



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *Hinduism: What can we learn from some aspects of the Hindu religion?*

Year Group: 5/6



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About this unit:

This unit introduces pupils to some of the key concepts of Hinduism. It looks at the Hindu belief in a Supreme Being (God) and how this belief is conveyed through practices and worship.

The unit uses active learning styles and strategies to help pupils to understand the place of ritual and festival in Hindu life, making links to their own experience of religious or family celebrations. It encourages pupils to look below the surface of religious story and practice to think about the underlying religious beliefs and ideas.

The unit has a global dimension: considering Hindu practices and festivals in India and in the UK and how they are similar and different.

The focus is on knowledge and understanding of religious beliefs, practices and ways of expressing meaning and to think for themselves about questions to do with identity, diversity, experience and commitments.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme Hinduism.

The unit provides opportunities for the development of understanding of religious diversity and key Hindu beliefs and concepts, including samsara, atman, reincarnation, Brahman and the triumph of good over evil.

This unit contributes to the continuity and progression of pupils' learning by enabling them to build upon prior knowledge about Jewish and Christian festivals and apply skills learned to their study of Hindu celebrations and practices. It can also build on the Lower Key Stage Two unit on "Light and Dark" which schools may have selected to study.

The unit anticipates a further study of Hinduism at Key Stage Three.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*

The core RE concepts that the unit develops are:

- Beliefs** (Hindus believe that God is manifest through many different aspects);
- Responsibility** (Being a member of a group, in this case, the Hindu religion, brings responsibilities as well as privileges);
- Destiny** (The world and people in it have an ultimate purpose).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Respect for all** by developing a willingness to learn about the special place Hindus give to ritual and celebration, and thinking about their own celebrations. They are challenged to see the value of a plural community, in which all are respected;
- **Open mindedness** by engaging in positive discussion and debate through considering the importance of ritual and celebration in Hindu traditions, and thinking through the ways in which a society like ours should take account of religious differences.

The unit will provide these opportunities for pupils:

- To consider the Hindu concept of God;
- To think about their own experiences and views in relation to questions such as “What happens when we die?”
- To consider why ritual and celebration are so important to people and consider rituals, festivals and celebrations in their own community;
- Experiences will include discussion, debate, a variety of writing styles and art activities, and ICT through exploring websites and organising information;
- To reflect upon their own views and respond thoughtfully.

Background information for the teacher:

Hinduism is an ancient religious tradition that has its origin in the Indus Valley region of India. Members of the faith group may use the term Sanatan Dharma or Eternal Way to describe how they live their lives rather than the term Hinduism, which was used by Europeans to describe the religion of the Indus Valley.

The Hindu tradition is a diverse religion. In Britain there are Hindu worshippers of many deities, (gods and goddesses) and some who do not worship through any particular deity. These deities are however all aspects of one divine being, Brahman. The aspects of the supreme power are represented through the idea of the Trimurti:

- Brahma, the creator, source of all creation;
- Vishnu, the preserver, responsible for maintaining all things good on earth;
- Shiva, the destroyer, needed because some things are harmful and these things need to be changed to allow the creation of new things.

Most Hindu worship takes place in the home with additional visits to a communal place of worship called a Mandir. Some Hindus may visit on a regular basis whilst others may only visit on special occasions. Hindu homes may also have a shrine, either in a separate room, corner of a communal area or even as simple as a shelf where worship, puja, is carried out each day. Puja will usually take place early in the morning to ensure a good start to the day.

Dharma is an important part of being a Hindu. Dharma relates to the fulfilling of duties on a religious level and towards family members. There are many important duties linked to the different stages of life including not getting angry, being truthful, working for justice, forgiving people, having children when you are married, trying not to quarrel, living a simple life, working hard, looking after your family, fulfilling religious duties and respect for elders. Pilgrimage is also part of dharma.

There are many sacred places in India, including temples, places where important events have taken place and rivers, including the most sacred River Ganges.

Pilgrimage can happen for a number of reasons: to say thank you for something good, to say sorry or to ask for help and may happen at any time, though this is often around the time of a festival.

Karma is the law of cause and effect. Hindus believe that everything we do has a positive or negative effect, which is closely linked to their beliefs in the cycle of reincarnation.

