Life, death and beyond:
What can we learn from
Christian and other beliefs?
A Unit of RE for the Diocese of St Albans
Year 9

Never Let Go of Your Spirit
Laura is 12
“My picture represents that you should never let go of your spirit. Everyone believes different things like who you should follow with the different religions, but it is who you are that is important. This person is holding her spirit in her hand but the bracelet and ring are a sign of the eternality of God.”

Where is God in the face of death? Nia is 14
“Where was God when 6 million innocent Jews died? Where was God during the destruction of the twin towers? Where was God when Ted Bundy murdered many women? The images at the bottom represent the most evil persons of mankind. The black Christ represents diverse races, the Indian writing translated means ‘peace’. Slowly lost through wars and destruction, but at the same time, this peace is something craved by so many. Jesus, God and human, dies for the sins of the world. In response to the question ‘Where is God?’ I think the real question is ‘Where was humanity?’”

Year 9
By Lat Blaylock of RE Today
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Life, death and beyond: what can we learn from Christian and other beliefs?  

About this unit:  
This unit will enable a study of a range of beliefs and ideas about life, death and beyond, through a study of rituals for the bereaved and of a range of ideas about life after death. Study of Christian belief will link to some key New Testament ideas about resurrection, eternal life and heaven. Pupils will also learn from Hinduism and atheism.

The unit has been written for Church of England schools in the diocese of St Albans, and explores Christian ideas. There is also the opportunity to learn about Hindu teaching and about non religious views to do with death and afterlife. There is close reference to some philosophical issues around life after death. Pupils have opportunities to consider a diverse range of views about questions of meaning, purpose and truth connected with destiny, life and death. Issues of the value and significance of human life will be considered. Pupils consider the impact of grief, death and loss and will be able to reflect on the importance of rituals for those who grieve, as well as considering the questions of whether there is life beyond the grave, and what forms it might take.

From the study of sources of authority and practice within Christianity pupils will be able to examine and develop reasoned viewpoints on these questions. They will encounter some diverse views about life’s purposes, death and the idea of afterlife. It is notable that religions sometimes enable their followers to approach death and loss in a very positive way, without fear. This may offer pupils a challenge. Experiences and opportunities provided by this unit include discussion, creative work, encountering the views of others and developing skills of argument and self expression.

This unit will help teachers in fulfilling local Agreed Syllabus requirements. It has been designed to connect with the Agreed Syllabuses for Bedfordshire, Luton, Hertfordshire and Barnet in appropriate ways, and reflects the learning model of the National Non-Statutory Framework for RE (QCA 2004).

Estimated time for this unit (in hours) 10-12 hours of tuition. Teaching can be flexible. It is better to cover some of the work in depth than to skate over the surface of too much content.

Where this unit fits in:
This unit builds on what pupils have already learnt about Christian ideas about God (Year 8). It aims to enable progression by using Biblical story and teaching and by beginning to challenge pupils to make links between the material studied and their own lives, enabling pupils to express their own insights into ultimate questions of meaning and purpose about ‘life, death and beyond’. Particular reference will be made to the role of sacred texts for Christians in developing beliefs and concepts about life after death.

RE in the Church of England School
- This unit makes an important contribution to the RE curriculum in the Church of England school, and connects with the intention that RE should be excellent by enabling the spiritual development of all pupils through a reflective and thoughtful study of Christianity and of religious and spiritual ideas.
- Quality RE in the Church of England school makes space for pupils to explore questions and makes the resources of the Christian tradition available to them. In this unit, the heart of the work is about questions, ideas and beliefs to do with life after death.
- RE takes the personal worth of every child, and the family culture of each seriously, seeking to explore religious ideas and emotions in ways that are authentic and have integrity. Pupils’ own ideas, sensitively handled, are a part of what we are working on in this unit.
- It offers opportunities to children to think for themselves, and be broad minded and open hearted in their encounters with faith, especially in this case with regard to loss and death and beliefs about the meaning and purpose of our lives.
Issues of continuity and progression:
The unit builds upon the Y8 unit ‘Does it make sense to believe in God? Expectations are set from level 4-7, and the challenges of interpretation, expressing insight and making personal and critical evaluations of different sources and viewpoints are structured into the teaching and learning activities.

