

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit 3.4: What happens when we die? What difference does it make if you believe in life after death?	Term/Duration: Spring 1	Year Group 7		
Prior Learning:		Key Vocabulary: karma, reincarnation, ultimate question, judgment, salvation, eternal life, burial, cremation, celebration, bereavement, ritual, Jannah, Jahannam			
By the end of this unit...					
<p>Pupils will be able to:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> explain the key beliefs about life after death in at least two traditions explain how and why Christians interpret biblical sources about life after death differently (e.g. Protestant/Catholic) <p>Understand the impact:</p> <ul style="list-style-type: none"> show how religious and non religious beliefs about life after death affect the way people live, including how death is marked give reasons and examples to explain why people have different views on the idea of life after death <p>Make connections:</p> <ul style="list-style-type: none"> offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions) evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	To understand what an 'ultimate question' is.	Starter: Show 'Death' video. What questions does the video raise? Are there any other questions the video has made you think of? Answers could be discussed as a table, written on post it notes or discussed as a class. What is an 'ultimate question'? (One to which there is no answer that anyone can prove.) Which questions that we have talked about are ultimate questions?		Post it notes? 'intro to afterlife' Ppt Diamond ranking sheets	Social: - can I discuss points with my partner/group Moral: Do those of a

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	<p>To explore what I believe happens when a person dies</p>	<p>Activities: Follow 'intro to the afterlife' instructions by doing diamond ranking and discussing answers. Are there any other views they would like to add? Where would they put them? You may want to give each pair/group a few blanks to write on. Look through and discuss 'Heaven' ppt</p> <p>Discuss images of heaven and hell and listen to 'Tears in Heaven'.</p> <p>What's your view of heaven and hell? Can you draw a poster showing your idea of heaven, hell or both Plenary: Show/discuss ideas of heaven and hell Have you achieved learning objectives?</p>		<p>'Heaven' ppt Plain paper or exercise books</p>	<p>particular faith and those of none have the same moral views? Spiritual: Do you believe in a human/animal soul? Cultural: Are their different beliefs about death in different parts of the world/different religions?</p>
2	<p>To understand the three main views about life after death.</p>	<p>Starter: Place 'Yes' 'No' and 'Unsure' posters in different areas of the room. Ask some of the questions raised last week and get pupils to stand by the answer they feel is true. Activity: Is death a comma or a full stop? Reflections book 1 page 24 and 25. Read through and discuss the three main views. You might want to try the survey mentioned. Complete activity 2 on page 25 so pupils have a record of the three views. They can then write a sentence to say which one they agree most with and why. Plenary: Survey answers/ Think about which religions hold each view.</p>		<p>YES, NO, UNSURE posters Reflections 1</p>	

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3	To understand Christian teachings and beliefs about life after death	<p>Starter: In GNB - how many different Christian denominations can you list? Roman Catholic, Anglican/Church of England, Methodist, Baptist, Lutheran, Greek Orthodox, Calvinist, Jehovah's Witness, Pentecostal, United Reformed...</p> <p>How do they differ? (Methods of worship, communion, beliefs about death)</p> <p>Main: What do different Christian denominations believe about life after death?</p> <p>https://www.youtube.com/watch?v=QHFj1VhX8Ns https://www.youtube.com/watch?v=4_bb2etuVzI</p> <p>Discuss differences. Look at Nicene Creed. What does it tell us about Christian beliefs about life after death? Annotate and explain what you think it means. Look in more detail at what the Bible says: give out one Bible reading to each pair/ table to read and discuss. What are the key teachings? Write a short paragraph to explain what Christians believe about life after death. The more able could also compare these ideas to their own. Plenary: Read out Bible extracts and feed back what it means.</p>		<p>ppt ppt of denominations</p> <p>Nicene Creed</p> <p>Bible extracts</p>	
4	To understand what Muslims believe about what happens when you die	<p>Starter: Look at images to spot 'odd one out'. (All show belief in afterlife - justification and reasoning could be many ways.)</p> <p>Main: Read through Muslim ideas about life after death. Look at the verses from the Qur'an. You can listen to the video extract and/ or read the verses. If reading, perhaps split into 3 sections for the 3 groups of people. Get pairs on each table to work out what will happen to the people after they die. (If you think this is too much for your group - then use the Twinkl resources also in the folder) The information sheets are quite useful either way. Plenary: GCSE questions could be attempted with more able groups Alternatively try one of the cloze procedure sheets.</p>		<p>ppt possible information sheets Qu'ran extract sheet (split into 3?) Exercise books</p>	

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5	LO: To understand what other religions say about what happens when you die	<p>Starter: If pupils have gathered responses from survey in lesson 3, then these could be discussed/drawn as a graph and commented upon.</p> <p>Activities: Use this lesson as a group learning and teaching session. Using 'New Steps in Religious Education' Book 3 split class into groups to research what a particular religion believes. A pupil 'teacher' can then report their findings to another group until everyone has knowledge of 2 or more religions. Comparisons could then be drawn through discussion and/or then pupils could write down similarities and differences in religious views. They could go back to main three ideas and see which religions fit where. Religions to cover: Buddhism p94, Sikhism p90, Judaism p78, Hinduism p86 - (or see additional sheets in googledrive on moksha) Views can be recorded on a mindmap in exercise books or in columns headed up with the relevant religion. This could be done so that a scribe (different person each time) on each table writes information gathered and then the sheet is photocopied so everyone has a record in their books.</p> <p>Plenary: Which view do non-religious people take? https://www.youtube.com/watch?v=pR7e0fmfXGw A 2 minute video of the humanist view</p>			
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	Learning Objectives	Content	Assessment	Resources	ICT Opportunities
6	To understand how people's views and beliefs about life and death can have an impact on the way they live their lives.	<p>Starter: Judgement 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>Activities:</p>			



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		<p>Scoring your life</p> <ul style="list-style-type: none"> • 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. • Use this image to introduce and explain the belief of one life and judgement. Remind pupils about Jews, 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. 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. • 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. Pupils could write a poem to reflect upon some of the things they have learned or what they believe. (See examples in folder.) Alternatively, there are some activities on pages 40 and 41 of Reflections 1 			
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		Plenary: Feedback on topic – what have they learned/ enjoyed. Are there other aspects they would like to discuss/have covered?			
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