

TITLE OF UNIT

The Journey of life and death: What do Muslims and Hindus believe?

YEAR GROUP 4

ABOUT THIS UNIT:

This unit focuses on the spiritual journey a believer will take in their lifetime. It will explore key aspects of life and death for Muslims and Hindus. Attention is given to certain practices surrounding the spiritual journey and there are opportunities for pupils to reflect on their own journey through life. The unit develops the idea that any person can see their life as a journey, and learn from reflection on their life.

Estimated time for this unit (in hours) 8 hours of teaching time

Where this unit fits in:

This unit will build upon learning from the Y1 unit on 'Who says thank you?' and the Y3 unit on 'Creation stories'. Pupils will have opportunities to apply what they have learnt through previous learning.

KEY STRANDS ADDRESSED BY THIS UNIT

Knowledge and understanding of religious beliefs, teachings and sources

Knowledge and understanding of religious practices and lifestyles

Knowledge and understanding of ways of expressing meaning

Skill of asking and responding to questions of identity and experience

ATTITUDES FOCUS

Self-awareness: Feeling confident about expressing their own understanding and beliefs about the journey through life and death.

Respect for all: Developing positive attitudes of respect towards others views.

Appreciation and wonder: Developing pupil's capacity to respond to questions of meaning and purpose.

Prior learning

It is helpful if pupils have:

- Some understanding of both the Muslim and Hindu faith.

Vocabulary

In this unit, pupils will have an opportunity to use words and phrases related to:

Life, Death, Soul.

Imam, Qur'an, Makkah, The Prophet Muhammad (PBUH), Allah, Adhan, Aqiqah, The Five Pillars: Shahadah, Salah, Zakah, Sawm, Hajj.

Bhagavad Gita, Samakaras, God, Moksha, Dharma, Karma, Reincarnation, River Ganges, Pyre.

Resources

- Favourite information books on Islam and Hinduism
- Religion in Focus books – Franklin Watts
- Rites of passage books – Heinemann
- Stories from the Hindu world – Macdonald ISBN 0-356-11509-7
- Photo packs on different religions (PCET, Folens and Nelson word publish such packs)
- Muslim and Hindu wedding sets are available through Articles of Faith www.articlesoffaith.co.uk
- Websites including:
 - www.hinduism.co.za
 - www.re-xs.ucsm.ac.uk/re/passage/birth.htm
 - www.iskon.com
 - www.islamonline.net
- DVD Plus Pathways of Belief Islam Hinduism – BBC
- Books from RE Today:
 - Exploring the Journey of Life and Death
 - Developing Primary RE: Celebrations
 - Developing Primary RE: Special Times

Contributions to spiritual, moral, social and cultural development of pupils

- Reflecting on their own beliefs, values and experiences in light of their learning.
- Considering how religious beliefs lead to particular actions and practises.
- Considering the relationship between religion and culture and how beliefs contribute to identity and practice.

EXPECTATIONS

At the end of this unit:

Nearly all pupils will be able to:

[Level 3]

- Identify some key features about the importance of the journey of life and death for Muslims and Hindus.
- Ask questions about their own and others' experiences of life as a journey
- Make a link between their lives and the metaphor of life as a journey.

Most pupils will be able to:

[Level 4]

- Describe similarities and differences between the journey of life and death for Muslims and Hindus.
- Begin to identify the impact religion has on believers lifestyles
Show that they understand some influences on their own view of life for themselves.

Some pupils might be able to:

[Level 5]

- Explain some ways religious beliefs have an impact on life
- Explain what inspires themselves and others.

ASSESSMENT SUGGESTIONS

Children are asked to create a journey bag for either a Muslim or a Hindu. In the bag must be props that relate to what the children have learnt about the journey of life and death for the chosen religion. Once completed evaluate together in small groups, what is in the bag? Why is it in the bag? Is there anything missing? In speaking and listening, pupils move from description to understanding and explanation.

Alternatively, or in addition, ask pupils to discuss with a partner, then work alone to write a 'guidebook to the journey of life' that answers questions like this:

- Who can help you along life's journey?
- What guidance can you choose to follow?
- How can you make you're your see the best bits?
- What will make you safe as you travel?
- Is it best to travel alone or in company?
- What is the best advice for life's journey?

