

Topic Title: Other Faiths - Hinduism

Year 3 Summer 1



Enquiry Question:

How do Hindus make sense of the world?

Disciplinary Focus:

Philosophy

Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/resources/voices-from-hindu-worldview-traditions/>

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/dharma/>

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/How%20do%20Hindus%20understand%20the%20Supreme%20Being.pdf>

[https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Big%20Questions%20Big%20Answers%20\(BQIC%20Primary\)/6%20Investigating%20good%20and%20evil/5%20Hindus%20follow%20dharma%20BQBA6%20S.pdf](https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Big%20Questions%20Big%20Answers%20(BQIC%20Primary)/6%20Investigating%20good%20and%20evil/5%20Hindus%20follow%20dharma%20BQBA6%20S.pdf)

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

Links to prior learning, including how Hindus worship (both at home and at their place of worship) and their beliefs about God. This might involve recalling stories.

Big Questions:

How do Christians make sense of the world?

Who is Brahman?

What does 'Trimurti' mean?

Why would Hindus choose to worship a god that destroys life?

In what ways are Hindu beliefs about the nature of God similar to Christian beliefs? Different?

What might a Hindu's journey to Moksha look like? How might karma help them in daily life?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to understand how Brahman is central to Hinduism.	<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.</p> <p>Starter: Introduce enquiry question, 'How do Hindus make sense of the world?' What does this question mean? What might we need to find out to answer it? Record any prior knowledge and understanding about Hinduism.</p> <p>Input: Explain that the belief in a supreme God, Brahman, is central to Hinduism – and a belief that Brahman is everywhere and that there is a part of Brahman in everyone.</p> <p>Brahman takes many forms – link back to prior learning about how Hindus think about different aspects of God through gods and goddesses that represent different aspects of God's nature in Year 2.</p> <p>There are three particular forms called the Trimurti: Brahma (distinct from Brahman) is the creator of the world and all creatures, usually shown with four heads. Vishnu is the preserver of the world. His role is to return to Earth in troubled times and restore the balance of good and evil. He has blue skin and four arms. Shiva is the destroyer of the universe, destroying the universe in order to recreate it. Shiva has blue skin, a third eye and carries a trident.</p> <p>Hindus believe that life is a cycle of birth, death and rebirth – and that the next life depends how the previous life was lived.</p>	<p>Task: Children to create triptych artwork – divided into three panels that can be folded closed or displayed open – to show the Trimurti, the three particular forms of God. Write a short paragraph to explain what their artwork represents to accompany it.</p>	<p>Plenary: Discuss why Hindus would worship a god that destroys life – how they see this as a positive because it allows birth and renewal to take place.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	LO: to understand the similarities and differences between Christian and Hindu beliefs about God.	<p>Starter: Introduce the objective for today's lesson and explain that, to enable us to do this, we need to be confident in our understanding of Christian beliefs about God. Recap Christian belief in one God but also in the Holy Trinity – the belief that there are three persons in one God. God the Father, who created everything; God the Son, who appeared on Earth as Jesus; and God the Holy Spirit, an active force for good in the world and touches people in their daily lives. Christians believe that God is both one in three and three in one.</p> <p>Input: Recap how Hindus believe in one God, through the forms of many different gods and goddesses, and how the three most important forms of Brahman are the gods Brahma, Vishnu and Shiva. They form the Trimurti. Explain to the children that this is different to the Christian belief in the Holy Trinity but that there are similarities, too. What might the similarities and differences between the Christian belief in the Holy Trinity and the Hindi belief in the Trimurti be?</p> <ul style="list-style-type: none"> • Christians believe in one God but they think of God as Father, Son and Holy Spirit (the Holy Trinity). Hindus believe in one God (Brahman) but they think of God as having many forms. • God the Father and Brahma are both associated with creation. • God the Holy Spirit and Vishnu are both seen as preserving and sustaining creation. • God the Son and Shiva are both associated with death and renewal: resurrection in the case of Christianity and reincarnation in the case of Hinduism. • In the west, we tend to have the view that a long time ago, there was a moment when time began, it travels way ahead into the future until the end of time is reached. In the east, time is often viewed as cyclical – Hindus believe that the whole universe comes into being, exists, ends and then starts all over again. 	<p>Task: Children to work collaboratively to create a giant Venn diagram using two overlapping hoops – one side represents things that are only true to Christian beliefs about God, one side represents things that are only true to Hindu beliefs about God and the overlap represents things that are true to both. Ideas to be recorded on sticky notes and stuck in the relevant part of the Venn diagram.</p> <p>Further Challenge: Children to identify things that are true to neither Christian nor Hindu beliefs about God and stick these sticky notes outside the Venn diagram.</p>	<p>Plenary: Children to capture their ideas for each section of the Venn diagram on a copy in their own exercise books.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 3	LO: to explore the importance of the Vedas for Hindus.	<p>Starter: Share some ideas about the nature of God – is each idea a Christian belief, a Hindu belief, a belief of followers of both religions or of neither religion? More Able children could be invited to share their own ideas about the nature of God for the rest of the class to respond.