

Key Stage: 2

Year: Lower Juniors

Subject: Hindu gods and goddesses

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To learn about the story of Rama and Sita. To reflect on goodness, happiness and the story of Rama and Sita.	Watch a video or read / tell the story of Rama and Sita. Discuss how good and evil are symbolised and how good wins. Discuss whether this is true generally - does good usually win? Prepare a graph with several events from the story (in order) on the horizontal axis and a scale of happiness on the vertical. Discuss how happy or otherwise Rama would be at each event and draw his line. Do the same for Ravana. Compare the results.	Which are the good characters in the story? Which are the bad? Can you think of other words to describe each character? Do events usually finish with good endings? Give examples. How happy would Rama be when? How happy would Ravana be when? Why are their graphs so different? Would anyone else in the story have a similar graph to Rama / Ravana?
2	To learn about the story of Krishna. To reflect on Krishna's character and his story.	Watch a video or read / tell the story of Krishna's birth, childhood and youth. Discuss how good or bad he is and other aspects of his character. Discuss why Hindus worship Krishna. Write a poem about one event in Krishna's life. Present them to the class.	On a scale of 1 to 5 (very bad to very good) where does Krishna come? Is mischievous the same as being bad? Can you see any battles between good and evil in the stories of Krishna? What? Why do Hindus worship Krishna? Can you see any similarities between the birth of Krishna and that of Jesus? What?
3	To learn about other Hindu gods. To reflect on the nature and worship of these gods.	Tell the stories of some other gods e.g. Ganesh, Hanuman, Lakshmi, Vishnu or Shiva or show suitable extracts from videos. Provide information sheets or books on Hindu gods. Pupils research one god and present their findings for a display.	What stories is this god involved in? What is the character of the god? Why do Hindus worship him / her? What questions would you want to ask a Hindu about gods?
4	To learn about the One God of Hinduism. To reflect on the nature of God.	Pupils can draw simple sketches of their face in different moods: sad, happy, loving, angry, jealous tired, lively, surprised, etc Discuss which one is really them. Explain that Hindus believe that God has many different moods and characters and that the gods are just aspects of the one God. Show the first part of "Pathways of Belief: Hinduism - One God, Many Aspects". Pupils can write an explanation of this in their own words and use pictures to help.	Which face is the real you? Are you all of them at different times? When? How do Hindus show that God has many different aspects? Is there any similarity to what Christians / Muslims believe about God / Allah (Trinity / 99 Beautiful Names) Are there any differences between Hindu and Muslim beliefs about God? (Attitudes to visual images) What do you believe about God? What questions would you want to ask a Hindu about God?
5	To learn more about Hinduism. To reflect on what they have learnt about Hinduism.	Visit a mandir or invite a Hindu to talk to the class and answer questions. Pupils need to be adequately prepared. Follow this up with thank you letters. Pupils should indicate in their letter what impressed them most and what they learnt.	What questions do you want to ask a Hindu about? (see previous sections in this unit and in Hindu Worship and Celebration unit).

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Rama Sita Ravana Hanuman	Listening Reflection Talking Negotiation Interpretation	Empathy Respect	Animated World Faiths: Ramayana (Channel 4 Schools video, 186215287X); Jessica Souhami: Rama and the Demon King (dual language) (Mantra, 1852693819) See also resources for Infant unit Introduction to Hinduism	Graph of happiness with justification for decisions.	By the end of this unit in Year 4 Most children will be able to: ➤ retell Hindu stories of Krishna, Rama and Sita and another god; ➤ suggest what some gods symbolise; and ➤ realise that questions about God are difficult to answer.	
Krishna god Good Bad Mischievous	Listening Reflection Talking Interpretation Poetic	Empathy Respect Commitment	Animated World Faiths: Childhood of Krishna (Channel 4 Schools video, 186215287X);	Poems about Krishna.	Many children will be able to: ➤ describe Hindu belief about God; ➤ describe what some Hindu gods symbolise; and ➤ compare their own ideas of God to those of Hindus.	
gods Ganesh Hanuman Lakshmi Vishnu, Shiva	Listening Reflection Talking Research	Empathy Respect	Vida Barnett: Hindu Artefacts Teaching Pack (Articles of Faith, 1874630011); Images of the gods.	Display of pupil research on various gods	Some children will be able to: ➤ use Hindu words correctly to show how God is expressed in a variety of forms; ➤ compare Hindu belief about God with other religions; and ➤ ask questions about God and suggest answers, referring to Hindu belief.	
God god Symbol	Listening Reflection Talking Interpretation	Empathy Respect	Pathways of Belief (BBC video, 0563462345)	Written work (and drawings) about God and the Hindu gods.		
Mandir Hindu Hinduism	Listening Reflection Talking Interpretation	Empathy Respect	Mandir or Hindu visitor	Thank you letters		

