



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Hinduism as a Living Religion: *What matters to Hindus?*

Year Group: KS3 Special Schools and Designated Special Provision Units (P5-L1)



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About this unit:

This unit enables pupils in Special Schools and Designated Special Provision Units to access and become familiar with some of the key features of Hinduism through artefacts, role play, stories and the use of ICT.

The focus is on some of the key beliefs and rituals of Hinduism and how they affect the daily life of a Hindu.

Pupils will be introduced to the concept of God and some of the ways that Hindus worship God, both at home and in the Mandir. They will become familiar with some of the more popular stories and celebrations and relate these experiences to their own lives.

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 key beliefs and practices from the religion of Hinduism.

The focus is on sensory approaches to learning to enable access for pupils at KS3 in Special Schools and Designated Special Provision Units who are working between P Scale Level P5 and up to Level 1 of the main Level Descriptions.

By focusing particularly on the concepts of ritual and celebration, it is hoped that this unit will contribute to the continuity and progression of pupils' learning by building on what they already know about Christian rituals and celebrations and those from other belief systems. It will also enable pupils to relate this learning to their own lives and experiences.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 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 areas of the curriculum 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*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Beliefs	Hindus believe that God is manifest in many different forms;
Responsibility	Being a member of a group, in this case the Hindu religion, gives 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 from different religions;
- **Appreciation and wonder** by developing their capacity to respond to new or different experiences.

The unit will provide these opportunities:

- Pupils will consider a diverse range of views about questions of the nature of God, dharma (duty), karma (cause and effect), worship, celebration and pilgrimage;
- Pupils will be able to think about their own experiences and views in relation to questions of the nature of God, duty and their relationship to others;
- A visit to a Mandir or/and a Hindu visitor talking about their own home shrine and how it is used for worship.

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. It 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>Hinduism Arti Atman Brahman Deities Dharma Divali Festival Ganesha God Interdependence Karma Lakshmi Mandir Murtis Puja Rama Rangoli Reincarnation Samsara Sita Worship</p>	<p>Teachers might use: Selection of Murtis (statues) Pictures of Deities Selection of stories about Deities Pictures of India Rangoli patterns Divali cards Prayer shawl Audio tapes of Indian music Pictures of Mandirs Hindu Wall Plaques Large range of resources available from: TTS/Articles of Faith</p> <ul style="list-style-type: none"> ▪ In Print Writing programmes (such as Communicate in Print, Clicker 5 or Boardmaker) to develop worksheets or activities accessible through touch screens. ▪ In Print Writing programmes (such as Communicate in Print and Boardmaker) or PEC's or AAC aids to enable all pupils to communicate during sessions. <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 ▪ Try www.balagokulum.org for stories and arts and crafts ideas. This is a US website ▪ www.crickweb.co.uk/assets ▪ www.asia.si.edu/education/asianGameBoards.htm for Hindu snakes and ladders game ▪ www.whiteboardroom.org.uk PowerPoint of the story of Rama and Sita ▪ www.primaryresources.co.uk for PowerPoint about the Trimurti ▪ www.sanatansociety.org pictures ▪ www.painsley.org.uk story of Brahma and Vishnu ▪ www.hinduism.about.com story of Shiva <p>Books My Hindu Faith - Evans A World of Festivals - Evans This is my faith: Hinduism - Ticktock</p> <p>Film and video Water, Moon, Candle, Tree and Sword (4Learning) Animated World Faiths.</p>

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

- Opportunities for cultural development come from enabling pupils to develop positive attitudes to people of different faiths and cultures;
- Opportunities for spiritual development come from enabling pupils to express their innermost thoughts through art, music and crafts;
- Opportunities for social development come from providing opportunities for pupils to work successfully in groups and from developing awareness of belonging.

