

# Topic Title: Other Faiths - Hinduism

Year 5 Summer 1



## Enquiry Question:

What does it mean to be a Hindu in Britain today?

## Disciplinary Focus:

Human/Social Sciences

### 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 Hindu stories, the morals and values expressed in these and how these influence the ways in which Hindus live their lives. In addition, this should include how Hindus believe in one God in many forms, Brahman, and the Trimurti.

## Big Questions:

What does it mean to belong?

How does it feel?

What does it mean to belong to a faith community?

What does it mean to be a Christian in Britain today?

What might it feel like for a Hindu living in Britain today? A Hindu whose family came from India?

Why do Hindus use all their senses during Worship?

What are the meaning and spirit behind Holi festivals?

What difference do Holi festivals make to what it means to be a Hindu in Britain?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<b>LO:</b> to explore the Hindu community in Britain today.	<p><b>Introduction:</b> Over the next few weeks we are going to be learning all about Hinduism. What do you know about Hinduism already? Complete 'Previously On' sticker to elicit prior knowledge and understanding.</p> <p><b>Input:</b> Explore the enquiry question and explain that to start our learning journey, we will need to research some statistics about the Hindu community in Britain today. Model researching some key statistics e.g. the number of Hindu followers living in Britain today, the number of Hindu temples, the location of key Hindu communities. Explore the search results together – how can we ensure that the statistics are accurate? What would help us to identify the most reliable source of evidence? What does it mean for a source to be reliable?</p> <p>Work collaboratively to generate a list of research questions – and possibly higher-level question stems from which to develop questions to scaffold.</p>	<p><b>Task:</b> Children to work collaboratively to research key statistics about the Hindu community in Britain today, answering the research questions generated as a class and/or their own. Their findings could be turned into a double-page spread, a fact file, a True/False game ...</p>	<p><b>Plenary:</b> What further questions have the children's research findings raised?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 2	<b>LO:</b> to explore the Hindu community in Britain today.	<p><b>Starter:</b> Show the children a photograph of ‘chicken tikka masala’. Have the children ever tried it? Where do they think it was created? Explain that it was created in this country for the British palate – and is actually unheard of in India! Indian food is one way of showing how Indian culture has become part of British life.</p> <p><b>Input:</b> Begin by showing photographs of the bomb damage in Great Britain after World War II and explain how the British government invited workers from India and Pakistan, as well as the Caribbean, to help rebuild the country from 1945. Discuss how in 1945, India was part of the British Empire before achieving independence in 1947.</p> <p>Explore the double-page spread ‘What Makes You, You?’ from <i>Lands of Belonging: A History of India, Pakistan, Bangladesh and Britain</i> – and focus on Vikesh’s example on the right-hand page. Where do the children think he should say he comes from?</p>	<p><b>Task:</b> Children to summarise what they know about the life of Vikesh – or of a Hindu whose family tree begins in India. This could be written or a combination of writing and illustration, like the spread from the book.</p> <p>They might want to carry out further research to add to the detail that the book gives them. If this is the case, generate some research questions about other aspects of their life first.</p> <p><b>Further Challenge:</b> What other questions would the children ask Vikesh to decide where they think he should say he comes from? How could they find out where he feels he belongs?</p>	<p><b>Plenary:</b> GPC: Where do you think Vikesh should say he comes from? Why?</p>

