

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 6**  
**RE – Year 5/6**



<b>Subject:</b> RE - Thematic			
<b>Key Concept/ Theme:</b> U2.12 How does faith help people when life gets hard?			
<b>Prior Learning links:</b> F4 Being special: where do we belong? F5 What places are special and why? F6 What times/stories are special and why? 1.9 How should we care for the world and for others, and why does it matter? 1.10 What does it mean to belong to a faith community? L2.12 How and why do people try to make the world a better place? L2.11 How and why do people mark the significant events of life? U2.10 What matters most to Humanists and Christians? U2.11 Why do some people believe in God and some people not? (C, NR)			
<b>Vocabulary:</b> soul, Christian, Hinduism, humanism reincarnation, Moksha, judgement, death, salvation			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b>  <b>Overlap with Church teaching, collective worship and visits to church</b>	<b>SMV</b>  <b>Overlap with Church teaching, collective worship and visits to church</b>	<b>PM</b>
1.	<p>Deeper learning question (1 per lesson): Recall key concepts: look at previous learning in past years.</p> <p>Prior learning reconnection (year group, cycle &amp; term): What do we already know – complete the front page with space to share prior learning. Add definition of cover sheet to vocab sheet.</p> <p>LO: let’s think about what questions have you got about what happens when we die?</p> <p>Activity: In Floor book – look at big question – what do we already know. Retrieval knowledge</p> <p>Look back at the ‘Life is...’ simile and metaphor bricks. You talked about what they say about life, but do any of them have any suggestions about death? What attitude to death do they present? Is death welcome or unwelcome? Is it part of the journey or an interruption? Do they face or ignore the reality of death? If</p>		

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	<p>there were no death, would the “life is...” statement still be true? Introduce the idea that many religions believe that there is some form of life after death. Many atheists such as Humanists believe that that this life is the only one we have, and there is no life after our bodily death. However, many people who are not religious at all – whether atheists or agnostics, or ‘spiritual but not religious’ – also suggest that they think that life is not all there is; many believe (or hope for) something positive after death. Point out that this can be a sensitive subject for some people, and that you will need to take care as a class. Ask pupils to think of some reasons why people might believe in life after death. E.g. religious teachings in holy books; Christian beliefs about Jesus’ resurrection; beliefs about a soul or spirit that lasts past the death of the body; stories about people who claim to have ‘near death experiences’; a hope that this life is not the end of everything; a sense that the universe is more than the material world. Ask them why belief in life after death might be comforting for people. Discuss their ideas. Give pupils a chance to raise questions about life, death and life after death. Collect suggested questions on sticky notes. Note that some questions in life are easy to answer (how old are you?), but some of these kinds of questions – ‘ultimate questions’ about life, death, the possible meaning and purpose of life – are very difficult. Gather the questions and sort them into easy, hard and ultimate. Note that one helpful story book for exploring some of the questions around death is Nicholas Allan’s Heaven</p>
2.	<p>Deeper learning question: talk about the value of gratitude in the lives of people, whether believers and non-religious, including my own views Reconnection: what happens when someone dies? LO: What do some people think carries on after we have died?</p> <p>Activity: Christian teaching about life after death includes some of the following ideas: • God is the Creator. He is perfect, eternal and everlasting. • Human beings are creatures. They are sinful and rebellious against God. They are finite and mortal – they die. • The New Testament teaches that Jesus (who was God incarnate – in the flesh) came to repair the damage done by human sin – to save them (salvation). • Jesus died to repair this damage, and, being without sin himself, came through death out the other side to new life – resurrection. • Through him, Christians believe, they also can receive eternal life. • At some point in the future, everyone will face judgement by God. For those who trust in Jesus, his sinlessness will be ‘transferred’ to them, so that they gain eternal life. • Heaven is mostly described in metaphorical terms in the Bible (it will be a feast or celebration, for example), but it says it is going to be a place with no tears, no pain, no sadness, where people will be at one with God (Revelation 21:1-4). Ask pupils to work in pairs to design a diagram to explain these key ideas. They should try and use symbols and pictures rather than words. Get each pair to show their diagrams to another pair, talking through their ideas and practising explaining Christian beliefs. You could extend this with the resource on p. 13, which gives some key teachings. They could match the teachings to the summary bullet points above. They could also add to their diagrams, including, for example, the Roman Catholic idea of Purgatory. Ask pupils to come up with some links to their prior learning about Jesus, incarnation and salvation. If this is what Christians believe, what will they do as a result? Ask pupils to list at least three ways these beliefs will make a difference to Christian living. How might these beliefs make a difference to Christians when life gets hard?</p>

