

Awareness, Mystery and Value (AMV) 2011:

Key Stage 2 Unit 10: What does it mean to belong to a religion? HINDUISM [B, D & E]

This unit explores aspects of festivals, celebrations, practices and communities and the beliefs to which they relate

About this example

This example is intended to provide a set of learning activities for a **Year 5 or 6 class**. It could be used in RE lessons or as part of a 'creative curriculum' approach.

It was written by Sue Thompson, AST and Y5 teacher at Elmlea Junior School, Bristol.

Where the example fits into the new primary curriculum

This example may be used as a 'stand-alone' sequence of learning within a discrete unit of learning for RE or there may be cross-curricular links with Geography.

Essentials for learning and life. This sample scheme will support pupils to learn how to listen attentively, talk clearly and confidently about their thoughts, opinions and ideas (Literacy), investigate and communicate (learning and thinking skills) and work collaboratively towards common goals (social skills).

Prior Learning

Pupils will have some experience of and practice at being able to put forward a point of view and say why things are important, giving reasons.

In addition pupils will have explored what it means to belong to another faith group. They will have explored questions of identity and feelings through PHSE.

Featured Religions / Beliefs	Areas of Enquiry			
Hinduism	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief	
	A. Beliefs, teachings and sources		D. Identity and belonging	✓
	B. Practices and ways of life	✓	E. Meaning, purpose and truth	✓
	C. Forms of expression		F. Values and commitments	

Key Question: What does it mean to belong to a religion?

Supplementary Questions

- a) How do members of this faith celebrate and live out their beliefs in:
- i the journey of life?
 - ii their main festivals and practices?
 - iii their faith communities?
 - iv the wider world?
- b) Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Resources

The following texts and e-resources have been used for the sample learning activities below. Teachers are of course, free to vary the resources suggested here to suit their pupils.

The Bristol Hindu Temple, 163 Church Road, Redfield, Bristol BS5 9LA (01179351007) Kamlesh Vias (Priest).

Pathways of Belief – DVD

Spirited Poetry: edited by Lat Blaylock

BBC learning zone clips

Aum symbol

Primary Hinduism: Seeta Lakhani

cleo.net

Statues of gods

Hindu Mandir: Lisa Magloff

Hindu Stories: Anita Ganeri

Hindu Mandir: Lisa Magloff

Teaching RE: Hinduism 5-11 (CEM)

[Brief Guide to Hinduism](#)

Candles, incense and puja tray

Beliefs and Cultures – Hindu: Anita Ganeri

RE Today: Home and Family

Quest Creation Stories (DVD)

RE Today: Words of Wisdom

RE in Action 4 (Folens) **(Available to borrow from All Saints Centre, Bristol)**

Learning Outside the Classroom

Pupils could have had the opportunity to visit a Hindu temple, in particular to examine different images of the gods, to listen to and ask questions of the Priest. If this isn't possible someone who is a Hindu could come to the classroom.

Expectations: 'B, D & E' are the focus areas of enquiry identified on the previous page

By the end of this sequence of learning:

All pupils:	Most pupils (majority class expectation):	Some pupils:
<p>B3 describe some of the things that are the same and different for religious people.</p> <p>D3 compare some of the things that influence me with those that influence other people.</p> <p>E3 ask important questions about life and compare my ideas with those of other people.</p>	<p>B4 use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>D4 ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.</p> <p>E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals.</p>	<p>B5 describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.</p> <p>D5 give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>E5 ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p>

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/syllabus/standards-and-assessment/>

