



**Unit 4C: Christian
and Hindu
answers to
questions: What
is God like? What
matters most in
life? What
happens when
we die?**

YEAR GROUP: 4



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**Religious Education
Walsall Agreed Syllabus
Support Materials
2022 / Units of Work
Non-Statutory
Exemplification**

Walsall SACRE RE Syllabus: Non-statutory exemplification

Christian and Hindu answers to questions: What is God like?

What matters most in life? What happens when we die?

YEAR GROUP: 4

About this unit:

This unit explores Christian and Hindu beliefs about God and about life's journey through stories, examples, and practices. Using methods from Godly Play or Philosophy for Children to raise 'questions of wonder' and enquire into the mysteries, pupils will be able to seek answers they value. Pupils make thoughtful and creative responses to a belief question for themselves e.g. Where is God? What happens when we die?

Themes: the journey of life and death, beliefs and questions

The focus is on developing learners understanding of what makes a good question in RE and how we seek answers to questions from different sources, both religious and non-religious.

Where this unit fits in:

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about 'big questions' in relation to Hindu and Christian ideas. It follows other units about Christianity, and one called 'What is it like to be a Hindu?' building on prior learning.

Key RE themes and concepts and vocabulary

Religious teachings, religious ways of expressing meaning, values and commitments

Key words: Christians: Trinity – Father, Son, Holy Spirit, Heaven, Gospel, Eternal life, Resurrection, Easter, death **Hindu traditions:** Samsara, Murti, Gods and goddesses or deities, Mandir, Karma, Ahimsa (harmlessness), Moksha, Reincarnation

Key questions to explore with pupils

- What are the different beliefs which matter to Hindus and Christians?
- How do Hindus and Christians explain their ideas about life after death?
- What kinds of beliefs about God are found in these two religions?
- Why are these beliefs important? What differences do they make to how people live?
- What matters most to Hindus, Christians and to me?

Potential curriculum links

English, geography, history, art, PSHE, Citizenship Education

This work also contributes to developing cultural capital for pupils by informing them about major religions and beliefs

Outcomes: Assessment focus: teacher observation and assessment for learning: I Can...

- Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey
- Describe and understand links between stories and texts and other aspects of the communities
- Explore and describe symbols which marks steps on the journey of life
- Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'.
- Observe and consider similarities and differences between journeys of life in different religions
- Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

KEY AIMS ADDRESSED BY THIS UNIT

This unit enables pupils to examine

- A1. Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey
- A2. Describe and understand links between stories and texts and other aspects of the communities
- A3. Explore and describe symbols which marks steps on the journey of life
- B2. Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'.
- B3. Observe and consider similarities and differences between journeys of life in different religions
- C1. Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to their own beliefs
- **Respect for all** by developing a willingness to learn from views different to their own
- **Open mindedness** by engaging in positive discussion and debate about how to answer big questions
- **Appreciation and wonder** by developing their capacity to respond to religious and spiritual visions of the truth

The unit will provide these opportunities

- Pupils have opportunities to consider the concepts of God, human nature and afterlife.
- From the study of Christian and Hindu religious views, pupils will have opportunities to develop reasons for their own views
- Pupils will be able to think about their own experiences and ideas in discussion and reflective activity.

Background information for the teacher:

- **In Christian thinking**, God is the creator, the Lord Almighty and Eternal. God has made humanity in his own image, and the purposes of human life include seeking and knowing God. Seen in Jesus and experienced as the Holy Spirit in human hearts and communities, Christians express their belief in one God as Father, Son and Holy Spirit – the trinity. Although imperfect in many ways, humans can live in relation to God, and experience divine presence, love and forgiveness. This experience will be fully realised at the end of this life in an indescribably wonderful heavenly realm.
- **Hindu teaching** emphasises the cycle of birth and rebirth: all time moves in circles, and in this universe, human born spirits can strive to do their duty harmlessly and with integrity, moving closer to Moksha, the impersonal bliss from which no one is reborn. We may need thousands of rebirths on this earth to approach Moksha, but living well is always a 'step in the right direction'. Belief about the gods and goddesses of Hindu tradition, and the worship of these forms of the divine, signals a commitment to live truthfully and with compassion and harmlessness. The community values are expressed in worship, celebration and kindness and goodness.

