

| Subject: Religion & Ethics | | Year | 11 Core RE (Exploring faith & culture) | Ability | All |
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| Term / Date(s) | Unit 1 (7 lessons) | Unit 1 (8 lessons) | | | |
| Topic | What happens when we Die? | How does religion shape society? | | | |
| Students will learn... | <p>This unit will allow students to explore a variety of religious and non-religious beliefs about what happens when we die. This unit gives students the opportunity to reflect on big questions about life, death, and what it means to be human.</p> <p>Through this, students will understand different religious and non-religious views about death and the afterlife, encouraging respect and tolerance for others' beliefs.</p> | <p>This unit will allow students to explore how religion shapes and interacts with various aspects of society, including moral frameworks, politics, law, and social movements.</p> | | | |
| Components | <p>Students will explore what the scientific and non-religious beliefs about life after death are and the reasons for these.</p> <p>Students will understand the terms near death experience, paranormal and reincarnation and the arguments for against these beliefs.</p> <p>Students will consider the possibility of past lives and if there is any possibility of people remembering these past lives. Students will consider arguments for and against past lives, before considering their own response to this.</p> <p>Students will understand the key terms heaven hell and purgatory and the Christian beliefs about salvation and judgement. Students will understand how Christian beliefs about life after death can make a difference to an individual's life.</p> <p>Students will understand that Muslims believe in Akhirah, the afterlife, where souls are judged by Allah based on their actions in this life. Students will reflect on how Belief in life after death influences Muslims' daily choices, encouraging them to live morally and responsibly.</p> <p>Students will explore the key concepts of Samsara and Moksha in order to understand how this affects the way that Hindus live their lives.</p> <p>Students will explore the festival of the day of the Dead, understanding the cultural and religious significance of this today.</p> <p>Students will consider their own beliefs about what happens when we die, exploring these in detail and giving reasons for them. Students will compare these to the beliefs studied in this unit.</p> | <p>Students will learn what religion, society, and culture mean and how they are connected. Students will explore real examples from history showing how religion has shaped laws, traditions, and everyday life.</p> <p>Students will explore how religion influences the values and behaviours found in different communities and how different religions guide people in making moral and ethical decisions.</p> <p>Students will explore how religious and non-religious (secular) ideas of right and wrong compare.</p> <p>Students will explore how beliefs influence actions like giving to charity, standing up for justice, and forgiving others.</p> <p>Students will learn how religion has influenced politics in the past and continues to today. They will explore key ideas like secularism (keeping religion and government separate) and theocracy (religious rule) and how religious views can affect laws and government decisions.</p> <p>Students will learn about the rights people have to practise their religion, based on national and international laws (like the UN Declaration of Human Rights).</p> <p>Students will explore real-life situations where people's religious rights have been protected or challenged. Students will explore how society balances religious beliefs with laws that aim to treat everyone fairly.</p> <p>Students will learn how religion has helped shape and support social movements, like the civil rights movement or campaigns to end poverty.</p> <p>Students will explore how different religions respond to modern social issues like gender equality, helping the poor, and protecting the planet.</p> <p>Students will explore the difference between peaceful religious activism and harmful extremism.</p> | | | |
| What Students should already know (prior learning components) | Students have studied Hinduism and Buddhism in Key Stage 3. They have a knowledge and understanding about the concept of reincarnation. | Through the PSHCE curriculum, students have explored rights and responsibilities, protected characteristics, British Values, Human Rights and the law surrounding discrimination and equality. | | | |