Key Question: What does it mean to belong to a religion? Hinduism			
Key vocabulary: Brahman, (and names of deities), Aum, characteristics, puja, worship, shrine, meditation, Mandir, reincarnation, karma, dharma			
Learning objectives and questions	Suggested activities for teaching and learning	Outcomes	References, points to note, resources
<p>Lesson 1</p> <p>Pupils will:</p> <ul style="list-style-type: none"> begin to understand the concept of one god (Brahman) with many aspects. <p>Questions:</p> <p><i>What is Hinduism?</i></p> <p><i>Why do Hindus have many deities?</i></p>	<p>Set up 5 or 6 stations in the room with one picture or artefact in each one, e.g., home shrine, temple, gods (murtis), Hindu pupils in various places doing ordinary things, festivals, ceremonies.</p> <p>Ask pupils to pose 3 questions they would like to ask from each station (in pairs). Put two pairs together to compare and select best question. Record questions.</p> <p>Watch programme 1, sections on Hindu dancing, one God – many characteristics, God is everywhere, God is in everything, or tell the story of Svetaketu (glass of water & salt story).</p> <p>Explain that just as there are many aspects of a person's life, so there are many aspects of God in Hindu belief.</p> <p>Ask pupils to say what they found most interesting in the programme and whether there were things that are important to Hindus that they recognise as being important in other religions.</p> <p>Explain that there are many aspects of life that could be said to be 'invisible but real', e.g. love, hate, kindness, cruelty, acceptance, prejudice. Ask pupils to say what things in the programme were about invisible things that could be real.</p> <p>ACTIVITY: ask pupils to represent themselves in the middle of a page and around it note the characteristics, roles and responsibilities that make them the person they are.</p> <p>EXTENSION: ask pupils to write down how this activity might help to explain one of the fundamental concepts of Hinduism.</p> <p>PLENARY: "One God but many" is how some Hindus might explain God. Ask, 'What do you think they mean?'</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn that Brahman is the name given to the "Ultimate force" or "Supreme Spirit"; learn that the deities are needed to understand aspects of the one God or Brahman. 	<p>The Facts about Hinduism: Alison Cooper.</p> <p>Pathways of Belief DVD, Islam, Hinduism, Sikhism and teacher's notes. (Hinduism programme 1)</p> <p>Primary Hinduism: Seeta Lakhani.</p> <p>Pictures for 1st activity.</p>

