

Subject: Religion & Ethics	Year	11 Core RE (exploring faith & culture)	Ability	All
Term / Date(s)	Unit 1 (10 weeks)		Unit 2 (8 weeks)	
Topic	What happens when we Die?		Religion & Social Justice	
Students will learn...	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. Through this, students will understand different religious and non-religious views about death and the afterlife, encouraging respect and tolerance for others' beliefs.		This unit will allow students to explore the meaning of social justice and examine how religious and non-religious worldviews respond to issues of inequality, discrimination and human rights. Students will investigate how laws, beliefs and values promote equality and challenge prejudice, whilst considering contemporary issues affecting society today. Through this, students will develop an understanding of diversity, respect for others and the importance of active citizenship in modern Britain.	
Components (Golden Knowledge)	Students will explore what the scientific and non-religious beliefs about life after death are and the reasons for these. Students will understand the terms near death experience, paranormal and reincarnation and the arguments for against these beliefs. 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. 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. 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. Students will explore the key concepts of Samsara and Moksha in order to understand how this affects the way that Hindus live their lives. Students will explore the festival of the day of the Dead, understanding the cultural and religious significance of this today. 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.		Students will understand the meaning of social justice, prejudice, discrimination, equality and human rights, exploring how these concepts influence individuals and society. Students will investigate the Universal Declaration of Human Rights, the Human Rights Act (1998) and the Equality Act (2010), understanding how these laws seek to protect people's rights and freedoms. Students will explore the protected characteristics within the Equality Act and understand why equality legislation is important in creating a fair society. Students will examine gender equality, including stereotypes, sexism and the gender pay gap, evaluating the progress that has been made and the challenges that remain. Students will understand freedom of religion and belief, exploring how Article 9 of the Human Rights Act protects religious expression whilst considering contemporary debates surrounding religious dress and religious diversity. Students will investigate LGBTQ+ rights, including the history and significance of Pride, the role of Stonewall and the ongoing challenges faced by LGBTQ+ communities. Students will understand the impact of transphobic bullying, exploring the importance of respectful language, allyship and challenging discrimination. Students will examine racism in society and sport, analysing contemporary examples and evaluating how individuals, organisations and the law work together to challenge discrimination. Students will consider their own views about justice, equality and discrimination, comparing these with religious teachings and evaluating how everyone can contribute positively to creating a fairer society.	
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.		Students have previously studied a range of world religions and ethical issues throughout Key Stage 3. They have developed an understanding of respect, diversity, equality and the importance of treating others fairly. Students have also explored prejudice, discrimination and protected characteristics through previous Personal Development and Religious Education learning.	
Transferrable knowledge (skills)	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.		Respect for diversity and an appreciation of different beliefs, identities and experiences. The ability to distinguish between prejudice, discrimination and equality. The ability to analyse contemporary social issues from a range of religious and non-religious perspectives.	

	How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. 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 The ability to gather information through effective research skills. 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.	The ability to evaluate different viewpoints and reach justified conclusions using evidence. The ability to interpret sources of wisdom, authority and legislation to support explanations. The confidence to discuss sensitive issues respectfully and challenge stereotypes appropriately. The ability to reflect upon personal values and consider how individuals can contribute positively to society. The ability to gather, evaluate and present information through effective research and enquiry.
Key vocabulary pupil will know and recall	Afterlife – Life after death; what some people believe happens to the soul or spirit when the body dies. Reincarnation – The belief that after death, the soul is reborn in a new body. Karma – The idea that good or bad actions affect what happens to you in the future, including your next life. Judgement Day – A time when God decides what happens to people after they die, based on their actions. Heaven/Hell – Places some religions believe people go to after death; Heaven is for good people; Hell is for bad. Moksha – In Hinduism, the release from the cycle of rebirth, when the soul joins with the divine. Resurrection – Coming back to life after death; in Christianity, this refers to Jesus rising from the dead. Soul (Atman) – The part of a person that lives on after death; in Hinduism, it’s the true self. Psychology – The study of the human mind and behaviour; it can help explain beliefs and experiences. Day of the Dead (Día de los Muertos) – A Mexican festival that celebrates and remembers loved ones who have died.	Social Justice – The fair treatment of all people and the promotion of equality and opportunity. Human Rights – Basic rights and freedoms that belong to every person. Equality – Ensuring everyone has equal opportunities and is treated fairly. Equity – Providing people with the support they need to achieve fairness. Prejudice – Forming an opinion about someone before knowing the facts. Discrimination – Treating someone unfairly because of a characteristic they possess. Protected Characteristics – The nine characteristics protected under the Equality Act 2010. Equality Act (2010) – UK law that protects people from discrimination. Human Rights Act (1998) – UK law that protects the rights and freedoms set out in the European Convention on Human Rights. Freedom of Religion – The right to practise, change or have no religion or belief. Stereotype – A widely held but oversimplified belief about a group of people. Inclusion – Ensuring everyone feels valued, respected and able to participate.
Assessment activities	Mixture of multiple choice and short answer responses as well as an extended answer.	Mixture of multiple-choice questions, retrieval activities, short-answer responses and an extended evaluative answer requiring students to justify their own viewpoint using evidence and examples.
Notes Why this topic is important Why this topic is important...	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. This topics links to SMSC via: Spiritual development - 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 - Thinking about the ways in which religious view the meaning and purpose of life	Students will develop an understanding of equality, human rights and the importance of respecting diversity within modern Britain. They will explore how religious and non-religious beliefs influence responses to discrimination and social injustice whilst developing the knowledge and confidence to challenge prejudice appropriately. The unit encourages students to become respectful, informed and responsible members of society who understand both their rights and responsibilities. This topic links to SMSC via: Spiritual development - Reflecting on questions surrounding justice, fairness and equality. - Considering how religious and personal beliefs influence moral decision-making. - Exploring the dignity and value of every human being. - Reflecting on personal beliefs about identity, diversity and belonging. Social development - Working collaboratively through discussion and debate. - Developing empathy by considering the experiences of others. - Learning how individuals can contribute positively to their communities.

	• 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)	• Respectfully listening to and evaluating different viewpoints. Moral development • Exploring issues of right and wrong in relation to discrimination and equality. • Understanding personal responsibility in challenging prejudice and promoting inclusion. • Evaluating moral and ethical responses to contemporary social issues. • Considering the impact that individual actions can have on others. Cultural development • Appreciating the diversity of modern British society. • Exploring different cultures, religions and identities with respect. • Understanding the importance of tolerance and mutual respect. • Recognising how laws and shared values help create an inclusive society.
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