

## End Points

|        | Year 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Term 1 | Symbols and Abrahamic Faiths, sacred stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|        | <ul style="list-style-type: none"> <li>• Recognise common symbols. Reflect on how symbols are used in everyday life. Understand how they can encode larger quantities of information</li> <li>• Create their own symbols demonstrating understanding of how they can encode concepts through colour and shape</li> <li>• Test efficacy by allowing other students to “interpret” the created symbols</li> <li>• Identify/reproduce symbols for Abrahamic Religions</li> <li>• Identify Noah/Abraham/Moses as key figures in Jewish Scriptures</li> <li>• Explain how the sacred stories associated with these key figures and the symbols which represent them underpin Abrahamic Religious beliefs</li> <li>• Understand that there are different genres of writing within the Bible and where some of them are located</li> </ul> |
| Term 2 | Symbols and Abrahamic Faiths contd.<br>Christian/Humanist Christmas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|        | <ul style="list-style-type: none"> <li>• Identify some key features of a sacramental Church of England Church building and explain their link to Christian beliefs and significance for Christian living/practice</li> <li>• Identify some key features of an Icon of Jesus and explain their link to Christian beliefs and significance for Christian living/practice</li> <li>• Describe the sacred story of Christmas for Christians</li> <li>• Understand and describe some key beliefs of Humanism</li> <li>• Identify and compare different ways a Humanist and a Christian might celebrate Christmas</li> <li>• Evaluate their own/family engagement with Christmas and reflect on (evaluate) where their practices might converge/differ from these narratives</li> </ul>                                                   |
|        | Prophets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|        | <ul style="list-style-type: none"> <li>• Recall 3 memory phrases which describe OT prophets In Judeo Christian tradition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Term 3</b> | <ul style="list-style-type: none"> <li>Describe characteristics of Judeo-Christian prophets and their messages</li> <li>Name at least two Old Testament prophets and describe their contexts</li> <li>Recall specific image/message given by a prophet and the meaning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Term 4</b> | <p style="text-align: center;"><b>Prophets contd.<br/>Christian Easter.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|               | <ul style="list-style-type: none"> <li>Identify things in the world today that threaten society that could be considered “prophet-worthy” concerns</li> <li>Apply criteria for Old Testament prophets to modern day activists</li> <li>Present argument for whether a modern-day activist could/should be considered a prophet</li> <li>Consider their own “passion causes” in the world and evaluate how far they would go to campaign for the cause</li> <li>Identify key elements of Christian sacred story of Easter</li> <li>Contrast with secular Humanist Celebrations.</li> <li>Evaluate their own/family engagement with Easter and reflect on (evaluate) where their practices might converge/differ from these narratives</li> </ul> |
| <b>Term 5</b> | <p style="text-align: center;"><b>Muslim Teens</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | <ul style="list-style-type: none"> <li>Identify Mohammed as founder and final prophet in Islam</li> <li>Describe core moments in the life of Mohammed – Night of Power, Night Journey</li> <li>Identify key practices in Islam (5 Pillars)</li> <li>Explain how the 5 pillars unite the Ummah (community)</li> <li>Reflect on what seems to be good in the lives of Muslim teens in Britain from the stimulus materials and what seems to be challenging</li> <li>Evaluate what is similar in how they live their lives to the lives of the teens represented, and what is different</li> </ul>                                                                                                                                                 |
| <b>Term 6</b> | <p style="text-align: center;"><b>Review Abrahamic Faiths and Humanist Beliefs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | <p>Review knowledge from this year:</p> <ul style="list-style-type: none"> <li>Identify/reproduce symbols representing Abrahamic Religions</li> <li>Describe the sacred stories associated with the key figures of Noah/Abraham/Moses in Judaism and symbols which represent them</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <ul style="list-style-type: none"> <li>• Identify details/key moments in the story of the Exodus</li> <li>• Describe characteristics of Judeo-Christian prophets and their messages. + 3 Memory phrases.</li> <li>• Describe key beliefs of Humanism</li> <li>• Describe sacred story of Christmas and Easter for Christians and how celebrations differ for Humanists.</li> <li>• Recall key events in the life of Mohammed</li> <li>• Review 5 pillars of Islam and explain how common practice enhances sense of community</li> <li>• Explain the core aim of RE and how learning this year has enabled them to “know about and name” beliefs of others, to “make sense of the world” and “make connections” with their own beliefs.</li> </ul> |
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|               | <b>Year 8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Term 1</b> | <p><b>“Creation” and Eco-care. Should Christians be greener than anyone else?</b></p> <p><b>Endpoint 1: Explain Christian Beliefs About Stewardship</b></p> <ul style="list-style-type: none"> <li>• Students can explain why many Christians believe humans have a God-given responsibility to care for creation, referring to beliefs about God as Creator and humanity's role as stewards of the Earth.</li> </ul> <p><b>Endpoint 2: Interpret Different Christian Understandings of Creation</b></p> <ul style="list-style-type: none"> <li>• Students can explain how Christians interpret the Genesis creation accounts in different ways, including literal and non-literal approaches, and how these interpretations may influence attitudes towards environmental responsibility.</li> </ul> |