Diwali is one of the most important festivals during October or November. It is a festival of lights lasting two to five days which signals the start of Hindu New Year. It is a time to celebrate the victory of good over evil, a time to start again and renew friendships. It is also celebrated by Sikhs and Jains.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><i>Specific religions</i></p> <p><i>Hindu traditions and religion</i></p> <p>Arti Aum Ashramas Atman Bhagavad Gita Brahma Brahman Deities Dharma Divali Divas Ganesha Hanuman Karma Lakshmi Mandir Moksha Murti Puja Rama Ramayana Reincarnation Shiva Shrine Sita Trimurti Vishnu</p> <p><i>Religious Studies</i></p> <p>Celebrate Devotion Festival Ritual Sacred Symbol Worship</p>	<p>Teachers might use:</p> <p>Artefacts</p> <ul style="list-style-type: none"> ▪ Articles of Faith ▪ Religion in Evidence -TTS Group <p>Web</p> <ul style="list-style-type: none"> ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ www.theresite.org.uk ▪ www.re-xs.ucsm.ac.uk/schools/ ▪ http://www.strath.ac.uk/curricularstudies/re/db/redrawings/hindudeities for a wide range of free downloadable Hindu deity line drawings ▪ http://www.devon.gov.uk/dcs/re/places/index.html ▪ http://www.hindunet.org/god/Gods/rama/ ▪ http://www.hindunet.org/puja/ “Light your lamp and say your prayers” – sound file ▪ http://www.btinternet.com/~vivekananda/ - worship ▪ http://www.hindukids.org/pray.shtml - audio + text ▪ http://www.atschool.eduweb.co.uk/manorlh/hinduism/hindui.html Puja described for primary pupils. ▪ BBC Religion and ethics website: search for Hinduism pages. <p>Books</p> <ul style="list-style-type: none"> ▪ My Life as a Hindu – Guy, Mizon & Morgan (Pub. Dref Wen) ▪ Growing up in Hinduism - Jacqueline Hirst and Geeta Pandey (Pub. Longman) ▪ For information on Hindu prayer and family life, see Dilip Kadodwala, 1996, Living Religions: Hinduism, Nelson Thornes, ISBN 0-17-428054-8 ▪ Religion through Festivals series - Hinduism (Pub. Longman) ▪ Developing Primary RE: Home and Family (Worship in Hindu Home) RE Today, ed. Mackley ▪ Developing Primary RE: Faith Stories (Divali story activities) RE Today, ed. Macklay ▪ Developing Primary RE: Celebrations, Special Times, Faith Stories (Divali story activities) RE Today, ed. Macklay ▪ Primary RE: Opening up Hinduism, RE Today, ed. Fiona Moss ▪ Teaching RE: Hinduism 5-11, RE Today ▪ Curriculum Bank for RE – Bill and Lynn Gent. Pub. Scholastic pg150/151 (photocopiable materials – Mandir) ▪ Hindu story and symbol - Jenny Rose (BFSS National RE Centre 1997) ▪ Stories from the Hindu World - Jamila Gavin (Macdonald 1986) ▪ Hindu Scriptures - VP Hemant Kanitkar (Heinemann 1994) ▪ The Elephant Headed God and other Hindu Tales - Denjani Chatterjee (Lutterworth Press 1989) ▪ Teaching with text – Breuilly & Palmer (Scholastic) <p>Film, DVD and video</p> <ul style="list-style-type: none"> ▪ Pathways of Belief (BBC) Hinduism.

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

- Opportunities for **spiritual development** come from discussing and reflecting on key questions of meaning and truth. E.g. Does good always triumph over evil? What happens when we die? Does how we behave affect our destiny?
- Opportunities for **social development** come from learning about and reflecting on important concepts and experiences e.g. coming together for family and community celebrations, freedom, salvation, victory of good over evil, enjoying diversity;
- Opportunities for **cultural development** come from valuing diversity as pupils learn about different ways in which communities behave and remember and celebrate important events and beliefs, such as Divali.