EXPECTATIONS: At the end of this unit....				
Pupils working at P5 will be able to:	Pupils working at P6 will be able to:	Pupils working at P7 will be able to:	Pupils working at P8 will be able to:	Pupils working at Level 1 will be able to:
<ul style="list-style-type: none"> ▪ Use words, gestures, signs or symbols in response to a simple, familiar question or experience. (AT1) ▪ <i>Take part in an activity as part of a small group. (AT2)</i> 	<ul style="list-style-type: none"> • Contribute to celebrations or festivals. (AT1) • <i>Express and communicate feelings in different ways. (AT2)</i> 	<ul style="list-style-type: none"> • Listen to and follow a religious story. (AT1) • Find out about different aspects of religion through stories, music, visits and drama and respond to questions. (AT1) • <i>Respond to religious stories by saying how they make them feel. (AT2)</i> 	<ul style="list-style-type: none"> • Communicate simple facts about religion and its importance for some people. (AT1) • <i>Talk about religious stories and their moral and religious meanings. (AT2)</i> 	<ul style="list-style-type: none"> • From 6 artefacts or pictures, pick 3 that are associated with Hinduism and talk about them. (AT1) • <i>Talk about the different roles they fill in the groups they belong to. (AT2)</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

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.

A suggested assessment for learning task could be:

Pupils could sequence the story of Rama and Sita, talking about what is happening and then suggest reasons why Hindus use lights as a symbol for Divali.

The more able pupils may identify the four stages of life from Hinduism and link them to an appropriate duty or responsibility associated with that stage. They should also identify a duty/responsibility that they have for each group to which they belong and say why that is important.

UNIT TITLE: Hinduism as a Living Religion: *What matters to Hindus?*

Key Question: *Where do Hindus come from?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To find out some basic details of India: where Hinduism originated and where many Hindus live.</p>	<p>Offer a range of items associated with India for exploration, e.g. photos of Mandirs, photos of Indian scenery, sari fabrics, foods to smell and taste, joss sticks, etc. Explore the items with pupils. Talk about whether pupils are familiar with any of the items. Where do they think they come from?</p> <p>Find India on a map or globe. Briefly explain that this is where Hinduism originated.</p>	<p>Pupils will.....</p> <p>Begin to be aware of the key features of India. (AT1 P7)</p> <p>Be aware of some of the differences between England and India. (AT1 P7)</p>	

Key Question: *What do Hindus believe about God?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To begin to know about some of the core beliefs of Hinduism.</p> <p>To know that Hindus believe that God can be represented in many ways.</p>	<p>Discuss things that exist but that we can't see, for example air, the wind, etc.</p> <p>Introduce and explain the idea of an invisible, eternal spirit called Brahman, 'God' in Hinduism. Use stories to help explore the idea further. E.g. 'I am the taste in the water.'</p> <p>Discuss the different roles of a familiar member of staff, e.g. The class teacher might be a teacher, school bus driver, mother, daughter, wife etc. The person is one but with many roles.</p> <p>Explore the different roles which pupils may fill, e.g. son, brother, pupil, friend, milk monitor, member of student council, etc. Stress how it is possible to be one person but to have lots of different roles.</p> <p>Introduce and explore a variety of murtis or/and pictures of deities. Give their names and briefly explain their role in Hinduism. Explain that there is only one God in Hinduism but that these are showing attributes/roles of God (such as strength, wisdom etc).</p> <p>Choose one deity to draw, model, make rubbing of and talk about role (if possible).</p>	<p>Pupils will....</p> <p>Be aware that in Hinduism God is everywhere but cannot be seen. (AT1 P8)</p> <p><i>Be aware that a single person will fulfil many different roles. (AT2 P7)</i></p> <p><i>Identify themselves in a selection of roles. (AT2 P8)</i></p>	<p>Salt and Water story – 'Isa Upanishad.' A boy asks his father where God is and the father uses two glasses of water to help explain. Salt is put into one glass to show that though the salt cannot be seen when you taste the water it is clear that it is there.</p> <p>A selection of symbols or objects of reference may help understanding.</p> <p>Pupils may need a selection of symbols to choose from.</p> <p>www.sanatansociety.org has pictures of Hindu deities.</p> <p>Be aware that Hindus believe in one God (Ultimate reality / Supreme) but in many manifestations of the qualities of God.</p>