KEY STRANDS ADDRESSED BY THIS UNIT
• Knowledge and understanding of beliefs, teachings and sources
• Knowledge and understanding of forms of expression
• Skills of asking questions about belonging, meaning, purpose, truth and commitment.

ATTITUDES FOCUS
The work provides opportunities for pupils develop attitudes of:
• Open mindedness by being increasingly willing to go beyond the surface of complex issues to search for profound insight into questions about life, death, and beyond.
• Self awareness by developing a realistic and positive sense of their own ideas and beliefs about life after death
• Appreciation and wonder by recognising, for example, that our knowledge of life is bounded by the mystery of death and that for Christians the resurrection of Jesus is a key to hope for life beyond this earth.

Key concepts and themes: Beliefs, authority, expressions of spirituality.

SUPPLEMENTARY work for extension and enrichment
Suggested enrichment and extension opportunities:
• Research and analyse a range of different practices, perspectives and arguments about the end of life and life after death. Use the methods of social science and philosophy to understand the range of views.
• Choose and analyse art, video / DVD extracts, poetry, music to explore how our contemporary culture engages – or refuses to engage – with death and the possibility of life beyond. Compare this with a ‘Requiem Mass’, looking at how the fact of death was dealt with in an earlier era.
• Provide opportunities for pupils to express their own ideas / beliefs and analyse them in the light of others’ views in creative, thoughtful and philosophical ways.
• Enable pupils in pairs or small groups to initiate and pursue their own enquiries into questions about life, death and destiny.
### Prior learning

It is helpful if pupils have:
- Studied ideas about beliefs about God from Hindu, Christian and non-religious sources
- An awareness of how to deal with the sensitivity of discussing death.
- A basic understanding of different religious and non-religious beliefs about life after death.
- Text-level skills from the National Literacy strategy, including the ability to write a coherent account of an issue such as 'is there life after death?' incorporating diverse perspectives, and to present an argument.

### Vocabulary

In this unit, pupils will have an opportunity to use words and phrases related to:
- **Specific religions:** Christianity, Resurrection, eternal life, heaven, hell, judgement.
- **Specific religions:** Hinduism: Brahmman, Brahma, Krishna, Shiva, murti, atman, karma, dharma, Moksha, samsara, reincarnation.
- **Religious studies:** funeral, after life, soul, spirit.
- **The language of shared human experience:** destiny, purpose and meaning, mystery, spirituality.

### Resources

#### Basic Texts
- Christian sacred text: Bible:
  - I Corinthians 15: 1-15, 35-58
  - Matthew 25
- Hindu sacred text: e.g. Bhagavad Gita 2.22, Brihadaranyaka Upanishad 4.3, Atharva Veda 6.120.3

#### Books
- Developing Secondary RE: Life, Death and Beyond, Ed. R. Rivett, RE Today, 2004
- Thinking about God (Harrison and Kippax)
- Resources from the British Humanist Association [www.humanismforschools.org](http://www.humanismforschools.org)
- Steps in RE: Onwards and Upwards, Lesley Beadle, RE Today 2006 provides activities and learning strategies for SEN pupils.
- Various creeds and statements of belief from Hindu, Christianity and non-religious sources, including for example funeral prayers and liturgies.

#### Video and DVD
- Bald Statements: a pack of materials exploring loss and change based on 8 sculptures by cancer survivor Joan Parker. RE today
- Why Atheism? Package of materials & DVD from Team Video
- Curriculum Bites RE Series 1: To Die For explores the impact of encounters with death on the living. BBC / RE Today, 2003
- BBC Belief: File Hinduism
- Channel 4 Learning: Worlds of Faith.
- Many movies, from Flatliners to the Curse of the Were Rabbit, offer ideas about life after death in interesting formats.