Expectations: At the end of this unit...		
<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe the ways in which Hindus worship, suggesting why it is important to them. (AT1) • Describe worship within the Mandir, a Hindu home or at a festival, using some religious words accurately, and know the names of some Hindu deities. (AT1) • <i>Make links between ways of belonging to a Hindu community, and their own experiences of ritual, festivals and celebrations.</i> (AT2) 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary linked to Hinduism when expressing ideas about Hindu beliefs and festivals, identifying similarities and differences with other religions. (AT1) • Respond to a range of questions relating to the meanings and purposes of Hindu worship. (AT1) • <i>Apply ideas for themselves about the triumph of light over darkness and good over evil, to new examples. E.g. What would change if good triumphed over evil in Northamptonshire today?</i> (AT2) 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individual Hindus and communities. (AT1) • Describe some of the reasons why people belong to religions. (AT1) • <i>Pose and suggest answers to, questions of sacredness, identity, belonging, meaning, purpose and values and commitments, relating them to their own and others' lives.</i> (AT2)
<p>ASSESSMENT SUGGESTIONS</p> <p><i>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</i></p> <p><i>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.</i></p> <p><i>The activities below could be used to gather evidence of achievement.</i></p> <p>What can we learn from Hindu practices and festivals?</p> <p>Give the pupils the four points below and ask - How does this practice/festival...</p> <ol style="list-style-type: none"> 1. Connect with a story/tradition of significance to the Hindu community? 2. Express beliefs about the faith? 3. Allow Hindus to celebrate personally and as part of a community? 4. Have an impact for the believer? <p>Identify and talk about practices and festivals they take part in. What story or event do they recall? How do they celebrate at home or in the community? Similarities and differences to Divali? In what way?</p> <p>Consider questions and express views:</p> <p>Pupils can make up their own questions to prompt enquiry:</p> <ol style="list-style-type: none"> 1. Can people who are not Hindus share the celebration? 2. Does light win over darkness? Good over evil? How? Why? When? 3. How do they think Hindus would feel if their festival was banned? 4. Could their religion and way of life continue without celebrations? 		

UNIT TITLE: Hinduism: *What can we learn from some aspects of the Hindu religion?*

Key Question: *What do I know about India already?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To extend prior knowledge about the country of India.</p> <p>To challenge any stereotypical images of India and its people.</p>	<p>Have pictures of a range of things associated with the people and the country of India e.g. temples, historical sites, clothes, scenery, food etc. Avoid stereotypical images.</p> <p>Ask what these pictures bring to the pupils' minds without saying where the pictures are set. Using KWL grids, ask them to list facts that they know about India already and raise a few key questions to which they would need answers to gain a basic understanding of India. Be careful to dispel myths/stereotypical images that may arise. Groups present their findings after researching the answers to questions raised.</p> <p>Give additional information as appropriate to broaden knowledge and understanding about this wonderfully diverse country.</p> <p>Using a timeline and map to help, explain that Hinduism originated in India about 4000 years ago in the Indus Valley. Put people/civilisations/events relevant to the pupils onto to the timeline (e.g. Tudors and Stuarts, Jesus, Romans, Egyptians etc).</p>	<p>I can describe key features of India. (AT1 L3)</p>	<p><i>Ensure India is portrayed as a land of beauty and contrast – cities, beaches, mountains, incredible buildings, different religions, different lifestyles etc.</i></p>

Key Question: *How do we see things?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider how people see things differently.</p> <p>To show understanding of what Hindus believe about God.</p>	<p>Show a detailed picture and ask the pupils to write down three words to describe it.</p> <p>Discuss the words chosen. Were words the same or different?</p> <p>Read a story such as “The Blind Men and The Elephant”.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Which of the blind men was right? • Which was wrong? • How did the men feel when the others described such a different thing? • Do we ever behave like that? <p>Have a feely bag with ten different objects in. Ask ten pupils in turn to put their hand in the bag, take hold of an object and, without seeing it, describe it to the class. Repeat with the ten different objects.</p> <p>Discuss how the pupils felt trying to describe something they couldn't see.</p> <p>Refer back to the picture activity and how they felt about trying to describe the picture with such limited words only.</p>	<p><i>I can ask and suggest answers to questions about how people can see and experience things differently. (AT2 L4)</i></p> <p>I can use developing religious vocabulary to describe and show understanding of the Hindu belief about God. (AT1 L4)</p>	

