



Katie, 14, pictures the journey of life – always one step at a time.



Claire, 10, made a journey of life including all the Christian sacraments.

**How and why do some religions see life as a journey?**  
**Where does the journey of life lead?**  
**What do Muslims, Christians and Hindus believe?**

**Year Group 3**

**Telford & Wrekin SACRE  
Non-statutory guidance and support materials**

## How and why do some religions see life as a journey?

### Where does the journey of life lead?

#### What do Muslims, Christians and Hindus believe?

Year Group 3

#### ABOUT THIS UNIT:

This unit focuses on the spiritual journey a believer will take in their lifetime. It will explore key aspects of life and death for Christians, Muslims and Hindus. (This is a long unit of work: schools may wisely choose to follow the study for two of these religions 'in depth' rather than three 'in a rush'). Children will learn about pilgrimages and about the metaphor of life as a journey. They will think about their own lives as a journey and they will develop understanding of the 'milestones' in life's journey that Muslims and Hindus celebrate with particular rituals. Attention is given to certain practices surrounding the spiritual journey and there are opportunities for pupils to reflect on their own journey through life. The unit develops the idea that any person can see their life as a journey, and learn from reflection on their life.

#### Where this unit fits in:

This unit will build upon learning from 4-7 RE. Pupils will have opportunities to apply what they have learnt through previous learning. The planning anticipates further learning about Muslim, Christian and Hindu ways of living later in the 7-11 age range.

**Estimated time for this unit (in hours)** 10 - 12 hours of teaching time. This could be organised as a weekly lesson of RE, but this topic also makes a good focus for an RE Day or an RE Week, where pupils get a more concentrated experience of the subject. The learning ideas here will take more than 10 hours: teachers might select for depth rather than trying to 'cover everything'.

#### KEY STRANDS ADDRESSED BY THIS UNIT

- Knowledge and understanding of religious beliefs, teachings and sources (AT1)
- Knowledge and understanding of religious practices and lifestyles (AT1)
- Knowledge and understanding of ways of expressing meaning (AT1)
- *Skill of asking and responding to questions of identity and experience (AT2)*

#### ATTITUDES FOCUS

- **Self-awareness:** Feeling confident about expressing their own understanding and beliefs about the journey through life and death.
- **Respect for all:** Developing positive attitudes of respect towards others views.
- **Appreciation and wonder:** Developing pupil's capacity to respond to questions of meaning and purpose.



This picture, copyright © RE Today, is provided for Telford & Wrekin schools to use as a strong stimulus to the work described below. Here are five activities which could be used:

- **Pick a route:** Notice the starting point – the baby in the pram leaving the hospital. The baby is setting out on her life journey. If you could choose the route for her – where would she go? What would you include and what would you avoid? Why have you picked this route? Does a good life mean no suffering or do we need the stormy times too?
- **Guidebook for the journey of life:** Notice the man selling guidebooks. These might be guidebooks for the journey of life. If you were asked to write the first page of the guidebook for the journey – what would you say? What advice would you give?
- **Buildings:** Notice the buildings on the journey. 8 shops, 2 sheds, religious buildings, a wedding chapel, a hospital – if you could take one thing from each building to help you on your journey of life, what would it be and why?
- **Shopping:** If you could choose something from only four of the shops to help you on your journey of life which would you choose and why? Put these four in order. Which matters most of all to you? Can you say why? Now think about someone who is a Christian, Muslim, Hindu or another religion: what would they choose and why?
- **Before and after:** This map shows the journey of life – but what about what happens before we are born and after we die? Show your ideas using pictures / symbols / colours and words. Fold a sheet of paper diagonally. Bottom left: what you think came before this life? Top right: show what you think / believe happens after this life. Do the same for a Hindu – the doorway out of the top of the picture usually leads back to the beginning in reincarnation. For a Christian or Muslim, hopes of a future life with God in Heaven or Paradise are expressed.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have some understanding of Muslim, Christian and Hindu ways of living – remind them of earlier units of study..</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Life, Death, Soul.</p> <p>Muslim terms: Imam, Qur'an, Makkah, The Prophet Muhammad (PBUH), Allah, Adhan, Aqiqah, The Five Pillars: Shahadah, Salah, Zakah, Sawm, Hajj.</p> <p>Hindu terms: Bhagavad Gita, Samskaras, God, Moksha, Dharma, Karma, Reincarnation, River Ganges, Pyre.</p> <p>Christian terms: Jesus, Bible, resurrection, heaven, church community, fellowship.</p>	<p><b>Four Key Resources:</b> Exploring the Journey of Life Edited by Joyce Mackley, RE Today (The picture on the preceding page comes from this book) Opening Up Islam, ed. Fiona Moss, RE Today Services 2010 Opening Up Hinduism, ed. Fiona Moss, RE Today Services 2011 Opening Up Christianity, ed. Fiona Moss, RE Today Services 2012</p> <p><b>Books:</b> Favourite information books on Islam and Hinduism</p> <ul style="list-style-type: none"> <li>▪ Religion in Focus books – Franklin Watts</li> <li>▪ Rites of passage books – Heinemann</li> <li>▪ Stories from the Hindu world – Macdonald ISBN 0-356-11509-7</li> <li>▪ Photo packs on different religions (PCET, Folens and Nelson word publish such packs)</li> <li>▪ Muslim and Hindu wedding sets are available through Articles of Faith <a href="http://www.articlesoffaith.co.uk">www.articlesoffaith.co.uk</a></li> <li>▪ Websites including: <ul style="list-style-type: none"> <li><a href="http://www.hinduism.co.za">www.hinduism.co.za</a></li> <li><a href="http://www.re-xs.ucsm.ac.uk/re/passag/birth.htm">www.re-xs.ucsm.ac.uk/re/passag/birth.htm</a></li> <li><a href="http://www.iskcon.com">www.iskcon.com</a></li> <li><a href="http://www.islamonline.net">www.islamonline.net</a></li> </ul> </li> <li>▪ DVD Plus Pathways of Belief Islam Hinduism – BBC</li> <li>▪ Books from RE Today: <ul style="list-style-type: none"> <li>Exploring the Journey of Life and Death</li> <li>Developing Primary RE: Celebrations</li> <li>Developing Primary RE: Special Times</li> </ul> </li> <li>▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/learningzone/clips">http://www.bbc.co.uk/learningzone/clips</a></li> </ul> </li> <li>▪ The BBC also offers lots of information and material on its main religion site: <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>▪ The best gateway for RE sites is: <a href="http://www.reonline.org.uk/ks2">www.reonline.org.uk/ks2</a></li> <li>▪ You can find and use searchable sacred texts from many religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Good quality information and learning ideas on Christianity: <a href="http://www.request.org.uk/infants/">www.request.org.uk/infants/</a></li> <li>▪ There is some more TV material at: <a href="http://www.channel4.com/learning">www.channel4.com/learning</a></li> <li>▪ The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: <a href="http://www.cleo.net.uk">www.cleo.net.uk</a></li> <li>▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> and <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a></li> </ul>
<p>Contributions to spiritual, moral, social and cultural development of pupils</p> <ul style="list-style-type: none"> <li>• <b>Spiritual:</b> Reflecting on their own beliefs, values and experiences in light of their learning.</li> <li>• <b>Moral:</b> Considering how religious beliefs lead to particular actions and practises.</li> <li>• <b>Social:</b> thinking about how we all have different journeys of life and we all walk alongside people who are different from us.</li> <li>• <b>Cultural:</b> Considering the relationship between religion and culture and how beliefs contribute to identity and practice.</li> </ul>		

