

Topic Title: Other Faiths - Hinduism

Early Years Foundation Stage Summer 1



Enquiry Question:

Where did Hinduism come from?

Disciplinary Focus:

Human/Social Sciences

Background for Teachers:

Hinduism Background Information:

https://www.lincolndiocesaneducation.com/_site/data/files/LAS/Hinduism-Resources-1.pdf

The Story of the Goddess Ganga:

<http://www.ludlowprimaryschool.co.uk/media/25441/re-the-great-river-ganga-and-shiva.pdf>

National Association of Teachers of Religious Education (NATRE):

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/4%20Religion/6_1%20Ramayana%20story%20CKRE4%20S.pdf

<https://www.natre.org.uk/resources/the-birth-of-lord-brahma-and-the-creation-of-the-universe/>

WaterAid 'Water in Hinduism':

<https://www.wateraid.org/uk/sites/g/files/jkxoof211/files/2022-02/Water%20in%20Hinduism.pdf>

Previously On ... (Links to Prior Learning):

Hide the different world religion symbols around the classroom and challenge the children to find all six – which of them do they recognise? Make links to the cross as the symbol for Christianity and the star as the symbol for Judaism, then introduce 'Aum'.

Big Questions:

What could these artefacts be?

What might people use these artefacts for?

What do you know about India?

How do Hindus celebrate Diwali?

What is the story of Rama and Sita about? Why might Hindus tell this story?

Why do people place oil lamps in their windows? Why do Hindu priests light oil lamps in the temple?

Why do Hindus bath before entering the temple?

Why are sweets eaten during Diwali?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explore faith and cultural traditions of India.	<p>Introduction: Over the next few weeks, we are going to be learning all about another religion. This is because people all around the world believe in different things. Some may believe in one God. Some might believe in many Gods or no Gods at all. They might have special books, special buildings, special foods and special stories. So far this year, you have learnt about Christianity and Judaism but the religion we're going to be finding out about for the next few weeks is called Hinduism.</p> <p>Starter: Show slide of world religion symbols. Which symbols do the children recognise? Cross for Christianity and the Star of David for Judaism. Point to 'Aum' and explain that this is the symbol for Hinduism, our new topic.</p> <p>Input: Show the children a range of Hindu artefacts e.g. a Puja tray, incense, a Diya lamp with Hindu music playing in the background. The artefacts could be hidden in a feely bag or a mystery box. What could these artefacts be? Where could they have come from? Explain to the children that they are from a country called India, which is where the religion we're finding out about is believed to have come from. Have the children heard of India before? What do they already know? Record any prior knowledge. Use Google Earth/an interactive map to look at where India is located.</p>	<p>Task: Range of opportunities for children to explore the faith and cultural traditions of India e.g. creating an Indian flag, Bollywood dancing, small-world play using a large map of India outside.</p>	<p>Plenary: Return to the slide of world religions – point to the 'Aum' and ask the children to repeat 'Aum' and 'Hinduism' – MTYT.</p>

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Lesson 2	LO: to explore faith and cultural traditions of India.	<p>Starter: Which country did we start exploring last lesson? Why are we exploring this country? Which religion comes from there? Recap how Hinduism is believed to have come from India – and how many people living there follow Hinduism.</p> <p>Input: Explain that today, we are going to find out more about the faith and cultural traditions of India – and the differences between these and our own – by reading a story called <i>The Elephant Dance</i>. Resources to encourage engagement with the story: bright blue fabric, flower garlands made from coloured tissue paper and string, a bamboo flute or recorder, bells, gongs and drums, flower catalogues.</p> <p>Read the story to the children and then discuss the title. Why is the book called <i>Elephant Dance</i>? Who told Ravi and Anjali about the elephant dance? What can the children remember about the dance?</p>	<p>Task: Opportunities for children to recall and recreate the story of <i>Elephant Dance</i> through a range of activities. For example:</p> <ul style="list-style-type: none"> • Taking it in turns to be the elephants in the story, walking in procession while the other children clap and make music. • Draping bright blue fabric over each elephant's back to represent a blue silk howdah and invite the others to choose a garland each to wear. • Supply bells, drums and gongs for watching children to play while the elephants sway along. • Talk about how Ravi dreamed about an elephant dancing silently while he played his flute. <p>Other ideas for activities to encourage recall of the story can be found here: https://www.nurseryworld.co.uk/news/article/journey-to-india </p>	<p>Plenary: What can they recall about the dance? And about what made the elephant dance?</p>