	<p>Discuss situations where pupils may have seen things differently from each other. Why? Use a variety of images to help (e.g. The Old Lady/Young Girl Image).</p> <p>Explain that in Hinduism there is only one God but many ways to describe God. Because God is so perfect and so complex, words are not enough to describe 'It' and because God has so many qualities people see 'It' differently. God (BRAHMAN) is neither male nor female but is referred to as the Supreme Being or 'It'. To help people know what God is like there are many <u>DEITIES</u> to show the qualities that God has.</p> <p>Display a range of <u>MURTIS</u> and picture of the Trimurti of <u>BRAHMA</u>, <u>VISHNU</u> and <u>SHIVA</u>. Explain that those are three important deities.</p> <p>Ask the pupils to briefly look and describe some of the qualities they think the deities seem to possess. (E.g. Vishnu – kind, loving. Shiva – destructive etc). Explain how the Trimurti sums up the belief about the cycle of life in Hinduism – Samsara.</p> <p>Illustrate how we, as human beings, can be one person and yet have many different roles e.g. I am a teacher, wife, daughter, friend etc. Pupils think about the roles they have to play and how different these might be.</p> <p>Pupils produce an explanation of the Hindu belief about God for somebody who knows nothing about Hinduism.</p> <p>Explain that Hindus believe that all living things have part of Braham in them (Atman) which can never die. When the body dies, Hindus believe that the atman (Soul) will be reincarnated into another body. What do pupils think about "reincarnation?" What effects might this belief have upon a Hindu's way of life?</p>		<p><i>Use the term deity rather than gods/goddesses initially to avoid pupils thinking Hinduism has many Gods which it does not!</i></p> <p><i>Brahman = Supreme Being</i></p> <p><u>The Trimurti:</u> <i>Brahma = Creator;</i> <i>Vishnu = Preserver;</i> <i>Shiva = Destroyer/Re-Creator.</i></p> <p><i>Destruction is necessary so that life can begin again. Creation comes from destruction.</i></p> <p><i>Hindus believe God creates, preserves, destroys and re-incarnates.</i></p> <p><i>The cycle of birth, life, death and reincarnation is called Samsara.</i></p>
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Key Question: *What can stories and images of deities tell us about Hindu belief about God?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To further understanding of the concept of God in Hinduism and the role of the deities.</p>	<p>Tell a story about Krishna, such as how he became blue, stealing the milk or another.</p> <p>Ask the pupils to imagine the story as a DVD running. Press the pause button when they get to what they consider to be the most important part of the story. They then illustrate the scene and explain why they have chosen that moment</p> <p>Or:</p> <p>Pupils could construct a DVD cover with the picture on the front and suitable 'blurb' on the back to reveal an outline of the story. They then select a suitable title to 'sell' the story without giving too much away!</p> <p>Discuss the different scenes that have been selected.</p> <p>Discuss:</p> <p>What does the story tell us about the qualities of God in Hinduism?</p> <p>Why might this story be important to Hindus?</p> <p>What does it tell us about what Hindus believe?</p> <p>How might this affect the lives of devout Hindus?</p> <p>In groups, the pupils are given stories, facts, pictures and murtis about one other deity. As a group, they use all the evidence to put together an explanation of what this says about God in Hinduism and why this deity is important to Hindus</p> <p>Groups report to the rest of the class about their deity.</p> <p>Compile findings of all the groups. What does this add to our understanding of God in Hinduism?</p> <p>How does this compare with belief about God?</p>	<p>I can use developing religious vocabulary to describe and show understanding of the Hindu concept of God (AT1 L4)</p> <p>I can make links and describe some similarities and differences about beliefs in God in Hinduism and another religion. (AT1 L4)</p>	

