

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit: What helps Hindu people as they try to be good?	Term/Duration: Summer 2	Year Group 5
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Prior Learning:	Key Vocabulary: God, avatar, namaste, dharma, karma, moksha, samsara, puja, arti
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By the end of this unit pupils will be able to:

Make sense of belief:

- identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately
- give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma

Understand the impact:

- make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.
- give evidence and examples to show how Hindus put their beliefs into practice in different ways

Make connections:

- make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus
- reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view

	Learning Objectives	Content	Assessment	Resources	SMSC
1	<ul style="list-style-type: none"> To understand what Hindus believe To be able to discuss similarities between Hinduism and other faiths 	<p>Activities:</p> <ul style="list-style-type: none"> Use whiteboards/GNBs to brainstorm on tables or in pairs what pupils know about Hinduism already. Draw work together in discussion or on board. Use text books 'Hinduism' Sue Penney (p4-7) Religions and Beliefs – Hinduism' (p4) to find answers to questions. Give each table different questions. After a short time, each table to send a 'teacher' representative to tell another table what they have learned. Swap 'teacher' for each new table. Answers to be written in full sentences if possible. Watch https://www.truetube.co.uk/film/alien-abduction-hinduism 	<p>Peer assessment</p> <p>Teacher to assess whether pupils have achieved LO</p>	<p>Whiteboards</p> <p>Question sheets</p> <p>Answer sheets</p> <p>'Hinduism' Sue Penney</p> <p>'Hinduism' Neera Vyas</p>	<p>Social: Why do you think people from the same area worshipped in the same way?</p> <p>Moral: Why do you think Hinduism started?</p> <p>Spiritual: Do you think it brings people</p>

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		<p>and/or https://www.youtube.com/watch?v=9EICcU9oN-s Discuss any additional concepts eg 'namaste' - the sacred in me salutes the sacred in you' - the beliefs that we are all part of/a reflection of God</p> <ul style="list-style-type: none"> Pupils to head up in RE books 'What does it mean to be a Hindu?' Pupils can then complete anything else on answer sheet and stick it into their books. If they can add any more detail after watching the videos, then please do. <p>Plenary: Revisit question of what Hindus believe – tell another person on your table. If time, pupils could write a question about Hinduism they would like to know the answer to on a post it to put on the wall or hand in for discussion at the start of next lesson.</p>		Hinduism card 5	together if they have the same basic beliefs? Cultural:Is Hinduism very different from other world religions?
2 /	<p>LO:To show an understanding of the place of worship in the mandir and Hindu home.</p> <p>To be able to discuss similarities between Hinduism and other faiths</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> RE snap – can be played as snap or as a matching game initially – pairs or tables can discuss which cards go together. <p><u>Main</u> Where and how do Hindus worship? What would you expect to find in a place of worship? What are the differences between a mandir and a church? What are the similarities? Use 'New Steps in Religious Education – Book 1' for What is found inside a mandir? 'New Steps in Religious Education – Book 2' for How do Hindus worship? Discuss similarities and differences between Hindu worship and another religion such as Christianity. 'Do you know?' sections in each chapter ask useful questions. Use puja tray and artefacts, burn joss sticks, ring bell etc to give pupils an idea of the smells, sounds and sights of Hindu worship 'The home shrine' or Puja tray worksheet</p>	<p>Check understanding through questioning/discussion</p> <p>Check reasons given for significance of</p>	<p>RE snap cards</p> <p>PPT</p> <p>New Steps in Religious Education Bk1 and 2</p> <p>Puja tray and worship artifacts</p> <p>Lighter/mat ches?</p>	<p>Social:Does worshipping together help people to feel closer to God? Moral:How are the morals of the religion shown in worship? Spiritual:Which artifact helps people the most spiritually? Cultural:How and why are Hindu mandirs</p>

