

## Change and Death– Years 5/6

### **About the Unit**

This unit is intended to help pupils consider their ideas about death and what comes after. It gives the opportunity to look at what others think and especially to examine the beliefs and understandings of Christians and Buddhists. It helps pupils to come to terms with the idea of the inevitability of death, how people deal with it in bereavement and how they mark the significance of individuals who die. The unit should also present pupils with ample time for reflection.

### **Key Concepts**

#### **1.1 Beliefs, teachings and sources**

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

#### **1.2 Practises and ways of life**

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.

#### **1.5 Meaning, purpose and truth**

- a) Exploring some of the ultimate questions that confront humanity

#### **1.6 Values and Commitments**

- a) Understanding how moral values and a sense of obligation come from beliefs and experience

### Key Processes

2.1b	<b>Specialist Vocabulary</b>	Use specialist vocabulary in communicating their knowledge and understanding
2.1c	<b>Beliefs and practices</b>	i) Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
2.1f	<b>Ultimate and Ethical Questions</b>	Describe and begin to understand religious and other responses to ultimate and ethical questions
2.2 a	<b>Reflection on Feelings, Experiences and Values</b>	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2d	<b>Responses to Ethical and Philosophical Issues</b>	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives
2.2e	<b>Respect</b>	Accept that other people have different views

### Range and Content (traditions and themes)

This unit focuses on the Christian and Buddhist traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- d) **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- g) **Religion and the Individual:** What is expected of a person in following a religion or belief

## Curriculum Opportunities

During the course of this unit children may use:

ICT- in the form of powerpoint presentation, digital photography and internet research

Maths- looking at statistics from gravestones from recent centuries/decades

History – examining the life and death of a historical figure in comparison to their own lives as well as the concept of change which runs through the history curriculum. Research burial rituals from a different time period

Geography – consider causes of death through natural disaster or unsuccessful economic development

Drama- to act out the Eight Fold Path

Literacy- to write a letter or podcast from heaven

Art- look at pictures representing life after death from varied cultures and to use a range of materials to create personal interpretations of heaven

Music- to listen and respond to piece of music expressing loss

## Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 5	Year 6
<b>Basic</b>	Pupils will be able to express simple ideas, recognising the inevitability of death and what might follow it. They will contrast simply what Buddhists and Christians do and think about death. <b>Level 2</b>	Pupils will give reasons why people need explanations for death and will contrast ways of looking at it as evidence. They will understand that bereavement is a process and suggest how a death makes people feel, giving reasons. <b>Level 3</b>
<b>Developed</b>	Pupils will give reasons why people need explanations for death and will contrast ways of looking at it as evidence. They will understand that bereavement is a process and suggest how a death makes people feel, giving reasons. <b>Level 3</b>	Pupils will compare alternative responses from religious traditions to death, relating these to ideas about life. They will make some explanations of their own view of death and what follows, or of why they find the concept impossible to consider. <b>Level 4</b>
<b>Extended</b>	Pupils will compare alternative responses from religious traditions to death, relating these to ideas about life. They will make some explanations of their own view of death and what follows, or of why they find the concept impossible to consider. <b>Level 4</b>	Pupils will explain how religious sources are used to provide an answer to the inevitability of death and the afterlife. They will explain why they hold their own view on death and what follows, commenting on what has influenced them in their judgement . <b>Level 5</b>

### **Possible assessment tasks:**

- Heaven podcasts/images - Observe children's art/writing in response to their interpretation of heaven – are they insightful?
- Funeral service do they reflect their knowledge of both traditions?
- Mood boards – do they reflect their own ideas about death in light of what they learn from the traditions. How do they relate their thoughts about life to their thoughts about death? Do they show recognition of a pattern in the lives of Christians and Buddhists relating to their ideas about death?