Key Question: *What happens in a Mandir?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe the key features of a Mandir.</p> <p>To describe aspects of Hindu worship.</p>	<p>Discuss what sorts of things might make a place special. Include places special to them as individuals and also to the community in which they live. Link with previous units on Islam and Christianity.</p> <p>Identify similarities and differences between the reasons we may have for choosing a special place for an individual and a special place for a community.</p> <p>Show pictures of different types of Mandir in England and India.</p> <p>Arrange a visit to a <u>MANDIR</u>, preferably to watch an <u>ARTI</u> ceremony. Alternatively show a video and use posters to show the features of a Mandir and to explain what worshippers do when they enter the Mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of <u>PRASHAD</u>).</p> <p>Before a visit, ask the pupils to prepare questions to ask at the Mandir. Encourage questions about why things happen and how it makes the worshipper feel.</p> <p>Why is the Mandir important to Hindus?</p> <p>Allow a quiet time on entering the Mandir when the pupils can reflect on what they can see, hear, taste, smell and how they feel etc, as well as questions they have. Jot ideas down which can be used to help write poems on return to school.</p>	<p><i>I can raise and suggest answers to questions of sacredness, belonging and commitment.</i> (AT2 L4)</p>	<p><i>Lower attaining pupils can use a simple structure such as:</i></p> <p><i>I see...</i></p> <p><i>I hear...</i></p> <p><i>I smell...</i></p> <p><i>I taste...</i></p> <p><i>The Mandir makes me feel...</i></p>

Key Question: Are all Mandirs the same?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To compare religious buildings within and between religions.</p> <p>To begin to understand that there is diversity of expression of belief within all religions.</p>	<p>Read "Tividale Tirumala" from "Teaching with Text". This is about a Mandir which was built in Birmingham in 1998.</p> <p>Compare the description of this Mandir with the one visited.</p> <p>Take a virtual tour of another Mandir or show pictures to extend understanding. More able pupils could read "A Letter from Mombassa," looking at a Mandir in another country in order to draw further comparisons.</p> <p>Discuss the idea of places of worship in general. Why do people try to make such places beautiful, made with the best materials?</p> <p>Compare the Mandir and worship with another religious building and the worship that takes place there, such as a Church.</p> <p>Groups prepare leaflets for visitors to a Mandir outlining what they can expect to find/see, why it is there and why it is so important to Hindus. Also, they can include how people should behave during a visit.</p>	<p>I can make links between different religions, identifying similarities and differences between religious buildings and worship. (AT1 L4)</p> <p>I recognise diversity in forms of religious expression within Hinduism. (AT1 L5)</p>	

Key Question: *How do Hindus worship at home?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know how Hindus may worship at home.</p> <p>To consider how religious beliefs can impact on a person's way of life.</p>	<p>Use a picture of worship in a Hindu home and ask a group of pupils to construct a 'frozen tableaux' of the picture. Ask the class what they think is happening. Where it is? What clues are there? What do the body language and facial expressions tell you?</p> <p>Reveal the picture and discuss further what is happening. What does it tell you about a Hindu home? What does it tell you about Hindu beliefs?</p> <p>Using further pictures and/or film clips, ask the pupils to freeze frame scenes from worship in the home. Thought tap individuals about how they think they feel as devout Hindus.</p> <p>Why is worship in the home important?</p> <p>Invite a Hindu visitor to set up a shrine area in the classroom and demonstrate puja. Question the visitor as to why they do what they do and how it makes them feel.</p> <p>Discuss how religious beliefs impact on a person's way of life.</p>	<p>I can describe the impact of religion on a Hindu's life. (AT1 L4)</p>	

Key Question: *Why is music an important part of Hindu worship?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that music is an important part of Hindu worship.</p> <p>To reflect upon the effects of music on people.</p>	<p>Listen to extracts of Hindu bhajans/Kirtans and music. Reflect upon it and respond using a choice of media to express feelings evoked, such as paint, pastels, collage etc. Alternatively, create a dance.</p> <ul style="list-style-type: none"> - Why is music important in Hindu Worship? - How can music make us feel? - When is it important to pupils? - Why are Bhajans used? <p>Pupils create a piece of music or a 'Bhajan' (verse) to reflect something that is extremely important to them.</p> <p>Share creations.</p>	<p><i>I can apply ideas about devotional hymns and music to my own life.</i> (AT2 L4)</p>	<p><i>A Bhajan is any type of devotional song. It has no fixed form. It may be as simple as a Mantra or very sophisticated.</i></p>