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Lesson 3	<p>LO: to understand the meaning of the story of Rama and Sita for Hindus.</p>	<p>Starter: What are the children able to recall about the <i>Elephant Story</i> from last lesson? Which of his grandfather's stories did Ravi adore the most? What are the children able to recall about the festival of Diwali?</p> <p>Input: Children to leave the classroom – make the space as dark as possible with tealights lit at the front and atmospheric background music playing, such as music played on the sitar. Ask the children to return to the classroom.</p> <p>Explain that you are going to read the children a story that is really important to Hindus. Either read the story or play the following film, which ends with the words, <i>'Ravi hurried into school, excited to tell his friends the story of Rama and Sita'</i>: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-hinduism-rama-and-sita/ztpyp4j</p> <p>Consolidate the children's recall of the events using the following questions:</p> <ul style="list-style-type: none"> • What religion do Ravi and his family follow? • What story does Aunty Sheema tell? • What is the name of the demon king? • How does Ravana trick Sita? • How does Rama defeat Ravana? • Why do the people place oil lamps in their windows? 	<p>Task: Gather ideas about the different lights that were present in the video – lights in windows, sparklers, fireworks, the magic circle, oil lamps, stars, sun, moon, magic arrow – the children might also talk about Rama and Sita glowing!</p> <p>Children to make their own salt dough diva lamps. Ask the children why we light a candle at the beginning of Collective Worship – to remind us how Christians believe that Jesus is the light of the world – and explain that Hindu priests light diva lamps because the flames remind them that God is present. They pass their hand over the flame, then pass it over their heads to feel closer to God.</p>	<p>Plenary: Why is the story of Rama and Sita important to Hindus? Why do they light diva lamps? Show images of diva lamps lit at the temple during worship.</p>

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Lesson 4	<p>LO: to explore Hindu beliefs about creation.</p>	<p>Starter: Link to prior learning and Big Question from Autumn 1: <i>'Why is the word God so important to Christians?'</i> What are the children able to recall about the importance of the word God and Christian beliefs about creation?</p> <p>Input: Recap how people all around the world believe in different things – including different Gods and different special stories. Hindus believe that a god called Brahma created the world.</p> <p>Ask the children to sit in a circle with a sealed jar of water at the centre – what can the children see in the jar? Once they have agreed that the jar contains water, ask the children to imagine a wide, flowing river. Explore photographs and videos of rivers and waterfalls and discuss how water moves.</p> <p>Tell the story of the birth of the river Ganges, which Hindus believe to be sacred, and explain how it helps people to imagine what God might be like. Explore photographs of Hindus bathing in the Ganges and discuss why the river is important to them – why they believe it is sacred and connected to God.</p>	<p>Task: In response to the story of the birth of the river Ganges, provide children with the opportunity to explore water through play. For example:</p> <ul style="list-style-type: none"> • Create rivers on the ground by pouring water and following the direction of the flow. • Create a river collage, using a variety of media. • Explore different long, flowing marks they can make with watery paint. • Create a river dance, using lengths of coloured fabric, and accompany it with percussion music. 	<p>Plenary: Show photographs of the public water tanks found outside many Hindu temples and explain that many Hindus bath before entering the temple – why might this be?</p>

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to make barfi sweets and taste these after re-enacting the rescue of Sita, demonstrating their understanding of the meaning of the story of Rama and Sita – and, in turn, Diwali – to Hindus.

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Lesson 5	LO: to show what we now know about where Hinduism comes from.	<p>Explain to the children that today, their challenge is to show everything that they have learnt about where Hinduism and Hindu beliefs come from.</p> <p>Invite children to retell the story of Rama and Sita with a choice of props e.g. masks, peg dolls, puppets. Recap the meaning that this story has for Hindus – the triumph of good over evil and light over dark.</p> <p>Show some photos of traditional Hindu/Indian sweets – and of shops selling these that can often be found in the streets leading up to Hindu temples, like those leading up to the Shri Bankey Bihari Mandir in Northern India: https://penandparadise.wordpress.com/2018/02/18/indian-culture-sweets-for-religious-offerings-photo-challenge-sweet/</p> <p>Why do the children think sweets such as these are eaten during Diwali? And why might Hindus offer sweets to their Gods? Discuss how sweets are part of the celebration of triumph and the coming together in prayer, happiness and joy with family. Once Hindus have offered sweets to the Gods and prayed, they consider it to have been blessed by God and will consume it themselves or offer to guests.</p>	<p>Task: Work collaboratively to make barfi sweets, recapping why sweets such as these are eaten during Diwali and offered to the Gods. Barfi sweets are more commonly made in Northern India – return to map of India.</p>	<p>Plenary: Create a bridge to symbolise the bridge to rescue Sita and line this with the diva lamps the children made last lesson. Re-enact the rescue of Sita before they taste the barfi sweets, recapping how they are eaten and offered as a celebration of the triumph of good over evil within the story.</p>