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| **Name of Unit:** What does It Mean To Be a Hindu? | **Faith:** Hinduism |
| **Key Stage in which this unit should be taught:** KS1 / KS2 | **Recommended Year Group *(if specified):*** |
| **Previous Learning:** Children may have completed the other Hindu Unit “What Is the Importance of Symbols, Beliefs and Teachings in Hinduism?” | |
| **AT1 Learning About Religion:**  *Main Focus:* Practices and Ways of Life | **AT2 Learning From Religion:**  *Main Focus:* Values and Commitments |
| **What This Unit Teaches:**  Key beliefs of Hinduism and how these are applied to daily life for some Hindus. Key practices and how values and ideals influence and underpin behaviour and attitude.  Trip to Mandir needs to be planned and booked in advance, ideally before start ofUnit. | |
| **Key RE Vocabulary:** *See Glossary* | **Cross-Curricular Links:**  Art and Design, History, Science, Geography, Literacy and PSHCE |
| **Spiritual, Moral, Social and Cultural Development:**  Sharing opinions and ideas, understanding people from different backgrounds, meeting new people and visiting new places. | **Sensitivities:**  Some, not all, Hindus follow these beliefs; Artefacts to be handled accordingly (see plan);  Family lesson - diverse family life to be taken into consideration; Parent / Carer permission for temple visit needed**.** |
| **Future Learning:** Links / recapping with other faiths in later RE units, link with Year 6 bridging lessons on rules and responsibilities, links with Geography  lessons on Rivers.  Home project on brochure for someone who has never learnt about Hinduism from the point of a Hindu child ‘How to be a good Hindu’ done over a school holiday. | |

# Vocabulary and Glossary

**Ahimsa** – Compassion and not to injure**.**

**Arti** – Moving lighted candles in circle to show respect in front of the shrine.

**Bhagavad Gita** – One of the most important holy books.

**Chanting** – Prayer with several words sung repeatedly.

**Deity** – Form of God in different incarnations. **Dharma** – Duty to act in the right way as God teaches. **Ghee** – Oil made from butter.

**Guru** – Teacher or Spiritual Guide.

**Incense** – Sweet smelling stick burnt in front of shrine as an offering.

**Karma** – Every action has a reaction. Literal meaning is deed or act. Hindu belief that everything you do accrues either good or bad karma which can be carried over many lives.