### **Resources**

You may find the following resources useful when teaching this unit:

- Path/timeline of a famous person who has died
- *The Piano* film - <http://www.xenvideo.com/2006/12/02/the-piano-animation-touching-music/> or [http://www.dailymotion.com/video/x50z3j\\_the-piano-amazing-animation\\_music](http://www.dailymotion.com/video/x50z3j_the-piano-amazing-animation_music)
- One of the following books '*Granpa*' (Burningham, J.) or '*Badger's Parting Gift*' (Varley, S.)
- Heaven (Allen, N.) or an alternative based on what heaven may look like
- Audio recording equipment for podcasts
- Access to local churchyard
- Clip of a Christian funeral service <http://www.request.org.uk/main/dowhat/funerals/funeral08.htm>
- An interview with a minister or alternatively - <http://www.request.org.uk/main/dowhat/funerals/script.htm>
- Image of the Dharma Wheel - [http://en.wikipedia.org/wiki/File:Dharma\\_Wheel.svg](http://en.wikipedia.org/wiki/File:Dharma_Wheel.svg) (easily found through a search engine)
- [http://www.uri.org/kids/world\\_budd\\_basi.htm#The%20Eightfold%20Path](http://www.uri.org/kids/world_budd_basi.htm#The%20Eightfold%20Path) (explanation of the eight fold path and four noble truths)
- <http://www.urbandharma.org/udharma5/viewdeath.html> (teacher's resource - information about the Buddhist belief)
- Music expressing death such as Titanic theme, Schindler's list, a mass etc
- Magazines, newspapers, art materials or a collection of images which children could use for their mood board

## Vocabulary

Inevitability	Sorrow	Heaven	Death	Remembrance	Funeral	Cremation	Karma
Samsara	Nirvana	Rebirth	Bereavement		Memorial	Loss	

## Glossary

### Cremation

The cremation symbolizes a sense of detachment in that, the soul of the departed is set free from bondage. Buddhism Practices Buddhists believe that attachment towards the dead is detrimental to the progress of the soul in seeking a new life after death.

### Karma

Karma means action or the effects of actions. Buddhists believe all actions have consequences. This simple law explains a number of things such as inequality in the world. Buddhists believe that are past actions have an effect on who or what we are in our next life.

### Nirvana

Nirvana is the supreme state free from suffering and individual existence. It is a state Buddhists refer to as "Enlightenment". It is the ultimate goal of all Buddhists. The attainment of Nirvana breaks the otherwise endless rebirth cycle of reincarnation. Buddhists also consider Nirvana as freedom from all worldly concerns such as greed, hate, and ignorance. No one can describe in words what Nirvana is. It can only be experienced directly.

### Rebirth

Buddhists believe we have had countless lives before this one and, unless we attain Enlightenment, that we will have countless more in the future.

### Samsara

Buddhists believe in Samsara (cycle of birth and death) until they reach salvation through Buddhism Practices Nirvana.

### **Further Guidance**

**Please see WAS Guidance on using these units ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE))**

Since all traditions have to deal with the fact of death, any religious tradition might be substituted for the Buddhist tradition. The Christian, Jewish and Muslim traditions think in terms of life as a one-off experience by which people will be judged, whereas the Hindu and Sikhs think of cycles of life through which the soul can perfect itself.

Not all Buddhists look forward to the idea of multiple returns to Earth as an individual in different forms, but rather think of a continuing life-force which will eventually be freed from the circle of being.

In using this unit caution and sensitivity must be used in relation to pupils who may have painful experience of bereavement.