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

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that many Hindus worship at home.</p> <p>To be aware that puja is an activity to bring the whole family together.</p> <p>To know that Hindus may have a puja room or shrine in their home.</p>	<p>Explore pictures of puja rooms or home shrines which may be found in Hindu homes. Can pupils see anything that they recognise?</p> <p>Discuss activities that the pupils do as a member of a group at school: Circle Time, assembly, eat dinner, after school clubs etc. Why do they do this? How does it make them feel?</p> <p>Using pictures and artefacts, explain that many Hindus gather together in the home shrine area at the beginning of each day. It is a way of starting the day well with a blessing. Talk about the Gayatri Mantra that is often used (morning prayer) and why Hindus would want to make each day a positive day.</p> <p>Ask pupils to give their own ideas of how they could make the day a positive one for themselves. Write ideas on yellow strips of paper around a yellow circle to represent the sun. This could happen each day for a week or so. Discuss whether aims were achieved each day and feelings involved.</p> <p>Explore the items which may be in the shrine area. Objects to match the five senses are used so that the whole person is involved in worship. Demonstrate what arti involves.</p> <p>Set up a shrine in class to put the artefacts on display.</p> <p>Pupils decorate individual boxes with items to make them special to them.</p>	<p>Pupils will....</p> <p><i>Be aware of themselves as a member of a group.</i> (AT2 P6)</p> <p>Match an object from the shrine area to a sense. (AT1 P7)</p> <p><i>Contribute to the making of their own "shrine".</i> (AT2 P8)</p>	<p><i>Many pictures are available on Google image search.</i></p> <p><i>Individual example shrines could be made in shoe boxes.</i></p>

Key Question: *How do Hindus worship at the Mandir?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To become aware that worship is a way of expressing belonging.</p> <p>To know some of the ways in which Hindus worship.</p> <p>To talk about differences from or similarities to worship in other religions studied.</p> <p>To know that Hindus think that a Mandir is God's home on earth.</p>	<p>Explain that Hindus will go to the Mandir to worship God with others. The Mandir is at the heart of the community.</p> <p>Demonstrate elements of worship using DVDs, artefacts, pictures etc.</p> <p>Show that a bell is rung when entering the Mandir to waken the senses and to let God know that one is ready to worship.</p> <p>Show how offerings are made (flower, fruit, rice, incense, money) and explain that worshippers hope to receive a blessing in return.</p> <p>Demonstrate the marking of the forehead with red powder (tilak), a sign of God's blessing.</p> <p>Talk about the Priest performing arti, reading from the scriptures and the use of music, chanting of mantras and prayer.</p> <p>Compare activities that pupils do at home during the day (such as washing, dressing and eating) with rituals at the Mandir.</p> <p>Talk about the activities in the Mandir. Can pupils think of any similar or different activities that happen in worship in a different religion?</p>	<p>Pupils will....</p> <p><i>Make connections between their morning routines and the rituals at the Mandir. (AT2 P7)</i></p> <p>Talk about similarities and differences between Hindu worship and that of another religion. (AT1 L1)</p>	<p>www.balagokulum.org for instructions for a puja plate.</p>

Key Question: *What can we find in a Mandir?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore a Mandir and identify artefacts explored in class</p> <p>To experience the atmosphere of a Mandir using the senses.</p> <p>To reflect on being in a Mandir.</p> <p>To develop the numinous sense of mystery and wonder.</p>	<p>Prior to visit, talk about what pupils might see. Refer back to previous lessons, photographs, pictures and virtual tours of a Mandir.</p> <p>Visit the Mandir. Allow time to sit quietly taking in the atmosphere. Listen to the sounds. Smell, candles, incense. Look for the objects identified prior to the visit. What are they? How are they used? What do pupils like best? What interests them?</p> <p>Bring pupils' attention to how the images are treated by the worshippers. Talk about why this is so.</p> <p>Meet and talk to people who worship at the Mandir. What do they do there? Who do they go with? How do they feel? Why is the Mandir important to them?</p> <p>Pupils take photographs or tell staff what they would like photographs of so that they can be taken.</p> <p>On return to school produce a collage about the visit using photographs and words to express feelings or use ICT to produce a group presentation such as a PowerPoint to show what was learned and how they felt in the Mandir.</p>	<p>Pupils will....</p> <p>Identify objects associated with the Mandir and Hindu religion. (AT1 L1)</p> <p><i>Recall and reflect on the feelings associated with the visit to the Mandir. (AT2 P8)</i></p> <p>Select and talk about photographs of the Mandir to show what they learned on their visit. (AT1 L1)</p>	<p><i>A sheet of pictures or symbols from an In Print Writing programme (e.g. Communicate in Print) of items to look for may help focus exploration of the Mandir.</i></p> <p><i>On preliminary visit try to meet the host who will meet the class so that the visit can be itemised and any questions answered on both sides. Do's and don'ts. (See Support Materials guidance on visits.)</i></p> <p><i>PowerPoint presentations could be accessed through switches or touch screen if necessary.</i></p>

