

How does religion help people through good and bad times?

What you have already learnt:

- Identify and describe the core beliefs and concepts studied
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Make clear links between texts/sources of authority and the key concepts studied
- Describe how people show their beliefs in how they worship and in the way they live
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers
- Identify some differences in how people put their beliefs into practice
- Give good reasons for the views they have and the connections they make
- Talk about what they have learned and if they have changed their thinking

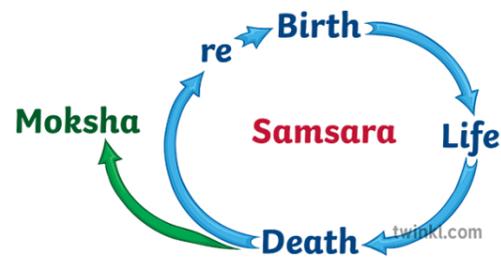
Key Knowledge:

Christian Beliefs about Life After Death

- **All Christians believe that:**
- The resurrection of Jesus proves that there **is** life after death. The Soul is **immortal**
- That physical death is the beginning of **new life**
- At the end of time God will raise everyone and **judge** them. Christians whose sins are forgiven will go to Heaven
- Those who sin and do not **repent** will go to Hell

Follow the link to view the funeral rites for Islam:

<https://www.slideserve.com/tender/islamic-funeral-rites>



By the end of the Key Stage, you will be able to:

Key Skills

- Apply
- Analyse
- Describe
- Connect ideas
- Consider
- Question
- Discuss
- Respond thoughtfully
- Evaluate
- Create
- Outline
- Link
- Explain
- Recognise impact
- Express
- Apply
- Investigate

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.
- **Make clear connections between what people believe and how they live, individually and in communities**
- **Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures**
- **Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)**
- **Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently**
- **Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make**
- **Talk about what they have learned, how their thinking may have changed and why**

By the end of this unit you will be able to:

Making 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 for similarities and differences.

Understanding the impact:

- **Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)**
- **Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.**

Making connections:

- Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these
- Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights
- Talk about what they have learned, how their thinking may have changed and why.

Opportunities for teaching diversity, equality and expanding cultural capital

Key Concepts:

- God
- trust
- faith
- reverence
- symbol
- enlightenment
- good
- right
- evil
- guidance
- purpose

- Learning about other religions and their core beliefs, expanding cultural awareness.
- Learning about how to show respect to different people who hold different faiths and beliefs.
- Investigating how different people celebrate milestones in life, including those who do not have a religious belief- promoting respect and tolerance.

Key Vocabulary

- Afterlife- Life after death
- Ceremony- A act or series of acts done in a particular way to honour a special occasion
- Community- A group of people who have something in common
- Death- The end of life in any living thing.
- Eternal- Having no beginning or end
- Faith- Trust or confidence in a thing, belief or idea.
- Gratitude- The feeling of being thankful or grateful
- Heaven- In some religions, the abode of God, where people go after death
- Judgement- An opinion formed after studying a variety of information
- Karma- the idea that one's actions determine one's future.
- Life- The state of being alive
- Moksha- Ultimate freedom and enlightenment
- Reincarnation- the religious belief that human souls survive and return in new bodies.
- Resurrection- To return to life after death
- Salvation- Being saved from evil
- Samsara- The Hindu cycle of birth, death and rebirth
- Soul- The part of a human which is separate from the physical body, the centre of feeling, thought and spirit.

Skills and knowledge which I may use from other subjects:

Geography

- Investigate where major world religions are practised, locating them on a world map.

Art

- To use a range of art and design techniques, including drawing, painting and sculpture.

Computing

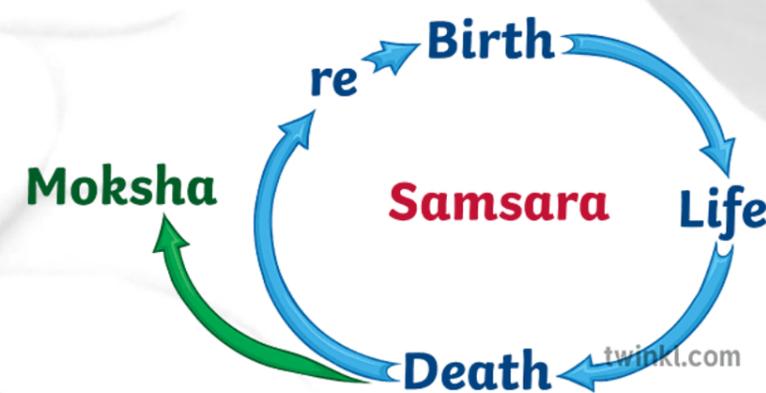
- Use a variety of software to design and create presentations.
- Use technology safely,

Recall and Remember

1. Can you name three good things that may happen to a person and three bad things that may happen to a person?

| Good | Bad |
|------|-----|
| | |
| | |
| | |

2. Can you explain the Hindu belief to a partner, using the image below?



3. How do you think religion could help someone who is going through a rough time? How might having faith make them feel?