<b>EXPECTATIONS</b>	
At the end of this unit:	
<b>Most pupils will be able to:</b> [Level 3]	<ul style="list-style-type: none"> <li>▪ Identify some key features about the importance of the journey of life and death for Christians, Muslims and Hindus.</li> <li>▪ Ask questions about their own and others' experiences of life as a journey</li> <li>▪ Make a link between their lives and the metaphor of life as a journey.</li> </ul>
<b>Many pupils will be able to:</b> [Level 4]	<ul style="list-style-type: none"> <li>▪ Describe similarities and differences between the journey of life and death for Christians, Muslims and Hindus.</li> <li>▪ Begin to identify the impact religion has on believers lifestyles</li> <li>▪ Show that they understand some influences on their own view of life for themselves.</li> </ul>
<b>Some pupils might be able to:</b> [Level 5]	<ul style="list-style-type: none"> <li>▪ Explain some ways religious beliefs have an impact on life</li> <li>▪ Explain what inspires themselves and others.</li> <li>▪ Explain their own views and ideas referring to Christian, Muslim and Hindu ideas</li> </ul>
<p><b>ASSESSMENT SUGGESTIONS</b></p> <p>Children are asked to create a journey bag for either a Muslim, a Christian or a Hindu. They might work in threes, doing one each. In the bag must be props that relate to what the children have learnt about the journey of life and death for the chosen religion. Once completed evaluate together in small groups, what is in the bag? Why is it in the bag? Is there anything missing? In speaking and listening, pupils move from description to understanding and explanation.</p> <p>Alternatively, or in addition, ask pupils to discuss with a partner, then work alone to write the opening page to a 'guidebook to the journey of life' that answers questions like this:</p> <ul style="list-style-type: none"> <li>▪ Who can help you along life's journey?</li> <li>▪ What guidance can you choose to follow?</li> <li>▪ How can you make sure you see the best bits?</li> <li>▪ What will make you safe as you travel?</li> <li>▪ Is it best to travel alone or in company?</li> <li>▪ What are the most exciting things along the journey of life?</li> <li>▪ What is the best advice for life's journey?</li> </ul> <p>Pupils can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts.</p>	



An interesting example of a 10 year old's opening page to the guidebook for the journey of life.

# Guide Book

## The guide to life

You many choices on the path of life. This book will help you decide which way to go. Try to live for today rather than tomorrow. Try to avoid being nasty to other people. Although some misfortunes you'll have put up with. You cannot avoid poverty and drought, but whatever you get you'll get through. Try to remember to stay true to your heart. Remember whatever way you choose, you cannot go back. So make sure you choose wisely. Good luck, choose carefully!