Key Stage: 2

Year: Lower Juniors

Subject: Hindu Worship and Celebration

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To learn about Hindu worship. To reflect on the varieties of worship	Talk about when and how children worship: in assembly, at Church, Mosque, etc Show a video or pictures of Hindu worship. Discuss what children see and how the five senses are used in Hindu worship. Give children some key words (see next page), ask them to place them on a picture of Hindu worship and/or write a sentence about each. <i>See QCA: Schemes of Work 4A</i>	Do you worship? When? Where? How? What is worship? What do Hindus use when they worship? You can see all of these but which can you also hear / smell / taste / feel? Why do Hindus use all these items? What is the most important part of the shrine? How do you know it is the most important? What questions would you want to ask a Hindu about worship?
2	To learn about Divali. To reflect on celebration.	Discuss what and how people celebrate. Show a video or pictures of Divali. Discuss what and how Hindus celebrate at Divali. Decorate part of your classroom as for Divali. Make rangoli patterns from dyed rice, coloured sand or paint; make Lakshmi's footprints; put up coloured lights; make Divali cards and divas. <i>See QCA: RE Schemes of Work 3B</i>	What do you celebrate? How do you celebrate this / these? Why do people celebrate? What / how / why do we celebrate in school? How do Hindus celebrate Divali? Why do they celebrate? Do you celebrate similar things (new year, wealth, and good luck)? Do you celebrate in similar ways (new clothes, parties and food, giving presents, etc)? What questions would you want to ask a Hindu about Divali?
3	To learn about other Hindu festivals. To reflect on celebration	Provide information sheets or books containing information on other Hindu festivals e.g. Holi, Krishna Janmashtami (Krishna's Birthday), Navratri, Dusshera, Raksha Bandhan for children to research individually or in groups of two. Each person or group could write, draw and make something linked to the festival. Share findings with the rest of the class. Display work.	What is the name of a Hindu festival? What does it celebrate? How do Hindus celebrate at this festival? What questions would you want to ask a Hindu about your festival?
4	To learn about Hindu pilgrimage. To reflect on places which are special to Hindus	Discuss journeys to places which are special to pupils. Talk about religious journeys - pilgrimage e.g. to Jerusalem. Explain that Hinduism began in India. Look for India on a map. Find the River Ganges - the River of Heaven. Look for Gangotri in the Himalayas (its source) and Varanasi (or Banares). Explain that Hindus like to visit these places and also bathe in the River. Many Hindus take the ashes of dead relatives to sprinkle them in the Ganges. Discuss why these happen. Look at: www.all-india-tour-travel.com/pilgrimage/uttar-pradesh-travel.htm Pupils can take information from the web, draw a map of India with the Ganges and write some sentences about Hindu pilgrimage.	What places are special to you? Are any of them a long way away? Do you have to make special journeys to them? How do you prepare for the journey? What do you think about on the way there? What do you feel before you get there? What do you feel when you get there? Why do you like to visit places? Why do people like to visit places? Why do religious people like to visit some places? Can you think of some places special to Jesus / Muhammad which Christians / Muslims like to visit? What questions would you like to ask a Hindu about pilgrimage?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Puja, Mandir, Diva, Arti, Prasad, God, Image, incense	Listening Reflecting Talking	Empathy Respect	Dilip Kadodwala & Sharon Chhapi: My Hindu Life (Wayland, 0750213019) Pathways of Belief: Hinduism (BBC video) Pictures in A Ganeri: My Hindu Faith (Evans, 023751933X) Puja set, images of gods	Written work on key words in Hindu worship.	By the end of this unit in Year 4 Most children will be able to: ➤ Identify Hindu worship, festivals and pilgrimage and know that Christians also practice these ➤ Respond sensitively to the experiences and feelings of Hindus	
Celebration Festival Diwali Rangoli Lakshmi	Listening Reflecting Talking Designing Making	Empathy Respect	Pathways of Belief: Hinduism (BBC video) Dilip Kadodwala & Sharon Chhapi: My Hindu Life (Wayland, 0750213019) Olivia Bennett: Diwali (Macmillan, 0333378997)	Class display of Diwali celebrations - rangoli patterns, Lakshmi's footprints, cards, divas, lights.	Many children will be able to: ➤ Describe how Hindus worship, celebrate festivals and go on pilgrimage ➤ Compare Hindu experiences with their own and identify some influences on their own life	
Celebration Festival Holi, Raksha Bandhan Navratri Dussehra Janmashtami	Listening Reflecting Talking Researching Presenting	Empathy Respect Self- understanding	Dilip Kadodwala & Sharon Chhapi: My Hindu Life (Wayland, 0750213019) Dilip Kadodwala: Hinduism (Wayland, 0750214449) Christine Moorcroft: Hinduism (Folens, 1852768568)	Researched piece about a number of Hindu festivals.	Some children will be able to: ➤ Understand that worship, festivals and pilgrimage are important ways of Hindus living their faith ➤ Ask questions about worship, celebration and pilgrimage and suggest why Hindus carry these out.	
Pilgrimage India River Ganges Gangotri Varanasi	Listening Reflecting Talking Researching ICT skills	Empathy Respect Self- understanding	Dilip Kadodwala: Hinduism (Wayland, 0750214449) Anita Ganeri: Hindu Mandir (A & C Black, 0713654953) www.all-india-tour-travel.com/pilgrimage/uttar-pradesh-travel.htm	Map of India marking pilgrimage sites and researched work on Hindu pilgrimage		

