

Title: Life After Death

Titles	Eastern Religions	Humanism	Monotheistic views
<p>Logic</p>	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about Special Places in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others 		

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	<p>The RVE lens By reading and using the articles in their Religion, Values and Ethics lessons, learners will have oppotrnties to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • <u>Search for meaning and purpose;</u> • <u>The natural world and living things;</u> • <u>Identity and belonging;</u> • <u>Authority and influence;</u> • <u>Relationships and responsibility;</u> • <u>Values and ethics;</u> • <u>The journey of life;</u> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</p> <p>Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities</p> <p>Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p> <p>Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		

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Key Words	<p>Eastern Religions - Buddhism, Hinduism and Sikhism</p> <p>Western Religions - Christianity, Islam and Judaism</p> <p>Samsara – cycle of life, death and rebirth</p> <p>Nirvana/enlightenment – reaching this state breaks the Samsara cycle. Buddha was the first to reach the state.</p> <p>Karma - a person's actions, good or bad, in a past life that determine its present form</p> <p>Soul - a person or an animal's spiritual part</p> <p>Eightfold Path - the path into Buddhism to break the cycle of Samsara and attain enlightenment. It includes eight practices.</p> <p>The Tibetan Book of the Dead - A book that guides Tibetan Buddhists through the period of bardo - the period between death and rebirth.</p> <p>Bardo - the periods between death and rebirth in Tibetan Buddhism</p> <p>Tibetan Wheel of Life - a symbol of what Buddhists believe about the cycle of existence.</p> <p>Theravada Buddhism - The oldest Buddhist tradition that is mainly practised in countries</p>	<p>Agnostic - a person who is unsure if there is a God or not;</p> <p>Atheist - a person who is certain that there is no God;</p> <p>Grieving - the feeling of sadness after losing a loved-one;</p> <p>Funeral - a ceremony to remember the person who passed away;</p> <p>Tribute - words to remember the person who passed away;</p> <p>Cremation - cremating the body of the person who passed away;</p> <p>Burial - inter the body of the person who passed away in the ground;</p> <p>Secular - something that does not include religious elements.</p>	<p>Crucifixion- Jesus was put on a cross and killed.</p> <p>Eternal- Forever.</p> <p>Genesis- A book in the Bible.</p> <p>Heaven- Joining with God after death.</p> <p>Hell- An afterlife void of any of God's presence.</p> <p>Messiah- The return of an important religious figure.</p> <p>Mitzvot- Rules.</p> <p>Monotheism- Only believing in one God.</p> <p>Olam Ba-Ha- The idea of Heaven within Judaism.</p> <p>Repent- To make amends.</p> <p>Resurrection- Coming back to life.</p> <p>Sheol- A place where Jews believe the dead are sent.</p> <p>Ultimate question: a large philosophical question which has no perfect answer.</p>

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	<p>such as Sri Lanka, Myanmar, Thailand, Cambodia, and Laos.</p> <p>Mahayana Buddhism - The second main Buddhist tradition that is mainly practised in countries such as China, Tibet, Japan and Korea.</p> <p>Sky-burial - a ritual in Tibetan Buddhism where a dead body is fed to vultures.</p> <p>Rebirth - the Buddhist belief that the energy of this life will affect the next. The Buddhist does not believe in souls and, therefore, it is different to reincarnation.</p> <p>Reincarnation - the belief that the soul moves to a new body after death</p> <p>Atman – the soul in Hinduism</p> <p>Swarg - a kingdom that is similar to heaven in Hinduism</p> <p>Narak - a kingdom that is similar to hell in Hinduism</p> <p>Moksha - a state in Hinduism where the Samsara cycle has been broken and the soul has re-joined Brahman or is in its presence as a personal god.</p> <p>Brahman – the supreme spirit that is in every</p>		

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	<p>living being.</p> <p>Dharma – a duty in Hinduism.</p> <p>Waheguru – the name of a God within Sikhism</p> <p>Mukti – the state within Sikhism of having broken the cycle of Samsara</p> <p>Atma – the divine spark that is in every living being</p>		
<p>Search words</p>	<p>Death</p> <p>Life after death</p> <p>Religion</p> <p>Bhagavad Gita</p> <p>Soul</p> <p>Karma</p> <p>Buddhism</p> <p>Hinduism</p> <p>Sikhism</p>	<p>Humanism</p> <p>Agnostic</p> <p>Atheist</p> <p>Funeral</p> <p>Grieving</p> <p>Tribute</p> <p>Cremation</p> <p>Burial</p> <p>Secular</p>	<p>Crucifixion</p> <p>Eternal</p> <p>Genesis</p> <p>Heaven</p> <p>Hell</p> <p>Messiah</p> <p>Mitzvot</p> <p>Monotheism</p> <p>Olam Ba-Ha</p>

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	Tibet Rebirth Reincarnation Body Funeral rituals Cremation Scattering ashes		Repent Resurrection Sheol
Extended Tasks	The essence of each one of the religions is that they offer hope for a better life in future. To what extent is this true? Is it as relevant in this day and age?		
Classroom Tasks	<ol style="list-style-type: none"> 1. Draw a Venn diagram to show what is common and what is different between Buddhist, Hinduist and Sikh beliefs about life after death. 2. Discuss: In your opinion, why do so many people believe in life after death? Is there a purpose to this life if there is nothing else after death? 3. Create a blog weighing up the alleged evidence of life after death. 4. Arrange a debate between someone who is convinced that there is life after 	<ol style="list-style-type: none"> 1. Collect information about some of the prominent humanists. What has led them on this path? 2. 'Humanists do not believe in life after death, therefore, they had nothing much to offer in the long-term.' To what extent do you agree that this is true? 3. Humanists place an emphasis on protecting the environment. Which practical things have they carried out in this field? 4. Try to draw up an order of ceremony to 	<ol style="list-style-type: none"> 1. Watch this video of celebrity Elizabeth Taylor talking about her near death experience. While watching, think back to the article and reflect on your own beliefs. Do you think she's telling the truth?! https://www.youtube.com/watch?v=NdZU2lpNpnE 2. From the article you have learned about two sets of beliefs about life after death. Research another religion's belief about the afterlife.

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	<p>death and someone who is equally convinced that there is none.</p>	<p>remember a person. List the elements you would include.</p> <ol style="list-style-type: none"> 5. Draw a map to show where in Wales there are natural burial sites, similar to the Eternity Forest in Boduan near Pwllheli. 6. Watch the video of Kate Humble's visit to the Eternal Forest: https://www.bbc.co.uk/programmes/p0712117What's your response? 	<ol style="list-style-type: none"> 3. Include the beliefs of all 3 religions in the venn diagram. How different/similar are they? There is a template on the next slide. Two facts are already done for you!
<p>Further resources</p>			

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A. CHRISTIANITY

B. JUDAISM

