

Topic Title: Other Faiths - Hinduism

Year 1 Summer 1



Enquiry Question:

What do Hindu people learn from different religious stories?

Disciplinary Focus:

Theology

Background for Teachers:

Hinduism Background Information:

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

R.E. Online:

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/deities-gods-goddesses-and-goddess/>

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/resources/termly-mailing/bqic-secondary-challenging-knowledge-in-re/studying-god/6-how-do-hindus-understand-the-supreme-being/>

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, the star of David as the symbol for Judaism and introduce 'Aum' as the religion symbol for Hinduism.

Big Questions:

What do Hindu people learn from the story of ... ? Why might they tell this story?

How would you describe Rama and Sita?

What makes Rama and Sita 'special' to Hindus?

Who in your life sets a good example for you to follow?

Why is Ganesh 'special' to Hindus?

When do Hindus often pray to Ganesh? Why?

What symbols are often associated with Krishna?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to understand the meaning of the story of Rama and Sita for Hindus.</p>	<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, we 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. I wonder who has heard of this religion before. Record any prior knowledge on Previously on sticker.</p> <p>Starter – Show slide of world religion symbols. Can you count how many different symbols/pictures there are? Which do you recognise? Cross for Christianity and Star of David for Judaism. Recap how 'Aum' is the religious symbol for Hinduism.</p> <p>Input: Begin by showing photographs or shrine figures of Rama, Sita, Lakshman and Hanuman. What do the children notice about them? When and where do they think they lived? Who do they think they might be? Discuss the connection to the story of Rama and Sita, which they will have shared last year – what are the children able to recall? Explain that we are going to share the story again and build on what the children learnt last year: https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance</p>	<p>Task: Children to create their own shadow puppets to retell the story of Rama and Sita. The following resource could be adapted: https://www.scholastic.co.nz/media/2298/rama_and_sita_shadow_puppets.pdf The children could be divided into groups to each recreate one key part of the story using shadow puppets, using a 'Jigsaw' approach. Take a photograph of each key part for the children to write a sentence to caption.</p>	<p>Plenary: Discuss why the story of Rama and Sita is important to Hindus – why do they tell this story?</p>

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Lesson 2	LO: to understand what makes Rama and Sita 'special' to Hindus.	<p>Starter: 'Rally Robin' – children to retell the story of Rama and Sita in pairs, taking it in turns to continue the story by adding a sentence to follow their partner's last sentence. Show key words and phrases from the story on the board to scaffold – for further challenge, children could try to retell the story without looking and see how many of the key words and phrases they include.</p> <p>Input: Recap how most people in India belong to a religion called Hinduism and that for Hindus, Rama and Sita are very special. What impression do the children have of them? What adjectives would they use to describe them? Why would they use those adjectives? A word bank of adjectives, some relevant and some less relevant, could be shown to scaffold the children's thinking. Rama: heroic, brave, noble, loving Sita: loyal, faithful, devoted, loving Explain that for Hindus, Rama and Sita are special because they are the 'ideal' man and woman, the perfect husband and wife, and they believe they set an example for all people to follow.</p>	<p>Task: Children to draw a picture of Rama and Sita in the middle of their page. Around their picture, children to write down three different adjectives that they would use to describe Rama and three different adjectives that they would use to describe Sita.</p> <p>Further Challenge: children to write a sentence to justify one adjective they have chosen for Rama and Sita. <i>I think Rama is ... because ...</i></p>	<p>Plenary: Recap how Rama and Sita set a good example for people to follow in their lives. Who in the children's lives sets a good example for them to follow?</p>