Things to look out for: justice, loyalty, love and joy. All these things make a persons life full of surprises.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p><b>What does a journey mean to us?</b></p> <p><b>2 lessons</b></p>	<ul style="list-style-type: none"> <li>To understand that a journey is part of our everyday life.</li> <li>To reflect on their 'life' journey so far.</li> <li>That Christians, Muslims and Hindus have a religious journey to take.</li> </ul>	<p><b>Thinking about journeys.</b></p> <ul style="list-style-type: none"> <li>You might begin by using the activities on page 3 so that pupils understand the 'big idea' of this investigation. Life's like a journey. These activities encourage every child to reflect on questions about life as a journey for themselves.</li> </ul> <p><b>Ordinary journeys: coming to school</b></p> <ul style="list-style-type: none"> <li>Ask the children to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing?</li> <li>Discuss and record individual journeys pictorially and share these with the class. They might do 'six moments on my journey' as a simple cartoon.</li> <li>Ask the children: who kept them safe on their journey? Who could they ask for help if needed? Who was waiting at school to guide them?</li> </ul> <p><b>Life's like a journey: making sense of the metaphor</b></p> <ul style="list-style-type: none"> <li>Use the starter PowerPoint slide show to encourage children to think about metaphors and similes for life, and then to consider the idea that life is a journey.</li> <li>Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where children are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves).</li> <li>Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special journeys taken by Muslims (to Makkah), by Christians (to Jerusalem, perhaps) and by Hindus (to the river Ganges for example) that are to be studied and how their faith keeps them safe and gives guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a way in which life is like a journey (L2)</li> <li>Begin to identify the impact chosen journeys have on ourselves and others (L3).</li> <li>Ask important questions about lifestyles linking their own and others' responses (L3).</li> <li>Make links between ordinary journeys and the journey of life (L3)</li> </ul>	<p>Links to English / Literacy speaking and listening objectives. Descriptive language and use of recounts.</p> <p>Also links to geography, in a symbolic way – working with maps, a sense of place.</p> <p>Begin to display work that can be referenced again.</p> <p>Begin to gather materials for the theme 'hopes for the future'.</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p><b>What journey will a Muslim like to take in his / her lifetime?</b></p> <p><b>3 lessons</b></p>	<p>That The Five Pillars of Islam are the duties to support the whole way of life for a Muslim.</p> <p>About the importance of the Aqiqah Ceremony (seven days after birth).</p> <p>That marriage is not just the joining of two individuals, but the coming together of two families.</p> <p>That Muslims believe in life after death, which centres on the Day of Judgement.</p>	<p><b>A Muslim journey: what does it mean?</b></p> <ul style="list-style-type: none"> <li>• Talk about duties (class monitors, everyone helping tidy up etc) which are undertaken within school and the reasons for this. Make a list, and link them to the duties children are going to learn that Muslims take on.</li> </ul> <p><b>5 Pillars of Muslim faith and welcoming a new baby</b></p> <ul style="list-style-type: none"> <li>• Explain that Muslims have duties in the form of The Five Pillars. That the pillars help Muslims to realise their true self and become the kind of human beings that Allah wants them to be. They are belief, prayer, giving, fasting and pilgrimage to Makkah.</li> <li>• Children work in groups to prepare a presentation on what they believe is important for the birth of a baby to be recognised (Giving child a name, clothing, feeding, possibly Baptism if they are familiar with Christian tradition) and reasons for this.</li> <li>• Using visual aids discuss the rituals of the Muslim Aqiqah ceremony and how prior to this a new born child will have had the Adhan (call to prayer) recited in his/her ear. Where possible allow the children to experience such rituals (baby is named and given something sweet, meat is shared with others). The weight of the baby's first hair cut is given in silver to help the poor as a 'thank you' to Allah for the new baby.</li> </ul> <p><b>A milestone in life's journey: getting married</b></p> <ul style="list-style-type: none"> <li>• Find out about a traditional Muslim marriage. Act out a simple marriage ceremony, the giving of gifts and a dowry. Whilst acting out the scene, freeze frame the children and ask individuals who they are, what role they play in the ceremony, how they feel. Finally ask the children to give reasons for a marriage taking place and explain how a Muslim marriage joins together two families.</li> </ul> <p><b>My journey of life so far</b></p> <ul style="list-style-type: none"> <li>• Children to record a journey of their life so far. Recording achievements they have made along the way. (Could be recorded on a road shaped template). Encourage the children to share the good/bad happy/sad times also.</li> <li>• Look together at the 'roads of our lives' and discuss the possibility that when we die another journey may take place. Islam teaches that there is life after death and when death occurs that person will be accountable for his/her life on earth – Allah will judge their lives. Paradise will be given to the good, but there is an evil destiny for the evil.</li> </ul>	<p>Suggest simple meanings for the Five Pillars for Muslim believers (L2).</p> <p>Retell events of the Aqiqah ceremony (L2).</p> <p>Ask important questions about the joining of two people and their families in marriage (L3).</p> <p>Recognise their own values and those of others (L2).</p> <p>Make links between different 'milestones' on the journey of life (L3)</p> <p>Make thoughtful links between religious ideas and their own ideas (L3)</p>	<p>There are many websites that can be visited for children to gather further information to complement this unit. Allow the children to set aside a role play area where they can take part in a wedding ceremony on further occasions. 'Talking Pictures' from RE Today has good visual learning activities on the topic of Aqiqah. Lots of good pictures can be found by a simple google image search.</p> <p>Ask the question what do you feel should happen if someone has been a good person? How do you decide if someone is judged as good or not? Also ask: if God loves everyone, would he let everyone into heaven / paradise? Interesting, thoughtful answers will follow.</p>



Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p><b>What journey will a Hindu take in his/her lifetime?</b></p> <p><b>3 lessons</b></p>	<p>That Hinduism does not emphasise a fixed set of beliefs, rather the idea of 'dharma', the performance of duties, and the way of life.</p> <p>That a Hindu's life is a journey from one body to another.</p>	<p><b>A Hindu journey: what does it mean?</b></p> <ul style="list-style-type: none"> <li>• Teach the pupils that Hindu religious practices and beliefs are based on a set of Holy Scriptures (the Vedas). The performance of duties (dharma) are according to an individual's nature and time of life – a duty for children is to honour their parents, for parents it is to care for their children. What do we think this means? Do we all have duties?</li> <li>• Perform (or watch) a Hindu dance (Hindus believe dance is a gift from God and you can worship through dance.) Does this dance make us feel spiritual? Teach children about Shiva Nataraj, the Lord of the dance. In images of Shiva, he dances on the demon of ignorance and he beats out the rhythm of life on his drum. Worship of Shiva is a spiritual action for Hindu people, including prayer, gifts, song, dance and other devotions.</li> <li>• What do we understand by the word 'spiritual'? Teach the children that being spiritual can be about many things including music, caring, being inspired, nature, dance, prayer, God, community and inner feelings. Ask them if they are spiritual, or religious, both or neither?</li> <li>• Explore the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death. Talk about the 'signposts' that Hindus will follow that enable them to get closer to God. As a whole class explore the word 'Reincarnation' and the Hindu belief that the cycle of reincarnation for them is not to be seen as something joyful but includes suffering and misery in order to reach spiritual freedom (called 'Moksha' – liberation from the cycle of reincarnation).</li> <li>• Use clip 8351 about the Durga puja from the BBC Learning Zone (<a href="http://www.bbc.co.uk/learningzone/clips/hindu-durga-festival-in-india/8351.html">http://www.bbc.co.uk/learningzone/clips/hindu-durga-festival-in-india/8351.html</a>). What does this show about Hindu ideas about dance, dharma, the spiritual and reincarnation?</li> <li>• My life as a journey continuing: recall and add to the individual life journeys made earlier in this investigation unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about the beliefs of life for Hindus (L3).</li> <li>• Describe the concept of a person being reincarnated (L3)</li> <li>• Reflect upon links between the stages in life for a Hindu and their own stages in life (L3).</li> <li>• Apply ideas like 'belief' and 'practice' to their own understanding of Hindu concepts and action (L4).</li> </ul>	<p>Children can be asked to explore the hand movements and gestures made in dance and the meaning of these.</p> <p>Children can set up their own Hindu shrine ready for an enactment of Puja.</p> <p>You might create a Hindu treasure box to include all the marriage role play resources, artefacts for worship and some key words and ideas.</p>