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|               | <p><b>Endpoint 3: Investigate How Christian Beliefs Shape Environmental Action</b></p> <ul style="list-style-type: none"> <li>Students can explain how Christian beliefs about creation are expressed through environmental initiatives and practices, including Harvest, Creationtide, Eco Church and environmental campaigning.</li> </ul> <p><b>Endpoint 4: Explain Non-Religious Reasons for Caring for the Environment</b></p> <ul style="list-style-type: none"> <li>Students can explain why Humanists and other non-religious people may care for the environment, referring to values such as reason, responsibility, human wellbeing and concern for future generations.</li> </ul> <p><b>Endpoint 5: Compare Religious and Non-Religious Approaches to Eco-Care</b></p> <ul style="list-style-type: none"> <li>Students can compare Christian and Humanist approaches to environmental responsibility, identifying both shared concerns and differences in beliefs, values and motivations.</li> </ul> <p><b>Endpoint 6: Evaluate the Enquiry Question</b></p> <ul style="list-style-type: none"> <li>Students can evaluate the question, "Should Christians be greener than anyone else?", using evidence from Christian and non-religious worldviews to reach a justified conclusion.</li> </ul> |
|               | <p><b>What does it mean for Christians to believe in God as Trinity?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Term 2</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

#### **Endpoint 1: What is the Trinity?**

**Students can explain the Christian belief that God is Father, Son and Holy Spirit, one God in three persons equal in power, in eternal nature and in substance. (Coequal, coeternal, consubstantial.)**

#### **Endpoint 2: Where does the belief come from?**

**Students can explain that Christians use different parts of the Bible to support belief in the Trinity. (e.g. Genesis creation narrative, Psalms, Gospels and Letters)**

#### **Endpoint 3: How does it fit the Christian story?**

**Students can explain how Christians believe the Father, Son and Holy Spirit are involved in Creation, Salvation and the life of the Church.**

#### **Endpoint 4: How is it communicated?**

**Students can explain how Christians use symbols, artwork, worship and metaphor to express beliefs about the Trinity.**

#### **Endpoint 5: How has it been preserved?**

**Students can explain how creeds and other sources of authority have helped Christians pass on beliefs about the Trinity.**

#### **Endpoint 6: Why does it matter?**

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|        | Students can explain how belief in the Trinity makes a difference in Christian worship, (for example in Baptism or Communion services) prayer and everyday life.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Term 3 | <p><b>“The Fall” Why are people good and bad?</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Retell and explain the Genesis 3 story of The Fall</b>, identifying key events and showing how Christians use the story to explain the origins of sin and human brokenness.</li> <li>• <b>Explain Christian beliefs about human nature</b>, including the ideas that humans are made in the image of God yet are "fallen" and in need of forgiveness and salvation.</li> <li>• <b>Analyse different interpretations of Genesis 3</b>, including the view that it functions as an archetypal or symbolic story which communicates deep truths rather than straightforward history.</li> <li>• <b>Explain how belief in The Fall influences Christian life and worship</b>, including practices such as confession, repentance, seeking forgiveness and trying to resist temptation.</li> <li>• <b>Use evidence from scripture and Christian teaching to explain why some Christians believe the world is ‘fallen’</b>, referring to quotations from the first letter of John and Romans and examples of suffering, injustice, selfishness or moral failure.</li> <li>• <b>Evaluate Christian and non-religious explanations for why people are good and bad</b>, giving a justified personal response to the question of whether The Fall remains a convincing explanation of human behaviour today.</li> </ul> |
|        | <p><b>Careers in RE and Easter.</b></p> <p>By the end of the term, students will be able to:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Term 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|               | <p><b>1. Explain why Easter is one of the two most important Christian festivals</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils can recount and interpret</b> the key events of Holy Week and explain how Jesus' death and resurrection connect to Christian beliefs about salvation and redemption.</li> </ul> <p><b>2. Explain the concept of vocation and its significance</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils can explain</b> the idea of vocation as a calling and identify how religious knowledge, values and beliefs can influence careers, service and professional decision-making.</li> </ul> <p><b>3. Make connections between Christian beliefs and contemporary life</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils can make informed links</b> between Christian concepts (Creation, Trinity, Fall, Redemption, Easter and Vocation) and how Christians live today, while respectfully considering their own and others' viewpoints.</li> </ul> |
| <b>Term 5</b> | <p><b>What is good and challenging about being a Jewish Teen in Britain today?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|               | <p><b>1. Explain How Jewish Beliefs Shape the Lives of Jewish Teenagers Today</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Describe key Jewish beliefs, including beliefs about God, covenant and the Messiah.</li> <li>• Explain how these beliefs influence choices, values and identity.</li> <li>• Use examples from the lives of Jewish teenagers.</li> </ul> <p><b>2. Explain the Importance of Sacred Texts and Mitzvot in Judaism</b></p> <p>Students can:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