**Mandir** – Name for Hindu temple or place of worship.

**Mantra** – Sacred sound or word said again and again. Important in lots of Hindu ceremonies.

**Moksha** – Liberation from the cycle of rebirth.

**Offerings** – Things offered to deities on the shrine.

**Pilgrimage** – A journey or search of moral or religious significance.

**Priest** – Person who performs religious duties in the temple.

**Reincarnation** – Idea that soul is reborn in many bodies again and again in its journey for perfection.

**Vegetarian** – Someone who doesn’t eat meat or fish or eggs.

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:  AT1:  Know about the importance of family in Hinduism.  AT2:  Understand how family is important to me and to others with respect for different kinds of families.  *Success Criteria:*  I can share who is important to me, *(family - community)*;  I can talk about love and loyalty in Hinduism;  I can share why family is important to Hindus. |  |        | **What Do We Already Know About Hinduism?**  Recap on prior learning – Is family important to Hindus?  Stand up Hand up Pair up (stand up, move around room, when music (traditional Hindu music) stops high five nearest person and that is your partner) and rally robin key facts they remember from last unit (teacher and TA to model).  Provocation – who is important in your family – talk about family being important, people you care for and who care for you – teacher and adult model activity.  Post it note game / headband game – children to ask questions and guess which member of the family they are representing based on behaviour and characteristics i.e. ‘do they look after you when you’re sick?  Talk about different roles depending on the family, key people are different in each family but in traditional Hindu families, roles are very defined and clear – importance of caring for family – significance of inter- generational living.  *KS1 Art activity:*  Hand prints of how many important family members, personalise with eyes hair etc to represent each family member.  *KS2 Art Activity:*  Hand and arm print to show significance/importance of every family  member.  *Plenary*: | **Resources:**  ‘I am a Hindu’  Talking about my faith series ISBN 0-7496-5930-0  Hindu dance music: [https://www.youtube.com/watc](https://www.youtube.com/watch?v=13YBuBmZ5KQ) [h?v=13YBuBmZ5KQ](https://www.youtube.com/watch?v=13YBuBmZ5KQ)  KS1 Art Idea: [https://www.pinterest.com/pin/](https://www.pinterest.com/pin/571886852652194883/) [571886852652194883/](https://www.pinterest.com/pin/571886852652194883/)  KS2 Art Idea: [http://diycozyhome.com/family-](http://diycozyhome.com/family-hand-print-trees-tutorial/) [hand-print-trees-tutorial/](http://diycozyhome.com/family-hand-print-trees-tutorial/)  Invite a member of the Hindu community (contact local temple or ask in school if pupils  / their families are from Hindu backgrounds) to talk about the importance of family and their role within. |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | Reflective quiet time to re-ask and answer question from beginning of  lesson – ‘Is family important to Hindus?’  Post it notes for pupils to draw/ write ideas to show progression of understanding since start of lesson and put on board for others to read. |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 2**  Pupils should:  Understand about Hindu values.  KS1 - AT1:  Talk about Hindu values and how they are the same and different for religious people.  AT2:  Talk about their values; Explain the difference between right and wrong and link this with Hindu ideas of right and wrong.  KS2 - AT1:  Use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by.  AT2: |          |            | **What Can We Learn From Hindu values?**  Show the word VALUE and get pupils to discuss what they think it means  - principles or standards of behaviour; judgement of what is important in life.  Pupils to think and share one value they follow and why – TA to scribe for LA – whiteboards if necessary.  Teacher led – Discuss how many Hindus follow the values of honesty, family, non-violence (people not animals) and respect as taught in Hindu scripture.  Pair share – what you think is good i.e. being kind to people – what links can you see between what you think and what Hindus think?  *KS1 – Lower KS2:*  How to be naughty - freeze frame and annotate images answering questions – how would this impact on someone? Who might be upset if you did this? A good thing you could do instead? Why have you chosen this good thing? Is this how most Hindus would choose to be? Why? (TA scribing for less able)  *Higher KS2:*  Choices – Debate on Ahimsa (non-violence including vegetarianism) children to be split into two and spend time researching before forming a debate on whether Hindus can follow Ahimsa if they eat meat.  *Plenary:*  KS1:  Talk with shoulder partner about a Hindu value we have been learning about and what does it mean? Do you agree with it?  KS2: | KS2:  Statement wall to stand near and show opinion (Do at start and end of lesson).  **Sensitivities:**  Careful about wording and types of images shared when discussing Ahimsa and eating meat – source all images before lesson.  **Resources:**  See if any children in school are vegetarian and would be willing to come to class and share why they don’t eat meat.  Background reading on eating meat in Hinduism.  [http://hinduism.iskcon.org/lifest](http://hinduism.iskcon.org/lifestyle/904.htm) [yle/904.htm](http://hinduism.iskcon.org/lifestyle/904.htm)  Importance of Cows in Hinduism: - [http://hinduism.about.com/od/v](http://hinduism.about.com/od/vegetarianism/a/holycows.htm) [egetarianism/a/holycows.htm](http://hinduism.about.com/od/vegetarianism/a/holycows.htm)  [http://www.nhsf.org.uk/2004/12](http://www.nhsf.org.uk/2004/12/qshould-all-hindus-be-vegetarians-or-is-this-an-individual-choice-free-from-religious-beliefsq/) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| Share their own values  and beliefs  and ask questions about moral decisions they and other people make. (Hindus) |  |  | Summarise thoughts after discussion and share if they agree and if their ideas have changed from start of lesson. Why? / Why not? Statement wall to stand near and show opinion (Do at start and end of lesson.) | [/qshould-all-hindus-be-](http://www.nhsf.org.uk/2004/12/qshould-all-hindus-be-vegetarians-or-is-this-an-individual-choice-free-from-religious-beliefsq/) [vegetarians-or-is-this-an-](http://www.nhsf.org.uk/2004/12/qshould-all-hindus-be-vegetarians-or-is-this-an-individual-choice-free-from-religious-beliefsq/) [individual-choice-free-from-](http://www.nhsf.org.uk/2004/12/qshould-all-hindus-be-vegetarians-or-is-this-an-individual-choice-free-from-religious-beliefsq/)  [religious-beliefsq/](http://www.nhsf.org.uk/2004/12/qshould-all-hindus-be-vegetarians-or-is-this-an-individual-choice-free-from-religious-beliefsq/) |