Key Question: *What writings are important to Hindus?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the writings/books that are sacred within Hinduism.</p> <p>To reflect on passages from Hindu sacred writings and suggest meanings.</p> <p>To reflect on and express their own special words.</p>	<p>Using posters and copies of the Scriptures introduce the pupils briefly to;</p> <ul style="list-style-type: none"> - Vedas - Upanishads - Mahabharata - Ramayana - Bhagavad-Gita <p>Explain that the Scriptures are divided into <u>SMRITI</u> (heard/revealed) and <u>SHRUTI</u> (remembered) and are written in Sanskrit. The most popular scripture, The Bhagavad-Gita, is in the Mahabharata and has many stories about Krishna. Stress the idea that all religions have holy books and discuss what makes a holy book special and how it might be treated to show this.</p> <p>Ensure that the pupils understand fully the idea of spoken tradition by playing ‘Chinese Whispers’. What happens? How might the message develop/change?</p> <p>Ensure that the pupils fully understand that holy books contain words that have special meanings and that are special to followers of that faith.</p> <p>Give pupils a copy of some words from one of the Hindu Holy Books. Talk about the meaning of the words and why the words might be special to Hindus today. Pupils suggest reasons for the importance of Hindu Scriptures to followers. Explain that people often have special words that mean a lot to them. Ask the pupils if they have any favourite poems or sayings and discuss something that may have inspired them such as the lyrics of a song or reading etc.</p> <p>Tell the pupils that they are going to collect about 15 words which are special to them, inspire them or make them think. Give them the opportunity to read out some of their words and to talk about why they chose them.</p> <p>Make a class display or book of ‘Special Words’.</p>	<p>I can use developing religious vocabulary to describe and show understanding of sources in Hinduism. (AT1 L4)</p> <p><i>I can apply simply ideas from Hinduism to my own and other people’s lives. (AT2 L4)</i></p>	

Key Question: *What is the story behind the festival of Diwali?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To develop understanding of character and action within story.</p> <p>To know the story of Rama and Sita.</p>	<p>Introduce (or recap) the story of Rama and Sita. Explain that it comes from the Mahabharata which is part of the Bhagavad-Gita.</p> <p>What is the meaning of this story?</p> <p>Pupils identify and discuss in pairs what the characters represent (e.g. Ravana – evil) and how this is shown. Individually write about this, together with explanations of why they think the story has lasted hundreds of years and what the meaning of the story is.</p> <p>Can pupils think of stories from the cultures/faiths which have similar messages?</p>	<p>I can make links between the characters and their actions. (AT1 L3)</p> <p>I can make links between the story and the impact on a Hindu's life. (AT1 L4)</p> <p>I can suggest meanings in the stories. (AT1 L4)</p>	

Key Question: *What happens at Divali in Britain today?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand that although the UK and India share many ways of celebrating Divali, the Hindu communities in Britain are also developing their own ways of celebrating the festival.</p>	<p>What happens during Divali?</p> <p>Explore customs and events linked to the festival of Divali. (Hindus clean their houses, wear their best clothes, renew or improve relationships. Towns may organise street parties with public lights and celebrations.)</p> <p>Use video/internet to explore Divali celebrations in the UK, e.g. Northampton, Wellingborough, Leicester.</p> <p>Invite a Hindu visitor to answer pupils' questions about how they celebrate Divali in their family, Mandir and community. Pupils plan the visit, write questions.</p> <p>Make a record of the visit - write a magazine article, a PowerPoint presentation etc.</p>	<p>I can make links between the story and the history of the festival and its modern British expressions. (AT1 L3)</p> <p>I can show understanding of how a festival may be celebrated in different ways which have meaning to a community.(AT1 L4)</p>	

Key Question: *What is so special about Divali for Hindus?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe and understand the impact the festival of Divali may have on an individual.</p>	<p>Why is Divali important for Hindus?</p> <p>Explore with pupils the beliefs of Hindus as they celebrate this festival.</p> <p>Some Hindus are reminded of Rama's victory over the demon king Ravana. Hindus also believe that the goddess Lakshmi is the provider of wealth, bringing blessings and good fortune. Divas (lights) guide Lakshmi to people's homes and also guided Rama and Sita back home after their exile.</p> <p>Pupils should consider what kind of thoughts, intentions and plans come from the celebrations, and how it impacts on the lives of individuals: This is the start of the Hindu New Year. Some Hindus make 'New Year resolutions' to lead better lives – more devoted, thankful, generous.</p>	<p>I can show understanding of the significance of Divali in the Hindu community. (AT1 L4)</p>	<p><i>There is a community cohesion dimension to this part of the work. Opportunities should be provided for pupils to express their own respectful attitudes.</i></p>