<p>Lessons 2 & 3</p> <p>Pupils will:</p> <ul style="list-style-type: none"> begin to understand the origins of the faith; find out how Hindus represent the concept of 'one god, many aspects'. <p>Question: <i>What does God look like for Hindus?</i></p>	<p>Explain that Hinduism is one of the world's oldest religions (roots traced back nearly 4000 years). Can pupils name some other religions?</p> <p>Show pupils a map of the world or a globe and ask if anyone can point out India. Show them where the River Indus is, where Hinduism emerged (see BBC Hinduism DVD – teacher's notes for further information).</p> <p>Refer to previous lesson, '1 God – many aspects' and reinforce the idea of the Hindu deities describing the many aspects of Brahman. Show representations or pictures of the gods e.g. Ganesha, Krishna, Lakshmi, Shiva, Parvati (Shiva's wife). Briefly note the characteristics of each.</p> <p>ACTIVITY: ask pupils to choose one god, research the god's characteristics and make notes (for pictures, books, internet – see suggested website). Ask pupils to note objects the god is holding or wearing and the significance of each. Ask them to answer the question, 'If this is what God looks like, what does that mean Hindus believe about God?'</p> <p>FOLLOWING LESSON: ask pupils to continue with the detail of their pictures and share their research with the class. Make a wall display of the gods as appropriate.</p> <p>PLENARY: Ask, 'How would it make a difference to a Hindu to worship a god like the one you have researched?'</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn about the origin of Hinduism and how it has spread around the world today; demonstrate factual knowledge of some of the Hindu deities. 	<p>Map of the world or globe</p> <p>Facts about Hinduism: Alison Cooper</p> <p>Hinduism">http://atschool.eduweb.co.uk/>Hinduism</p> <p>Pictures or statues of gods e.g. Ganesh, Krishna, Lakshmi, Shiva, Parvati</p> <p>Use of computers or books or pictures.</p> <p>Teacher's notes from BBC Pathways of Belief - Hinduism DVD</p>
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<p>Lesson 4</p> <p>Pupils will:</p> <ul style="list-style-type: none"> describe the key practices of Hindu worship at home. <p>Question: <i>How do Hindus show respect for God in their daily lives?</i></p>	<p>Show 2nd half of DVD starting with family Puja finishing with Arti section or BBC clips, asking pupils to watch and listen for sights, smells and sounds.</p> <p>If possible show a Puja tray or picture (e.g. photocard).</p> <p>Explain that some people, including those in some Hindu scriptures, see the world in terms of four basic elements of air, earth, fire and water. This is a way of thinking about the whole of one's nature and being. Ask pupils what senses are involved in the Hindu worship of God. Point out the use of the bell, incense stick and sandalwood paste.</p> <p>Restate that in most Hindu homes there would be a shrine for Puja.</p> <p>Note that many Hindus have close family ties and the extended family may worship daily if possible.</p> <p>Tell pupils that Hindus also worship at the temple (Mandir) but it's not obligatory, and there's not a special holy day in the week.</p> <p>ACTIVITIES:</p> <p>Ask pupils to bullet point some of the key features of Hindu worship (e.g.</p> <ul style="list-style-type: none"> you may worship anywhere, anytime; "aum" is said because Hindus believe it is the sound of God; hands are held over candles to receive a blessing) <p>Ask pupils to imagine they are going to have a quiet time of reflection or worship each day. What would they put on their tray to help them with their thoughts and why would they made these choices? (Include problems, family, identity etc) Ask them to draw or name their objects.</p> <p>PLENARY: Light candles and incense. Ask pupils to reflect quietly on the objects they have put on their tray.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> Know that most Hindu worship happens in the home and that it can be a family time as well as individual time for prayer; compare aspects of their own identity with those of others. 	<p>Note that the key ideas of puja are AIR, EARTH, FIRE and WATER.</p> <p>Pathways of Belief DVD and teacher's notes and accompanying resource pack or bbc.co.uk/learningzone/clips/puja or bbc.co.uk/learningzoneclips/hinduprayerathome (clips 4779 and5918)</p> <p>Photocards -Hinduism</p> <p>Puja tray</p> <p>Candles</p> <p>Incense</p> <p>RE Today: Home and Family</p>
