Unit U2.3
Can religions help people when times get hard? Hindu, Christian, Muslim, Non-religious

Support materials for Sandwell SACRE Agreed Syllabus 2018
U2.3 Can religions help people when times get hard?
Year 5 or 6

About this unit.
This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. Our society is not very good at helping children to talk about loss: sometimes it is a taboo subject, though children have many questions.

This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit.

Ensure that you have considered any pupils who have experienced a difficult or traumatic family event, or have experienced loss within their family. As well as the preparation letter, contact particular families and seek their advice if in any doubt.

This unit is designed as an enquiry based unit which may be taught over a series of weeks or in a shorter, more concentrated period such as during an RE week. It is impossible to write a pure child led enquiry this way and so the unit assumes some questions your pupils might choose to investigate and suggests ways to investigate them. What you do in this unit will depend on the questions generated by the children in your class.

The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Estimated time for this unit (in hours) 6+ hours.

Where this unit fits in:
This unit explores questions about hard times, loss, death and belief in the afterlife from the points of view of Hindu, Christian and non-religious people.

KEY STRANDS ADDRESSED BY THIS UNIT
• Religious beliefs, teachings and sources
• Questions of value and commitment

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:
• Feeling confident enough to explore some hard questions of belief in a comfortable setting
• Being sensitive to the feelings and ideas of others
• Reflecting on how they can appreciate different ideas about what happens when we die and why this is a hard time in people’s lives.

Contributions to the personal development of pupils. The unit enables pupils to develop:
• Spiritually by learning about and reflecting on their own and others’ beliefs about life after death;
• Morally and socially by considering how to care and comfort when someone is experiencing loss or grief;
• Culturally by recognising different ways of responding to death and loss, and thinking about what the kindest things to do might be.
• Opportunities for development of British Values arise from considering values important to people at times of loss or sadness.
<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>I can...</th>
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<tbody>
<tr>
<td>At the end of this unit</td>
<td>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life</td>
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<tr>
<td>Nearly all pupils will be able to...:</td>
<td>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation</td>
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<tr>
<td>Many pupils will be able to...</td>
<td>Express ideas about how and why religion can help believers when times are hard, giving examples</td>
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<tr>
<td></td>
<td>Outline Christian, Hindu and/or nonreligious beliefs about life after death</td>
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<td></td>
<td>Explain some similarities and differences between beliefs about life after death</td>
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<td></td>
<td>Explain some reasons why Christians and Humanists have different ideas about an afterlife</td>
</tr>
<tr>
<td>Some pupils will be able to...:</td>
<td>Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples</td>
</tr>
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<td></td>
<td>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding</td>
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</tbody>
</table>

**ASSESSMENT SUGGESTIONS:**

The learning outcomes in this unit are expressed as ‘nearly all pupils’, ‘many pupils’ and ‘some pupils’, so it will be possible to carry out assessment for learning throughout, keeping track of children’s progress on an ongoing basis. This should not be discounted if teachers choose to carry out a summative assessment activity. You might give pupils a choice of these activities from the last lesson of the unit. Expect some to be profound.

**An Impersonal evaluation**

- Give the pupils a series of statements about what Christians, Muslims, Hindus and those who hold non-religious beliefs believe about death. When you first give the quotes to the children don’t tell them who holds this belief. Ask the children to sort the cards into three piles depending on the belief that they think they represent.
- Explain to the pupils who hold the views. Is this surprising or did their learning help them to get these answers right?
- 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 Hindu only. Where the two overlap place shared beliefs. Ask the children to sort the cards.
- Meet up with another pair to share ideas, justify conclusions and make any amendments.

**A Personal evaluation**

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?

**Personal expression**

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.
### Resources for learning

Some key learning sources:

- Exploring the Journey of Life Edited by Joyce Mackley, RE Today (The picture on the preceding page comes from this book)
- Heaven - Nicholas Allan, Red Fox books 978-0099488149. A key text – though other books about life beyond are also suitable, this is the example we have used.
- Opening Up Hinduism, ed. Fiona Moss, RE Today Services 2011
- Opening Up Christianity, ed. Fiona Moss, RE Today Services 2012
- Inspiring RE: Living without God, ed. Fiona Moss, RE Today 2018
- The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. [www.retoday.org.uk](http://www.retoday.org.uk) and [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)
- The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: [http://www.bbc.co.uk/learningzone/clips](http://www.bbc.co.uk/learningzone/clips) Especially useful is the clip about Reincarnation from the series ‘My Life My Religion: Hindus’
- The best gateway for RE sites is: [www.reonline.org.uk/ks2](http://www.reonline.org.uk/ks2)
- You can find and use searchable sacred texts from many religions at: [www.ishwar.com](http://www.ishwar.com)
- Good quality information and learning ideas on Christianity: [www.request.org.uk](http://www.request.org.uk)
- There is some more TV material at: [www.channel4.com/learning](http://www.channel4.com/learning)
### What questions have you got about what happens when we die?