Pupils can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils are able to	POINTS TO NOTE
<p>What does a journey mean to us?</p> <p>2 lessons</p>	<ul style="list-style-type: none"> • To understand that a journey is part of our everyday life. • To reflect on their 'life' journey so far. • That Muslims and Hindus have a religious journey to take. 	<p>Thinking about journeys.</p> <ul style="list-style-type: none"> • Ask the children to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? Discuss and record individual journey's pictorially, share with the class. • Ask the children who kept them safe on their journey, who could they ask for help if needed, who was waiting at school to guide them. • Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree record where children are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). • Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special journeys taken by Muslims and Hindus that are to be studied and how their faith keeps them safe and gives guidance. 	<ul style="list-style-type: none"> • Begin to identify the impact chosen journeys have on ourselves and others. • Ask important questions about lifestyles linking their own and others' responses. 	<p>Links to Literacy speaking and listening objectives. Descriptive language and use of recounts.</p> <p>Begin to display work that can be referenced again. Begin to gather materials for the theme 'hopes for the future'.</p>

<p>What journey will a Muslim take in his/her lifetime?</p> <p>3 lessons</p>	<ul style="list-style-type: none"> • That The Five Pillars of Islam are the duties to support the whole way of life for a Muslim. • About the importance of the Aqiqah Ceremony (seven days after birth). • That marriage is not just the joining of two individuals, but the coming together of two families. • That Muslims believe in life after death, which centres on the Day of Judgement. 	<p>A Muslim journey: what does it mean?</p> <ul style="list-style-type: none"> • Talk about duties (class monitors etc) which are undertaken within school and the reasons for this. • Explain that Muslims have duties in the form of The Five Pillars. That the pillars help Muslims to realise their true self and become the kind of human beings that Allah wants them to be. • Children work in groups to prepare a presentation on what they believe is important for the birth of a baby to be recognised (Giving child a name, clothing, feeding, possibly Baptism) and reasons for this. Using visual aids discuss the rituals of the Aqiqah ceremony and how prior to this a new born child will have had the Adhan (call to prayer) recited in his/her ear. Where possible allow the children to experience such rituals (baby is named and given something sweet, meat is shared with others). • Find out about a traditional Muslim marriage. Act out a simple marriage ceremony, the giving of gifts and a dowry. Whilst acting out the scene, freeze frame the children and ask individuals who they are, what role they play in the ceremony, how they feel. Finally ask the children to give reasons for a marriage taking place and explain how a Muslim marriage joins together two families. • Children to record a journey of their life so far. Recording achievements they have made along the way. (This could be recorded on a road shaped template). Encourage the children to share the good/bad happy/sad times also. • Look together at the 'roads of our lives' and discuss the possibility that when we die another journey may take place and this is true for Muslims because Islam teaches that there is life after death and when death occurs that person will be accountable for his/her life on earth. • Ask the question what do you feel should happen if someone has been a good person? How do you decide if someone is judged as good or not? 	<ul style="list-style-type: none"> • Show awareness of the importance of The Five Pillars for Muslim believers. • Retell events of the Aqiqah ceremony. • Ask important questions about the joining of two people and their families in marriage. • Recognise their own values and those of others. 	<p>There are many websites that can be visited for children to gather further information to complement this unit.</p> <p>Allow the children to set aside a role play area where they can take part in this ceremony on further occasions.</p>
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<p>What journey will a Hindu take in his/her lifetime?</p> <p>4 lessons</p>	<ul style="list-style-type: none"> • That Hinduism does not emphasise a fixed set of beliefs rather the idea of 'dharma', the performance of duties. • That a Hindu life is a journey from one body to another. • That there are four 'Ashramas' throughout a Hindu life. • About the role of the family in Hindu life and daily worship. • About the importance of the naming ceremony. • About the seven steps of marriage, the 'Saptapdi'. • To reflect on the funeral rites of Hindus. 	<p>A Hindu journey: what does it mean?