

# Topic Title: Other Faiths - Hinduism

Year 4 Summer 1



## Enquiry Question:

How are morals and values expressed in Hindu stories?

## 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>

Hinduism Beliefs and Practices Guidance for Teachers:

[https://www.egfl.org.uk/sites/default/files/School\\_effectiveness/Religious\\_Education/ks2\\_2\\_Beliefs\\_and\\_practices\\_Hinduism.pdf](https://www.egfl.org.uk/sites/default/files/School_effectiveness/Religious_Education/ks2_2_Beliefs_and_practices_Hinduism.pdf)

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

Links to prior learning, including what how Hindus believe in one God in many forms, the Trimurti, the three principle gods in Hinduism and the story of Rama and Sita.

## Big Questions:

Where would you find Hindu stories?

What might you learn from the story of ... ? What morals and values are expressed by the story of ... ?

Why do you think Hindu stories have morals or values in them?

What do you think these stories tell you about Hinduism?

How might these stories influence the way in which a Hindu lives their life today?

What is similar about Hindu stories? Different?

What similarities are there between Hindu and Christian stories? Differences?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p><b>LO:</b> to understand how 'dharma' influences the way Hindus live.</p>	<p><b>Introduction:</b> Show slide of world religion symbols. Which ones do the children recognise? Explain that over the next few weeks, we will be building on what we already know and understand about Hinduism. Record prior learning next to 'Previously On' stickers in exercise books.</p> <p><b>Starter:</b> Explore this half term's enquiry question and unpick key vocabulary – what do we mean by morals and values? What Christian stories do they know that express morals and values?</p> <p><b>Input:</b> Recap how Hindus believe in one God in many forms and how all Hindu gods and goddesses have a story that makes them important – which can the children remember from previous years? Examples included on planning for previous years include Ganesh, Krishna ... Explain that Hindus remember different gods and goddesses at different times of year and this informs their festivals and worship.</p> <p>Return to the concept of 'dharma', covered more briefly last year, along with 'karma', reincarnation and 'moksha'. Introduce <i>Mahabharata</i>, one of their sacred texts, and explain that Hindu beliefs about dharma are through this story. Read or watch the story of <i>Mahabharata</i> – or some of the stories from this.</p>	<p><b>Task:</b> Discuss the key themes and lessons from the story of <i>Mahabharata</i> that might be important to a Hindu. For example:  The triumph of good over evil  Respect for women  The qualities of a good leader  'Right' behaviour</p> <p>Children to work in groups to re-enact or create friezes depicting some of the 'turning points' in the story, during which these themes and lessons emerge.</p> <p><b>Further Challenge:</b> How might these 'turning points' look if they were modernised? In the world today?</p>	<p><b>Plenary:</b>  Reflect on the re-enactments or friezes that the children created – what impact might these have on how Hindus live their lives today?</p>

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Lesson 2	<p><b>LO:</b> to understand how 'dharma' influences the way Hindus live.</p>	<p><b>Starter:</b> Recap the meaning of the word 'dharma'. Ask the children to choose an adult that they know well e.g. a parent, a grandparent, a member of school staff and write a list of all the duties that they think their chosen person will perform that day.</p> <p><b>Input:</b> Invite children to share the lists that they have written. How important are the duties that they have listed? How do they compare to the children's duties? Discuss how duties differ at different stages in life but even when we are at the same stage of life as someone else, it is highly unlikely that we all need to perform exactly the same duties every day. Everyone is different so has different duties.</p> <p>Explain how this relates to the Hindu concept of dharma. One person's dharma – the best possible way for one person to live their life – is not the same as another's, even at the same stage of life.</p> <p>Introduce the traditional Hindu idea of ashramas – the four main stages of life: student, householder, retired and renounced. Give the children four coloured pieces of paper, one to represent each stage. Read out some ideas from the selection (saved in Resources) and ask the children to hold up the colour to show which stage they think the duty applies to, justifying why. Reflect on how everyone's duties differ at different times of life.</p> <p>Explore 'Try to achieve moksha' in the renounced stage and recap how, by fulfilling the dharma at each stage, Hindus are trying to achieve moksha – being at one with Brahman.</p>	<p><b>Task:</b> Children to complete the following sentence starters for some of the duties from the lists:  <i>A Hindu might fulfil this duty by ...</i>  <i>This would be a good action because ...</i>  <i>I might fulfil this duty by ...</i>  <i>This would be a good action for me because ...</i></p> <p><b>Further Challenge:</b> Children to add some duties to the 'student' list that would enable a Hindu to fulfil dharma at that stage.</p>	<p><b>Plenary:</b>  Discuss how a belief in dharma might influence the way a Hindu lives their life – this could be a GPC.</p>