Key Question: *What do Hindus believe about duties and responsibilities?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware of the impact of dharma on Hindu communities.</p> <p>To know the importance of family and respect for others.</p> <p>To be aware of the different stages of life and what Hindus believe about the duties of each stage.</p> <p>To develop an awareness of self-esteem and worth in others.</p>	<p>Use symbols and objects of reference to show the different duties that a staff member undertakes e.g. house work, cooking, bringing up children, laundry, working.</p> <p>What duties do the pupils feel that they have? Discuss.</p> <p>Describe the four stages of life (ashramas) in Hinduism: child, married person, parent and old person. Explain that as well as the main duties in Hinduism each stage carries duties (dharma). Go through these.</p> <p>Pupils match duties to stages. Compare duties to own lives. Which duties are similar/different?</p>	<p>Pupils will....</p> <p><i>Make a list of their duties, written or symbolised. (AT2 P6)</i></p> <p>Begin to understand that everyone has a role to play by matching duties to stages of life, pictures, symbols or words. (AT1 P8)</p>	<p><i>This could be done using an In Print Writing programme.</i></p> <p><i>Duties include 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, respect for elders etc.</i></p>

Key Question: *What are the roles of the Trimurti?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To become familiar with different representations of the Hindu deities.</p>	<p>Have a variety of Murtis, pictures, plaques etc of the Hindu deities of the Trimurti for pupils to explore. (Brahma, Vishnu and Shiva). Explain that these are three important deities because they show that the one God, Brahman, is responsible for everything being created, preserved, destroyed and recreated.</p> <p>What do pupils notice about the deities? Discuss what many arms might mean (strength), many faces (seeing everything) etc. Pupils choose their favourite deity from selection and talk about it. Use art to show how different attributes can be expressed through symbolism.</p> <p>Pupils listen to stories about the three deities. Discuss meanings of the stories. Choose their favourite story to sequence or draw pictures, using murtis and pictures for reference, or colour in a picture using appropriate colours. (Talk about the role of the deity as they do this.)</p>	<p>Pupils will....</p> <p>Talk about the qualities of a deity and what they might mean. (AT1 P8)</p> <p><i>Communicate symbols of qualities through art. (AT2 P8)</i></p> <p>Sequence a religious story and suggest religious or moral meaning. (AT1 P8)</p>	<p>www.whiteboardroom.org.uk for pictures of the deities</p> <p>www.primaryresources.co.uk for PowerPoint about the Trimurti</p> <p>www.sanatansociety.org for pictures</p> <p>www.painsley.org.uk story of Brahma and Vishnu</p> <p>www.hinduism.about.com story of Shiva</p> <p><i>Brahma, the creator, source of all creation.</i></p> <p><i>Vishnu, the preserver, responsible for maintaining all things good on earth.</i></p> <p><i>Shiva, the destroyer, needed because some things are harmful and these things need to be changed to allow the creation of new things.</i></p>

