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Key Question: U2.3 What do religions say to us when life gets hard?

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 pupils. By the age of 10 many children will have experienced grief and death. 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 pupils 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 pupil-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 pupils in your class. The unit enables a clear sequence of learning and the development of a rich knowledge of different worldviews. Pupils use some if the main disciplines with which religion and worldviews are studied.

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.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">U2.3 What do religions say to us when life gets hard?

Year group: Recommended Year 6

Strand: Believing

Questions in this thread:
3.4 Is death the end? Does it matter?
3.5 Why is there suffering? Are there any solutions?

Religions and worldviews:
Christians, Hindus and nonreligious responses (e.g. Humanists). This unit also includes learning on Muslims. Other examples can be selected by the school.

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; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outlines on p.68.
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• 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).</td><td>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).
• Outline Christian, Hindu and / or non-religious 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).</td><td>• 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).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • 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. **This plan has selected the following content to exemplify the learning outcomes.** **Pupils will:** • 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 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: gather and deploy knowledge from different religions and worldviews. • Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they 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. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism. • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • 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. • Taking due care, ask pupils to reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.

NOTE: This unit of work offers around 8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

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Step 4: Assessment: write specific pupil outcomes	• 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 as a result of their learning. • 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.

Emerging	Expected	Exceeding
Pupils will be able to say yes to statements like these: **I can…** **You can…** **Can you…?** • Give a simple definition of the idea of the soul • Give a simple definition of the ideas of heaven • Give a simple definition of the ideas Karma and reincarnation • Consider questions such as What happens when we die? • Ask some questions of my own about life after death and suggest two different answers to the questions	Pupils will be able to say yes to statements like these: **I can…** **You can…** **Can you…?** • Give reasons why some people might be comforted by their beliefs when someone dies • Describe the impact that the belief that we have a soul might have on the way someone might live their life • Describe the Hindu belief in reincarnation and Karma • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death • Explain some 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 • Describe similarities and differences between non-religious and Christian beliefs about the afterlife • Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people	Pupils will be able to say yes to statements like these: **I can…** **You can…** **Can you…?** • Explain how believing in reincarnation might affect the way someone lives their life • Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life. • Give reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs • Describe and explain their own ideas about life after death reflecting on ideas from at least two religions studied. • Interpret artistic and poetic expressions of what happens when we die

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.

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What questions have you got about what happens when we die?		
Pupils will learn: Consider questions such as What happens when we die? Gather and deploy knowledge about beliefs on life after death from different religions and worldviews. Ask some questions of my own about life after death and suggest two different answers to the questions	**Ask Questions: Set up an enquiry** **Generating big questions** 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. **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 pupils that the person is sad because their dog has died. Ask pupils 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. Explain to 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	**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).**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do some people think carries on after we have died? What is our soul?		
Pupils will learn: Describe the impact that the belief that we have a soul might have on the way someone might live their life gather and deploy knowledge from different religions and worldviews about the idea of the soul	**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? **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 **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.	**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).** **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).**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Do some people believe that you come back to life as something different? What is reincarnation?		
Pupils will learn: Describe the Hindu belief in reincarnation and Karma Find out more about Hindu beliefs about Karma and reincarnation Consider questions such as Will people behave differently in life if they believe in reincarnation? Why?	**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 short BBC Clip from 'My Life My Religion: Hindus – teach the class key words and discuss what they see here. www.youtube.com/watch?v=Uq6_HUMtQtI • 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? How might it help them cope when they face challenges in life? **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 keyword reincarnation and Karma in their note **Notes:** More detail on this lesson can be found in Inspiring RE: Hindus ed. Fiona Moss 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 – when the body dies, the 'atman' or self is reborn in a new body 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 self leaves the body. It's a bit like changing your clothes.	**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).**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Do you get to heaven if you do things wrong?		
Pupils will learn: 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 Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.	**Investigate: Do you get to heaven if you do things wrong?** **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. **Scoring your life** • A thought experiment. 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. If appropriate for your class, you might suggest they 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 could people do to increase or decrease their 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. Share with pupils that Christians and Muslims believe this: they say 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 and trust God - say sorry and have faith, then 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. On judgement day Allah will deal with everyone according to how they have lived their lives.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **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).** • **Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).** **Exceeding:** • **Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).**

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	• Ask pupils to respond through writing/drawing thoughts or completing sentence starters. - Judgement means… - Different religions say…. - No-one's perfect, so God's mercy and forgiveness are important because… - The similarities and differences between these ideas are… - These beliefs would/would not help people live good lives because… - 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 Inspiring RE Hindus, ed Fiona Moss https://shop.retoday.org.uk/190305 You can currently find the Hindu clip from BBC My Life My Religion: www.youtube.com/watch?v=Uq6_HUMtQtI 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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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians think happens when we die?		
Pupils will learn: Think of reasons why some people might be comforted by their beliefs when someone dies Describe a link between a reading that might be used at a funeral and a Christian belief about life after death Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death	**Investigate: What do Christians think happens when we die? How do they mark a death?** 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: - 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? **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 payers 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 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? **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 http://request.org.uk/	**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).** **Exceeding:** • **Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do people who don't believe in God think happens when we die?		
Pupils will learn: Describe how not believing in life after death might make a difference to how someone lives Look for similarities and differences between non-religious and Christian beliefs about the afterlife Think of reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs	**Investigate: What do people who don't believe in God think happens when we die?** **Different ideas of death** • Draw a time line for a person, ending at the point of death. Fork this line in three ways to demonstrate the different answers to 'What happens when we die?' - judgement, re-incarnation and then the response, 'nothing'. • 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? • How is the belief that nothing happens different to the other two beliefs studied? • How might these different beliefs help people to live better lives? **How do we live life to the full?** • 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-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. • Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives. **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'. Humanists UK provide information about funerals on its website: www.humanism.org.uk https://understandinghumanism.org.uk/ https://humanism.org.uk/ceremonies/non-religious-funerals/ It also publishes Funerals without God by J Wynne Willson https://humanism.org.uk/education/teachers/ has several teaching toolkits to support this work	**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).** • **Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).** **Exceeding:** • **Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).**

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LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
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 gather and deploy knowledge from different religions and worldviews about beliefs and practices concerned with what happens when we die Describe their own ideas about life after death reflecting on ideas from at least two religions studied.	**Evaluate and Express: Weigh up arguments and assess conclusions and articulate findings and their implications** **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 pupils don't tell them who holds this belief. Ask pupils 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 pupils 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 pupils to sort the cards. • Meet up with another pair to share ideas, justify conclusions and make any amendments Explain to pupils 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 – see the link in 'Notes' below). 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 pupils to go back to the questions they answered at the beginning of the unit. Have their views changed?	**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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	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 pupils to write an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied. **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 https://shop.retoday.org.uk/9781904024934 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 seen on www.yumpu.com/en/document/read/6335650/spirited-poetry-a-competition-for-creative-re-national-association- www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry/2006/?ThemeID=54	**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).**

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