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| **Action** | **Reaction** |
| Saying unkind things to people | People will be hurt and won’t  want to be around you |
| Taking away people’s friends |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 3**  Pupils should:  KS1 - AT1:  Understand how Karma makes Hindus behave.  AT2: Share what they think Karma is.  KS2 - AT1:  Understand what Karma means to Hindus.  AT2:  Understand the link between action and possible consequences believed by Hindus. |    |        | **What is Karma and how does it affect the life of a Hindu?**  Pupils to share what they believe is Karma.  *Teacher led: - Karma* is a Sanskrit word whose literal meaning is 'action'.  Talk about Hindu idea of Karma – every action has a reaction, there are consequences for everything we do, according to Hindu scripture.  KS1:  Dominos to line up and question what will happen if I knock one – relate back to idea that every action has a reaction.  KS2:  Image of pig-man for children to discuss.  KS1:  Images of things Hindus would and would not do and pupils to put into right category. (Venn diagram) Discuss in pairs.  KS2:  Pupils to make action / reaction charts in partners - given a list of actions and write reactions e.g. what they think might happen to THEM as a consequence – idea that it’s not just how people are made to feel, but how it also affects you ultimately. What might / does guide someone as to their action? Why might a person want / not want a particular reaction?  Does faith have an impact on actions and reactions? How would a Hindu answer this? How would people of other faiths answer this? | Background on Karma for Hinduism: [www.historyforkids.org/learn/i](http://www.historyforkids.org/learn/india/religion/karma.htm) [ndia/religion/karma.htm](http://www.historyforkids.org/learn/india/religion/karma.htm)  [www.religionfacts.com/hinduis](http://www.religionfacts.com/hinduism/beliefs/karma) [m/beliefs/karma](http://www.religionfacts.com/hinduism/beliefs/karma)  Images to elicit conversation on concept of Karma: [http://cvrajan.hubpages.com/hu](http://cvrajan.hubpages.com/hub/Understanding-the-concept-of-Karma-in-Hinduism) [b/Understanding-the-concept-](http://cvrajan.hubpages.com/hub/Understanding-the-concept-of-Karma-in-Hinduism) [of-Karma-in-Hinduism](http://cvrajan.hubpages.com/hub/Understanding-the-concept-of-Karma-in-Hinduism) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | | | | **Points To Note** |
|  |  |  |  | Hurting other people |  |  |  |
| Not believing what other people say and ignoring their advice |  |
| Telling lies |  |
| *Plenary:*  Jot thoughts - what is Karma, how does it influence behaviour? What influences your behaviour? | | | |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 4**  Pupils should:  AT1:  Identify important areas in a Mandir and understand why the Mandir is important to Hindus.  AT2:  Show respect in a place of worship.  Share where is important to them and why. |        |        | **Is a Mandir Just a Place to Pray?**  Prior learning of names of features in a Mandir in Unit A, quick group recap before educational visit so children can learn deeper from this visit.  *Key Question:*  What else do Hindus do in a Mandir?  Teacher focus on this question during trip highlighting importance of features such as:  Kitchen – Prasad to eat together,  Study rooms to study scripture together,  School for children, etc.  Bhaktivendanta Manor has on site school and farm where rescued animals are looked after  Pupils to look for ways Hindus show respect - taking shoes off, dressing modestly, bowing down when entering temple room and ringing bell to acknowledge presence, etc. (make links between Hindu behaviour and actions and other faiths when in place of worship).  Cross curricular link for reflection or extra RE time to do video diary / written diary / inclusion in RE corner with space to write of their trip to the Mandir and what it means to a Hindu person and to include personal reflection of what it meant to them.  *Plenary:*  AT1: ‘Is a Mandir just a place to pray?’ – *possible assessment task*  AT2: Where is an important place for you and why? | Visit lesson and opportunity for assessment given after.  Learning about the importance of a Mandir to a Hindu - focus on importance and not what is in it.  **Sensitivities:**  Photographs of the deities are normally not permitted (please ask beforehand). However photographs of the grounds and outside are normally allowed.  Shoes removed by all before entering.  Some Mandirs ask women to cover their heads, (not all but advisable to bring a scarf).  Men and women sit separately in the temple room.  **Resources:** |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  |  | London Sivan Kovil Temple in  Lewisham  Tooting Mandir: [http://londonhindutemples.com](http://londonhindutemples.com/tooting-muththumari-amman-temple-main-page/)  [/tooting-muththumari-amman-](http://londonhindutemples.com/tooting-muththumari-amman-temple-main-page/) [temple-main-page/](http://londonhindutemples.com/tooting-muththumari-amman-temple-main-page/)  Neasden Mandir: [http://londonmandir.baps.org](http://londonmandir.baps.org/)  Watford: [http://www.bhaktivedantamano](http://www.bhaktivedantamanor.co.uk/home/) [r.co.uk/home/](http://www.bhaktivedantamanor.co.uk/home/)  Soho Square Mandir: (Contact: Jaga Mohini Devi.)  [http://www.iskcon-london.org](http://www.iskcon-london.org/) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 5**  Pupils should:  AT1: Order by order of importance reasons for pilgrimage and explain why Hindus believe pilgrimage to be important.  AT2: Share a journey that was important to them and why,  Share what they think pilgrimage is and means to pilgrims. |      |        | **Why is Pilgrimage Important To Many Hindus?**  Show images of people going on pilgrimage – pupils to discuss / label according to ability levels, words / ideas they think of.  Teacher led: – Type onto paper, cut into strips and ask tables to put into order of what they think is most important: -  To remember special people (saints);  To fix the mind on God and to glorify Him;  For spiritual development and to gain spiritual merit;  For purification and atonement of sins;  For meeting and taking guidance from holy people;  To perform specific religious rites;  For self-reflection and contemplation;  For an uplifting and memorable experience (spiritual inspiration).  Teacher to show video clip (BBC Learning Zone) on the Hindu Kumbh Mela, the biggest Hindu pilgrimage on earth.  Discussion, key events noted – shoulder partners, How do you think you would you feel on pilgrimage? / on the Kumbh Mela?  *KS1*:  Pupils to share time when they have been on a special journey and write down about their special trip and why it was significant i.e. visiting a sick family member because family is important and we must be kind to others, etc. | Depending on which key stage this unit is being taught in, the reasons of importance for pilgrimage may need extra  explanation.  **Resources:**  BBC news report on Kumbh Mela: [http://www.bbc.co.uk/news/wo](http://www.bbc.co.uk/news/world-asia-india-21395425) [rld-asia-india-21395425](http://www.bbc.co.uk/news/world-asia-india-21395425)  Pilgrimages around the world: [http://www.huffingtonpost.com](http://www.huffingtonpost.com/2012/06/03/religious-pilgrimages-spiritual-_n_1564664.html)  [/2012/06/03/religious-](http://www.huffingtonpost.com/2012/06/03/religious-pilgrimages-spiritual-_n_1564664.html) [pilgrimages-spiritual-](http://www.huffingtonpost.com/2012/06/03/religious-pilgrimages-spiritual-_n_1564664.html)  [\_n\_1564664.html](http://www.huffingtonpost.com/2012/06/03/religious-pilgrimages-spiritual-_n_1564664.html)  [http://hinduism.iskcon.org/pract](http://hinduism.iskcon.org/practice/501.htm) [ice/501.htm](http://hinduism.iskcon.org/practice/501.htm) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | *KS2*: |  |
|  | To write a diary as if they are a Hindu on the Kumbh Mela – share what is |
|  | happening, what people are doing, what you are thinking / feeling, etc. |
|  | Lots of images to support and keep video on during independent writing, |
|  | (less able with scribes). |
|  | Link with other religions - talk about places of pilgrimage in other faiths, |
|  | talk about Ten Commandments and idea of values and rules within |
|  | different religions. |
|  | *Plenary:* |
| Draw an image to represent pilgrimage (Post It Note to stick on board |
| with image of Ganges). |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 6**  Pupils should:  Share their understanding of what it means to be a Hindu.  *Success Criteria:*  KS1: I can talk about what I think is right and wrong.  I can share what Hindus believe is right and what is wrong?  KS1 and KS2:  I can share what values I |      |      | **What Does It Mean To Be a Hindu?**  Question – Write down – share – two facts you now know about what it means to be Hindu.  Code of Goodness – Write a code of how to be a good Hindu, i.e. always be compassionate, always be truthful, etc.  Either pictorially or written.  *Lower Ability:* Flip cams to record thoughts and ideas or TA scribe. *Higher Ability:* Either Wiki for Kids page or PowerPoint for assembly (link to Collective Worship) or poster – include links to other religions e.g.  both Hindus and Christians believe in being kind to those around you, etc.  *Plenary:*  Share Codes of Goodness with Hindu reflective music playing underneath.  Link with homework – one question you want to still find out about Hinduism. | *Majority of lesson to be independent as assessment of unit.* |
| agree / disagree with and |
| why. |
| KS2: I can see similarities |
| between Hinduism and |
| other faiths, |
| (Christianity). |