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3	<p>Deeper learning question: raise questions and suggest answers about life and life after death Reconnection: recap on how others think we carry on after death</p> <p>LO: Let's learn Do you get to heaven if you do things wrong?</p> <p>Activity: Christian teaching about life after death includes some of the following ideas: • God is the Creator. He is perfect, eternal and everlasting. • Human beings are creatures. They are sinful and rebellious against God. They are finite and mortal – they die. • The New Testament teaches that Jesus (who was God incarnate – in the flesh) came to repair the damage done by human sin – to save them (salvation). • Jesus died to repair this damage, and, being without sin himself, came through death out the other side to new life – resurrection. • Through him, Christians believe, they also can receive eternal life. • At some point in the future, everyone will face judgement by God. For those who trust in Jesus, his sinlessness will be 'transferred' to them, so that they gain eternal life. • Heaven is mostly described in metaphorical terms in the Bible (it will be a feast or celebration, for example), but it says it is going to be a place with no tears, no pain, no sadness, where people will be at one with God (Revelation 21:1-4). Ask pupils to work in pairs to design a diagram to explain these key ideas. They should try and use symbols and pictures rather than words. Get each pair to show their diagrams to another pair, talking through their ideas and practising explaining Christian beliefs. You could extend this with the resource on p. 13, which gives some key teachings. They could match the teachings to the summary bullet points above. They could also add to their diagrams, including, for example, the Roman Catholic idea of Purgatory. Ask pupils to come up with some links to their prior learning about Jesus, incarnation and salvation. If this is what Christians believe, what will they do as a result? Ask pupils to list at least three ways these beliefs will make a difference to Christian living. How might these beliefs make a difference to Christians when life gets hard?</p>
4	<p>Deeper learning question: Consider and weigh up how religion might help Christians when someone dies. Reconnection: describe and explain how Christians mark a person's death at a funeral</p> <p>LO: Let's learn What do Christians think happens when we die?</p> <p>Activity: 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 (e.g. <a href="http://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/death-and-dying/funeral">www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/death-and-dying/funeral</a> ; <a href="http://www.funeralguide.co.uk/blog/bible-readings-for-funerals">www.funeralguide.co.uk/blog/bible-readings-for-funerals</a> ) • Look at some of the hymns used at Christian funerals (e.g. most popular ones reported by Co-op Funeralcare: scroll down here: <a href="http://www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-thehighway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088">www.co-operative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-thehighway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088</a> ) 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</p>

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	<p>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? Why not?</p>
5	<p>Deeper learning question: Consider and weigh up how non-religious people handle good and bad times, giving good reasons for their ideas and insights  Reconnection: explain some ideas that nonreligious people have about death and an afterlife.</p> <p>LO: Let’s learn What do people who don’t believe in God think happens when we die?</p> <p>Activity: Different ideas of death • Draw a timeline for a person, ending at the point of death. Fork this line in several ways to demonstrate the different answers to ‘What happens when we die?’ - judgement, resurrection, heaven, reincarnation and ‘nothing’. • Extend understanding of this by making it clear that thinking that there is nothing after we die often leads to a desire to live life to the full. Can pupils think why? • How is the belief that nothing happens different to the other two beliefs studied? • Revisit the Co-op Funeralcare music charts for funerals. Look at some of the songs used for non-religious funerals. What beliefs do they express? What are the main differences between religious funerals and non-religious ones? <a href="http://www.cooperative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-thehighway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088">www.cooperative.coop/media/news-releases/funeral-music-chart-2019-my-way-or-thehighway?_ga=2.206744851.1405973945.1568726088-1229195856.1568726088</a> 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-religious person, the life is celebrated for what was achieved and what was given to others. The focus is on the life lived, not on a life to come. Share some readings that could be chosen for a non-religious funeral service. • Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives</p>
6	<p>Deeper learning question: Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these  Reconnection: Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>LO: Let’s learn What different ideas are there about what happens when we die? What do I think?</p> <p>Activity: Exploring some art of the afterlife. Look at the following three images. Connect each one to the correct belief (Christian, Hindu and non-religious) and say why, giving them the opportunity to revise and demonstrate what they have learnt in this unit. • Fra Angelico: The Last Judgment <a href="http://bit.ly/LastJud">http://bit.ly/LastJud</a> - (you may prefer to crop the right hand edge of this to avoid the gruesome images of torment). • Reincarnation: <a href="https://en.wikipedia.org/wiki/Reincarnation#/media/File:Reincarnation_AS.jpg">https://en.wikipedia.org/wiki/Reincarnation#/media/File:Reincarnation_AS.jpg</a> • Non-religious (the idea that the body gets absorbed into nature): <a href="http://bit.ly/nonrelafterlife">http://bit.ly/nonrelafterlife</a> Personal evaluation Read the poem Heaven by Peter Blowfield (aged 10) available free from the NATRE website. <a href="http://www.natre.org.uk/aboutnatre/projects/spirited-arts/spirited-poetry-2019/spirited-poetry-collection/2006/?ThemeID=54">www.natre.org.uk/aboutnatre/projects/spirited-arts/spirited-poetry-2019/spirited-poetry-collection/2006/?ThemeID=54</a> Read and discuss the poem in small</p>

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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 pupils to go back to the questions they answered at the beginning of the unit. Have their views changed? Personal expression Set pupils the task of writing their own poem about life and death, perhaps with a repeating phrase such as Heaven, Heaven what does it mean? Can they express their own ideas in their poem? When the poem is written ask pupils to write an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied. Or look at the examples from Spirited Arts such as the winners' gallery here: [www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/) How do these artworks reflect different beliefs about life, death and life after death? Ask pupils to respond to the unit question with artwork of their own: how do religions help people through good and bad times? Give them a chance to reflect on what helps them in their own lives.

**End Points:**

**Make sense of belief:**

Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life

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

**Understand the impact:**

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

Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives

**Make connections:**

Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these

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

**Evaluation:** What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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