#### Web
- [http://www.cleo.net.uk](http://www.cleo.net.uk) is the main site for the Cumbria and Lancashire Education Online, and offers access to an expanding range of high quality resources for RE topics.
- [www.natre.org.uk/db](http://www.natre.org.uk/db): Children talking online. This database includes thousands of ideas from young people about life after death from different traditions, and is searchable.
- A spiritual site on Indian (Hindu) spirituality, [http://www.blessingsonthenet.com](http://www.blessingsonthenet.com) is a good place to start an exploration of Hindu belief.
- RE Jesus is a useful and stimulating Christian site where ideas about the resurrection are clearly set out: [http://www.rejesus.co.uk](http://www.rejesus.co.uk)
- Online searchable sacred texts: [www.ishwar.com](http://www.ishwar.com)
- CRUSE, the bereavement counselling association: educational materials on loss and grief.

This unit makes contributions to the personal development of children:

- **Spiritually** by discussing and reflecting on key questions of meaning and truth, purpose and destiny, in the light of Christian belief about heaven and salvation, and other beliefs and ideas.
- **Morally** by considering what is of ultimate value in life, and how the choices we make about values are influenced by religious or other beliefs and taking an increasingly thoughtful view of questions of destiny: where are we going? What will happen after death? How then should we live?
- **Socially** by giving pupils the chance to express attitudes (including fears and anxieties) about death in relation to some social issues and diversity of points of view.
- **Culturally** by considering how religious and cultural identity are expressed through, for example, funeral practices or the ways communities support the bereaved.

### Expectations: At the end of this unit

| Pupils working towards the expected level will be able to (Level 4): | • Show that they understand some different perspectives on questions about life after death;  
  • Apply ideas from Christianity, and from other sources (Hindu ideas, atheism) to their own beliefs about ‘after life’;  
  • Use the vocabulary of RS such as atheism, Hindu Dharma and Christianity to describe the impact of different beliefs about death on people’s behaviour, e.g. at a funeral.  
  • *Use the religious vocabulary of Christianity such as soul, heaven, judgement, resurrection and eternal life to apply ideas from different religious viewpoints to questions about life after death.*  
  • Describe (visually or in words) *their ideas about life after death.* |
|---|---|
| Pupils working at the expected level will be able to (Level 5): | • Explain the impact of belief in resurrection for Christian people.  
  • Explain some ways in which sacred texts, liturgies and funeral customs express Christian beliefs and ideas about life beyond this life.  
  • *Use accurately and thoughtfully the language of Christian religion, and of other views (e.g. atheism, Hindu dharma) to express their own reactions and views about questions to do with life after this life.*  
  • Express artistically their views and beliefs about life after death, referring to religious ideas they have studied |
| Pupils working beyond the expected level will be able to (Level 6): | • Interpret for themselves the texts and beliefs of Christians with regard to life after death.  
  • Express their own insights into the reasons why questions about life after death cannot be finally answered.  
  • Use religious and philosophical vocabulary accurately and thoughtfully to consider the meaning and impact of Christian and other (e.g. Hindu, atheist) ideas.  
  • *Draw up a table showing the strengths and weaknesses of different reasons given by Atheists, Christians and Hindus for their beliefs about death and what lies beyond.*  
  • Express insights of their own into perspectives on life after death and consider challenges to their own viewpoints with artistic skills and through argument and reasoning. |
ASSESSMENT SUGGESTIONS: A Possible final assessment task:

RE needs an assessment for learning approach to gathering evidence of pupils’ achievements. There is not a particular need for every unit to produce assessment outcomes on paper.

Exemplar Task A: Liturgies for a death: compare, comment and understand

- Write a commentary on the liturgies used at two different funerals (choose from Hindu, Christian or Humanist), drawing out similarities and differences. What do the words chosen show about the beliefs of those who have died? Suggest a liturgy suitable for the funeral of an agnostic person (or a member of a faith community). You might ask students to take the role of a faith community leader writing a sympathetic letter of condolence to a community member.

Success criteria:

Remember to include your responses to these questions

- What have you learned about Christian belief through a study of prayers, texts and liturgies used when someone has died?
- How do Hindus and non-religious people use texts and rituals to express sorrow?
- In what ways does a funeral express beliefs about life after death?
- Can people find consolation or bring families and communities together for support in times of grief? How?

Exemplar Task B: Artistic expressions of beliefs about life beyond death.

Look at art work from different sources about life beyond the grave. Create a work of art in response to the idea of ‘destiny’ or the question: ‘What happens when we die?’ taking account of the different views you have studied as well as the views you hold yourself. Write 3 or more paragraphs to explain the qualities of your artwork.