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		Discuss similarities in worship with another religion and significance of items used. If time, then ask pupils to write a few sentences comparing Hinduism with another religion they are familiar with.	objects on puja tray.	Puja Tray/Home Shrine worksheet	different from churches?
3	<p>LO: To begin to understand the Hindu concept of Brahman.</p> <p>To understand that Hinduism is a religion based on respect.</p>	<p>Before the lesson, burn a joss stick in the classroom. Reproduce copies of the Namaste poem.</p> <p>Starter: Begin lesson by welcoming pupils into the class with the traditional Hindu greeting. This is done with hands together (as in prayer), a slight bow of the head and the word "Namaste". Encourage the children to greet each other in this way.</p> <p>Explain to them that 'Namaste' literally means 'I respect you'. But the full meaning of 'Namaste' is best captured in a short poem. Distribute copies of the poem amongst the children.</p> <p>What do the children think of this poem? What do they make of the word 'soul'? What does the poem tell them about what Hindus believe?</p> <p>Hindus believe that there is a Universal Soul in everything that exists. Hindus give this Universal Soul the name Brahman. Brahman is not a person. Brahman is a power.</p> <p>It may be necessary to help children understand the concept of Brahman by a few concrete illustrations. If you have burned a joss stick before this lesson, draw the children's attention back to the smell. The smell is everywhere in the room. It is even inside them - in their lungs. But can they see it? This is one of the ways that Hindus understand Brahman.</p> <p>Alternatively (or additionally); before the start of the lesson, fill two glasses full of water. Dissolve a teaspoon of salt into one of the glasses. At this point of the lesson, invite a volunteer to taste the glass of water. Then, invite the volunteer to taste the salt solution. Even though the volunteer could not see</p>	Discussion/ responses	<p>Incense/joss sticks, matches/lighter</p> <p>Namaste poem</p> <p>PPT</p> <p>Trumurit worksheets</p> <p>RE exercise books</p> <p>Blow up globes?</p>	<p>Social: Why is it important to show good manners?</p> <p>Moral: Is destruction a good or bad thing?</p> <p>Spiritual: Why does it help to think about different aspects of God as different characters</p> <p>Cultural: Is respect a national trait or something every country and religion think is important?</p>

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	<p>the salt in the second glass, she could taste it. According to Hindus, that's how Brahman is in the world.</p> <p>https://www.bbc.co.uk/programmes/p010xbb1</p> <p>Watch the clip to find out more about Brahman and the Trimurti (Brahma, Vishnu and Shiva)</p> <p>To explain this further you could use a blowup globe (See HUMS department). Get 3 volunteers to play the parts of Brahma, Shiva and Vishnu. Brahma picks up the globe from the floor and says 'ah' (As if having an idea!), then Brahma throws the globe to Shiva who says 'wow' and throws the globe in the air and catches it - each time saying 'wow', to finish with the globe gets passed to Vishnu, who catches it and puts it down on the floor giving a sigh. If time, the next globe could then be passed along, as Hindu beliefs follow the cycle of birth, life and death, so does the world/universe.</p>				
4	<p>LO: To identify and explain Hindu beliefs about dharma, karma, samsara and moksha, using technical terms accurately</p> <p>To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma</p>	<p><u>Starter:</u> In pairs, discuss what responsibilities are and why we have them/need them. Introduce the idea of dharma.</p> <p>Hindus call the responsibilities we have dharma. How Hindus carry out this dharma will affect the way they live again. Hindus believe in reincarnation, which means to be born again in another physical body.</p> <p>Dharma includes speaking the truth, sticking to our promises, giving to charity, looking after others (particularly family), respect for animals, reading the holy scriptures, performing puja and respecting our elders.</p> <p>Children can choose one of these and discuss with a partner why it is important then write the basic definition into their books, giving at least one example.</p> <p><u>Main:</u></p> <p>Show video on reincarnation and then discuss the terms used:</p> <p>atman: The 'soul'</p> <p>karma: How your actions affect future lives. (Good actions - closer to God/moksha. Bad actions - reincarnated as an animal?)</p> <p>moksha: Achieving 'oneness' with Brahman</p> <p>Samsara: The circle of life and death experienced by the atman</p> <p>Hindus cremate (burn) the bodies of those who have died. Why do you think</p>	<p>Discussion/ responses</p> <p>Written responses</p>	<p>PPT</p> <p>RE exercise books</p> <p>Man in the Well story sheets</p>	<p>Social: In society, why should we have morals?</p> <p>Moral: Which actions would be morally good and create good karma?</p> <p>Spiritual: Do you think humans have a soul? What about animals?</p> <p>Cultural: Do stories about everyday life in our own culture help us to learn?</p>

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	<p>this is? (body is just a 'shell' for the atman, it is supposed to give the atman a better chance of achieving moksha if the ashes are scattered in the River Ganges or if dying person is blessed with/drinks Ganga water (water from the Ganges) (We have some in the artifacts drawer.)</p> <p>Look at the story of the man in the well which is a story with a moral from the Mahabharata. (Sanskrit writings)</p> <p>See if the children can draw links to karma, moksha and the atman.</p> <p><u>Plenary</u></p> <p>How do you think dharma can affect karma?</p> <p>What effect does this have on the atman?</p> <p>How does this affect how a Hindu might choose to live?</p> <p>Check to see whether key vocabulary has been understood.</p>			
5	<p>LO: To connect the four aims of life and the four stages of life with beliefs about dharma, karma, moksha etc</p> <p>Starter: Snakes and ladders (play in 2's?) Give out sheets and ask children to add to the game by putting good deeds when people go up a ladder and something bad for when they slide down a snake (They can write on the sheets - so just use paper copies.) Establish game rules (Do they start with a 6? Does a 6 let the player roll again? How and when do you use the snakes and ladders - only if you land on then at the end of your turn! Do you need an exact throw to finish?) When they finish the game - head up in books - 'Snakes and Ladders' and get them to write 2 or 3 'good' and 'bad' actions from their game. Underneath they can try to explain how the game shows karma and moksha. They could stick the game sheet into their books or copies could be done so each partner has a copy for next week to stick in.</p> <p>Main: Explain we are going to look at the four stages of life. What do the children think they might be? Watch video. Now read 'Skills in Religious Studies' Bk3, Pages 6 and 7. Try activity 1 in 'Things to do' on page 7. Draw a table with four columns, one for each stage and write responsibilities and actions for each column. Compare ideas as a class or share with partner/table.</p>	<p>Discussion</p> <p>Written responses</p> <p>Ideas on post-it notes</p>	<p>Snakes and ladders boards, counters, dice</p> <p>PPT</p> <p>Skills in Religious Studies Book 3</p> <p>RE exercise books</p>	<p>Social: How do games teach us how to live?</p> <p>Moral: Can you think of any other games that teach morals?</p> <p>Spiritual: Why do you think some people aim to live a life so they will be rewarded in the afterlife/next life?</p> <p>Cultural: Do you know which</p>