- Identify the Torah and other important Jewish texts.
- Explain what mitzvot are and why they matter.
- Give examples of how teachings from sacred texts influence everyday life.

### **3. Understand the Diversity of Jewish Experience**

Students can:

- Recognise that Jewish people practise their religion in different ways.
- Describe similarities and differences in the experiences of Jewish teenagers.
- Avoid stereotypes when discussing Judaism.

### **4. Explain How History Has Influenced Jewish Identity**

Students can:

- Describe key events in Jewish history, including origins of Judaism and experiences of persecution.
- Explain how these events continue to shape Jewish communities today.
- Reflect on the impact of historical experiences on identity and belonging.

### **5. Analyse the Benefits and Challenges of Being a Jewish Teenager in Britain Today**

Students can:

- Identify positive aspects of Jewish life, such as community, tradition, identity and belonging.

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|                      | <ul style="list-style-type: none"> <li>• Identify challenges, including prejudice, antisemitism, balancing religious commitments and maintaining traditions in modern Britain.</li> <li>• Support their ideas with evidence and examples.</li> </ul> <p><b>6. Reach a Reasoned Judgement About the Enquiry Question</b></p> <p>Students can:</p> <ul style="list-style-type: none"> <li>• Use knowledge from across the unit to answer the question:</li> <li>• <i>"What is good and challenging about being a Jewish teenager in Britain today?"</i></li> <li>• Consider different viewpoints.</li> <li>• Construct a balanced argument and justify their conclusion with evidence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Term 6</b></p> | <p style="text-align: center;"><b>Incarnation. Why do Christians believe Jesus was God on Earth?</b></p> <p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>Define Incarnation</b> and explain that Christians believe Jesus was God in human form ("God made flesh").</li> <li>• <b>Explain the significance of the name "I AM"</b> in the story of Moses and the burning bush and why it is important in Judaism.</li> <li>• <b>Describe several of Jesus' "I AM" sayings</b> in John's Gospel and explain their symbolic meanings.</li> <li>• <b>Explain why Christians believe Jesus claimed to be God</b>, making links between the "I AM" sayings, Jesus' actions and Christian interpretations of the Gospels.</li> <li>• <b>Compare Christian beliefs about Jesus with Jewish and Muslim beliefs</b>, recognising similarities and differences.</li> <li>• <b>Evaluate the importance of belief in Jesus as God incarnate for Christians today</b>, including its impact on worship, identity and hope</li> </ul> |

## End Points

|        | Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Term 1 | Review of Abrahamic Faiths and Non-religious beliefs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|        | <p>Identify Key texts, some key groups, core beliefs and central practices for:</p> <ul style="list-style-type: none"> <li>• Judaism</li> <li>• Christianity</li> <li>• Islam</li> <li>• Humanism</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Term 2 | The Buddha: how and why do his experiences and teachings have meaning for people today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|        | <p>By the end of this unit, students will be able to explain how the Buddha's experiences led to key Buddhist teachings, describe how Dharma and Sangha shape Buddhist life today, and evaluate whether Buddhist ideas about suffering, happiness and living well remain relevant in the modern world.</p> <p><b>1. Explain the significance of the Buddha's life and experiences.</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Retell key events in Siddhattha Gotama's life.</li> <li>• Explain how the Four Sights, meditation, and enlightenment influenced Buddhist teachings.</li> <li>• Make links between experiences of suffering and the search for meaning.</li> </ul> <p><b>2. Demonstrate knowledge and understanding of key Buddhist teachings.</b></p> <p><b>Students can:</b></p> |