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<p><b>What four stages of life do Hindu people remember and celebrate? Why?</b></p> <p><b>What are the stages of our lives?</b></p>	<p>That there are four 'Ashramas' throughout a Hindu life.</p> <p>About the role of the family in Hindu life and daily worship.</p> <p>About the importance of the naming ceremony.</p> <p>About the seven steps of marriage, the 'Saptapdi'.</p> <p>To reflect on the funeral rites of Hindus.</p> <p>What Hindu scriptures say about death.</p>	<ul style="list-style-type: none"> <li>Investigate using information books, internet and other sources how a Hindu's spiritual journey follows a natural process of growing up. Does all life go through four stages? (Ashramas) Focus on the fourth stage, the Sannyasa (world renouncer). This stage is seen as an ideal. The Sannyasi gives up all possessions and becomes a wandering holy man or woman with no fixed home. This prepares them for releasing ties to the world and makes them closer to the liberation of moksha.</li> <li>Ask children to consider how they would feel undertaking this stage or if a member of their family reached this stage. Write a pros/cons list and debate. Chose children to play the character of a Sannyasi and put them in the 'Hot Seat'.</li> </ul> <p>Using the DVD (Pathways of Belief – Hinduism, BBC) explore the act of Puja, daily worship in the home.</p> <p>Visit: <a href="http://www.re-xs.ucsm.ac.uk/re/passage/birth.htm">www.re-xs.ucsm.ac.uk/re/passage/birth.htm</a>. There are also excellent free visual resources at <a href="http://www.cleo.net.uk">www.cleo.net.uk</a> – search for RE – Key Stage 2 – Hindus.</p> <ul style="list-style-type: none"> <li>Find out about the first of the 'Samskaras' (sacraments). Before a child's naming ceremony a prayer for calmness is read. Children to write their own prayer for calmness and share with the class.</li> <li>Introduce Marriage as an important stage in life for Hindus. Using an array of props act out the 'seven steps' of a traditional Hindu wedding around the sacred fire and the promises that are made between the bride and groom. Do pupils agree with these promises? Would you include any more?</li> <li>Read the story of the 'River Ganges' What does everlasting life mean to us? Illustrate thoughts individually. Look together at a rites of passage book focussing on Hindu funerals. If possible use a photograph of the river Ganges and look for 'pyre' sites (funeral fire sites). Explain the significance of a Hindu funeral and the rituals that take place as a purposeful effect for Hindu reincarnation. As a person's body is no longer needed it is the person's soul that goes to live in a new living being. Explore the Hindu belief that the soul must obey the law of cause and effect called 'Karma'. The body that a soul is reborn into depends on its 'Karma' how that soul acted in a previous life. What implications does this have for the living today?</li> <li>Discuss what is meant in the Hindu scriptures when it describes death as simply 'casting off one set of clothes and putting on a new set of clothes'. Is this a deep idea?</li> </ul>	<ul style="list-style-type: none"> <li>Recall events of a Hindu marriage (L2).</li> <li>Describe how religion is expressed for Hindus through Samskaras (L3).</li> <li>Begin to identify the impact religion has on believers lifestyles (L3).</li> <li>Ask and respond sensitively to questions about experiences and feelings (L3).</li> </ul>	<p>There may be few Hindu pupils in your class or school, but the religion is globally huge – approaching 1 billion people. And over half a million Hindu people live in the UK</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p><b>What is meant by the word 'soul' or 'spirit'?</b></p> <p><b>Do we all have a soul?</b></p> <p><b>What do Christians believe about the soul's life after death?</b></p>	<p>To think about different views of a big question: does a human have a soul?</p> <p>To think about their own answers to big questions about identity.</p> <p>To learn about why Christians believe the soul, or the 'real you' can be with God after death.</p>	<p><b>What do some people think carries on after we have died? What is our soul?</b></p> <p><b>Exploring beliefs about the soul</b></p> <ul style="list-style-type: none"> <li>Ask pupils to fold a piece of A4 paper in half, landscape. Ask them to then draw a portrait of themselves on one side and write their characteristics and personality traits down the other side. Ensure that pupils suggest characteristics and not physical descriptions.</li> <li>Give pupils the opportunity to represent visually the soul or spirit. If you are happy to do so, then use your own portrait and description to illustrate the concept of spirit or soul by showing that at the point of death, everyone believes the body is finished with. Show this by tearing down the middle and throwing it away. Retain the characteristics/personality and explain that this represents what is known by many people as a person's spirit or soul. Religions try to answer the question what happens to the soul or spirit when we die.