Success criteria:

Remember to include your responses to these questions

- What arguments, experiences and evidence have you found for and against the ideas that humans have a soul, or that there is a heavenly realm, or that Jesus’ resurrection is a pattern for human life after death, or that evil is punished in the next life, or that reincarnation makes sense of this life?
- How can you express your own thoughts and experience about this topic through art (this could include dance, music, poetry or other creative arts).
- What would you like to say about the art work you have made, to explain your thinking and insights?
- What do you think a Christian, a Hindu and a Humanist would say about your artwork and your beliefs?
<table>
<thead>
<tr>
<th>Key questions</th>
<th>LEARNING OBJECTIVES</th>
<th>TEACHING AND LEARNING Including experiences and opportunities. Teachers are advised to select ideas and develop their own from those below.</th>
<th>LEARNING OUTCOMES</th>
<th>Wider Learning</th>
</tr>
</thead>
</table>
| Why are there many different beliefs and ideas about life after death? | Pupils should understand and begin to explain different perspectives on ideas about life after death. | Why do people believe different things about life after death?  
- Present pupils with some ideas and data about beliefs to do with life after death, and ask them in small groups to account for the diversity.  
- Teach pupils about 3 views of the destiny question: judgement, rebirth or the coffin. What is the same about each of these, and distinctive about each? (You might use an ‘odd one out’ thinking skills strategy for this)  
- Enable pupils to distinguish between religious ideas and superstitions (such as belief in ghosts as seen in Hollywood movies). Present a list of statements – ten or a dozen – about life after death for sorting into ‘Christian / Hindu / Atheist / Superstition’ Some will fit more than one category. | Describe different beliefs about life after death (L3)  
Use a developing religious vocabulary to be clear about ideas and beliefs from different traditions (L4)  
Explain why there are similarities and differences between these beliefs (L5) | Near death experiences, while often set aside by formal religious belief systems, can be a good starting point for reasoned discussion about the afterlife. See ‘Tackling Tough Questions’ (RE Today) for a way of using such material creatively |
| What are the ultimate questions posed for us all by the fact of death? | Develop insight into the questions and meanings found in death, and be able to express their own ideas about the possibility of life after death with clarity and depth. | How could we know about life after death?  
- Use a short clip from one or more movies where death is handled in an interesting way to give an opportunity for conversation that is ‘distanced and grounded’ about this sensitive topic (Flatliners, Curse of the Were Rabbit, Ghost).  
- Consider through discussion and debate what questions people ask when someone dies: where have they gone? Is there a soul? Are we parted forever, or will we meet again? Is there any afterlife? If so, what is it like? How can we know? Does death make life more or less meaningful?  
- A ‘philosophy for children’ approach to these questions would enable pupils to pursue their own enquiries and philosophical interests. The community of enquiry method is not the only way to do this, but research and enquiry into religious ideas should be included. | Apply ideas from RE to their own questions about life and death (L4);  
Express their own points of view about destiny, religion and belief thoughtfully (L5);  
Use the sources and concepts of religions and beliefs to develop and express insights into life and death for themselves (L6). | Of course, it’s important to try and set an atmosphere of enquiry here, rather than of morbidity, and to take sensitive account of the possibility that a pupil in class may be experiencing bereavement. |
<table>
<thead>
<tr>
<th>What do members of the class think and feel about loss, dying and death?</th>
<th>What expressions of our spiritual thinking about life and death can we make?</th>
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</thead>
<tbody>
<tr>
<td>Begin to plan to create a work of art that shows their ideas about life after death (see assessment suggestion B)</td>
<td>Ask pupils to speculate the thoughts of young people when someone dies; does this lead us to turn our minds to our own life? See Tackling Tough Questions (RE Today) for video resources to begin this exploration. See ‘Stairs to Where?’ (RE Today members download, from September 2007 for a creative way into this)</td>
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<td></td>
<td>Read some prayers from a funeral service, and consider how these prayers express belief, regret, comfort and hope.</td>
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<td>Using the NATRE web gallery of spiritual art work (<a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a>) get pupils to analyse some images of the spiritual made by people of their own age, and create one of their own.</td>
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<td>Consider different ways that artists have expressed their vision of death, heaven, rebirth and other related ideas.</td>
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<td>Explain different ideas about life after death in a creative way (L5)</td>
<td>It’s always difficult to list websites comprehensively, and a search for new and fruitful sources will probably yield pictures and ideas worth sharing via the IWB.</td>
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<td>Express their views and insights into ultimate questions about life after death artistically (L6).</td>
<td>What happens when a Hindu person dies?</td>
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<tr>
<td>What happens when a Hindu dies?</td>
<td>Build up their knowledge and understanding of patterns of Hindu life through learning about funeral practices.</td>
