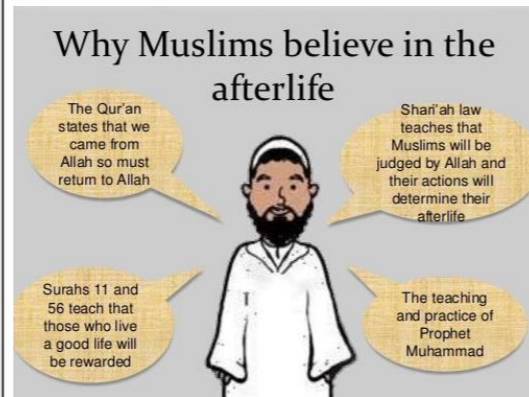
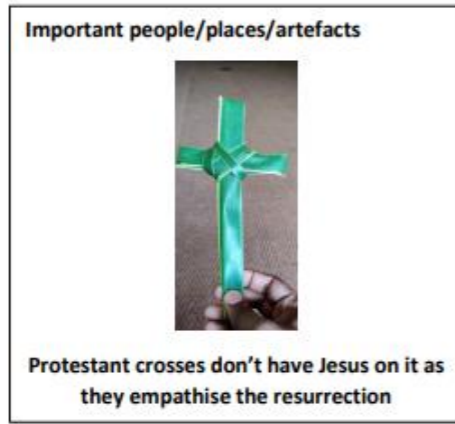
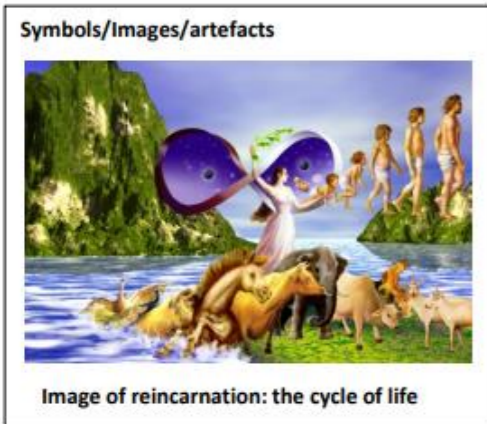


BIG QUESTION: How important are the similarities and differences between and within religions?

What do people believe about life after death?



Vocabulary	
Atman	Hindu term for the soul of a person
Dharma	One's religious duty for a Hindu person
Ganga	The river Ganga is considered sacred and is personified as a goddess Ganga. It is worshipped by Hindu people who believe that bathing in the river gets rid of sins and facilitates Moksha
Heaven	What Christians call life after death Moksha:
Karma	The results of your actions for a Hindu person
Moksha	Liberation from the cycle of life and death; The term used in Hinduism for the release of the soul from the body
Paradise	What Muslim's call Heaven
Pyre	Wooden structure used to burn a body and create ashes that can then be sprinkled in a river
Rebirth	Buddhists believe we are made up of a life force and that life force will continue to live after your life in a new form in the world
Reincarnation	Hindu and Sikh people believe that a soul goes through many lives, hopefully improving and becoming more perfect.
Resurrection	The act of bringing something that had disappeared or ended back into use or existence

Knowledge		
Link and explain ideas from different religions on life and death as well as my own		
Ask questions about things that are important to me and other's around life and death and suggest answers which relate to my own and others' lives		
Appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts		
Research what Humanist believe happens when someone dies and how people should be remembered (<i>see British Humanist website to look at as well as a copy of 'What is Humanism' by Michael Rosen</i>)		
Learning Overview		
<p>Past learning</p> <p><i>In Year 3</i> pupils were taught: about symbols and sayings in a wide range of religions and worldviews</p> <p><i>In Year 5 and 6</i> pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p><i>In Year 5</i> pupils were taught: About different beliefs about God and his character.</p> <p>About special artefacts and events, e.g. Eid and prayer mats</p>	<p>This unit's learning</p> <p>Pupils will be taught to: Link and explain ideas from different religions on life and death as well as my own</p> <p>Ask questions about things that are important to me and other's around life and death and suggest answers which relate to my own and others' lives</p> <p>Appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts</p>	<p>Future learning</p> <p><i>In Year 5 and 6</i> pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p><i>In Year 6</i> pupils are taught about: how to draw upon their knowledge of similarities and differences between and within religions</p>

Skills	
<p>Know about and understand: Making sense of beliefs</p> <p>Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning</p> <p>Step 4: Explain and give meanings for core texts and beliefs, comparing different ideas</p> <p>Step 5: Explain important beliefs reasonably, describing different interpretations</p> <p>Express and communicate: Understanding the impact</p> <p>Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship</p> <p>Step 4: Use evidence and examples to show how and why beliefs make a difference to life</p> <p>Step 5: Use evidence and reasoning to show how and why beliefs and moral values are put into action today</p> <p>Gain and deploy skills: Making connections</p> <p>Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life</p> <p>Step 4: Connect their own reflections and views to the religions and beliefs and worldviews they study, developing insights</p> <p>Step 5: Respond reasonably to the challenges raised by religions and beliefs with coherent views and connections of their own</p> <p>Oracy</p> <ul style="list-style-type: none"> Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. precise vocabulary, presentational talk Construct a detailed argument or complex narrative Spontaneously respond and ask increasingly complex questions, citing evidence where appropriate 	