Vocabulary + concepts	Resources
In this unit, pupils will have an opportunity to use words and phrases related to: Key words: Christians: Trinity – Father, Son, Holy Spirit, Heaven, Gospel, Eternal life, Resurrection, Easter, death Hindu traditions: Samsara, Murti, Gods and goddesses or deities, Mandir, Karma, Ahimsa (harmlessness), Moksha, Reincarnation	Web resources ▪ Held in Hope: a series of short books for explaining death and suffering to children from Christian points of view. Christian Education Publishing, 2011 ▪ Waterbugs and Dragonflies – book, and BBC video version, and on YouTube at: http://www.youtube.com/watch?v=1Ja-6anzHvA&feature=related ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: https://shop.natre.org.uk ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ BBC's clip bank has short free RE films www.bbc.co.uk/teach and www.bbc.co.uk/bitesize ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Good quality information and learning ideas on Christianity: https://request.org.uk ▪ 'What happens in...' is a pack of 6 cutaway images of holy places from different religions with 20 learning ideas from RE Today www.retoday.org.uk or https://shop.natre.org.uk ▪ Dottie and Buzz videos can be found on YouTube. There is a suitable one about Belonging in Christianity. Virtual Tours: ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ For further information try https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/ Print resources ▪ Opening Up Hinduism, Opening Up Christianity – from RE Today ▪ Inspiring RE: Hindus edited by Fiona Moss, RE Today ▪ Inspiring RE: Christians edited by Fiona Moss, RE Today ▪ Inspiring RE: Living without God edited by Fiona Moss, RE Today Stories Examples of free to use faith stories for different religions can be found from the NATRE shop online – start here https://shop.natre.org.uk/category/stories.isla.pr Other religious stories available from this starting point for free as well Artefacts for RE: firms that supply a range of objects include ▪ RE On Demand, https://www.reondemand.co.uk/ ▪ Religion in Evidence https://www.tts-group.co.uk/primary/re/
Contributions to spiritual, moral, social and cultural development of pupils • Opportunities for spiritual development come from thinking about ultimate questions • Opportunities for moral development come from considering the different views of different communities • Opportunities for social development come from team work and sharing ideas • Opportunities for cultural development come from working with material from different cultures	
Expectations:	
By the end of this unit most pupils should be able to: ▪ Suggest some reasons	By the end of this unit many pupils working at Many pupils should be able to: • Use 6+ key words from each of the two religions accurately Some pupils should also be able to: ▪ Explain reasons for their choice of a

why life is often described as a journey and express their own metaphors for life. ▪ Using religious vocabulary, describe some Hindu and Christian beliefs;	• Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey • Describe and understand links between stories and texts and other aspects of the communities • Explore and describe symbols which marks steps on the journey of life • Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'. • Observe and consider similarities and differences between journeys of life in different religions • Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.	metaphor for life. ▪ Explain how religious sources are used to provide answers to ultimate questions. ▪ Create a statement of own beliefs about life after death reflecting on ideas from at least two religions studied. ▪ Explain what has inspired and influenced them to form this view.
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ASSESSMENT SUGGESTIONS