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<td>What happens when a Hindu person dies?</td>
<td><a href="http://www.hinducounciluk.org">http://www.hinducounciluk.org</a> is a useful site to search for Hindu scripture, prayer and ritual.</td>
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<td>Pupils research and develop answers to questions like these: What happens in a Hindu funeral? What words and music are used? How is belief in samsara expressed in the funeral? The two texts below contrast this life and the next – ask pupils what beliefs and ideas they express.</td>
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<td>“The wheel of life moves on….. It is overwhelmed by decrepitude and grief, and it has diseases and calamities for its progeny. That wheel relates in time and place. It has toil and exercise for its noise. Day and night are the rotations of that wheel. It is encircled by heat and cold. Pleasure and pain are its joints, and hunger and thirst are the nails fixed into it. Sunshine and shade are the ruts it causes. It is capable of being agitated during even such a short space of time as is taken up by the opening and the closing of the eyelid. It is enveloped in the terrible waters of delusion. It is ever revolving and void of consciousness. It is measured by months and half months. It is not uniform, being ever changing, and moves through all the worlds.” (Mahabharata, section 45)</td>
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<td>“In the final state there is no fear at all. Thou, O Death, art not there, nor in that place does the thought of growing old make one tremble. There, free from hunger and from thirst, and far from the reach of sorrow, all rejoice and are glad.” Katha Upanishad</td>
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<td>How do Hindu communities help the bereaved?</td>
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<td>What are the stages of grief recognised by psychologists? How might these be addressed by mourning practices in Hindu traditions?</td>
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<td>These next two lessons are well suited to the learning needs of pupils in a Church school setting, because diversity is a source of learning. You might put these lessons in at this point, or plan to use the material later in the unit if you need to establish understanding of Christian belief first.</td>
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| What can we learn from Hindu dharma about life and death? | Gather information and understanding about Hindu perspectives on birth and death. | What are the main Hindu concepts of life after death? Do you agree with any of them?  
- Teach pupils about the key Hindu concepts of atman, karma, dharma, Moksha and samsara.  
- Emphasise the wide diversity of Hindu perspectives.  
- Teach pupils about the role of the gods and goddesses in the cycle of birth and rebirth – especially Brahma, Shiva and Vishnu, and the ultimate reality, Brahman.  
- Pupils might construct a flow chart to show their understanding of the Hindu teachings.  
- You might use ‘the Cycle of Birth and Death’, a Hindu artwork from ISKCON, with the thinking skills strategy called ‘images from memory’ to explore these ideas. | Show their understanding and express their ideas about Hindu dharma, samsara and reincarnation (L4).  
Explain what they have learned using appropriate vocabulary and concepts (L5). | There is a useful article on this topic by Rasamandala Das and Lat Blaylock on the RE Today web resources centre for subscribers from May 2006 [www.retoday.org.uk](http://www.retoday.org.uk) |
|---|---|---|---|---|
| What happens when a Christian dies? | Build up their knowledge and understanding through learning about Christian funeral practices. | What happens when a Christian dies?  
- From a study of the liturgy, prayer, music and poetry associated with Christian funerals, pupils consider how Christians express their beliefs when someone dies.  
- How do Christian communities help the bereaved? Pupils might enquire into this via interviews and receiving a visitor.  
- What are the stages of grief recognised by psychologists (often described as denial, anger, bargaining, depression, acceptance)? How might these be addressed by mourning practices in Christian communities?  
- Can pupils make a list of ten things that help when you have lost someone?  
- Consider the beliefs of Christianity through some of the gospel accounts, e.g. in Luke 24: how does the Christian community come to accept the idea of resurrection? | Use some key Christian vocabulary to describe (L3-4), explain reasons for (L5) or interpret insightfully (L6) Christian practice when somebody dies. | CRUSE, the bereavement counselling association, offers some excellent educational materials on loss and grief. [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk) |
| What can we learn from Christian belief about life after death? | Gather information and understanding about Christian perspectives on resurrection, heaven and life after death. | What do Christians believe about resurrection and heaven? Do you agree with any Christian ideas?  
- Begin this section by using a number of works of art that depict Jesus’ resurrection. Using some good visual learning techniques, engage pupils with the art work, and consider the questions and beliefs that the art addresses.  
- Through studying the accounts of the resurrection of Jesus in the New Testament gospel narratives, pupils identify key Christian beliefs about life after death.  
- By defining terms such as ‘heaven’ ‘judgement’ ‘resurrection’ and ‘eternal life’ carefully, and hearing Christian accounts of belief about life after death, pupils develop insight into the views of Christians.  
- Identify points of agreement and disagreement with regard to their own views and beliefs. | Show their understanding (L4) and express a range of thoughtful ideas (L5) about resurrection, eternal life, divine grace and judgement and heaven and hell.  
