

## **Medium Term Plan: Supporting Implementation of LTP/Progression Grid**

**Subject:** UKS2 Year 6 RE and World Views – Exploration – Life after death

**Key Question** (to be used all year): Is life like a journey?

**Focus Question** (for this investigation): Exploration Life after death? What is the destination? Afterlife

### **PoS aims :**

Children will explore the definition of and popular ideas relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious worldviews. They will connect their prior learning from the year and contemplate their own ideas of life after death and the destination of their and others' life journey.

### **Prior Learning (what pupils already know and can do)**

This unit will build on your prior learning about life as a journey and deepen their understanding of how people of different religions and non-religions deal with death.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To know that eternity means unending
- To know the difference between the ideas of mortality and immortality
- To know that different religions and non-religions have different ideas of what happens after death
- To know that there are some similarities between religious and non-religious ideas about life, death and eternity
- To know that Abrahamic religions share the beliefs about Heaven, but they all relate to it in different ways
- To know that Dharmic religions share the beliefs of reincarnation and emancipation
- To know that many Humanists do not believe in a life after death; they believe that life has a beginning and an end but that they have the freedom to shape their own lives

### **Disciplinary knowledge (on-going for the year)**

- Analyse beliefs, teachings and values and how they are linked
- Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life
- Explain the impact of beliefs, values and practices – including differences between and within religious traditions
- Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences
- Explain differing ideas about religious expression
- Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging
- Discuss how people change during the journey of life
- Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments
- Develop own views and ideas in response to learning
- Demonstrate increasing self-awareness in their own personal development

### **Key Vocabulary**

Eternity, eternal, mortal, immortal, heaven, emancipation, reincarnation,

### **Session 1: What is eternity?**

Children will investigate what eternity means by looking at synonyms and definitions, building up their own idea of what eternity means to them and to others around them.

#### **Core knowledge**

To know that eternity means unending

#### **Suggested activities**

- Use thesaurus to explore the meaning of eternity
- Share ideas on what eternity looks like and discuss their opinions, thoughts and fears/dreams about 'eternity'. Compare and contrast their own ideas about what they think is eternal e.g. do they believe in an afterlife? Do they think the universe is eternal? What carries on for ever?

**Vocabulary = eternity**

### **Session 2: What do people believe about immortality?**

**Children explore and learn about popular concepts of immortality**

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### Core knowledge

To know the difference between ideas of mortality and immortality

### Suggested activities/Teacher subject knowledge

- Life Cycle: What is a life cycle? What are the different stages? Focus children on birth, different stages of life before death. Relate to the lifecycle of humans and discuss the stages of life and death. What is the human lifespan?
- Mortality and Immortality: Define mortal and immortal. Discuss immortality of popular superheroes, such as superman, and how their immortality is unlike that of the gods as it can be taken away.
- Hold a class debate – Would you want to be immortal? Why? Why not?
- Relate this discussion to the ideas within religions that you 'live' after death for eternity.

**Vocabulary = mortal, immortal, lifecycle, death**

**Cross curricular links – Science (life cycles and lifespan – from UKS2 year B also)**

### Session 3: What does Heaven mean to some people?

Children will learn about the similarities and differences between ideas of heaven within Abrahamic religions. They will explore the concept of heaven and discuss what the idea of heaven means and looks like to them.

### Core knowledge

To know that Abrahamic religions share the beliefs about Heaven, but they all relate to it in different ways

### Suggested activities / Teacher subject knowledge

- Discuss and compare class ideas of 'heaven', asking who they think believes in heaven (religious or non-religious people?). Do children think that all religions have a concept of heaven?
- Recap Abrahamic religions and their main commonalities – one God, there are prophets on Earth who tell people about God. God creates, loves, punishes, judges etc.
- Research Jewish, Christian and Islam ideas of Heaven
- Compare and contrast
- What is their idea of Heaven and how does it compare to the religions they have researched?

**Vocabulary = Christianity, Judaism, Islam, Abrahamic religions, heaven**

### Session 4: What does reincarnation mean to some people?

Children learn about what Dharmic religions say about life after death. They explore the similarities and differences between 3 religions (Hinduism, Sikhism and Buddhism) and begin to make comparisons between Abrahamic and Dharmic religions

### Core knowledge

To know that Dharmic religions share the beliefs of reincarnation and emancipation

### Suggested activities/ Teacher subject knowledge

- Recap their understanding of Heaven
- Recap what Dharmic religions are and how they are similar e.g. all originated on Indian Subcontinent, follow rules (dharma) etc.
- Research the life cycle and understanding of life and death within Hinduism, Buddhism and Sikhism
- Note the similarities and differences
- Children comment on what they think about reincarnation and emancipation

**Vocabulary = reincarnation, emancipation, Hinduism, Buddhism, Dharmic, Sikhism**

### Session 5: What do non-religious people think about the idea of an afterlife?

Children learn about and explore the Humanist viewpoint on life, death and eternity. They will learn about how many Humanists believe that they have the freedom to shape their own lives and that for many of them, living the best life, supporting those around them and making an impact on the world, is important.

### Core knowledge

To know that many Humanists do not believe in a life after death; they believe that life has a beginning and an end but that they have the freedom to shape their own lives.

### Suggested activities /Teacher subject knowledge

- Watch - [https://understandinghumanism.org.uk/res\\_films/one-life-live-it-well/](https://understandinghumanism.org.uk/res_films/one-life-live-it-well/) and discuss

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- Children can summarise the main principles of Humanism in their own way e.g. through an information sheet, a presentation or with symbols or images like in video (string)
- Compare to what they have learnt about people's beliefs on eternity, life and death so far – what is similar and what is different between a religious view and a non-religious view on life and death.

**Vocabulary = Humanism, Atheist, Science, death**

#### **Session 6: What are my views on life, death and eternity?**

Children develop their RE skills through:

- Analysing beliefs, teachings and values and how they are linked
- Developing their own views and ideas in response to learning
- Demonstrating increasing self-awareness in their own personal development

#### **Suggested activities**

- Recap the main beliefs on life, death and eternity from this unit and from other units they have looked at so far this year. Which beliefs have stuck with them?
- Allow children time to think about their personal ideas about life, death and eternity and if they wish to, ask them to share these with the class. Question them – How does your idea impact your life today and in the future?
- Challenge children to ask questions to one another about life after death – they could write these on post it notes and then try to answer them as a class or small group e.g. 'If there is no afterlife, why not just have fun and do what you want to do?' 'Is thinking about others important if there is no life after death?' 'Do people only do good things so that they can go to Heaven? If so, isn't that wrong?' 'Do I have to believe in God to believe in Heaven?'

**Vocabulary = Life, death, eternity, religion, non-religion, journey**

#### **Future learning this content supports:**

*The following unit is about landmarks in life so this will underpin the consideration of next steps in life and how to deal with change and challenge.*