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| Transferrable knowledge (skills) | <p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to gather information through effective research skills.</p> <p>The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p> | <p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to gather information through effective research skills.</p> <p>The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p> |
| Key vocabulary pupil will know and learn | <p>Afterlife – Life after death; what some people believe happens to the soul or spirit when the body dies.</p> <p>Reincarnation – The belief that after death, the soul is reborn in a new body.</p> <p>Karma – The idea that good or bad actions affect what happens to you in the future, including your next life.</p> <p>Judgement Day – A time when God decides what happens to people after they die, based on their actions.</p> <p>Heaven/Hell – Places some religions believe people go to after death; Heaven is for good people; Hell is for bad.</p> <p>Moksha – In Hinduism, the release from the cycle of rebirth, when the soul joins with the divine.</p> <p>Resurrection – Coming back to life after death; in Christianity, this refers to Jesus rising from the dead.</p> <p>Soul (Atman) – The part of a person that lives on after death; in Hinduism, it's the true self.</p> <p>Psychology – The study of the human mind and behaviour; it can help explain beliefs and experiences.</p> <p>Day of the Dead (Día de los Muertos) – A Mexican festival that celebrates and remembers loved ones who have died.</p> | <p>Religion A set of beliefs, practices, and values often centred around faith in a higher power.</p> <p>Society A group of people living together in a community, sharing laws, institutions, and culture.</p> <p>Culture The beliefs, customs, art, and way of life shared by a group of people.</p> <p>Secularism The idea that government and laws should be separate from religious beliefs.</p> <p>Theocracy A form of government where religious leaders or principles guide political decisions.</p> <p>Human Rights The basic freedoms and protections that every person is entitled to.</p> <p>Equality The state of being treated fairly and having the same rights and opportunities.</p> <p>Discrimination Unfair treatment based on characteristics like religion, race, gender, or ability.</p> <p>Ethics Ideas about what is right and wrong that guide decision-making.</p> <p>Moral Values Personal or societal beliefs about what is good, just, or acceptable behaviour.</p> <p>Extremism Holding radical views that can lead to harmful or violent actions.</p> <p>Activism Taking action to bring about social or political change.</p> <p>Charity Voluntarily giving help, money, or time to those in need.</p> <p>Justice Fairness in the way people are treated and in the application of laws.</p> <p>Forgiveness Letting go of resentment or revenge toward someone who has caused harm.</p> <p>Civil Rights Movement A social movement advocating for equal rights and an end to discrimination, especially in the 20th century.</p> <p>Equality Act 2010 UK law that protects people from discrimination and promotes fairness.</p> <p>UN Declaration of Human Rights An international agreement outlining basic rights for everyone.</p> |
| Assessment activities | <p>Mixture of multiple choice and short answer responses as well as an extended answer.</p> | <p>Mixture of multiple choice and short answer responses as well as an extended answer.</p> |
| Notes Why this topic is important Why this topic is important... | <p>Students will explore different religious and non-religious beliefs about life after death and how these influence the way believers live their lives. The unit aims to develop understanding of a range of worldviews, encourage ethical thinking and personal reflection, and promote respect for diversity in modern British society</p> <p>This topics links to SMSC via:</p> <p>Spiritual development</p> <ul style="list-style-type: none"> learning about key religious beliefs and how they influence followers when responding to the issue of life after death thinking about the ways religious beliefs influence life decisions and looking for links to their own lives | <p>Students will explore how religion, rights and culture influence individuals, communities and the wider world. The unit aims to develop understanding of different beliefs, ethical thinking, and the importance of respecting diversity in modern British society.</p> <p>This topics links to SMSC via:</p> <p>Spiritual development</p> <ul style="list-style-type: none"> learning about key religious beliefs and how they influence followers when responding to the issues including: charity, poverty, discrimination, racism etc thinking about the ways religious beliefs influence life decisions and looking for links to their own lives Thinking about the ways in which religious view the meaning and purpose of life |

- Thinking about the ways in which religious view the meaning and purpose of life
- Considering 'big ideas' such as: 'when does life begin?' 'Who decides when life begins and ends?' 'What happens when we die?'

Social development

- participating in paired, group and whole class activities
- exploring questions about how to make ethical and moral decisions
- Sharing own point of view and listening to and respecting the views/beliefs of others.

Moral development

- considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life.
- considering issues of right and wrong in relation to the concepts of karma and judgement
- Considering personal responses to life after death

Cultural development

- engaging with issues and expectations of right and wrong in society
- respect and appreciation for cultural practices, e.g. Day of the Dead (Día de los Muertos)

- Considering 'big ideas' such as: 'Is it always possible to forgive?' 'Should everyone give to charity?'

Social development

- participating in paired, group and whole class activities
- exploring questions about how to make ethical and moral decisions
- Sharing own point of view and listening to and respecting the views/beliefs of others.

Moral development

- considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life.
- considering issues of right and wrong in relation to the concepts of equality, justice, poverty
- Considering personal responses to discrimination, poverty, justice

Cultural development

- engaging with issues and expectations of right and wrong in society
- respect and appreciation for cultural practices