</li> </ul> <p><b>Christian belief about life after death</b></p> <ul style="list-style-type: none"> <li>Teach the pupils about the Christian belief that the death of the body is not the final death of the person. Some Christians say that the 'real you' (soul) can live without your body. When the body dies, the 'real you' can live on in heaven with God if you trust God, put your faith in him. This heavenly life is like the life of Jesus after he came back from the dead. Many Christians believe that people are given a new body for life after death, just as Jesus was – they say heaven is not a place of disembodied souls.</li> <li>Read Matthew ch 28 (select and print off some short sections), and teach the children that for Christians, death is not the end of the journey of life.</li> </ul> <p><b>Reflecting and responding</b></p> <ul style="list-style-type: none"> <li>Allow pupils time to discuss this idea of the soul. What do they think it looks like? What happens to it when we die? Where does it come from? Do animals have souls? Does the spirit or soul have anything to do with God?</li> <li>Give pupils space, time and resources to capture their ideas about the spirit or soul in words, pictures or other appropriate form.</li> <li>If part of a person lives on does that affect how you live your life now?</li> </ul>	<p>Ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs [L3];</p> <p>Describe the difference between a description of my physical appearance and describing what makes me the person I am? (L3)</p> <p>Describe the impact that the belief that we have a soul might have on the way someone might live their life (L4)</p> <p>Explain how different beliefs about what happens when we die may cause people to live their life in different ways [L5]</p>	<p>All the answers to this question depend on an understanding of the spirit or soul. It can be quite a dramatic moment when the 'body' side is separated from the 'spirit'. Only use <b>your</b> portrait, never one of the pupils'.</p> <p>Note that this is an excellent place for RE to link with philosophy for children (P4C). Ask the class to come up with three or more questions about life after death and to choose the best one(s) for a community of enquiry activity in the class.</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p><b>Can we compare the life and death journey of a Muslim, a Christian and a Hindu?</b></p>	<ul style="list-style-type: none"> <li>The differences of the life and death journey taken by Muslim, Christian and Hindu believers.</li> <li>To reflect on the ways in which their own 'journey of life is moving at the moment.</li> </ul>	<p><b>What difference do these beliefs have on ways of living?</b></p> <ul style="list-style-type: none"> <li>Reflect on the impact of these beliefs about the end of the earthly journey. Both Muslims and Christians believe that there is some kind of Judgment after death – did you trust in God in life? Did you live a life of love? Did you follow your faith well? Muslims often characterise this in terms of having “recording angels”, recording a person’s good and bad deeds to be revealed at the Day of Judgment. Tell the pupils this, and ask them what they think. Hindus believe in the idea of karma – all our actions have consequences, good or bad. Ask pupils to take a day in the life of an average child. Write a brief diary entry down the middle of a page. On the left write the comments of the ‘recording angel’ focusing on bad deeds, on the right add the comments on good deeds; some pupils could do this in terms of good or bad karma. What might motivate a believer to live a good life?</li> </ul> <p><b>What have we learned about the journey of life?</b></p> <ul style="list-style-type: none"> <li>Recap with pupils the three religions they have been learning from, collecting ideas and facts as a class – they could set the teacher 5 questions, or quiz each other in teams; or give them a selection of key terms to sort and apply to the different religions and beliefs.</li> <li>Recap the more personal parts of the work, the ‘journey of life’ maps they have been making. Can they add any more to their mapping of the journey as they see it?</li> </ul> <p><b>Are all journeys similar?</b></p> <ul style="list-style-type: none"> <li>With talking partners, children are asked to recall what they have learnt throughout this unit about the different stages on the journey of life, recording on whiteboards or post-it notes and feedback as a whole class.</li> <li>In pairs children are asked to then position what they have recorded onto a Venn diagram, with the space where the 2 or 3 circles overlap (depending on number of religions studied) to be where the religions are similar in their beliefs and practices.</li> <li>Can the children suggest some reasons why religions often describe life as a journey? How do religions help people along the journey, from beginning to end?</li> </ul>	<ul style="list-style-type: none"> <li>Describe some similarities and differences between the life and death journey taken by Muslims, Christians and Hindus (L3).</li> <li>Show they understand the importance of the ‘milestones’ in life for people who are religious (L4)</li> <li>Explain their own views about life after death, giving two or more reasons for them (L5)</li> </ul>	<p>Literacy links: Display diagrams and label them.