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<p>Lesson 5</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • understand how duties and actions have consequences; • know the key concepts of Dharma and Karma. <p>Question: <i>For Hindus how does the belief in dharma and karma affect their actions?</i></p>	<p>Explore with the pupils the 5 daily duties for Hindus:</p> <ol style="list-style-type: none"> 1. Worship God 2. Study scriptures 3. Consider teachings of wise, elders and ancestors 4. Provide food for those in need 5. Serve guests with love, respect and reverence <p>ACTIVITY 1: Ask pupils to choose 3 of the duties and respond to these sentence starters for each one:</p> <ul style="list-style-type: none"> ✓ A Hindu might fulfil this duty by ... ✓ This would be a good action because ... ✓ I could fulfil this duty by ... ✓ This would be a good action for me because ... <p>Explain the words karma – the law of cause and effect and dharma – a person’s duty to do the right thing in each situation.</p> <p>Ask pupils to list some actions that they have done today, thinking about those they were most and least proud of and the consequences.</p> <p>ACTIVITY 2: Play the Moksha Chitram game.</p> <p>PLENARY: Ask, ‘How is the game like real life?’ and ‘What does the game teach you about some Hindu beliefs?’</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • know the 5 daily duties of a Hindu; • consider what their duties are; • reflect on the consequences of actions they take; • make links between the ideas of karma, dharma and the concept of samsara (rebirth) by playing the Moksha Chitram game. 	<p>If you subscribe to RE Today there are cards and a snakes and ladders board to download.</p> <p>If you don’t, you can go to: www.retoday.org.uk and order Opening up Hinduism: Fiona Moss or: The snakes and ladders game boards are available on Easter Pause Day→ Y6 Easter Journey (Diocese of Guildford) “Moksha Chitram game”</p> <p>(Ideas for this lesson based on suggested activities in Opening up Hinduism: Fiona Moss.)</p>
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<p>Lesson 6</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn about worship through the rituals and artefacts that are involved in worship in the temple (Mandir). <p>Questions: <i>Where do Hindus worship?</i></p> <p><i>What is involved in worship in the temple?</i></p>	<p>Show pupils pictures of many different types of Mandirs and ask them to guess where they are in the world.</p> <p>Ask pupils to discuss in pairs:</p> <ul style="list-style-type: none"> what do they all have in common? Is there a core feature of the outside of a Mandir? <p>and to feed their answers back to the class.</p> <p>Explain that when people visit the temple they take off shoes to show respect to the gods and ask pupils to say how they think the ringing of the bell, the offerings made, arti, music, sharing of food (prashad), the role of the priest and so on help the worshipper (see RE in Action 4).</p> <p>Show a picture of the inside of a Mandir and ask pupils to guess what happens in the different parts.</p> <p>Show clip from the BBC Learning Zone and ask pupils if they guessed correctly.</p> <p>ACTIVITIES: Ask pupils to:</p> <p>EITHER (a) write or record a description of what happens in Hindu worship at the temple using the correct vocabulary,</p> <p>OR (b) create some questions to ask the presenter of the clip or a regular worshipper at the Mandir about their beliefs.</p> <p>PLENARY: Ask pupils to write two questions about Hindu worship. Swap them with a neighbour's and try to answer each other's questions.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> explain how Hindus worship in a temple using the correct vocabulary; ask questions about Hindu worship and suggest answers. 	<p>Find pictures of Mandirs that are elaborate, simple, converted halls etc (Plan some surprises eg Neasden)</p> <p>RE in Action 4 (Folens)</p> <p>Hindu Mandir: Lisa Magloff</p> <p>bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine (clip3619)</p>
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<p>Lessons 7 & 8</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Experience (if possible) being in a temple and learning from the priest about Hindu corporate worship. <p>Question: <i>What is involved in worship in the temple?</i></p>	<p>Before the visit, ask the pupils to prepare questions to ask the priest.</p> <p>AT THE TEMPLE</p> <p>Ask the priest to talk to the pupils about the temple, explaining the different parts of the building, the gods, some festivals etc, then answer some of the prepared questions.</p> <p>Ask pupils to look around the temple spotting gods they have studied and Hindu symbols.</p> <p>Ask the priest to finish the visit by answering any further questions</p> <p>ACTIVITY (back at school): (If possible, put photos of the visit on the whiteboard on return to school.) Tell pupils that they are going to write a free-flowing poem about their experience at the temple.</p> <p>To scaffold this activity, ask them in pairs to note sounds, sights, smells etc they observed. Then model one or two lines showing how these could be incorporated into a poem.</p> <p>Edit and publish poem (Literacy Link).</p> <p>(Later perform poems to each other in groups)</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • have experienced being in a Mandir; • through their poems, show understanding and some empathy for Hindu worshippers. 	<p>(If unable to visit the Hindu temple try Espresso for virtual tour of Bristol Hindu Temple.)</p> <p>Contact: Hindu Priest Mr Vyas 163B Church Road Redfield Bristol Tel. 0117 9351007</p> <p>Who are you Brahman? by Yamba Katuka</p> <p>Brahman by Emma Rouse</p> <p>(Both in Spirited Poetry edited by Lat Blaylock)</p>