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task should aim to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
What does the journey of life mean to us?			
Pupils will be able to: • suggest some reasons why life is often described as a journey and express their own metaphors for life giving their reasons • identify significant milestones in their life so far and explain why these are meaningful • suggest answers to questions about the value of having rituals to mark important events	Journeys – recap this theme which has been referenced in two earlier units. It provides a very helpful metaphor for pupils to place their thinking about issues to with life after this life. • Ask the pupils to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? Discuss and record individual journey's pictorially, share with the class. • Ask the pupils: who kept them safe on their journey? Who could they ask for help if needed? Who was waiting at school to guide them? • Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where pupils are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). Life as a journey • Explore reasons why we use the idea of life as a journey. What are the features of a journey that make it a good metaphor for life? (Moving through time; progress to a destination – do we know where we are going? guides for living – religious people follow their holy books and key leaders, for example; adventures on the way; get tired after a long journey etc). What other metaphors/similes would suit? Life is an adventure... life is like a light bulb because... Ask pupils to complete their own "Life is...because..." or "life is like... because..." statements. These can form a great display when made into life "bricks" for a wall of life. • Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special journeys taken by Muslims and Hindus that are to be studied and how their faith keeps them safe and gives guidance.	MOST PUPILS I can begin to identify the impact chosen journeys have on myself and others. I can ask important questions about life as a journey, linking my own and others' responses. MANY PUPILS I can describe how life is seen as a journey by some people I can suggest my own ideas of metaphors for life, giving reasons	Links to Literacy speaking and listening objectives. Descriptive language and use of recounts. Begin to display work that can be referenced again. Begin to gather materials for the theme 'hopes for the future' The picture 'life as a journey' is a great resource for this.

What do Hindus believe about God?

Pupils will:

- use religious vocabulary to explain some of the ways in which Hindus describe God, identifying beliefs that are similar in different religions.
- reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the arts
- remember and begin to be able to use key words about Hindu pilgrimage such as Murti / gods and goddesses / Mandir / Karma Ahimsa (harmlessness) / Moksha / Reincarnation

What do Hindus believe about God?

- Using a bag with several different Hindu Murtis (statues of gods), encourage the children to initially explore what they can feel without looking, and then remove the statues to examine them in detail. Ask children to write down what they know, what they can guess and what they want to find out about them. Explain that these are visual aids used to help Hindus focus on the characteristics of God. Murtis of Ambaji, Ganesha, Krishna and Lakshmi might be suitable, but many others are useful as well. See what you can easily find.
- Use the story of 'Six blind men and the elephant' to explain that Hindus believe in one God, Brahman, but that he can be represented in many different ways, first as the Trimurti and then as many different gods and goddesses. To help children understand the idea of belief in one God with many faces, ask them to divide a page into several sections and draw symbols or pictures to show their different roles and interests (e.g. son / daughter, friend, team mate, Guide, game player, pet carer). Relate this to the idea that Brahman – the ultimate reality - is shown in the form of many gods and goddesses.
- Show children a glass of water and add salt to it. Discuss how the salt disappears but you can still taste it in the water. Relate this to the Hindu idea that God is invisible but is present in everything. How would the children choose to represent their understanding of god? This metaphor comes from a famous story in the Hindu scriptures in which a boy, Svetaketu, is nurtured by his dad, who asks: where in the water is the salt? 'Everywhere'. So the divine is everywhere in existence.
- Look at murtis and display images on interactive whiteboard if possible. Ask children to note aspects of the images they think are symbolic. What clues can they see? What can they work out from them about the god? Use a matching activity to allow children to make connections between the images/objects, and the symbolism attached. Children could then create their own murti for a season. Underneath, they could write three symbols used and explain what they mean.
- Introduce and teach children to begin to use keywords: remember and begin to be able to use key words about Hindu pilgrimage such as Murti / gods and goddesses / Mandir / Karma Ahimsa (harmlessness) / Moksha / Reincarnation

I can describe what Hindus believe about god (MOST PUPILS)

I can understand a range of different ideas about gods and goddesses in Hindu worship (MANY PUPILS).

This lesson connects and revises ideas in the unit 'What is it like to be a Hindu? In this lesson in particular. See what pupils remember.

Connect the idea of life as a journey to how Hindu people worship: taking steps along the road is the main metaphor.

Why do Hindu people worship many gods and goddesses?

ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered	Key words: remind children to begin to use keywords: can they remember and use these examples? Hindu pilgrimage / Murti / gods and goddesses / Mandir / Karma/ Ahimsa (harmlessness) / Moksha / Reincarnation Why do Hindu people worship many gods and goddesses? - Use the clips from 'My Life My Religion: Hindus' (BBC Learning, free to use) to explore the many gods and goddesses worshipped in the Hindu tradition. Notes to the programmes add detail and classroom activities, teaching key vocabulary and ideas. The series is a fine resource for this unit, focusing on Hindu children's lives in Britain and their ideas and beliefs. There is a set of clips on Christianity too. - Show children an 'Aum' (Om) symbol and discuss what it means. Explain that this is the most widely used symbol in Hinduism, but not the only one as virtually anything can represent God whose spirit is in everything. It is spoken at the beginning of prayers and worship and, according to scriptures, was the first sound out of which the rest of the universe was created. Hindus chant it in meditation and it is made up of the three sounds A, U and M. These stand for the three main deities, Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer). What questions do they have? - Ask the children to reflect on what they would choose to create, preserve and destroy in today's world - To Hindus, Brahman is almost impossible to describe and the only accurate description they can give him is an awestruck 'Ah!' Ask the children to reflect on their own awe and wonder in our world - Their responses could be expressed through music, poetry, art, writing etc. - In groups, make a short study of a Hindu god/goddess e.g. Krishna, Ganesha, Lakshmi, Ambaji. Use stories and images of their chosen subject and explore the meaning Hindus draw from them (e.g. The symbolism of hand gestures) Asking Great Questions - From the work ask pupils to generate questions. Point out – again – that RE is about asking great questions as well as answering them in different ways.	I can ask puzzling questions about gods and goddesses (MOST PUPILS) I can use the key words in the unit: Hindu / pilgrimage such as Murti / gods and goddesses / Mandir / Karma Ahimsa (harmlessness) / Moksha / Reincarnation I can apply ideas of my own to the ways I understand questions about God (MANY PUPILS)	Artefacts are a teaching tool in this lesson: see if you can borrow some.
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A Hindu journey: what does it mean?