Explain what they have learned using appropriate vocabulary and concepts (L5). | Picturing Jesus – a series of packs of art materials from RE Today – provides resources and activities here.  
A local visitor from the Christian community with experience in this area will enhance the learning experience. |
<table>
<thead>
<tr>
<th>What happens when a Humanist dies?</th>
<th>Build up their knowledge and understanding of non-religious funeral practices.</th>
<th>Is death frightening to the non-religious?</th>
<th>Express their own views about why death is fearsome, and how people deal with the fear of death (L5). Explain similarities and differences in how humanists or Christians react to death (L5).</th>
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</table>
|                                  |                              | By learning about non-religious funerals, such as those conducted by Humanist celebrants, pupils consider how ritual may be shaped by ‘non belief’ rather than belief. The British Humanist Association provides officiants for non-religious funerals, and publishes suggested materials, readings and music for such occasions. Research more about humanist funerals.  
- There are very few ‘capital ‘H’ humanists in the UK – but many more people are uncertain about life after death. Is it good to have a humanist funeral if you have not lived a humanist life? (The same question should be asked about Christian funerals)  
- A paired discussion could enable pupils to take the role of Humanist and either Christian or Hindu to identify what is good about each others’ rituals, and what they don’t like, giving reasons for their views.  
- Consider the Humanist ideas that there is no evidence for life after death, that it is inherently improbable, that even if the mind is ‘a ghost in the machine’ then it makes little sense to imagine that it can exist separately from the body / brain. Do pupils agree? What are the arguments? |                                                                                   |                                                                                   |
| What can we learn from atheist ideas about death? | Consider philosophical ideas about the purpose of life in the light of beliefs about death | Does life that ends in the coffin have meaning and purpose? | Express their own views (L5) and insights (L6) into the link between purpose in life and the fact of death, responding to atheist thinking. |
|                                  |                              | Seneca: ‘I was. I am not. I do not mind’ Do pupils think that the hope of an afterlife adds meaning and purpose to this life, or is it only realistic to live without such hopes?  
- Many people think that religions offer purpose in life by referring to a future beyond the grave. How do Humanists and other atheists respond to this? How do you respond?  
- Even if there is no life after death, we still live on in the memories of those who have loved us. Some people leave a legacy of kindness and goodness, as well as money. Does donating your organs after death, or providing for your relatives, or leaving money to charities give meaning to a persons life? |                                                                                   |                                                                                   |
|                                  |                              |                                                                                   |                                                                                   |
| How can I express my own ideas, doubts and beliefs about life and death clearly? | Express views and ideas with sensitivity, reference to religious teaching and insight, into the questions considered. | How can I best express my learning and ideas about death and beyond? | As the unit comes to an end, activities from this list might be selected to ensure spiritual consideration of the issues and questions.  
- [www.natre.org.uk/db](http://www.natre.org.uk/db): Children Talking Online. This database includes thousands of ideas from young people about life after death from different traditions, and is searchable. Get your students to use it for an enquiry into different views.  
- Role play a studio interview with a Christian and Hindu discussing their beliefs about life and death.  
- Encourage students to ask and explore ultimate questions about life and death, and the answers, meanings and purposes Christians and Hindus offer to these questions.  
- Consider the importance we might attach to remembering the dead. What would students want to be said of them in their memory?  
- Look at and discussing music, art and texts in which Christians and Hindus express their ideas of heaven and hell, Brahman, Moksha and reincarnation and their hopes about life beyond this life, analysing some of the symbol, metaphor, emotion and belief expressed.  
- Discussing the ways death is sometimes hidden or forgotten, or ignored by our society and comparing this with other cultures and customs  
- Exploring the question: what happens when we die? Explaining varied answers, including my own answers. | Considering some of the ways people remember the dead, for example through memorials, graveyards, mementos, anniversaries, planting trees and flowers; reflecting on the value and meanings of such practice (L4).  
Explaining (L5) and interpreting (L6) the psychological processes of grieving, dealing with loss: disbelief, anger, regret and acceptance.  
Explaining the role faith can have in accepting death (L5). | This stage of the work has the character of learning from religion and human experience and provides significant opportunities for learning in the areas of shared human experience and personal search by its emphasis on AT2. Students need time, space and the chance to arrange a deeper conversation if they are to get the best from this work. |
### What have we learned about life, death and beyond?