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<tr>
<th>Pupils will learn:</th>
<th>Ask Questions: Set up an enquiry Generating big questions</th>
<th>These activities will help pupils to work towards achieving the following expected outcomes:</th>
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<tbody>
<tr>
<td>Consider questions such as What happens when we die?</td>
<td>Ask the pupils to cast their mind back to when they were younger and asked all sorts of questions that are difficult to answer e.g., Where does the sea end? Can they remember some they used to ask? Explain that these questions are answerable but sometimes the explanations are very complicated. Talk to the pupils about life’s big questions or ‘Ultimate Questions’. You may want to think about questions such as ‘Is there a God?’ or ‘How did the world come to be?’ Use this discussion to introduce the unit questions.</td>
<td>Emerging:</td>
</tr>
</tbody>
</table>
| Ask some questions of my own about life after death and suggest two different answers to the questions | **Sharing a story to generate questions**  
- 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.  
- Draw on the board a stick person with a speech bubble containing a question mark coming out of their mouth. Share with the children that the person is sad because their dog has died. Ask the children to write any questions that this person might have about death.  
- Collect the pupils questions. 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.  
- Ask the pupils to share any answers they might have to the questions chosen.  
- Give pupils space and time to reflect and respond to the question, sharing personal stories, experiences, fears and questions. | • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). |
|  | Explain to the pupils that they have received a letter from the character in the book, Lil, asking what will happen when she dies? The learning that they do and their own questions that they answer will enable them to write a class response to her question at the end of the unit of work. | |
| **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 |
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<th>LEARNING OBJECTIVES</th>
<th>Teaching and learning ideas and activities</th>
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<tr>
<td><strong>What do some people think carries on after we have died? What is our soul?</strong></td>
<td>Investigate: Select from and use a variety of skills to work with relevant material, to address the enquiry question. The following activities will be selected from depending on the questions the class have chosen to investigate.</td>
<td>These activities will help pupils to work towards achieving the following expected outcomes:</td>
</tr>
</tbody>
</table>
| Pupils will learn: Describe the impact that the belief that we have a soul might have on the way someone might live their life. | **What do some people think carries on after we have died? What is our soul?**  
**Exploring beliefs about the soul**  
- 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.  
- Give pupils the opportunity to represent visually the soul or spirit. Use your own portrait and description to illustrate the concept of spirit or soul by showing that at the point of death, everyone believes the body is finished with. Show this by tearing down the middle and throwing it away. Retain 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. | Emerging:  
- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).  
- Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).  
**Expected:**  
- Express ideas about how and why religion can help believers when times are hard, giving examples (B2).  
- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).  
**Exceeding:**  
- Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).  
- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). |
| | **Reflecting and responding**  
- 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?  
Give pupils space, time and resources to capture their ideas about the spirit or soul in words, pictures or other appropriate form.  
- If part of a person lives on does that affect how you live your life now? | |
| Notes: All the answers to this question depend on an understanding of the spirit or soul. It can be quite a dramatic moment when the ‘body’ side is separated from the ‘spirit’. Only use your portrait, never one of the pupils. |
**LEARNING OBJECTIVES** | **Teaching and learning ideas and activities** | **LEARNING OUTCOMES**
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**Do some people believe that you come back to life as a different thing? What is reincarnation? Hindu beliefs and ideas.** | Investigate: Do some people believe that you come back to life as a different thing? What is reincarnation?  
Sharing ideas of reincarnation and karma  
• 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 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.  
• Move on to use the image to introduce and explain the concept of ‘Karma’ and Moksha. Once understood, challenge the pupils 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? Ask them to annotate their ladder with these.  
Sharing their ideas: Pupils can then respond through writing/drawing. Who, would believers say, decides who is at the top/bottom and which habit or behaviour is important? Will people behave differently in life if they believe in reincarnation? Why?  
A note to Lil: 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.  
Notes: More detail on this lesson can be found in Exploring the journey of life and Death Ed. Joyce Mackley RE Today services. It is easy for pupils to become attracted to the idea of reincarnation without understanding the belief that the cycle of life is there to be broken by living a good life and one’s soul going to Heaven. Ensure pupils make a link between a belief in reincarnation and living a good life  
Moksha: escape from the cycle of being: life, death and rebirth that happen as a result of Karma.  
Karma: the law of cause and effect, the idea that every action we take will have consequences either positive or negative  
Dharma is a person’s duty, the right thing to do in any given situation  
Reincarnation: being born into another life  
The Hindu philosophy says that the body is just the outer garment of the individual. The real self does not die but goes on and assumes another body. Death is when the soul leaves the body. | These activities will help pupils to work towards achieving the following expected outcomes:  
Emerging:  
• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).  
• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).  
Expected:  
• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).  
• Explain some similarities and differences between beliefs about life after death (B2).  
Exceeding:  
• Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).
### LEARNING OBJECTIVES