Lesson 3	<p><b>LO:</b> to understand how Hindus use all their senses during worship and why.</p>	<p><b>Starter:</b> (before introducing the learning objective) – ask for six volunteers. Five children to explore a bar of chocolate using only one sense each and one child using all of their senses:</p> <ul style="list-style-type: none"> <li>• Sight – looking at the chocolate, no touching and holding their nose.</li> <li>• Touch – touching the chocolate, blindfolded and holding their nose.</li> <li>• Smell – smelling the chocolate, blindfolded and no touching.</li> <li>• Sound – listening to the rustle of the packet, blindfolded and holding their nose.</li> <li>• Tasting – tasting a piece, blindfolded and holding their nose.</li> </ul> <p>Ask each child to describe their experience of the chocolate – and ask which child the children think had the best experience of the chocolate.</p> <p><b>Input:</b> Before introducing the learning objective, ask the children to reflect on how the starter activity might connect to Hindu worship – what are they able to remember from previous years? Introduce the learning objective and recap prior learning about how Hindus believe that to have the best experience of worshipping God, they must use as many senses as possible.</p> <p>Watch <i>Charlie and Blue Hear About Hindu Worship</i>:  <a href="https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/">https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/</a></p> <p>From 4:00 until 6:00 in particular – invite a child, perhaps more able, to create a glossary on the board as the film is playing. In what different ways do Hindus use their senses in a mandir? Discuss how Hindus also use all five senses to welcome God into their homes.</p>	<p>Children to work in five groups, each group working with one of the five senses – one scribe within each group to record ideas on a ‘Sensory Sheet’ (see example on SharePoint). How would the children welcome a guest into their home using their sense? For example, how would they use ‘smell’ to welcome a guest into their home? The ‘Sensory Sheet’ scaffolds will act as a reminder of how the sense is used in Hindu puja.</p> <p>One child from each group to share their ideas about how their sense could be used to welcome a guest into their home – rest of the class to record ideas for each sense. Alternatively, one child from each group could circulate around the other groups and share their ideas.</p> <p>During this time, more able children could carry out research in greater depth about why Hindus use all their senses during worship to share at the end of the lesson.</p>	<p>Children to write a ‘single sentence summary’ of how Hindus use all their senses in worship. They could include detail from Abby if this would work.</p>
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Lesson 4	<p><b>LO:</b> to understand how the spirit of the Holi festival is the same across the globe.</p>	<p><b>Starter:</b> Children to write a ‘Single Sentence Summary’ about the Holi festival – or this could be in the form of a Tweet. How much detail can they convey about the spirit of the festival in a limited number of words or characters?</p> <p><b>Input:</b> Watch Simran and Vraj talk about the festival of Holi:  <a href="https://www.bbc.co.uk/teach/class-clips-video/holi-the-spring-festival/zkkygwx">https://www.bbc.co.uk/teach/class-clips-video/holi-the-spring-festival/zkkygwx</a>  This will be a recap of learning from previous years but this film is aimed at an older audience.  Children to create a ‘Word Association Wall’ about the Holi festival, either in pairs, groups or as a whole class – if they were introducing the festival to somebody with no prior knowledge at all, which words would it be vital to include?</p> <p>Children to develop the ‘Word Association Wall’ words into a paragraph about the Holi festival that they might give to somebody with no prior knowledge.</p> <p>Explain to the children that Holi festivals take place across the globe – and how, although they’re not in India, the spirit and meaning behind the festivals is the same. As a matter of fact, the annual Holi festival that takes place in Leicester is the largest in the world outside India.</p>	<p>Children to research and create a double-page spread about Holi festivals in Britain. They might focus specifically on the festival in Leicester, they might research others as well. Other searches could include Birmingham and Southall.</p> <p>Focus on the ‘spirit’ and meaning of the festival and what this looks like at the festivals in Britain – in what ways are they true to the meaning of the festival?</p>	<p>What difference do the children think Holi festivals in Britain make to what it means to be a Hindu here?</p>
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## Celebration of knowledge and skills gained (opportunities for assessment):

- Children to create their own Diwali or Holi festival, focusing on ensuring that it is true to the meaning of the festival and that the 'spirit' of the festival is maintained – making Hindus in Britain feel that they are part of a global community.

Lesson 5	<p><b>LO:</b> to show what we now know about what it means to be a Hindu in Britain today.</p>	<p><b>Starter:</b> Show a photograph of a Diwali or Holi festival in Britain on the board that includes people celebrating. In pairs or small groups, children to reflect on what they know about the festival to think about what the people might be saying or thinking. Draw together children's ideas to create speech or thought bubbles that capture what the festival means to Hindus in Britain today.</p> <p><b>Input:</b> Explain that today, the children are going to plan their own Diwali or Holi festival to show all that they now know about what it means to be a Hindu in Britain today. Discuss how a festival could be planned to show this – what is the meaning of these festivals for Hindus? What would it be important to include to ensure that this meaning is at the heart of the festival? What would make it feel authentic?</p>	<p>Children to plan their own Diwali or Holi festival to show all that they now know about what it means to be a Hindu in Britain today. This could be in the form of a brochure, an information leaflet or a poster.</p> <p>For an additional challenge, children could imagine that they are a Hindu providing feedback on the festival – what would they say?</p>	<p>Children to respond to the enquiry question – what does it mean to be a Hindu in Britain today?</p>
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