**Teaching the Unit:**

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1f Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p><b><i>To be able to observe the changes in our lives and consider how we mark important stages in our lives.</i></b></p> <p><b><i>To be able to reflect on why living things have to die.</i></b></p>	<p><b>What is life for?</b></p> <p><b>Why do things change?</b></p> <p><b>How do people mark important stages in their life?</b></p> <p><b>Why do living things have to die?</b></p>	<p>Important stages in life including old age and the inevitability of death.</p>	<p>Draw a path of some kind (space journey, railway, road etc) mark on the things that have happened in their life so far e.g. birthdays, baptism, holidays, competitions, meeting someone important, starting school, death of a person or pet.</p> <p>Compare with the path of a famous person who has died (<i>opportunity for cross curricular link</i>).</p> <p>Explore during discussion reasons why, despite the achievements of science and medicine, death is inevitable.</p> <p>Consider as a class what the world would be like if living things did not die.</p>	<p>Children are able to identify changes that have taken place in their life so far.</p> <p>Children are able to discuss why living things have to die.</p>	<p>Materials for creating a path (either on paper or as a 3D piece of work)</p> <p>Path of a famous person/historical figure.</p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To begin to understand ways people remember those who have died.</i></p>	<p><b>What makes people worthy of being remembered?</b></p> <p><b>How do we begin to understand when someone is no longer there?</b></p> <p><b>Can you only relate to people you see?</b></p>	<p>The common experiences of bereavement</p> <p>The value of the individual.</p>	<p>Watch 'The Piano' or read a book as an alternative stimulus such as 'Badger's Parting Gift' or 'Grandpa'. Discuss how and why we remember people after they die (such as the music played by the man in 'The Piano') and what is left behind after we die.</p> <p>Ask children to make a list, Powerpoint presentation (which could include sound) or photo montage to show how and what they would want to be remembered for. Consider some of the things famous people are remembered for.</p> <p>Consider the vision of the man's wife in 'the Piano' and use as a stimulus for discussion as to what children think happens after people die – do we live on? Can we come back?</p>	<p>Children are able to say why and how we remember those who have died.</p> <p>Children are able to reflect on how they would be remembered.</p>	<p>Film clip of 'the piano'</p> <p><a href="http://www.dailymotion.com/video/x50z3j_the-piano-amazing-animation_music">http://www.dailymotion.com/video/x50z3j_the-piano-amazing-animation_music</a></p> <p>Access to powerpoint or digital cameras</p>



Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p><b>2.2a</b> Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p>2.1c i) Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b><i>To begin to understand the Christian belief of death and respond to the concept of heaven.</i></b></p>	<p><b>What do Christians believe about death?</b></p> <p><b>How can art, music and poetry express belief?</b></p>	<p>Ideas of life after death in the Christian tradition and the idea of eternal life beginning now.</p>	<p>Introduce the Christian idea of life after death/eternal life. In the book of Revelation, heaven is described in many ways. It tells us that in heaven there will be no night, no pain, death or crying. Jesus told his disciples that he was going to prepare a place for them (and all Christians who would come after them), describing it as rooms in his father's house.</p> <p>Read 'Heaven' (Allen, N.) which conveys a dog's version of what heaven will be like. Discuss with children what they think heaven would be like – they may consider images or portrayals they have seen in the media etc.</p> <p>Ask children to write an imaginary letter or create a podcast from heaven detailing what it is like, who they might have seen etc.</p> <p>This could also be developed through art by collage, painting or drawing their ideas of heaven.</p>	<p>Children will be able to say what Christians believe happens after we die.</p> <p>Children will be able to express their thoughts on what heaven would be like.</p>	<p>Excerpt from book of Revelations (chapter 21).</p> <p>Heaven (Allen, N.) Or alternatively an image of heaven</p> <p>Paper for letter writing or audio recording equipment.</p> <p>Or</p> <p>Art materials – images, paints, various papers.</p>

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<p>2.1c i) Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b><i>To be able to closely observe gravestones and find evidence of the Christian belief of eternal life.</i></b></p>	<p><b>What happens when we die?</b></p> <p><b>What do Christians believe about death?</b></p>	<p>Inscriptions on gravestones</p>	<p>Visit a local cemetery and look at gravestones. Work out when people died and any given reasons. Write down some of the inscriptions.</p> <p>Consider whether any of the gravestone inscriptions seen relate to the ideas of the Christian belief of eternal life.</p> <p>Discuss the atmosphere of the churchyard and why they are portrayed in films as a place to fear.</p>	<p>Children will be able to suggest reasons why gravestones help Christians in their bereavement process.</p>	<p>Access to local cemetery</p> <p>Materials for recording inscriptions</p>