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Lesson 3	LO: to understand the meaning of the story of Ganesh for Hindus.	<p>Starter: Explore some photographs or watch some footage of elephants. For example, this BBC film clip narrated by David Attenborough: https://www.youtube.com/watch?v=wfiFeCw_0S0 Have any of the children ever seen an elephant? What was their reaction? What elephants have children come across in stories? Build on the children's suggestions to discuss how they are seen to be wise, strong, gentle, good at helping humans and to have good memories.</p> <p>Input: Explain that for many Hindus, the elephant is one of the most special creatures. One of the most popular Hindu gods is depicted as having the head of an elephant and the body of a man – and his name is Ganesh. Hindus worship many gods and goddesses but they believe that they are all aspects of one god – just like we are each one person but we have many different characteristics. Ganesh, the elephant-headed god, has all the characteristics that we discussed about elephants – he is wise, he is strong, he is gentle, he is kind and he can help with difficult situations.</p> <p>Tell the story of Ganesh – or watch an animated version online. After sharing the story, ask the children to summarise how Ganesh got his elephant head and discuss how Hindus celebrate the birth of Ganesh at a festival lasting ten days every year. Why do the children think Ganesh is special to Hindus? Why do they celebrate his birth? Explain that Hindus think Ganesh is special and pray to him because he is wise – particularly before they start anything new like getting married, moving house or going on a journey.</p>	<p>Task: Show the children photographs of the images and statues of Ganesh that Hindus create and take on processions during the festival. Children to create either their own image or their own 'statue' out of playdoh.</p> <p>Drawing: https://www.youtube.com/watch?v=o5UegnMT6Kg</p> <p>Playdoh modelling: https://www.youtube.com/watch?v=HRtTT69GMBs</p>	<p>Plenary: Recap how Hindus often pray to Ganesh before they start anything new. What new things are the children starting? If they were a Hindu, what would they be asking for Ganesh's wisdom for?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	LO: to understand the meaning of the story of Krishna for Hindus.	<p>Starter: Explore some images of Krishna – what questions do these lead the children to ask? (Philosophy).</p> <p>Input: Explain that today, we are going to share our final story about a Hindu god or goddess – and how Krishna, the god in today’s story, is one of the most popular of all the gods.</p> <p>Tell the story of Krishna – or watch an animated version online. What do the children think Krishna represents in the story? What connections to Christian beliefs can they find?</p> <p>Build on the children’s ideas to discuss how Hindus believe Krishna is symbolic of eternal love from God – as well as pleasure and peace. How is this symbolism represented in the story?</p>	<p>Task: Children to explore a range of different pieces of artwork depicting Krishna – how many different similarities can they find?</p> <p>Artwork depicting Krishna often includes:</p> <ul style="list-style-type: none"> • a peacock feather • blue skin • yellow clothing • a lotus flower • a conch shell • a flute <p>Work collaboratively to generate a list of features often included in artwork depicting Krishna on the board – and discuss why these features are symbolic e.g. the peacock feather represents beauty and knowledge.</p>	<p>Plenary: Children to each choose a piece of artwork and label it – words to be shown on the board.</p>

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

- Children to choose which of the Hindu stories is their favourite, reflect on why it is and on why Hindus might tell that story.

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Lesson 5	LO: to show what we now know about what Hindu people learn from different religious stories.	<p>Starter: 'Popcorn Share' of ideas about the different Hindu stories that we have shared and the people that we have met through these stories – children to bounce up and down on the spot if they have an idea, share their idea, then bounce over to another child to invite them to share their idea – how many ideas can we share altogether? How long can we keep the popcorn bounce going?</p> <p>Input: Explain to the children that today, their challenge is to choose which of the Hindu stories we have shared is their favourite, reflect on why it is their favourite and on why Hindus might tell that story.</p>	<p>Task: Children to choose which of the Hindu stories we have shared is their favourite and write two sentences – one to explain why it is their favourite and one to explain why they think Hindus might tell that story.</p> <p><i>The story of ... is my favourite because ... I think Hindus tell this story because ...</i></p>	<p>Plenary: Invite children to share their choice of favourite story and reasoning – children to have chance to extend their own response once they have listened to those of others.</p>