

Topic Title: Other Faiths - Hinduism

Year 2 Summer 1



Enquiry Question:

How do Hindus worship?

Disciplinary Focus:

Human/Social Sciences

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/resources/voices-from-hindu-worldview-traditions/>

<https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/places-of-worship-hindu/>

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):

'Storyteller's chair' – which stories about Hindu gods and goddesses are the children able to recall? Show some of the characters from the stories shared in Year 1 e.g. Ganesh, Krishna and invite children to sit in the storyteller's chair and retell parts of the story that they recall.

Big Questions:

What aspect of God's nature does ... represent?

How does having pictures help Hindus to imagine what God is like?

How do you use each of your senses to help you feel calm and peaceful?

Why might Hindus think the Aum sound is mysterious and amazing?

What do the items on a puja tray represent?

How do Hindus prepare for worship?

What similarities and differences are there between Hindu worship at home and at a mandir?

Why might a Hindu choose to worship at a mandir?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to understand why Hindus have many images of God.	<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: Recap the origins of Hinduism as a religion that started in India and locate India on a globe or interactive world map.</p> <p>Share the image of three Hindu deities – gods and goddesses – Shiva, Ganesh and Kali. Explore this image together and ask the children which they think a Hindu might ask for help if they are experiencing difficulties and why.</p> <p>Explain that there are some things that are just too big for us to imagine, such as the size of the universe. It's easier to think about smaller parts of it, such as how we live on planet Earth. Ask the children for other examples of things that are difficult to think about. Explain that Hindus believe that thinking about God is too difficult for us to understand so they think about different aspects of God through gods and goddesses that represent different aspects of God's nature. Link back to prior learning – what can the children remember about the nature of Ganesh and Krishna from last year?</p>	<p>Task: Children to work in small groups with a mystery bag or box containing a 'murti' or a picture and an information card about a different god or goddess linked to the aspect of God's nature that they represent e.g. Durga, Lakshmi, Saraswati, Shiva, Vishnu, Ganesh, Krishna.</p> <p>For a further challenge, each group could be given a series of different pictures and information cards to try to match up.</p> <p>Each group to feedback to the rest of the class about their murti and then write a sentence about what they found the most interesting.</p>	<p>Plenary: How do you think having a picture helps Hindus to imagine what God is like?</p>

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Lesson 2	LO: to understand why the Aum symbol is important to Hindus.	<p>Starter: Show a range of symbols that can be both seen and heard with which the children will be familiar and ask them to identify these e.g. McDonalds, the bell ringing at the end of lunchtime, the ice cream van music. Discuss why we have or need symbols and how the examples you have used make the children feel.</p> <p>Input: Introduce the children to the Aum symbol, returning to the slide of world symbols from last lesson, and the sound it makes. Ask the children to make the three separate sounds that make up the Aum and explain that Hindus often start and finish their prayers with the Aum sound because it helps them to be calm and focus.</p> <p>Thin, pair, share – where do the children go to feel calm and peaceful? What sounds make them feel peaceful? What helps them to focus? Link to our learning behaviours – what does it mean to focus and which learning behaviour does it link to?</p> <p>Discuss which of the five senses we are using when we hear the Aum sound – and how we might use our other senses to feel calm e.g. stroking a pet, looking at the sky, eating comfort food, smelling a flower or fresh bread.</p>	<p>Task: Children to create a ‘word cloud’ of words linked to calmness, focus and peace and draw an example of how they would use each of their senses to help them feel this way.</p> <p>Further Challenge: Write a sentence for each sense explaining why this helps them to feel calm.</p>	<p>Plenary: Hindus also believe that the Aum sound was the first sound in creation: https://www.youtube.com/watch?v=Y9yWwFWpbRo What else do the children now know about the sound? Why might Hindus think this sound is mysterious and amazing?</p>

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Lesson 3	LO: to understand how Hindus worship at home.	<p>Starter: Recap learning from last lesson – what sound might a Hindu use as they start their worship? Why is this sound important?</p> <p>Input: Show the following film, or a similar film about puja, and discuss what we can learn from this: https://www.bbc.co.uk/programmes/p0114z20</p> <p>Show the children a puja tray, or a photograph of a puja tray, and ask what they think each item might be used for and/or represent:</p> <ul style="list-style-type: none"> • Bell – to wake God and let him know of your presence • Kum kum powder – to make a mark on the foreheads of gods and goddesses to symbolise blessing and good health • Incense – pleasant smell, to purify the air • Spoon – to offer water or milk to the god and people • Water pot – an offering to the god and to wash the image or murti, a symbol of purity • Fruit, sweets or flowers – an offering, food may be eaten after as blessed food * • Diva lamp – to symbolise enlightenment * <p>*Link back to prior learning about lights and sweets at Diwali – Year 1.</p> <p>Discuss how each of the senses are used in worship and why it is important for Hindus to use the puja items to prepare for prayer. Hindus believe that to connect with God and have the best experience of worship possible, it's important to use all their senses.</p>	<p>Task: Children to create a drawing or a shoebox model of a Hindu home shrine and annotate this – key words and phrases and photographs to support.</p> <p>Further Challenge: children to write a sentence to explain what some of the items that they include represent.</p>	<p>Plenary: Hindus believe that God's presence is in their home day and night – how might this affect their behaviour?</p>

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Lesson 4	LO: to understand how Hindus worship at the mandir.	<p>Starter: Show a drawings or shoebox models of a shrine at a Hindu home that one of the children created last week – what can the children name and what do they remember about what it represents or why it is important?</p> <p>Input: Ask the children what a Christian place of worship is called and why they would choose to go there rather than just worship at home. Explain that as well as worshipping at home, Hindus have a place of worship called a mandir. Watch the following film clip and discuss the information and photographs: https://www.bbc.co.uk/bitesize/topics/zwv8q6f/articles/z8c22v4</p> <p>What do the children recognise from the shrine at a Hindu home? What similarities are there? What differences?</p>	<p>Task: Children to label features of a mandir.</p> <p>Further Challenge: Children to highlight the features of items that are part of the shrine at a Hindu home as well as well as a mandir – or create a list of similarities and differences.</p>	<p>Plenary: Why would a Hindu choose to go to a mandir to worship if they can worship at home? Discuss the difference that worshipping together can make to a community.</p>

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

- Children to work together to record the key knowledge for a set of objects and photographs linked to Hindu worship, challenging themselves to include key religious vocabulary and identify links between different objects and photographs.

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Lesson 5	LO: to show what we now know about how Hindus worship.	Children to work collaboratively in groups, each group using a 'talking tub' of talk tokens. Explain that each group has a box of objects and photographs linked in some way to what we have learned about how Hindus worship this half term – and that their challenge is to work together to decide what they think the key knowledge is for each of the items. The children can either take it in turns or choose a scribe to record this on a strip of paper for each item – model this.	<p>Task: Children to work collaboratively to record the key knowledge for a set of objects and photographs linked to Hindu worship on strips of paper. Show key vocabulary for the children to challenge themselves to include.</p> <p>Further Challenge: What links can the children identify between the different objects and photographs? For example, what is the link between the puja set and the Aum?</p> <p>Opportunity for children to record any questions that they still have related to this half term's Big Question.</p>	<p>Plenary: As a class, create one fully labelled set of objects and photographs – work together to agree on the key knowledge that should be recorded for each.</p>