</p> <ul style="list-style-type: none"> • Discuss how Hindu religious practices and beliefs are based on a set of Holy Scriptures (the Vedas). The performance of duties (dharma) are according to an individual's nature. What do we think this means? Do we possess dharma? • Perform a Hindu dance (Hindus believe dance is a gift from God and you can worship through dance.) Does this dance make us feel spiritual? What do we believe spiritual can be/is? • Recount the individual life journeys we made whilst studying this unit. Explore the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death. Talk about the 'signposts' that Hindus will follow that enable them to get closer to God. As a whole class explore the word 'Reincarnation' and the Hindu belief that the cycle of reincarnation for them is not to be seen as something joyful but includes suffering and misery in order to reach spiritual freedom (Moksha). • Investigate using information books, internet and other sources how a Hindu's spiritual journey follows a natural process of growing up. Does all life go through four stages? (Ashramas) Focus on the fourth stage, the Sannyasa (world renouncer) this stag is seen as an ideal. The Sannyasi gives up all possessions and becomes a wandering holy man with no fixed home. Ask children to consider how they would feel undertaking this stage or if a member of their family reached this stage. Write a pros/cons list and debate. Chose children to play the character of a Sannyasi and put them in the 'Hot Seat'. • Using the DVD (Pathways of Belief – Hinduism, BBC) explore the act of Puja, daily worship in the home. <p>Visit: www.re-xs.ucsm.ac.uk/re/passage/birth.htm</p> <ul style="list-style-type: none"> • Find out about the first of the 'Samskaras' (sacraments). Before a child's naming ceremony a prayer for calmness is read. Children to write their own prayer for calmness and share with the class. • Introduce Marriage as an important stage in life for Hindus. Using an array of props act out the 'seven steps' of a traditional Hindu wedding around the sacred fire and the promises that are made between the bride and groom. Do we agree with these promises? Would you include any more? • Read the story of the 'River Ganges' What does everlasting life mean to us? Illustrate thoughts individually. Look together at a rites of passage book focussing on Hindu funerals. If possible use a photograph of the river Ganges and look for 'pyre' sites 	<ul style="list-style-type: none"> • Ask questions and suggest answers about the beliefs of life for Hindus. • Begin to understand the concept of a person being reincarnated • Reflect upon the stages in life for a Hindu and their own stages in life. • Identify the importance of daily worship for Hindus. • Identify how religion is expressed for Hindus through Samskaras. • Recall events of a Hindu marriage. • Begin to identify the impact religion has on believers lifestyles. 	<p>Children can be asked to explore the hand movements and gestures made in dance and the meaning of these.</p> <p>Children can set up their own Hindu shrine ready for Puja.</p> <p>Create a Hindu treasure box to include all the marriage role play resources.</p>
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	<ul style="list-style-type: none"> • What Hindu scriptures say about death. 	<p>(funeral fire sites). Explain the significance of a Hindu funeral and the rituals that take place as a purposeful effect for Hindu reincarnation. As a person's body is no longer needed it is the person's soul that goes to live in a new living being. Explore the Hindu belief that the soul must obey the law of cause and effect called 'Karma'. The body that a soul is reborn into depends on its 'Karma' how that soul acted in a previous life. What implications does this have for the living today?</p> <ul style="list-style-type: none"> • Discuss what is meant in the Hindu scriptures when it describes death as simply casting off one set of clothes and putting on a new one. 	<ul style="list-style-type: none"> • Ask and respond sensitively to questions about experiences and feelings. 	
<p>Can we compare the life and death journey of a Muslim and a Hindu?</p>	<ul style="list-style-type: none"> • The differences of the life and death journey taken by Muslim and Hindu believers. 	<p>Are all journeys similar?</p> <ul style="list-style-type: none"> • With talking partners, children are asked to recall what they have learnt throughout this unit, recording on whiteboards or post-it notes and feedback as a whole class. • In pairs children are asked to then position what they have recorded onto a Venn diagram. The space where the 2 circles overlap to be where the religions are similar in their beliefs and practices. • Can the children suggest some reasons why religions often describe life as a journey? 	<ul style="list-style-type: none"> • Recognise the similarities and differences between the life and death journey taken by Muslims and Hindus. 	<p>Literacy links: Display diagrams and label them.</p>
<p>What is my journey through life like? How is it going?</p>	<ul style="list-style-type: none"> • That the metaphor of life as a journey can be used by anyone. 	<p>My journey through life: how is it going?</p> <ul style="list-style-type: none"> • Ask pupils to discuss with a partner, then work alone to write a 'guidebook to the journey of life' that answers questions like this: <ul style="list-style-type: none"> ▪ Who can help you along life's journey? ▪ What guidance can you choose to follow? ▪ How can you make you're your see the best bits? ▪ What will make you safe as you travel? ▪ Is it best to travel alone or in company? ▪ What is the best advice for life's journey? <p>Pupils can share their guidebooks in circle time. This is a suitable activity for peer assessment and 'draft and redraft' approaches to creating texts.</p>	<ul style="list-style-type: none"> • To enable pupils to 'play around' with the metaphor of life as a journey for themselves • To enable pupils to apply ideas from their RE to their own lives. 	<p>Pupils might use the drawing of life as a journey in 'The Journey of life and death' (Mackley, RE Today, 2006) for this work.</p>