



Silver Birch

Yr5 & 6

Topic RE Hinduism

Term Summer 1 (2020-21)

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Pupils will learn about other religions, recognising the impact of religion and belief both locally and globally. They will make connections between differing aspects of religion and consider different forms of religious expression. They will consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings.			Lotus, Hinduism, dharma, Hindus, religion, beliefs, origins, culture, manifestations, divine, ritual, worship, Aum, divinity, reincarnation, Brahman, Navaratri, puja thali, Mandri, ahimsa, Monk, chanting, karma
Intent	<p>As Religious Educationists we will have the opportunity -</p> <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles • Show an understanding of the role of a spiritual leader 		Cross Curricular Links and wider influences	<p><u>Art</u>- creating a piece of art to demonstrate the story of Durga and the demon, Mahisa.</p> <p><u>History</u>- Exploring how Hinduism originated.</p> <p><u>PSHE</u>- exploring the role of women and understanding the word equality.</p> <p><u>Geography</u>- locating India on a map, labelling the main parts</p>
Curriculum Driver Links	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.		Links to prior learning	We will draw links to other religions that we have learnt about and explain how some teachings and beliefs are shared between religions and draw comparisons.



Concept Thread	Understand beliefs and teachings Reflect-This concept involves an appreciation of how religion plays an important role in the lives of some people. Understand how beliefs are conveyed- This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	Links to future learning	This unit of work will link to further future learning about different religions, understanding their main beliefs and teachings.
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Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
To introduce Hindu dharma	Recap the rules of Islam and Christianity	Explore where the Hindu dharma originated from. Discuss their own traditions and beliefs	(W.A.L.T) I can explore the Hindu dharma, starting to discover beliefs of Hinduism. Starter - to explore the Lotus and understanding the importance of the symbol. Children will be given the opportunity to locate where the Hindu dharma originated from on a map, discovering which continent it is part of. Labelling a map with the key places (river Sindy, Indus Valley) and writing a paragraph about the origin of Hindus.
To explore the concept of different manifestations of one divinity.	Recap the God of Christianity and Islam and their roles	Explore the one divine God, Brahman. Discuss the Trimutri.	(W.A.L.T) understanding that Hindus believe that there is one divine God, Brahman, who can appear in many different forms. Starter- Recap who are God and Allah? Are they the same person? Children will be given the opportunity to explore Brahman and what Hindus beliefs about the God is. He is formless by can perceived in different ways. Comparing to the Holy Christian Trinity although recognising that Hindu gods and goddesses there are more than three.



			A discussion about the Trimutri and what the three Gods Shiva, Vishnu and Brahma represent.
To explore Hindu beliefs around female manifestations of the divine	Explore knowledge of the role of a woman, can they do any job?	<p>Discuss the jobs women can do.</p> <p>Understand what happens during the nine nights of Navaratri.</p> <p>Explore Hindus goddesses.</p>	<p>(W.A.L.T) to understand that in Hindu belief the 'divine' can manifest in female form as well as in male form and think about women and/or girls that have inspired you.</p> <p>Starter- explore the role of a woman, which women inspire you?</p> <p>Children will have the opportunity to explore the festival of Navaratri and understand that during the nine nights Hindus worship different forms of the Goddess and discuss the powers associated which the different forms.</p> <p>Children will read the story of Durga and the demon Mahisa and create a piece of artwork to represent the story.</p>
to explore the main beliefs of Hinduism.	Recap on the beliefs of Islam and Christianity	Explore the 9 main beliefs of Hindus and deciding on the most important.	<p>(W.A.L.T) learning about the main beliefs shared by Hindus and explore some in depth and consider your reactions of these beliefs.</p> <p>Starter- Discuss what beliefs are and if they hold any? Classify the beliefs into religious and non- religious. Explore the differences.</p> <p>Children will have the opportunity to explore the 9 main beliefs of Hindus discuss what they believe the meaning behind each one is. Making a choice on which beliefs they think are the most important, backing their choice up with an explanation.</p>



<p>to look at how Hindus manifest their beliefs in ritual.</p>	<p>Recap how Christians and Muslims feel close to God</p>	<p>Understand the importance of worship in a Madri and how Hindus become close to Braham in other ways.</p> <p>Recognise important objects to them.</p>	<p>(W.A.L.T) understand that puja, either in the home or in the mandir, is an expression of a Hindu's desire to be close to the divine.</p> <p>Starter- explore a video of worship in a Mandri (compare to a church and mosque) and discuss the role of a priest.</p> <p>Children will have the opportunity to examine various artefacts of Hindu worship, exploring a puja thali and recognise the importance and meaning of the objects. Children will create their own puja thali with important items to them or things that make them a good person giving an explanation on why they have chosen each object.</p>
<p>to understand that beliefs and values affect our behaviour.</p>	<p>Recap the consequences of humans not taking care of the planet</p>	<p>Recognise the golden rules of Hindus.</p> <p>Explore the creation story of Hinduism.</p>	<p>(W.A.L.T) explore the consequences of the Hindu value of ahimsa considering how humans treat the planet and each other.</p> <p>Starter- Children will be given the opportunity to watch a video of people/Monk chanting om (aum) understanding that Hindus believe that the sound is of the universe being created.</p> <p>Explore the creation story of Hinduism.</p> <p>Know that the golden rule is to treat everyone the way you want to be treated and recognise the most important value of Hindus is ' ahimsa' which means ' do no harm'. (Brahman created all creation therefore is extended to all living creatures), Explore the consequences of not following this rule (which doesn't just apply to Hindus)</p> <p><i>(Possibly 2 lessons)</i></p>
<p>to explore one of the key aims of the Hindu religious life.</p>	<p>Recap key aims of religious life for Christians and Muslims.</p>	<p>Recognise the concept of karma from the view Hindus.</p>	<p>(W.A.L.T) to begin to understand the concept of Karma and moksha.</p> <p>Starter- an open discussion on why bad things happen to good people, explore some religious and philosophical answers.</p> <p>Children will have the opportunity to explore Karma as the Hindus concept of responsibility and accountability explaining why bad things happen to good people (they did something wrong in their past life)</p>