</p> <p>This work connects to philosophy for children as well</p> <p>The aims are all about deepening pupils’ thinking through questions: it is their skills, not their stance, that RE seeks to assess.</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p><b>What real life stories of journeys of faith can we find?</b></p> <p><b>What can we learn from these stories?</b></p>	<ul style="list-style-type: none"> <li>• That the metaphor of life as a journey can be used by anyone.</li> <li>• That some people take a great risk to go on a journey, hoping for a better life.</li> </ul>	<p><b>Stories of journeys of faith</b></p> <ul style="list-style-type: none"> <li>• There are great examples of peoples taking a journey and displaying huge amounts of hope, faith and perseverance. It is always good to use real life stories from the contemporary world or the recent past in RE. 'Community of Enquiry' (P4C) approaches to this kind of story may be very useful</li> <li>• Example 1: Hindu people fleeing from Uganda to Britain in the 1970s. Their thankfulness for safe delivery is incorporated into festivals and celebrations. Teach about this using film clips and stories to give a concrete example of what a faith journey is physically and emotionally. A story like this can be an inspiration to pupils in their own thoughts and lives.</li> <li>• Example 2: Muslim people who have built a community in Britain in recent years have a story to tell about where they came from and how their community has grown stronger – examples can be found for Oldham. Pupils might study the question: why are there now 29 mosques in Oldham? (Link to geography). See <a href="http://mosques.muslimsinbritain.org">http://mosques.muslimsinbritain.org</a> for a listing.</li> <li>• Example 3: Christian people sometimes like to take a journey to the land where Jesus lived, and visit the holy sites of his life in (for example) Bethlehem, Jerusalem and Galilee. Children might learn about these kinds of pilgrimage, if possible from a first hand visitor.</li> </ul>	<ul style="list-style-type: none"> <li>• Think for myself about applying the idea of 'journey of faith' and understand what this means to different people. (L4).</li> <li>• Use the right words to show I understand why people take a journey of faith (L4).</li> </ul>	<p>We want RE to encourage pupils to lift their sights and aspirations. This work can focus pupils' thinking about their own lives.</p> <p>Sensitive questioning might ask: are you like a passenger or a driver on the journey of life? Are you enjoying the journey, or are you struggling? Do you have a good sense of where you are going, or does it feel like there's no map?</p>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p><b>What is my journey through life like?</b></p> <p><b>How is it going so far?</b></p> <p><b>What will happen in the future?</b></p>	<p>That the metaphor of life as a journey can be used by anyone.</p> <p>That their own life can be seen as a journey.</p>	<p><b>My journey through life: how is it going?</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to discuss with a partner, then work alone to write a 'guidebook to the journey of life' that answers questions like this: <ul style="list-style-type: none"> <li>▪ Who can help you along life's journey?</li> <li>▪ What guidance can you choose to follow?</li> <li>▪ How can you make sure you see the best bits?</li> <li>▪ What will make you safe as you travel?</li> <li>▪ Is it best to travel alone or in company?</li> <li>▪ What is the best advice for life's journey?</li> <li>▪ Where do you want to end up?</li> <li>▪ What do you need to do to get there?</li> <li>▪ Will it be easy?</li> <li>▪ What might be the temptations and distractions along the way?</li> <li>▪ How will you resist them?</li> <li>▪ Do you think your journey is already pretty much sorted for you, or are you free to go where you want?</li> <li>▪ What can you do when you get stuck, or you see others stuck?</li> <li>▪ Why is it good to have goals in life?</li> <li>▪ Are you aiming high?</li> </ul> </li> </ul> <p>This recaps the activity from the start of the unit, building in all the extra learning pupils have done.</p> <p><b>Spiritual development – stilling and reflection</b></p> <ul style="list-style-type: none"> <li>• You might run a reflective activity that uses silence to get pupils thinking about their own journey and the ways they make decisions when there is a 'fork in the road'. Get them to visualise some of the key moments in their journey so far. Get them to visualise a future key moment, and how they make good choices.</li> <li>• Pupils can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable pupils to 'play around' with the metaphor of life as a journey for themselves – applying ideas (L4).</li> <li>• To enable pupils to apply ideas from their RE to their own lives with thoughtfulness and increasing depth (L4).</li> </ul>	<p>Pupils might continue to use the drawing of life as a journey in 'The Journey of life and death' (Mackley, RE Today, 2006) for this work.</p> <p>The questions in the guidebook task begin to address the concern teachers expressed that some children limit their aspirations for their lives. This gives an opportunity to encourage pupils to lift their sights.</p>