• know and understand that Hinduism describes life as a journey, identifying 16 stages or samskaras • using religious vocabulary explain what happens in a Sacred Thread ceremony and why it is important for some Hindu young people • using religious vocabulary describe and explain what happens in a Hindu wedding ceremony and the symbols used • express their own feelings and thoughts about growing up and taking on responsibility	A Hindu journey: what does it mean? (4 lessons) • Discuss how Hindu religious practices and beliefs are based on a set of Holy Scriptures (the Vedas). The performance of duties (dharma) are according to an individual's nature. What do we think this means? Do we possess dharma? • Perform a Hindu dance (Hindus believe dance is a gift from God and you can worship through dance.) Does this dance make us feel spiritual? What do we believe spiritual can be/is? Video of Hindu dance may be useful. Look at the clips on https://www.bbc.co.uk/bitesize/topics/zh86n39 BBC's entry point for primary Hindu RE. • Recount the individual life journeys we made whilst studying this unit. Explore the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death. Talk about the 'signposts' that Hindus will follow that enable them to get closer to God. As a whole class explore the word 'Reincarnation' and the Hindu belief that the cycle of reincarnation for them is not to be seen as something joyful but includes suffering and misery in order to reach spiritual freedom (Moksha). • Using the picture 'The Hindu Cycle of Birth and Death' (from ISKCON Educational Services, featured in this clip: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3). You could run an 'image from memory' activity to get pupils to really look at the picture. After this they can look at the picture to try and make sense of what it shows about Hindu teachings and beliefs to do with life, death and beyond. Keep the ideas simple, but ask pupils to raise any questions they have about the topic. By studying a teaching from a religion like Hinduism, where time is seen in cycles, the topic can be approached with sensitivity and by giving information. • Investigate using information books, internet and other sources how a Hindu's spiritual journey follows a natural process of growing up. Does all life go through four stages? (Ashramas) Focus on the fourth stage, the Sannyasa (world renouncer) this stage is seen as an ideal. The Sannyasi gives up all possessions and becomes a wandering holy man with no fixed home. Ask pupils to consider how they would feel undertaking this stage or if a member of their family reached this stage. Write a pros/cons list and debate. Chose pupils to play the character of a Sannyasi and put them in the 'Hot Seat'. CONTINUED	MOST PUPILS I can identify the importance of daily worship for Hindus I can make a link between duties for life for Hindus and duties in my own life MANY PUPILS I can show that I understand Hindu beliefs about reincarnation I can ask questions and suggest answers about the beliefs of life for Hindus	Pupils can be asked to explore the hand movements and gestures made in dance and the meaning of these. Pupils can set up their own Hindu shrine ready for Puja. Create a Hindu treasure box to include all the marriage role play resources.
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	• Using the BBC series 'My Life My Religion Hindus' explore the act of Puja, daily worship in the home. Clips available on BBC. • Find out about the first of the 'Samskaras' (sacraments, steps through life). Before a child's naming ceremony a prayer for calmness is read. Pupils to write their own prayer for calmness and share with the class. • Introduce Marriage as an important stage in life for Hindus. Using an array of props act out the 'seven steps' of a traditional Hindu wedding around the sacred fire and the promises that are made between the bride and groom. Do we agree with these promises? Would you include any more? • Read the story of the 'River Ganges'. What does everlasting life mean to us? Illustrate thoughts individually. Look together at a rites of passage book focussing on Hindu funerals. If possible use a photograph of the river Ganges and look for 'pyre' sites (funeral fire sites). Again, the BBC has a good clip. Explain the significance of a Hindu funeral and the rituals that take place as a purposeful effect for Hindu reincarnation. As a person's body is no longer needed it is the person's soul that goes to live in a new living being. Explore the Hindu belief that the soul must obey the law of cause and effect called 'Karma'. The body that a soul is reborn into depends on its 'Karma' how that soul acted in a previous life. What implications does this have for the living today? • Discuss what is meant in the Hindu scriptures when it describes death as simply casting off one set of clothes and putting on a new one. The idea of reincarnation, taking anew body for the same soul, is behind this metaphor. • Remind the children how to use key words about Hindu pilgrimage such as Murti / gods and goddesses / Mandir / Karma/ Ahimsa (harmlessness) / Moksha / Reincarnation		
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How do Christian communities use and enjoy music to express their beliefs about God?