**Teaching and learning ideas and activities**

**Do you get to heaven if you do things wrong?**

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<th>Pupils will learn:</th>
<th>Investigate: Do you get to heaven if you do things wrong?</th>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>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</td>
<td><strong>Judgement:</strong> 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.</td>
<td><strong>These activities will help pupils to work towards achieving the following expected outcomes:</strong></td>
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<tr>
<td>Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.</td>
<td><strong>Scoring your life</strong></td>
<td><strong>Emerging:</strong></td>
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<tr>
<td>- Once understood, challenge pupils to consider 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. Pupils need to be able justify why they have set the pass mark where they have. They can then complete the sentence '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? After this discussion ask pupils to annotate a set of scales with their ideas about these questions in writing or drawing.</td>
<td>- Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</td>
<td><strong>Expected:</strong></td>
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<tr>
<td>- Use this image to introduce and explain the belief of one life and judgement. Share with pupils that Christians and Muslims believe this. God judges us according to the decisions we have made within our life. Each of the religions believes something different about how God will judge us. Christians believe if you repent- say sorry you will be forgiven for the things you do that are wrong. Many Christians believe that if you believe in God and his son Jesus Christ you have a place in heaven however this does not mean that you can behave badly! All these religions teach that if we have made positive decisions something positive will happen - we will go to Paradise or Heaven. Each of these religions also teaches that if we have made bad decisions then we will suffer consequences. Muslims believe that all through life you have two angels on your shoulders who write down all the good and bad deeds that you commit during your life. After death your deeds are weighed. If you have committed more good deeds than bad you will go to heaven and if you have committed more bad deeds than good you will go to hell. Until judgement day Muslims believe that the soul waits in barzakh, the place of waiting for judgement day.</td>
<td>- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</td>
<td><strong>Expected:</strong></td>
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<tr>
<td>- On judgement day Allah will deal with everyone according to how they have lived their lives.</td>
<td>- Explain some similarities and differences between beliefs about life after death (B2).</td>
<td><strong>Expected:</strong></td>
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<td></td>
<td>- Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</td>
<td><strong>Expected:</strong></td>
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<td></td>
<td>- Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</td>
<td><strong>Expected:</strong></td>
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**Continued**
• How might one get a higher or lower score? What happens to those who do not make it? Explain that this is another ultimate question that many believers have to consider.
• Ask pupils to respond through writing/drawing thoughts or completing sentence starters.
  - Judgement means...
  - Different religions say…
  - The similarities and differences between these ideas are...
  - If I made the rules as to who can go into heaven, I would make sure……. because....
  - My score is …. because…
  - Looking at this today has made me think……

Divide pupils into groups to find out about beliefs about judgement and reaching heaven or paradise in Christianity or Islam. Envoy information to other groups.

**Ticket to paradise**

Ask the pupils to make a ticket for a Christian and a Muslim for heaven or paradise. On the ticket they must show ‘terms and conditions’ for reaching heaven or paradise. What is the difference between the two tickets? What would be on the ticket for a Hindu?

**Notes:** More detail on this lesson can be found in Exploring the journey of life and Death Ed. Joyce Mackley RE Today Services

