

Subject: Religion & Ethics	Year	11 Core RE (exploring faith & culture)	Ability	All
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Term / Date(s)	Unit 1 (8 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 range of religious and non-religious beliefs about death and life after death. Students will consider different explanations for experiences and claims relating to life after death, including near-death experiences, out-of-body experiences and memories of past lives. Students will develop their understanding of Christian, Muslim and Hindu beliefs about death and the afterlife, including beliefs about Heaven, Hell, Resurrection, Judgement, Jannah, Jahannam, reincarnation, karma and moksha. Students will also explore the cultural and spiritual significance of the Day of the Dead (Día de los Muertos), considering how beliefs and traditions surrounding death are expressed within different communities. Throughout the unit, students will be encouraged to consider how beliefs about death and the afterlife influence people's lives, choices and values. They will also reflect on their own beliefs and compare these with the beliefs and opinions of others.	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 a range of religious and non-religious beliefs about life after death and consider how these compare with different personal beliefs and values. Students will understand the concepts of near-death experiences (NDEs) and out-of-body experiences (OBEs) and explore how science and psychology attempt to explain claims associated with these experiences. Students will explore the concept of past life memories, considering claims that people may remember experiences from previous lives and how science and psychology attempt to explain these claims. Students will understand key Christian beliefs about death and the afterlife, including beliefs about Heaven, Hell, Purgatory and Resurrection. Students will understand how Christian beliefs about judgement and salvation relate to beliefs about what happens after death. Students will understand key Islamic beliefs about the afterlife, including Judgement Day, Jannah (Paradise) and Jahannam (Hell). Students will consider how belief in judgement and the afterlife can influence Muslim beliefs and behaviour. Students will explore the cultural and spiritual significance of the Day of the Dead (Día de los Muertos) and consider how death and remembrance are represented through cultural and religious traditions. Students will understand key Hindu beliefs about life after death, including reincarnation, karma and moksha. Students will consider how these beliefs are connected to Hindu understandings of life, death and spiritual liberation. Students will compare different religious and non-religious perspectives about what happens when we die, identifying similarities and differences between beliefs.	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 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 individuals can contribute positively to creating a fairer society.

	Students will consider their own beliefs about life after death and compare these with the beliefs and opinions of others, giving reasons for their views.	
What Students should already know (prior learning components)	Students have studied Hindu Dharma and Buddhism at Key Stage 3, including the concept of reincarnation and beliefs about the cycle of life and death. Students have previously encountered Christian beliefs and should have a basic understanding of Christian beliefs about God, Jesus and the Bible. Students have studied Humanism and non-religious worldviews at Key Stage 3 and should be able to recognise that non-religious people may have different beliefs about death and what happens afterwards. Students should understand that religious traditions contain a range of beliefs and interpretations and that individuals within the same religion may not all hold identical views. Students should have experience of comparing religious and non-religious perspectives and using sources of wisdom and authority to support explanations.	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 different beliefs and perspectives about death, dying and the afterlife. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. The ability to identify, explain and compare different religious and non-religious perspectives. The ability to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to distinguish between substantive knowledge about religious beliefs and disciplinary knowledge about how claims and evidence can be examined. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare them to the beliefs and opinions of others. The ability to use evidence and reasoning when discussing claims relating to experiences such as near-death experiences and past life memories. The ability to express with increasing discernment personal reflections and critical responses to questions about identity, meaning, purpose and death.	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. 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 • Near-Death Experience (NDE) • Soul • Out-of-Body Experience (OBE) • Immortality of the Soul • Reincarnation • Karma • Heaven • Hell • Purgatory • Resurrection • Judgement Day • Jannah • Jahannam • Moksha • Soul (Atman) • Psychology • Day of the Dead (Día de los Muertos)	Prejudice • Discrimination • UDHR • Human Rights • Human Rights Act 1998 • Positive Discrimination • Diversity • Indirect Discrimination • British Values • Stereotyping • Gender • Sexism • Patriarchy • Misogyny • Religious Expression • Secular • LGBTQ+ • Ableism • Disability • Racism
Assessment activities	Lesson 8: End of Unit Assessment Lesson 9: Feedback and Improvement Lesson Assessment will include a range of substantive and disciplinary knowledge that assesses students' understanding of beliefs about death and the afterlife, as well as their ability to use sources of wisdom and authority and consider different perspectives. Some questions will also assess topics from Year 7, 8, 9, and 10. Assessment will include a mixture of multiple-choice questions, short-answer responses and extended writing tasks, allowing students to demonstrate their knowledge, understanding, comparison and reasoning.	Lesson 8: End of Unit Assessment Lesson 9: Feedback and Improvement Lesson Assessment will include a range of substantive and disciplinary knowledge that assesses students' understanding of beliefs about death and the afterlife, as well as their ability to use sources of wisdom and authority and consider different perspectives. Some questions will also assess topics from Year 7, 8, 9, and 10. Assessment will include a mixture of multiple-choice questions, short-answer responses and extended writing tasks, allowing students to demonstrate their knowledge, understanding, comparison and reasoning.
Notes	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	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

Why this topic is important Why this topic is important...	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 • 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)	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. • 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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