That many forms of music are used by the Christian communities to express worship, beliefs and faith. To understand how religious beliefs, ideas and feelings can be expressed in a variety of forms of music To explain different forms of the symbolism and use of music in Christian worship. To identify and recognise different types of religious music and its symbolism To learn and use some key words: Christians, Trinity – Father, Son, Holy Spirit Heaven / Gospel / Eternal life / Resurrection / Worship	How and why do we find music moving? - Listen to a joyful piece of music. Choose a piece of contemporary or classical music and ask children to reflect on it. How does music make you feel? - Enable the pupils to choose how they want to respond to the music, e.g. through paint, through words, through movement. Help them to explore by questioning. What emotions did I feel in the activity on painting, creative writing or dance? What sort of feelings might people of faith experience in worship (e.g. love, peace, tranquillity, wonder, awe)? - Play pupils this YouTube music video of a famous Christian song, 'One More step Along the World I Go' by Sydney Cater. He wrote it for his granddaughter when she was moving schools, and it is all about 'travelling with God' as a Christian. Do pupils fancy having a sing? https://www.youtube.com/watch?v=7PXV3dwaenu Discuss this verse in particular, comparing it to the Bible ideas of the presence of God and the guidance of God which Christians believe in: does God guide people? Does God help people by being with them even if they are alone? How do Christians use music for worship and expression of beliefs? - In small groups, ask children to prepare a response to the music, from the perspective of a group of Christian believers expressing feelings of joy to their God. - Consider with pupils some songs they know from Collective Worship. Which would Jesus' favourites be? Why? What do the songs express about Jesus and about God? - Using a range of instruments, get groups of pupils to compose their own music to express a series of emotions: examples might include joy, thankfulness, sadness, fear, excitement. Enable pupils to present their work to the whole group (or to younger pupils). It may be possible to do a performance for an assembly. - Include examples of religious words set to music which are familiar to the children, e.g. a setting of the Lord's Prayer, of Psalm 23, the Hallelujah Chorus. Make sure you include examples of child-friendly contemporary Christian music, such as those from 'Kid's Praise' or the Sticky Kids, or Steven Fischbacher's extensive 'Fischy Music' 6 pieces of music for my spiritual I-Pod - Ask pupils to think about their own 'spiritual music': what music would they choose to express their own deepest ideas? Ask them to choose 6 songs, or pieces of music that they would call 'spiritual' on their I-pod (if they had one).	To make links between the music of the Christian community and the beliefs of the Christian community (MOST PUPILS). To show I understand how and why Christians use music to worship God (MANY PUPILS). To apply some of my own spiritual and religious ideas to the music I love (MANY PUPILS). To learn and use some key words: Christians, Trinity – Father, Son, Holy Spirit Heaven / Gospel / Eternal life / Resurrection / Worship (MANY PUPILS)	There are cross-curricular links with music and PE. Music is an effective medium of communication for children with learning difficulties. PE, through team working, provides many opportunities for spiritual and moral development. This aspect of the unit can be extended for some children if appropriate.
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**"Give me courage when
the world is rough
Keep me loving though
the world is tough
Leap and sing in all I do
Keep me traveling along
with you"**

What do Christians believe about the life after death and the resurrection of Jesus?

Pupils will discover and explore links between stories about Jesus' resurrection and Christian beliefs about life after death.

They will learn to use some key words: Christians, Trinity – Father, Son, Holy Spirit Heaven / Gospel / Eternal life / Resurrection / Worship

Jesus: the one who came back from the dead (Christianity)

- Use some art about the life of Jesus to get pupils thinking about the end of life in a low key way. Christians believe Jesus died and lived again beyond the grave, so they hope for eternal life after their own deaths. Tell the Easter stories of the Empty Tomb and discuss what they mean. See the notes column for a video and some books that are also powerful learning tools.
- Use three different pictures of the resurrection stories to enable pupils to explore the stories and the different ways people see them. Ask pupils if they have an imagined or creative idea of what heaven is like, and create some 'Heaven is...' images from around the class. Which of these ideas is close to or shared by Christians?
- Remind children of the Easter stories above, and read some of the resurrection stories of the Christian Gospels, e.g. in Luke chapter 24. Ask pupils what questions they raise and whether the Christian answers, about heaven and being with God after death, are good answers. It is worth running a 'washing line' activity about this topic: children make a name label. A string across the classroom circle represents 'strongly agree' at one end and 'completely disagree' at the other end. Read out these statements twice, slowly. Ask pupils to 'hang their opinion on the line' Sit back and discuss. These statements work well:
 - 'I think when we die, there is another life, but we can't say what it will be like.'
 - It is scary to talk about death and dying, but it is important. We should do this more.'
 - 'If Jesus came back from the dead, I believe we will also live with him when we die.'
 - 'I'm sorry to say that I think when we die, that is the end of us.'
 - 'The Bible says heaven will be like a party, and like a big feast, with great music. I like this idea.'
 - 'When we die, we will meet our loved ones and pets again.'
 - Hindus and Christians disagree about what life after death is like, but it is more important that they both think it will happen.'
- Write about it: get pupils to write about the 'Washing Line of Opinions' and record their learning through a narrative. Consider with pupils whether the idea of heaven is similar to or different from other ideas about life after death they have come across.
- Pupils might take a verse of the New Testament stories as a basis for their own work of art. What do they think heaven would be like if it is real?