Key Stage: 2

Year: Upper Juniors

Subject: Hindu Belief about the Soul

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	<p>To learn about Mahatma Gandhi.</p> <p>To reflect on the nature of the Great Soul.</p> <p>To reflect on Gandhi's beliefs or motivations.</p>	<p>Read, watch or tell (some of) the story of Mahatma Gandhi. Talk about his life.</p> <p>Discuss why Gandhi followed the way of non-violence (ahimsa).</p> <p>Discuss why he was given the title 'Mahatma' - Great Soul.</p> <p>Construct a 'Fortune Line' for Gandhi (Draw a graph with events in order along the horizontal axis and degrees of happiness up the vertical). Pupils individually place a mark to indicate how happy they think Gandhi is at each stage of his life. Discuss as a class.</p>	<p>Why did Gandhi follow the way of non-violence? Was it because of the consequences or because he believed it is how everyone should behave?</p> <p>What is a soul? Why is Gandhi called 'Great Soul'? Why is he not described as having a good soul?</p> <p>How happy was Gandhi when ? Are you surprised by your decisions? Is happiness the best word to describe his feelings or thoughts? What other quality could you use?</p>
2	<p>To learn about Hindu beliefs of Brahman, atman, reincarnation and karma.</p> <p>To reflect on these Hindu beliefs.</p>	<p>Remind pupils of the Hindu belief that the many thousands of gods are different aspects of the One God called Brahman.</p> <p>Explain that Brahman is neither male nor female and that it (Brahman) is present in all living creatures. This is atman or soul.</p> <p>Link this to reincarnation (the atman never dies but is reborn in a new body) and to karma (the cause and effect of good or bad deeds on how we are next reincarnated.)</p> <p>Pupils can draw a diagram of the reincarnation of atman in different life forms (see resources)</p>	<p>Can you name any Hindu gods? Do Hindus believe in One God? How do they link the many gods to Brahman? Why can Brahman be neither male nor female? How can the gods be either male or female?</p> <p>Why does the atman not die? How must a tiger / sloth / piranha have behaved in its previous life?</p> <p>Why is Gandhi called 'Great Soul'? (atman - Mahatma)</p> <p>What do you believe about the soul / reincarnation? Why?</p>
3	<p>To learn about Hindu respect for all creatures.</p> <p>To reflect on this attitude.</p>	<p>Talk about Hindu respect for all living creatures. Most Hindus are vegetarians. Cows, especially, are shown great respect because they provide so much for humans.</p> <p>Respect and good behaviour are important in the family and in society. Look at the ten qualities for good behaviour. Discuss why these are important and whether they can be placed in order of importance.</p>	<p>Why should Hindus treat people and animals with respect? (Think of the belief in the atman)</p> <p>Are any of the ten qualities more important than the others? Why (not)?</p> <p>If you were Hindu, could you ignore any of the qualities? Why (not)?</p>