Move from information to thoughtful viewpoints in relation to life after death. Take an increasingly balanced and well informed approach to questions of diversity, evidence, argument and sources.

Recognise and use various expressive and insightful ways of communicating ideas and questions about beliefs.

#### Can I write some liturgies for a death?
- Write a commentary on the liturgies used at two different funerals (choose from Hindu, Christian or Humanist), drawing out similarities and differences.
- What do the words chosen show about the beliefs of those who have died?
- Suggest a liturgy suitable for the funeral of an agnostic person (or a member of a faith community). You might take the role of a faith community leader writing a sympathetic letter of condolence to a community member.

Pupils should include:
- Christian beliefs learned through a study of prayers, texts and liturgies used when someone has died?
- The ways Hindus and non-religious people use texts and rituals to express sorrow.
- Ideas about the ways a funeral express beliefs about life after death.
- Thoughts about whether people find consolation or bring families and communities together through a funeral.
- Student's own beliefs, ideas and questions about life after death.

#### Can I express my beliefs and questions about life beyond death creatively?
- Enable pupils to use art work from different sources about life beyond the grave as a resource for creating a work of art in response to the idea of ‘destiny’ or the question: ‘What happens when we die?’ taking account of the different views studied as well as expressing their own views and questions.
- They write 3 or more paragraphs to explain the qualities, meaning and questions expressed in the artwork.

Pupils should include:
- Arguments, experiences and evidence they have found for and against the ideas that humans have a soul, or that there is a heavenly realm, or that Jesus’ resurrection is a pattern for human life after death, or that evil is punished in the next life, or that reincarnation makes sense of this life.
- Expressions of their own thoughts and experiences about this topic.
- Students could consider what a Christian, a Hindu and a Humanist would say about their artwork and beliefs: this ensures that they give evidence of their ability to interpret multiple perspectives with some clarity (L7).

#### Show that they understand some different perspectives on questions about life after death (L4);
- Apply ideas from Christianity, and from other sources to their own beliefs about ‘after life’ (L4);
- Explain some ways in which sacred texts, liturgies and funeral customs express Christian beliefs and ideas about life beyond this life (L5).
- Use accurately and thoughtfully the language of Christian religion, and of other views to express their own beliefs and ideas (L5).
- Use religious and philosophical vocabulary accurately and thoughtfully to consider the meaning, interpretation and impact of Christian and other ideas (L6).
- Express insights of their own into perspectives on life after death and consider challenges to their own viewpoints through argument and reasoning (L6).

This final task can be given to students earlier in the unit: lessons prepare them to do their best. It is good assessment for learning practice to give students a choice of the first or second of these tasks: what you choose, you do better.

The higher levels in this work require students to handle diverse arguments, beliefs and ideas. Their own ideas alone will not carry them beyond level 5.

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