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	<p>We are now going to look at the four aims of Hindu life. What do you think a Hindu might aim to do in their lives? Watch video on the four purusharthas:</p> <p>Dharma (duty - following rules) Artha - (wealth and prosperity - providing for family) Kama (creativity and pleasure) Moksha (freedom of spirit and being one with Brahman)</p> <p>Go back to the table of the four stages of life and write which aims would fit in each stage - some may fit in more than one!</p> <p>Plenary:</p> <p>How might these aims help a Hindu live a good life? What aims have you got in your life? Career? Family? Wealth?</p> <p>How would your aims fit with the Hindu aims - or don't they?</p> <p>If time, some ideas could be recorded in exercise books or on a post-it to be looked at next week.</p>			<p>countries other games/sports come from - chess? lacrosse? judo?</p>
6	<p>LO: To consider some Hindu values and give evidence and examples of how Hindus put their faith into practice in different ways</p> <p>Starter: Last...lesson, week, month, year Main:WWGD? What Would Gandhi Do? Who was Gandhi? An Indian Hindu who campaigned for Indian rights and demonstrated in a non-violent way. Why is his example important? Which values do you think are the most important in life and why? Two important Hindu values are ahimsa (non-violence) and satya (truthfulness). What difference would it make to keep these values in a community? Watch short video on advice given by Gandhi. We are going to look at some situations that might occur in the real world and think about WWGD? How would a Hindu following ahimsa (non-violence) and satya (truthfulness) deal with each situation? Fill in the WWGD sheet with situations they may be familiar with, saying what they would do and what Gandhi would do. Conclusions and discussion can then draw out the best way of dealing with difficult situations. Feel free to change the situations if appropriate.</p>		<p>GNB/Whiteboards and pens</p> <p>PPT</p> <p>RE Exercise books</p> <p>WWGD sheets</p> <p>Post-it from last week?</p>	<p>Social:Does it help to have a leader or do people just need guidance? Moral:What would happen if a leader told people to do things they were not happy doing? Spiritual:Does doing the right thing make people feel closer to God?</p>

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	<p>Short video with quotes from Gandhi guiding people. How do you think they help people to behave and know what to do? Plenary: So what advice has Gandhi got for us - even though most of us aren't Hindu? How would living a life of truthfulness and non-violence make a difference to samsara?</p>			<p>Cultural: Is behaviour a cultural thing or is it down to the individual?</p>
7	<p>LO: To make connections between Hindu beliefs studied and explain how they are important to Hindus.</p> <p>So... what does help Hindu people as they try to be good? Head up in your RE book: <u>What helps Hindus as they try to be good?</u> <i>Make a mindmap or bullet point some ideas that would answer this question.</i> Watch this to refresh your memory and then add anything else you found helpful to your mindmap/list https://www.bbc.co.uk/bitesize/topics/z2bw2hv/articles/zjdbpg8 <u>Assessed task:</u></p> <ul style="list-style-type: none"> ★ Use the information and ideas you have come up with to answer the question. ★ There is a 'help' sheet with some ideas for paragraphs and sentence starters if you need it. ★ You have about 20 minutes. ★ Remember to give examples and use good vocabulary. <p>If time - you could do a peer mark - '2 stars and a wish' or play snakes and ladders and do feedback next week when assessed.</p>	<p>Assessed writing (peer) teacher</p>	<p>RE exercise books 'Help' sheets Green pens/snakes and ladders for end of lesson</p>	<p>Social: Why is it important to 'be good' in a society? Moral: Do you think Hinduism reflects good moral practices? Spiritual: How is being a Hindu a spiritual experience? Cultural: Is it more difficult to be a Hindu in the 'western' world?</p>

Use the SMSC questions as starters/plenaries as appropriate or as an exit ticket.