MOST PUPILS
I can begin to identify the impact of beliefs about Jesus for Christians

I can ask important questions about life as a journey, linking my own and others' responses.

MANY PUPILS
I can discuss and describe how life and death are part of a journey of life for Christians

I can discuss and suggest my own ideas about life after death, giving reasons and taking account of the ideas of others.

- **Held in Hope:** a series of short books for explaining death and suffering to children from Christian points of view. Christian Education Publishing, 2011
- Waterbugs and Dragonflies – book, and BBC video version, and on YouTube at: <http://www.youtube.com/watch?v=1Ja-6anzHvA&feature=related>

Is death the end? What do you believe and how does this affect the way you live your life?			
Create a statement of own beliefs about life after death reflecting on ideas from at least two religions studied. Explain what has inspired and influenced them to form this view.	Beliefs about life after death - Stimulate the learning with some simple texts about what Hindus and Christians believe about life after death. Ask children to think and talk about these ideas. They cannot be proved, so we call them beliefs. - Ask children to reflect on their own, or in a pair/ small discussion group as appropriate. What do they believe about death? How does their belief affect the way they choose to live? Where have they obtained their ideas about these beliefs? NB - Sensitivity will clearly be needed throughout the teaching about death as children will have many and varied experiences of death in their own family contexts. - Give children the opportunity to record or respond to their reflection in an appropriate way, e.g. an acrostic poem, a painting using water colour blending, writing a statement of their own belief, a spider diagram. - Encourage them to remember and use some key words: Christians, Trinity – Father, Son, Holy Spirit Heaven / Gospel / Eternal life / Resurrection / Worship - Remember to give pupils a space and your encouragement to discuss and share any sensitive aspects of this topic. We never know what our children may find worrying, so this always matters. It is not good to deny, repress or hide from the sadnesses of life – but better to share them.	I can describe different beliefs about life after death (MOST PUPILS) I can ask important questions about life after death (MOST PUPILS) I can apply ideas about heaven, Moksha or rebirth for myself, thoughtfully (MANY PUPILS)	Another sensitive topic. And RE teaching is good at handling controversy and sensitivities – be prepared to give your pupils space for 1-2-1 conversation if the seek it.

Are all journeys similar? Can we compare the journeys of Christians, and Hindus?

• suggest answers to questions about the value of having rituals to mark important events • using religious vocabulary describe and explain why commitment ceremonies such as confirmation and marriage are important to some Christians • create a statement of their own beliefs about life after death reflecting on ideas from Christianity and at least one other religion they have studied	Are all journeys similar? Can we compare the journeys of Christians, and Hindus? • With talking partners, pupils are asked to recall what they have learnt throughout this unit, recording on whiteboards or post-it notes and feedback as a whole class. • In pairs pupils are asked to then position what they have recorded onto a Venn diagram with three circles. The space where the 2 or 3 circles overlap to be where the religions are similar in their beliefs and practices. • Can the pupils suggest some reasons why religions often describe life as a journey? What are the key differences between the Christian beliefs, and the Hindu beliefs? (e.g. Christian beliefs based on a linear view of time – life is a straight line from here to Judgement and beyond. Hindu beliefs have a cyclical view – reincarnation on the wheel of life, death and rebirth until escaping to Moksha – life is a circle). Ask pupils to create a simple Venn diagram to show beliefs from 2 religions about after life	I can recognise two similarities and three differences between Christian and Hindu beliefs about life and death (MOST PUPILS) I can reflect on what matters to believers about life and death and what matters to me (MOST PUPILS). I can show that I understand ways in which religious beliefs can have an impact on believers today (MANY PUPILS) I can create a statement of my own beliefs about life and death, referring to ideas from two religions I have studied (MANY PUPILS)	Throughout this unit, teachers will want to be aware of the sensitivities of the issues – this is not a reason to avoid the topic of after-life, which is interesting for pupils – and important. But it does require careful classroom handline and help for pupils who find the topic hard.
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