</p> <p>Input: Introduce the objective and explain that the Vedas are the most ancient texts of the Hindu tradition. They are believed to be the result of wise and enlightened people spending time in deep meditation about the meaning of life.</p> <p>Share the following quote from Yama, the Hindu deity (god or goddess) who takes life away about the secrets of existence: <i>“The wise (sreyas) is one thing and the pleasing (preyas) is something different. In life, both the sreyas and the preyas will approach a person. One who is wise will consider them carefully, note what is different between them, and then opt for the sreyas over the preyas.”</i> What do the children think Yama is saying? What two types of choices might a human being face?</p> <p>Give the children the following example: <i>“Your teacher has set some homework for the next day. Getting home, you see your Xbox and a tempting new game. What two choices do you have?”</i> Discuss which choice would be the <i>sreyas</i> (the wiser action) and which choice would be the <i>preyas</i> (the more pleasurable action). Highlight that it isn’t about choosing the ‘right’ or ‘wrong’ action. It’s about following ‘dharma’ and looking at a situation, then trying to choose the wiser or better action that leads to peace, contentment and the welfare of the world, instead of the easier action that might bring short-term contentment to one person. Ask the children to come up with another situation that might involve a wise action or a pleasurable action.</p>	<p>Task: Children to use all the knowledge that they have gained about dharma, sreyas and preyas to offer advice to Priya (see ‘Priya’s Day’ resource. What advice would they offer to Priya at different points in her day? How could they advise her to choose the sreyas (wise) over the preyas (pleasurable) and decide for herself how to help everyone to flourish.</p> <p>Further challenge: what other situations might Priya encounter during her day that require her to look at a situation and choose a wiser action?</p>	<p>Plenary: Recap the central idea that dharma is not about following a fixed set of rules but about making wise choices to help others flourish. Invite children to share the advice that they would give Priya – how would these actions help others to flourish?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	LO: to explore the Hindu belief in reincarnation.	<p>Starter: Show key vocabulary covered during this unit so far, either on the board or on a vocabulary wall on paper. Children to each be given one minute to explain what they have learnt about Hinduism so far, including as much key vocabulary as possible in their explanation. You could ask their partners to highlight key vocabulary used off the list as they go and calculate the total.</p> <p>Input: Recap previous learning about similarities and differences between Christian and Hindu beliefs about the nature of God – how God the Son (Christianity) and Shiva (Hinduism) are both associated with death and renewal. This is resurrection in the case of Christianity and reincarnation in the case of Hinduism. Ask the children what they recall or understand about resurrection.</p> <p>Hindus believe in reincarnation – that after a person dies, their soul is reborn in another body, which could be the body of an animal, and that their soul might be reincarnated thousands of times. The end of the cycle (birth, death, rebirth) is called Moksha, which can be reached if you live the best life you possibly can, makes you at one with God and sets you free from having to be born on Earth again: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3#:~:text=The%20end%20of%20the%20cycle,how%20Hindus%20think%20about%20death. Discuss the idea that our actions in this life, our ‘karma’, will affect our future incarnations. https://www.reonline.org.uk/resources/karma/</p>	<p>Task: Children to apply their understanding of ‘karma’ – our actions in this life – affecting our future incarnations. Kindness leads to good karma while selfishness leads to bad karma.</p> <p>Children to play a game of Snakes and Ladders to explain a Hindu’s journey to Moksha. In squares where there is a ladder going up, children need to write a kind action that would help a Hindu achieve Moksha e.g. ‘You help an elderly lady cross the road.’ In squares where there is a snake, children need to write a selfish action that would cause a Hindu bad karma. Children to each create a gameboard to play with their partner, to be stuck in their R.E. exercise books: https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/opening%20up%20RE/hinduism/moksha%20chitram%20board%20colour.pdf Or: http://www.ludlowprimaryschool.co.uk/media/24213/re-moksha-activity-sheet.pdf</p>	<p>Plenary: Invite children to share examples of kind actions, leading to positive karma, and create a list as a class.</p>

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

- Children to work collaboratively to plan a social action project for Mitzvah Day, reflecting the Jewish morals and values that underpin the day and the sacred texts that shape these.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to show what we now know about how Hindus make sense of the world.	<p>Starter: 'Popcorn Share' of ideas about how Hindus make sense of the world – and about what guides the choices that they make. 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: Introduce the objective and explain that today, the children are going to be making 'Hinduism binoculars' to show everything that they now know and understand about how Hindus make sense of the world. Apply the children's 'Popcorn Share' ideas from the starter to model developing this into a key word or phrase.</p>	<p>Task: Children to create either a drawing or a model pair of 'Hinduism binoculars', to be decorated with key words, phrases and symbols linked to how Hindus see and make sense of the world around them.</p> <p>Further Challenge: Children to choose some of their key words to explain in further detail in a short paragraph e.g. <i>Dharma helps Hindus make sense of the world because ...</i></p>	<p>Plenary: Invite children to share their Hinduism binoculars and summarise the key words, phrases and symbols they have used. Other children have the chance to add to their own.</p>