4	<p>To learn about Hindu rites of passage.</p> <p>To reflect on how these demonstrate respect for the person or atman</p>	<p>Talk about Hindu funerals. Discuss how this reflects belief in the reincarnation of the atman.</p> <p>Pupils research either birth, marriage or death rituals in Hinduism and present their findings as a display. Each person or group should explain how the practice shows respect of the person or soul. Pupils read each other's work and think up questions to ask the 'experts' on each topic.</p>	<p>Why do Hindus burn dead bodies? (To symbolise release of the atman and the temporary nature of flesh)</p> <p>Why do Hindus scatter ashes into a river? (To symbolise the journey of the atman to its next life)</p> <p>How do Hindu rites of passage show respect of humans?</p> <p>Other questions should be devised by children. Ask them to devise 'why' questions as well as 'how' or 'what' questions.</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Mahatma Ahimsa	Listening Reflecting Speaking Interpreting Negotiating Empathy Analysis Justifying	Empathy Respect Valuing	Audrey Constant: Man of Peace (RMEP, 0080306403); Gandhi (video of the Columbia-EMI-Warner film)	Fortune line of Gandhi's life. Discussion and negotiation	By the end of this unit in Year 6 Most children will be able to: ➤ Describe Hindu beliefs about the atman and how Hindus commemorate birth, marriage or death; ➤ Describe some events involving Mahatma Gandhi; ➤ Compare their own beliefs and values to those of Hinduism.	
Brahman Atman Reincarnation Karma Mahatma	Listening Reflecting Speaking Interpreting	Empathy Respect	Sue Penney: Hinduism (Heinemann, 0435304712); Anita Ganeri: What Do We Know About Hinduism? (Macdonald)	Diagram to explain hindu belief in reincarnation	Many children will be able to: ➤ Describe Hindu beliefs about Brahman, atman, reincarnation and karma and link them with each other, with rites of passage and with Hindu attitudes; ➤ Ask questions and suggest answers about Gandhi's life and beliefs.	
Ahimsa Vegetarian Respect Atman	Listening Reflecting Speaking Problem solving Prioritising Negotiating	Empathy Respect Self-understanding	Dilip Kadodwala: Hinduism (Wayland, 0750214449); Anita Ganeri: What Do We Know About Hinduism? (Macdonald)	Written record of their own evaluation of Hindu qualities for good behaviour.	Some children will be able to: ➤ explain the similarities and differences between Hindu and other religions' beliefs about God, the soul and death; ➤ make informed responses to questions about the soul, life after death and non-violent lifestyles.	
Funeral Birth Marriage Atman Respect	Listening Reflecting Speaking Research Questioning Justifying	Empathy Respect Self-understanding Commitment Enquiry	Dilip Kadodwala: Hinduism (Wayland, 0750214449); Anita Ganeri: What Do We Know About Hinduism? (Macdonald)	Individual or group research. List of questions.		