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Lesson 3	<p><b>LO:</b> to explore the morals and values expressed in the story of <i>Lakshmi and the Clever Washerwoman</i>.</p>	<p><b>Starter:</b> ‘Rally Robin’ – children to retell the story of Rama and Sita (recap of previous learning) taking it in turns to continue the story by adding a sentence to follow their partner’s last sentence. Show key words and phrases 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><b>Input:</b> Explain that today, to help us continue answering our enquiry question about how morals and values are expressed in Hindu stories, we are going to share the story of <i>Lakshmi and the Clever Washerwoman</i>. This story takes place during Diwali. Recap the Hindu belief that there is one God in many forms and how all Hindu gods and goddesses have a story that makes them important. Lakshmi is the goddess of wealth and purity.</p> <p>Read or watch the story of <i>Lakshmi and the Clever Washerwoman</i>. For example: Read: <a href="https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Inspiring%20RE/Hinduism/Lakshmi%20and%20washerwoman_I REHindus%20S.pdf">https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Inspiring%20RE/Hinduism/Lakshmi%20and%20washerwoman_I REHindus%20S.pdf</a> Watch: <a href="https://www.bbc.co.uk/teach/school-radio/english-ks1-lakshmi-and-the-clever-washerwoman-index/z4dtmfr">https://www.bbc.co.uk/teach/school-radio/english-ks1-lakshmi-and-the-clever-washerwoman-index/z4dtmfr</a> At the relevant moment, ask what the washerwoman might have been thinking as she looks at the necklace. After reading or watching the story, discuss why she is called the clever washerwoman.</p>	<p><b>Task:</b> Children to hot-seat, imagining that they are either the King or Queen or the Washerwoman being interviewed by a newspaper reporter, taking it in turns to be the interviewer and interviewee.</p> <p>Children to consider these questions to ask the King or Queen: What happened today at the palace? How did you feel when the washerwoman refused the pot of gold coins? What did you think of her choice of reward? Why?</p> <p>Children to consider these questions to ask the washerwoman: Where did you find the necklace? How did you keep it a secret? How did it feel knocking on the palace door? Why did you make the choice you made for your reward?</p> <p>Alternatively, you could choose children to hot-seat as a class. Children to write speech bubbles around an image of each character to capture thoughts from hot-seating.</p>	<p><b>Plenary:</b> How might this story influence the way a Hindu lives their life? What morals and values are expressed.</p>

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Lesson 4	<p><b>LO:</b> to explore the morals and values expressed in the story of <i>Manu's Ark</i>.</p>	<p><b>Starter:</b> Show an image of Vishnu, within the Trimurti, on the board – what are the children able to recall about this god? Recap prior learning (Year 3) to recall how 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.</p> <p><b>Input:</b> Explain that today, to help us continue answering our enquiry question, we are going to share the story of <i>Manu's Ark: India's Tale of the Great Flood</i>. Introduce the story and explain that this story features Manu, believed by Hindus to be the first man, and Matsya.</p> <p>Build on children's prior knowledge about Vishnu to explain the Hindu belief that Vishnu descends to Earth in troubled times in the form of an 'avatar' to restore order. There are ten primary avatars of Vishnu, one of which is Matsya, the fish featured in this story.</p> <p>Do not share the story as a whole yet – instead, divide it up into parts and divide the children into groups. Each group to work collaboratively using the 'Readers' Theatre' approach to perform their part:  <a href="https://clpe.org.uk/teaching-resources/teaching-approaches/readers-theatre-teaching-approach">https://clpe.org.uk/teaching-resources/teaching-approaches/readers-theatre-teaching-approach</a>  Alternatively, they could use musical instruments to create a soundscape to convey the meaning of the story.</p>	<p><b>Task:</b> To continue from the whole-class introduction, invite each group to perform their part of the story of <i>Manu's Ark</i> in turn to tell the whole story. Once the story has been performed, discuss:</p> <ul style="list-style-type: none"> <li>• What does this story tell us about Hindu beliefs?</li> <li>• What key message or moral does the story have?</li> <li>• How do you think this story might influence the way a Hindu lives their life today?</li> </ul>	<p><b>Plenary:</b> Children to write a short paragraph to accompany photos of their 'Readers' Theatre' to summarise the morals and values expressed in the story of <i>Manu's Ark</i>.</p>

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

- Children to create a Venn diagram to show the similarities and differences between the Hindu story of *Manu's Ark* and the Christian biblical story of *Noah's Ark*, including the morals and values that they express.

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Lesson 5	<b>LO:</b> to show what we now know about how morals and values are expressed in Hindu stories.	<p><b>Starter:</b> Children to work in pairs to summarise the Christian story of <i>Noah's Ark</i> in no more than five sentences – and these five sentences need to capture the most important parts to ensure that the morals and values expressed in this story are conveyed!</p> <p><b>Input:</b> Explain that today, in order to show what we now know about how morals and values are expressed in Hindu stories, we are going to explore similarities and differences between the Hindu story of <i>Manu's Ark</i> and the Christian biblical story of <i>Noah's Ark</i>. This will include similarities and differences between:</p> <ul style="list-style-type: none"> <li>The stories themselves</li> <li>The beliefs, morals and values that they express</li> <li>The influence that they have on the way that Hindus and Christians live their lives</li> </ul> <p>Children to work collaboratively to create a giant Venn diagram using two overlapping hoops – one side represents the Hindu story of <i>Manu's Ark</i>, one side represents the Christian story of <i>Noah's Ark</i> 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. You could use three different colours of sticky notes or pieces of paper for each of the three bullet points above.</p>	<p><b>Task:</b> Children to build on ideas generated during the whole-class introduction to create their own Venn diagram.</p> <p><b>Further Challenge:</b> Children to identify things that are true to neither the Hindu nor the Christian story and add these to the outside of the Venn diagram.</p>	<p><b>Plenary:</b> Which story shared this half term do the children feel speaks to them the most? Which has the greatest relevance for their own life in terms of its morals and values?</p>