- Describe the Three Universal Truths, Four Noble Truths and Noble Eightfold Path.
- Use key vocabulary accurately (e.g. dukkha, anicca, anatta, enlightenment, nirvana/nibbana, dharma).
- Explain how these teachings are intended to reduce suffering

### **3. Explain how Dharma guides the lives of Buddhists today.**

#### **Students can:**

- Describe how Buddhists use the Buddha's teachings in everyday life.
- Explain the purpose of the Five Precepts and meditation.
- Give examples of how beliefs influence behaviour and decision-making.

### **4. Understand the importance of Sangha and Buddhist community.**

#### **Students can:**

- Explain the role of monks, nuns and lay Buddhists.
- Describe the importance of Sangha as one of the Three Refuges.
- Compare different Buddhist traditions such as Theravada and Mahayana.

### **5. Analyse different views about suffering, happiness and the purpose of life.**

#### **Students can:**

- Compare Buddhist ideas with religious and non-religious worldviews they have previously studied.
- Identify similarities and differences in approaches to suffering and human flourishing.
- Support their ideas with evidence and examples.

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|               | <p><b>6. Evaluate whether the Buddha's teachings remain relevant today.</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Consider the relevance of the Five Precepts, meditation and the Eightfold Path in modern society.</li> <li>• Discuss differing viewpoints about whether Buddhist teachings help people live well today.</li> <li>• Construct a balanced, evidence-based personal response</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Term 3</b> | <p><b>Absolute and Relative morality.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|               | <p>By the end of this unit, students will be able to explain where moral beliefs come from, analyse ethical issues using rules-based, outcome-based and virtue ethics approaches, evaluate the influence of religious and non-religious worldviews on moral decision-making, and justify their own conclusions about how people decide what is right and wrong.</p> <p><b>1. Understand where moral beliefs come from</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between morality and ethics.</li> <li>• Describe how family, religion, culture, laws, schools and personal conscience can influence moral decisions.</li> <li>• Recognise that people may reach different conclusions because they have different sources of authority.</li> </ul> <p><b>2. Explain different sources of authority in moral decision-making</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Identify different authorities such as parents, religious teachings, governments, laws and personal conscience.</li> </ul> |

- Explain why different groups may have authority in different situations.
- Consider the relationship between power, responsibility and decision-making.

### **3. Apply the three main ethical frameworks to moral issues**

**Students can:**

- Describe rules-based (deontological), outcome-based (consequentialist) and intention-based (virtue ethics) approaches.
- Use each framework to analyse ethical dilemmas.
- Explain how different approaches may lead to different conclusions.

### **4. Evaluate strengths and weaknesses of different ethical approaches**

**Students can:**

- Compare rules-based, outcome-based and virtue ethics approaches.
- Identify advantages and limitations of each framework.
- Justify which approach they find most convincing in particular situations.

### **5. Analyse how religious and non-religious worldviews influence ethical decisions**

**Students can:**

- Explain how beliefs and values shape responses to moral questions.
- Make links between ethical theories and religious teachings, including Buddhism, Christianity, Judaism and Islam.

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|               | <ul style="list-style-type: none"> <li>• Recognise both similarities and differences in approaches to right and wrong.</li> </ul> <p><b>6. Construct and justify a personal response to ethical issues</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Evaluate a range of viewpoints on moral dilemmas.</li> <li>• Develop a balanced argument using evidence and reasoning.</li> <li>• Reach a justified conclusion about how people should decide what is right and wrong.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Term 4</b> | <p align="center"><b>Absolute and Relative morality contd. Careers in RE.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|               | <p>By the end of this careers unit, students can:</p> <ul style="list-style-type: none"> <li>• Explain what a vocation is and how it can influence a person's career choices.</li> <li>• Identify ways that knowledge and skills developed in RE can be used in a range of careers, including beyond religious roles.</li> <li>• Describe how RE knowledge can support people working in mediation, peacebuilding, law, medicine, social care, business or journalism.</li> <li>• Explain how qualities such as empathy, respectful dialogue and understanding different viewpoints are valuable in the workplace.</li> <li>• Use the example of Peter Marsden to explain how RE knowledge can contribute to resolving conflict and promoting peace.</li> <li>• Reflect on their own interests, strengths and values when considering future careers and possible vocations.</li> </ul> |
|               | <p align="center"><b>Sikhi teachings.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Term 5

By the end of this unit, students will be able to explain how Sikh beliefs about Waheguru, the Guru Granth Sahib and the teachings of Guru Nanak inspire Sikhs to practise equality, service and community life, and evaluate how these beliefs are expressed in the lives of Sikhs today.