Key Question: *Why is the way Hindus lead their life important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware of the impact of karma on Hindus.</p> <p>To begin to understand the Hindu belief in reincarnation and moksha.</p>	<p>Explain the idea of cause and effect, that everything we do has an effect for good or bad. What do pupils think about this?</p> <p>Role play familiar situations such as a playground incident, somebody taking something from somebody else etc. What would pupils do in these situations?</p> <p>Staff role play wrong actions. Discuss feelings and consequences.</p> <p>Create a snakes and ladders board showing the concepts of dharma and karma.</p> <p>Make a building out of lego, knock it down and rebuild in another form.</p> <p>Make a shape out of playdoh, squash and reform in another shape.</p> <p>Explain that Hindus believe that when they die the soul is reborn in another body. How good they've been in present life determines the form they will have in next life.</p> <p>Discuss how this might affect how a Hindu lives their life.</p> <p>Pupils reflect on and talk about what they think happens after death.</p> <p>Ambition of Hindus to achieve moksha, where the soul (atman) goes to live with God, which is where Hindus believe it comes from.</p>	<p>Pupils will....</p> <p><i>Participate in role play to show how they would respond to a situation. Others in group to comment on responses. (AT2 P7)</i></p> <p>Show awareness that ideas on dharma and karma affect the way Hindus lead their lives. (AT1 P8)</p>	<p><i>Download a Hindu snakes and ladders board from:</i></p> <p>www.asia.si.edu/education/asianGameboards.htm</p>

Key Question: *How do Hindus prepare for and celebrate a festival?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To find out about the preparations for Divali.</p>	<p>Look at photographs of Divali being celebrated in Northampton, Wellingborough or Leicester and India. Identify similarities and differences. Explore a selection of Divali cards, Rangoli patterns and Divali foods etc. Make a Divali card to send to a friend or a Rangoli pattern to go outside the classroom door as a sign of welcome. Groups put together simple presentations to show what Hindus might do at Divali. What do Hindus do at home and in the Mandir at Divali? Why? How does this festival make them feel? What festivals do pupils participate in? How do they feel?</p> <p>Listen to the story of Lakshmi and the Clever Washerwoman. Hindus believe that Lakshmi brings blessings and good fortune.</p> <p>or</p> <p>Triumph of good over evil. Rama's return home after 12 years in exile, returning to the kingdom from which he was banished.</p> <p>Pupils identify key characters from stories or, if able, retell stories using props.</p> <p>Explain that Divali signifies the start of the Hindu New Year. Hindus clean their houses and wear their best clothes. They renew friendships and improve relationships (New Year resolutions). Talk about New Year resolutions that pupils might make.</p>	<p>Pupils will....</p> <p>Retell some of the actions of Hindus at Divali. (AT1 P8)</p> <p>Identify key characters in stories. (AT1 P7)</p> <p>Retell stories in a simple form. (AT1 P8)</p> <p><i>Describe in simple terms ways in which each pupil could be a better friend. (AT2 P6)</i></p>	<p><i>Look at local celebrations of the nearest Hindu Community, dependent on where school is situated.</i></p> <p>www.whiteboardroom.org.uk <i>PowerPoint of the story of Rama and Sita.</i></p>

Key Question: *Why do Hindus go on pilgrimage?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on their own special places and the important journeys they make.</p> <p>To explain the reasons why and where Hindus choose to go on pilgrimage.</p>	<p>Teacher shares memories of a place which is special to them. Why is it important? What memories does it hold? What feelings when there?</p> <p>Give pupils time to talk about a place which is special to them or Discuss a place which the class has been to which holds special memories.</p> <p>Explain that a pilgrimage is a special journey done for a reason: - to say thank you for something good; - to say sorry; - to ask for help.</p> <p>For Hindus the special places are the River Ganges or Varanasi. Explore photographs of Hindus on pilgrimage. What might it mean for a Hindu to go there? How might they feel?</p> <p>Make a postcard to send home from pilgrimage. Write/staff scribe a simple message on the back.</p>	<p>Pupils will....</p> <p><i>Take turns to share their ideas of a special place. (AT2 P8)</i></p> <p>Communicate simple facts and feelings about a religious journey. (AT1 P8)</p>	<p><i>May help if parents have been contacted prior to the lesson to send in a photographs of places the pupils may choose.</i></p> <p><i>Some places may be too special or personal for pupils to share.</i></p>