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<p><b>2.2a</b> Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><b><i>To be able to create a gravestone for an imaginary or famous person.</i></b></p>	<p><b>How can hymns, prayers and statements of belief help the individual and the community to which they belong?</b></p>	<p>Christian funeral and memorial services.</p>	<p>Watch part of a Christian funeral service or invite a minister to come in to talk through the customs and rituals. Examine orders of service for funerals and memorial services. Draw out features and discuss why it is important for Christians and the community.</p> <p>Discuss with children why some people choose to be buried and how this could help those that are left behind.</p> <p>Ask children to design or make a gravestone for a famous person or imaginary person who has died. Ask children to include an inscription and symbols of the Christian faith.</p>	<p>Children will be able to explore the features of a funeral service and suggest how they are important to the Christian community.</p> <p>Children will be able to use knowledge of the Christian faith to design a gravestone.</p>	<p>RE Quest website; clips of a Christian funeral service - <a href="http://www.request.org.uk/main/what/funerals/funeral08.htm">http://www.request.org.uk/main/what/funerals/funeral08.htm</a></p> <p>A talk/interview with a minister</p> <p>Access to internet/bibles for inscriptions on gravestones</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2 d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p>2.2 e Accept that other people have different views</p> <p><b><i>To be able to use drama to illustrate the eight fold path</i></b></p>	<p><b>What do Buddhists understand about the cycle of life and death</b></p>	<p>Buddhist ideas about death and what follows it.</p> <p>Karma, Samsara, Nirvana, Rebirth</p>	<p>Explain the Buddhist idea of death and belief of rebirth. Introduce the concept of Karma and the cycle from birth to death until Enlightenment is attained.</p> <p>Show the Dharma Wheel (Noble Eight-Fold Path) which teaches Buddhists how to live properly and avoid rebirth in order to reach Nirvana. Split the class into eight groups, allocating one of the spokes to each group, ask them to illustrate it either through a dramatic convention or as a poster. Children should think of examples in their lives where their spoke could be applied.</p> <p>Share their interpretations with each other to show how Buddhists should live to reach Nirvana.</p>	<p>Children will be able to show how Buddhists should live in order to attain Enlightenment.</p>	<p>Dharma wheel Illustration</p> <p>The Eightfold Path (which also needs cutting in to 8 to allocate to groups)</p>

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<p>2.1c i) Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>2.2a</b> Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><b><i>To be able to plan a funeral for an imaginary pet.</i></b></p>	<p><b>How can art, music and poetry express belief?</b></p>	<p>Buddhist cremation ceremonies</p>	<p>Investigate Buddhist cremation ceremonies as a symbol of detachment from the body. Ask children to find out how they differ from Christian ceremonies and bereavement.</p> <p>Ask children in groups to design a funeral/cremation service for an imaginary pet. Children can research the different features of funerals and conduct their own ceremony choosing either a Christian or Buddhist service.</p> <p>They may choose to include a photo, memory book, reading, hymns etc. They could choose for it to be a solemn event or a celebration of life.</p> <p>Children can either conduct their funeral for others to view or make a service booklet.</p>	<p>Children will be able to plan a funeral for an imaginary pet.</p>	<p>Internet access</p> <p>Cameras, art materials, card etc</p> <p>Hymn books, range of CDs to be played</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1 b Use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.2 d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><b><i>To be able to respond to music expressing death or grief and share thoughts with a group</i></b></p>	<b>What does death mean to me?</b>	Pupils' responses to death.	<p>Listen to music expressing death or grief e.g – Titanic, Schindler's List, a mass.</p> <p>Ask children to record their feelings towards this music using words, colours, images etc. Allow children to share and reflect on their feelings together. In pairs or small groups create a mood board associated with death using their combined thoughts.</p>	Children are able to express their feelings towards death.	<p>Clip of music</p> <p>Paper to record feelings</p> <p>Art materials, magazines, internet access to generate images and words for mood board.</p>