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<p>Lesson 9</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn about and learn from Hindu holy books. <p>Questions:</p> <p><i>What do some Hindu texts say about solving dilemmas?</i></p> <p><i>Can this wisdom help me in solving dilemmas?</i></p>	<p>Explain that most Hindus believe in seeking out the right advice to help them make the right choices in life. One way of doing this is by reading and following the sacred texts.</p> <p>Explain the outline of the story of The Bhagavad-Gita (see Words of Wisdom p25), the main message and that many Hindus read from the Gita every day.</p> <p>Ask pupils to speculate about what Arjuna decided to do.</p> <p>ACTIVITIES: Give pupils in pairs a set of dilemma cards and ask them to discuss “What might I want to do?” and “What ought I to do?” Use prompt cards to help.</p> <p>Ask pupils to feed their responses back to the rest of the class.</p> <p>Use quotations from the Gita and ask pupils for their ideas on the meaning of the words and how they make them feel.</p> <p>Ask pupils to decide what a young Hindu would do in each situation if he/she followed the advice in the Gita.</p> <p>EXTENSION: Ask pupils to consider if any of the advice from The Bhagavad-Gita could help people in their lives, even if they weren't Hindus.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> understand how sacred texts express some Hindu beliefs and values; explain that Hindus believe that God communicates with humans through the texts; give some of their own views about the purpose of life, taking account of ideas from some Hindu texts. 	<p>Before starting this lesson it would be good for teachers to know some information about the Hindu sacred texts:</p> <p>Shruti “that which is heard” (believed to have been revealed to holy people directly from God) including: The Four Vedas and The Upanishads.</p> <p>Smriti “that which is remembered” (Human recollections of God’s message) including: The Mahabharata, The Bhagavad-Gita, The Ramayana and The Puranas.</p> <p>Words of Wisdom (Developing Primary RE): Joyce Mackley (Highly recommended as a resource). Dilemma cards and prompt cards (P26). Words of Wisdom from The Bhagavad-Gita.</p>
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<p>Lesson 10</p> <p>Pupils will:</p> <ul style="list-style-type: none"> learn about and learn from Hindu holy books <p>Question:</p> <p><i>What do some Hindu texts say about Krishna?</i></p>	<p>Explain to the pupils that following on from the last session they are going to hear some words from The Bhagavad-Gita.</p> <p>Tell them that Lord Krishna speaks the words and that Hindus believe they describe God.</p> <p>Ask pupils to listen to the words, think about what they might mean to a Hindu and to work out what they are saying about God.</p> <p>Read other stories about Krishna, perhaps different ones for each group.</p> <p>ACTIVITIES: In groups talk about the description of Krishna they have heard and collate all their ideas.</p> <p>Ask pupils to give their ideas on “What is God like if he is like Krishna?” (Naughty, playful, a young man, a baby, almighty etc.)</p> <p>Ask pupils to choose one or more of the statements and create a piece of art or a multimedia presentation to express Hindu ideas or beliefs about Krishna.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> engage with a Hindu text using a variety of senses. 	<p>(If your school subscribes to RE Today, Opening Up Hinduism is recommended for excerpt on Lord Krishna) or</p> <p>Extract from the Bhagavad-Gita chapters 7 and 10.</p> <p>Spirited Arts Website (to inspire ideas).</p> <p>Hindu stories: Anita Ganeri</p>
	<p>OTHER IDEAS:</p>		
	<p>Study the Hindu Creation Story</p>		<p>Quest Creation stories programme 2</p>
	<p>Study the Hindu Divali story</p>		
	<p>Listen to the story of Holi</p> <p>Make a storyboard, dramatise</p>		
	<p>Enquiry Activity – What can be learned from a Hindu artefact?</p> <p>Pose good questions and then with a partner or in groups suggest answers</p>		
	<p>Play card game Pairs (or Threes). Pupils explain connections.</p>		<p>RE Today: Home and family</p>
	<p>What do you think it means to be a Hindu?</p> <p>(POSSIBLE ASSESSMENT ACTIVITY)</p>		

RECORD OF ATTAINMENT

KS2 Unit 10: What does it mean to belong to a religion? HINDUISM (B, D & E) Year 5/6

All pupils: (Level 3)	Most pupils - majority class expectation: (Level 4)	Some pupils: (Level 5)
<p>B3 describe some of the things that are the same and different for religious people.</p> <p>D3 compare some of the things that influence me with those that influence other people.</p> <p>E3 ask important questions about life and compare my ideas with those of other people.</p>	<p>B4 use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>D4 ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.</p> <p>E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals.</p>	<p>B5 describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.</p> <p>D5 give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.</p> <p>E5 ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p>