Key Question: *What ideas in the Divali festival link with our own lives?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify and comment on similarities and differences between Divali and another festival they know well.</p> <p>To make links to their own experiences of celebration and begin to generalise their learning.</p>	<p>Divali: does it matter to me?</p> <p>Refer back to the stories identified by pupils where good conquers evil. Explain the connection between the story and the lighting of divas to celebrate Divali. Do lights have any meaning for the pupils? What experience of welcome, celebration, hope, and peace after conflict do they have? Link their experiences to light.</p> <p>Links to life. Talk to pupils about times when they have overcome difficulties: did they have a 'light' that guided them? – People, thoughts, actions.</p> <p>Produce a collage showing examples of good defeating evil in the world. Annotate with explanations to why they have chosen specific examples and how they try and support good defeating evil.</p> <p>Divali is a time of new starts. Notice the 'fresh start' in the story of Rama and Sita when Sita returns from exile. Discuss the idea of a 'fresh start', 'wiping the slate clean'. People talk about 'the first day of the rest of their lives'. What changes or promises would they make to themselves if they had this opportunity? Is there anything they would like people to forget about their old life? What characteristics would they keep?</p>	<p><i>I can make links between good and bad things which happen today, making links to the symbolism of light and darkness from the Divali celebration. (AT2 L3)</i></p> <p><i>I can apply ideas about the festival to myself and my own life. (AT2 L4)</i></p> <p><i>I can ask and respond to questions about good defeating evil in my own and others' experiences. (AT2 L5)</i></p> <p>I can describe what is similar and different between various festivals and suggest some reasons why there are similarities. (AT1 L4)</p>	<p>Experiences such as:</p> <ul style="list-style-type: none"> - Being tempted to do something wrong but resisting; - A teacher stopping bullying etc. <p>Make sure this is a positive experience for all pupils balancing qualities they would keep alongside qualities they might not be so proud of.</p>

	<p>Divali is also a time when Hindus are thankful for the material things in life. Listen to the story of Lakshmi. Hindus believe that Lakshmi brings blessings and good fortune. What are the pupils most thankful for? Name treasured possessions. Why are they important? How do they show this? Explore material things in life - which are essential, which are luxuries? How do pupils differentiate?</p> <p>Divali is a unique festival but also has similarities to many others. Pupils work in pairs to write lists that compare Divali to another festival or secular event like New Year or Comic Relief.</p> <p>Consider questions, (pupils should be given time to make up their own):</p> <ul style="list-style-type: none"> ➤ Should Divali be a day off work for Hindus in Northamptonshire or in the UK? ➤ Can people who are not Hindus share the celebrations? ➤ What are the main beliefs expressed through Divali? ➤ Does light win over darkness, good over evil? Can pupils give examples? <p>Can the pupils imagine how Hindus would feel if their festivals was forbidden or banned? Could their religion continue without celebrations? Discussion on this point should identify the importance and impact of festival on people's lives and relationships.</p>		<p><i>This part of the work provides opportunities for gifted and talented pupils to work at level 5, explaining differences between the impact of different festivals on the lives of those who celebrate.</i></p>
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Key Question: *What have I learned?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To show understanding of what has been learned in this unit.</p>	<p>Have a range of posters depicting scenes from Hinduism that the pupils have encountered. Partially cover the pictures so that only part can be seen.</p> <p>Give groups of pupils a covered picture and ask them to draw/annotate what they think is covered up</p> <p>Uncover the picture. Were they right?</p> <p>Ask the pupils to write 10-20 facts about their picture.</p> <p>Now they should devise 10 questions to which they need to find the answers in order to explain more about their picture.</p> <p>Provide different levels of text, DVD, CD Rom, websites etc so that pupils can find answers to their questions.</p> <p>Pupils put together the things they already knew with the newly acquired information and devise a presentation or display about their picture for the rest of the class</p>	<p>I can describe key features of Hinduism. (AT1 L3)</p> <p>I can use a developing religious vocabulary to describe and show understanding of sources, beliefs and practices in Hinduism. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p>	