian when someone has died? Why do you think it might help? • 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? 	<p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify beliefs about life after death Christianity <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian beliefs about God and how they respond to bereavement • Use evidence and examples to show how beliefs about resurrection/judgement/heaven make a difference to how a Christian lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how religion might help Christians when someone dies. <p>I can...</p> <ul style="list-style-type: none"> ...describe and explain how Christians mark a person's death at a funeral ...explain how a funeral can help people during a difficult time after someone dies.
<p>Notes: 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 www.poemhunter.com</p> <p>Information on Christian funerals www.request.org.uk - https://request.org.uk/?s=funerals</p>	

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What do people who don't believe in God think happens when we die?</i>	
<p>Different ideas of death</p> <ul style="list-style-type: none"> • 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'. • 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? • How is the belief that nothing happens different to the other two beliefs studied? • 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? www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-the-highway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088 <p>How do we live life to the full?</p> <ul style="list-style-type: none"> • 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-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. • Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives. <p>Notes: 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'.</p> <p>Humanists UK provide information about funerals on its website: www.humanism.org.uk</p> <p>It also publishes Funerals without God by J Wynne Willson</p> <p>http://humanismforschools.org.uk/teaching-toolkits/ has several teaching toolkits to support this work</p>	<p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify non-religious beliefs about life after death <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between non-religious beliefs about death and how they respond to life. • Use evidence and examples to show how beliefs about death make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how non-religious people handle good and bad times, giving good reasons for their ideas and insights <p>I can...</p> <p>...explain some ideas that non-religious people have about death and an afterlife</p> <p>...give at least three examples of how non-religious people might handle the ups and downs of life</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What different ideas are there about what happens when we die? What do I think?</i>	
<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"> Fra Angelico: The Last Judgment http://bit.ly/LastJud - (you may prefer to crop the right hand edge of this to avoid the gruesome images of torment). Reincarnation: https://en.wikipedia.org/wiki/Reincarnation#/media/File:Reincarnation_AS.jpg Non-religious (the idea that the body gets absorbed into nature): http://bit.ly/nonrelafterlife <p>Personal evaluation</p> <p>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</p> <p>Read and discuss the poem in small groups. Set the pupils some questions to consider for example</p> <ul style="list-style-type: none"> 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? <p>Ask pupils to go back to the questions they answered at the beginning of the unit. Have their views changed?</p> <p>Personal expression</p> <p>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/</p> <p>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 help people through good and bad times? Give them a chance to reflect on what helps them in their own lives.</p>	<p>Making sense of belief:</p> <ul style="list-style-type: none"> 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 for similarities and differences. <p>Understanding the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> Reflect on a range of artistic expressions of afterlife, articulating and explaining

Drawing together learning:

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.