- **Theology:** Sikh beliefs about God, Guru Nanak, Guru Granth Sahib and Khalsa.
- **Human & Social Sciences:** Sikh identity, community, worship and life in modern Britain.
- **Philosophy/Ethics:** Equality, justice, service and the treatment of others

### 1. Understand Sikh beliefs about God and their importance

Students can:

- Explain Sikh beliefs about Waheguru and Ik Onkar.
- Describe the significance of the Mool Mantar.
- Explain how beliefs about one God influence Sikh values and ways of life.

### 2. Explain the significance of Guru Nanak's teachings

Students can:

- Describe key teachings of Guru Nanak, including equality, service and devotion to God.
- Explain why Guru Nanak challenged social inequalities such as the caste system.
- Make links between Guru Nanak's teachings and Sikh life today.

### **3. Analyse how Sikh teachings on equality are put into practice**

**Students can:**

- Explain Sikh beliefs about the equality of all people regardless of gender, caste, race or background, using examples such as langar, the rejection of caste discrimination and equal participation in worship.
- Evaluate the continuing importance of equality in Sikh communities today.

### **4. Explain the importance of sewa and community**

**Students can:**

- Define sewa as selfless service.
- Describe how Sikhs practise sewa through langar, charity and everyday acts of kindness.
- Explain how serving others reflects Sikh beliefs about God and humanity.

### **5. Understand how Sikh identity is expressed through worship and commitment**

**Students can:**

- Explain the role of the gurdwara and Guru Granth Sahib in Sikh life.
- Describe the significance of the Khalsa, Amrit initiation and the Five Ks.
- Explain how commitment to the Panth shapes Sikh identity and belonging.

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|                      | <p><b>6. Evaluate what it means to be a Sikh in Britain today</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Explore the diversity of Sikh beliefs and practices among young Sikhs.</li> <li>• Explain ways Sikh values influence everyday life in contemporary Britain.</li> <li>• Compare different experiences of Sikh identity and commitment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Term 6</b></p> | <p><b>What difference does it make to believe in life after death?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                      | <p><b>By the end of this unit, students will be able to explain and evaluate a range of religious and non-religious beliefs about life after death, analyse how these beliefs influence values, behaviour and ideas about legacy, and justify their own thinking about this important question.</b></p> <ul style="list-style-type: none"> <li>• <b>Theology:</b> beliefs about heaven, eternity, salvation and the afterlife.</li> <li>• <b>Philosophy:</b> questions about death, meaning, immortality and purpose.</li> <li>• <b>Human and Social Sciences:</b> how beliefs shape behaviour, funerals, remembrance, identity and legacy.</li> </ul> <p><b>1. Explain how Religious beliefs about life after death influence the way people live</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how beliefs about heaven, eternity, rebirth affect people's choices and priorities.</li> </ul> |

## **2. Analyse Humanist responses to death and meaning**

### **Students can:**

- Explain the Humanist belief that there is no afterlife. Explain how Humanists find meaning and purpose without belief in God or life after death.
- Describe the importance of living well, helping others and leaving a positive legacy.

## **3. Evaluate the idea of legacy and remembrance**

### **Students can:**

- Explain what is meant by a person's legacy.
- Reflect on how people can continue to influence others after death.
- Compare religious ideas of eternal life with Humanist ideas of being remembered through one's impact on others.

## **4. Explore different responses to questions about death and mortality**

### **Students can:**

- Discuss questions such as whether death should be feared, whether life has meaning without an afterlife, and whether good actions have lasting value.
- Explain why people reach different conclusions about these questions.
- Show understanding of a range of viewpoints.

## 5. Construct and justify a personal response

**Students can:**

- Evaluate different religious and non-religious beliefs about life after death.
- Use reasons and evidence to support their views.
- Reach a balanced conclusion on the question: *"How far does it make a difference if you believe in life after death?"*