The concept of ‘judgement’ demands acknowledging that some lives would be judged as unsatisfactory. All religions that believe in judgement accept that only God can judge a life’s work and that there is guidance as to how to live. Different Christians have different beliefs about what happens when we die. Many will say that as long as we believe in Jesus as the Son of God we will go to heaven and come face to face with God. People who believe this try to follow Jesus’ teachings. Others believe that we will be judged on the way we have lived our lives. Some Christians believe there will be a time of judgement before people go to Heaven.
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<tr>
<td><strong>What do Christians think happens when we die? Resurrection and heaven.</strong></td>
<td>Investigate: What do Christians think happens when we die? How do they mark a death?</td>
<td>These activities will help pupils to work towards achieving the following expected outcomes:</td>
</tr>
</tbody>
</table>
| Pupils will learn: | Ask the children 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:  
- 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? | **Emerging:**  
- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).  
- Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). |
| Think of reasons why some people might be comforted by their beliefs when someone dies | Ceremonies when people have died?  
- Look together at an order of service for a Christian funeral, looking at what it says about a believer’s hope in death.  
- 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. If it is appropriate choose someone well known who has died eg 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? | **Expected:**  
- Express ideas about how and why religion can help believers when times are hard, giving examples (B2).  
- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). |
| Describe a link between a reading that might be used at a funeral and a Christian belief about life after death | | **Exceeding:**  
- Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). |
| Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death | 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  
Information on Christian death beliefs www.request.org.uk |
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<td><strong>What do people who don’t believe in God think happens when we die? Humanist ideas about death and dying</strong></td>
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<td>These activities will help pupils to work towards achieving the following expected outcomes:</td>
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<tr>
<td>Pupils will learn:</td>
<td>Investigate: What do people who don’t believe in God think happens when we die? Different ideas of death</td>
<td>Emerging:</td>
</tr>
<tr>
<td>Describe how not believing in life after death might make a difference to how someone lives</td>
<td>• 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, reincarnation and then the response, ‘nothing’.</td>
<td>• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</td>
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<tr>
<td>Look for similarities and differences between non-religious and Christian beliefs about the afterlife</td>
<td>• 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?</td>
<td>• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</td>
</tr>
<tr>
<td>Think of reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs</td>
<td>• How is the belief that nothing happens different to the other two beliefs studied?</td>
<td>Expected:</td>
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<td></td>
<td><strong>How do we live life to the full?</strong></td>
<td>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</td>
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<td>• 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’.</td>
<td>• Explain some similarities and differences between beliefs about life after death (B2).</td>
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<td></td>
<td>• 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.</td>
<td>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</td>
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<td></td>
<td>• Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives.</td>
<td>Expected:</td>
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<tr>
<td>Notes: Pupils might be tempted to think ‘living life to the full’ means living pleasure filled, selfish lives. 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’. The British Humanist association provides information about funerals on its website <a href="http://www.humanism.org.uk">www.humanism.org.uk</a></td>
<td></td>
<td>Exceeding:</td>
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<tr>
<td>It also publishes Funerals without God 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</td>
<td>• Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</td>
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</table>
## LEARNING OBJECTIVES

What different ideas are there about what happens when we die? What do I think?

Pupils will learn:

- Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people.
- Describe their own ideas about life after death reflecting on ideas from at least two religions studied.

### Teaching and learning ideas and activities

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<th>Evaluating and Express: Weigh up arguments and assess conclusions and articulate findings and their implications</th>
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<td><strong>Impersonal evaluation</strong></td>
</tr>
<tr>
<td>- Give the pupils a series of statements about what Christians, Muslims, Hindus and those who hold non-religious beliefs believe about death. When you first give the quotes to the children don’t tell them who holds this belief. Ask the children to sort the cards into three piles depending on the belief that they think they represent.</td>
</tr>
<tr>
<td>- Explain to the pupils who hold the views. Is this surprising or did their learning help them to get these answers right?</td>
</tr>
<tr>
<td>- 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 Hindu only. Where the two overlap place shared beliefs. Ask the children to sort the cards.</td>
</tr>
<tr>
<td>- Meet up with another pair to share ideas, justify conclusions and make any amendments.</td>
</tr>
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Explain to the children that they now need to write back to Lil and explain the different answers to the questions. Ensure that in their response they will need to explain how holding certain beliefs makes people behave in their lives. You will need to differentiate this activity with sentence starters and writing frames.

### Personal evaluation

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?

### LEARNING OUTCOMES

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

**Emerging:**

- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).
- Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).

**Expected:**

- Express ideas about how and why religion can help believers when times are hard, giving examples (B2).
- Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).
- Explain some similarities and differences between beliefs about life after death (B2).
- Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).
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<td>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.</td>
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**Notes**: A ready-made set of cards for this activity can be found on p27/28 of Exploring the journey of life and Death Ed. Joyce Mackley RE Today services. Alternatively you could make up your own set of cards by searching on question 3 on the Children Talking website http://old.natre.org.uk/db/profile2a.php

Heaven by Peter Blowfield can be downloaded free by going to www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry/2006/?ThemeID=54

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<td>• Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</td>
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<td>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</td>
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