different ways of understanding these

- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own

Christian teachings on life after death	
<p>A Christian perspective</p> <p>‘As a Christian, I know that I will die, like everybody. But my belief in the resurrection of Jesus is what gives me hope that there is life after death. It also means that I believe that at some point I will be given a new, resurrected body, like Jesus.</p> <p>‘What happens to me after death will depend on how I have lived my life. If I believe that Jesus rose from the dead, trust that Jesus will forgive my sins if I ask, and try to follow Jesus’ teachings as much as I can, then I will spend eternity in the presence of God, in heaven. Some of my friends believe heaven is not a physical place, but if we have bodies like Jesus, we need somewhere to live! The Bible talks about a new heaven and a new earth.</p> <p>‘Some people also think of hell as a physical place, but I prefer to think of it as a spiritual state of eternal separation from God. Some Christians believe that there is no hell at all, because God, who is a God of love, accepts everyone regardless of what they have done.’</p>	
<p>Jesus said: ‘My Father wants everyone who sees the Son to have faith in him and to have eternal life. Then I will raise them to life on the last day.’</p> <p style="text-align: right;"><i>Bible, John 6: 4</i></p> <p>Jesus said: ‘I am the resurrection and the life – no one comes to the Father except through me.’</p> <p style="text-align: right;"><i>Bible, John 11: 25</i></p>	<p>‘There is a belief among some Roman Catholic and Orthodox Christians that there is a transitional state between this life and heaven known as Purgatory. This is a place where human souls can be purified and made ready to spend eternity with God. It is seen as joyless, because justice needs to be done for a lifetime’s wrongdoing, but it can be shortened by the prayers of those still alive on earth.’</p> <p style="text-align: right;">www.christianity.org.uk</p>
<p>The Apostle Paul said: ‘If we preach that Christ was raised from death how can some of you say that the dead will not be raised to life? If they won’t be raised to life, Christ himself wasn’t raised to life. And if Christ wasn’t raised to life, our message is worthless, and so is your faith. If the dead won’t be raised to life, we have told lies about God by saying that he raised Christ to life when he really did not. ... But Christ has been raised to life!’</p> <p style="text-align: right;"><i>Bible, 1 Corinthians, 15:12-20</i></p>	<p>The Apostle Paul said: “Some of you have asked, ‘How will the dead be raised to life? What kind of bodies will they have?’ Don’t be foolish. A seed must die before it can sprout from the ground. Wheat seeds and all other seeds look different from the sprouts that come up. ...</p> <p>“That’s how it will be when our bodies are raised to life. These bodies will die, but the bodies that are raised will live for ever. These ugly and weak bodies will become beautiful and strong. As there are physical bodies, there are spiritual bodies. And our physical bodies will be changed into spiritual bodies.”</p> <p style="text-align: right;"><i>Bible, 1 Corinthians 15:35-44</i></p>
<p>The writer, John, has a vision of heaven:</p> <p>I saw a new heaven and a new earth. The first heaven and the first earth had disappeared, and so had the sea. ² Then I saw New Jerusalem, that holy city, coming down from God in heaven. It was like a bride dressed in her wedding gown and ready to meet her husband.</p> <p>³ I heard a loud voice shout from the throne:</p> <p>God’s home is now with his people. He will live with them, and they will be his own. Yes, God will make his home among his people. ⁴ He will wipe all tears from their eyes, and there will be no more death, suffering, crying, or pain. These things of the past are gone forever.</p> <p style="text-align: right;"><i>Bible, Revelation 21:1-4 (CEV)</i></p>	

Hindu teachings on life after death	
<p>A Hindu perspective</p> <p>‘In Hindu teaching, the Ultimate force for life (Brahman) is in everything. In the individual this is identified as atman (for some Hindus that’s the same as Brahman; others see the two as distinct). Atman continues after death when either it achieves moksha (liberation) and is absorbed into Brahman or it is re-housed or re-clothed in another body.</p> <p>‘This cycle of birth, death, rebirth is called samsara. It is your karma in this life that determines what your reincarnation will be. If a person dies in Varanasi (Benares) on the banks of river Ganges, then they will not be reborn. So some Hindus who know they are about to die make a last pilgrimage hoping to die there.’</p>	
<p>Just as a person casts off worn-out garments and puts on others that are new, even so does the embodied soul cast off worn-out bodies and take on others that are new.</p> <p style="text-align: right;"><i>Bhagavad Gita, 2.26</i></p>	<p>As a goldsmith, taking an old ornament, moulds it into another, newer and more beautiful, so the Self (atman), having given up the body and left it unconscious, takes on a new and better form, either that of the Fathers, or that of the Celestial Singers, or that of the gods, or that of other beings, heavenly and earthly.</p> <p style="text-align: right;"><i>Brihadaranyaka Upanishad 4.3.34f</i></p>
<p>As a caterpillar, having reached the end of a blade of grass, takes hold of another blade and draws itself to it, so the Self (atman), having left behind a body unconscious, takes hold of another body and draws it to himself.</p> <p style="text-align: right;"><i>Brihadaranyaka Upanishad 4.3.34f</i></p>	<p>Where people of goodwill and good deeds rejoice, their bodies now made free from all disease, their limbs made whole from lameness or defect. In that heaven may we behold our parents and our sons!</p> <p style="text-align: right;"><i>Atharva Veda 6.120.3</i></p>
<p>As a person acts, so he becomes in life. Good deeds make one pure; bad deeds make one impure. We are what our desire is. As our desire is, so is our will. As our will is, so are our acts. As we act, so we will become. We live in accordance with our deep, driving desire. It is according to how we conduct ourselves, so do we become. The doer of good becomes good. The doer of evil becomes evil. One becomes virtuous by virtuous action, bad by bad action.</p> <p style="text-align: right;"><i>Brihadaranyaka Upanishad, 4.4.5</i></p>	<p>A person who is not disturbed by the incessant flow of desires – that enter like rivers into the ocean which is ever being filled but is always still – can alone achieve peace, and not the man who strives to satisfy such desires.</p> <p style="text-align: right;"><i>Bhagavad Gita, 2.70</i></p>