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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:  AT1:  Understand that Hindus believe in one God represented through many deities.  Understand the significance of some of the Hindu Gods.  AT2:  Reflect on different ways of expressing beliefs about God. |      |  | **Why does Hinduism Have So Many Gods?**  *Starter:*  Pictures of Shiva, Brahma & Vishnu (Hindu Gods) and pose the question, “Which one is the odd one out?” In this exercise there is no single correct answer. Pupils will begin to make links and spot similarities and differences, as well as their ability to explain their ideas. Explain to the pupils the Hindu beliefs about one God.  What else do we know about Hinduism?  What would we like to discover about Hinduism?  Pupils to record on post-it notes or large pieces of paper any facts they know or what they would like to find out about Hinduism.  *Main Activity:*  Show pupils a glass of water and then tell the story about Svetaketu adding salt into the glass as in the story. Then show pupils the Aum symbol and ask what they can see. Explain that it means Brahman. Brahman is the thing Hindus believe gives life to everything. We can’t see Brahman, so instead Hindus use a symbol to show it. Look at a fact file on Brahman and class teacher reads to the class or shows video clip *(KS1)* or highlight key points. *(KS2)*  Are any beliefs about Brahman similar to beliefs about God in other faiths?  Design a piece of art or a symbol that expresses the Hindus belief in a universal spirit or God called Brahman (one God in many forms).  Pupils to write an explanation of the work as if on display in a | The Hindu community believe in one main  God called ‘Brahman’. Hindus believe that Brahman (the one God) has three functions and these are shown by the three gods, Shiva, Brahma and Vishnu. These three are sometimes shown as three heads merging into one and are known as the Trimurti.  The story of Svetaketa is a story from the Upanishads, the oldest collection of Hindu scriptures.  **Resources:**  Shrine figures, statues or pictures of a variety of Hindu deities (e.g. Shiva, Ganesha, Saraswati, Lakshmi)  Glass of water & salt Hindu story (Svetaketu)  Examples of the Aum (Om) symbol  **Vocabulary:**  God Brahman Aum (Om)  Shiva Brahma Vishnu  deities avatars Trimurti Upanishads |

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|  |  |  | Gallery. Explain colour choices, any symbols they have used  and what they represent. What would you like someone to think about when viewing your picture?  *Plenary:*  Pupils to share their pieces of art / symbols with each other and pupils to say what the work they are looking at makes them think of. |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 2**  Pupils should:  AT1:  Understand that Hindus have sacred texts and recognise the similarities and differences between them and Christian sacred texts.  AT2:  Make links between these teachings to their own life and thoughts. |    |  | **Do Hindus have a Bible?**  *Starter:*  ‘Through the Keyhole:’ - cover up most of an image of the Bhagavad Gita, leaving only a small section visible. Ask pupils to say what they can see. Gradually reveal more of the image, allowing pupils to describe more and try and guess what the image is. Encourage them to ask questions.  What clues are there that this is a special book?  What clues are there that this book is from a religion? Which religion do they think it might be from?  Why?  *Main Activity:*  Explain about the Bhagavad Gita and show a copy if available or display an extract written in Sanskrit.  Does this have any similarities with any other sacred texts they know? e.g. The Bible (verses, chapters, stories, poetry, etc).  Generate a class list on the whiteboard of things individual to each book and things shared by both books. Pupils to be provided with Venn diagram sheets and they place the things in the correct place. Less able pupils can be provided with pre prepared cards to place on the Venn diagram. Photographs can be taken to use in RE books. *(KS1)*  Pupils to generate their own responses to what is unique to each book and shared by both. Frame for pupils to record their ideas and vocabulary can be provided if needed. *(KS2)*  *Plenary:* | The Bhagavad Gita is part of the  Mahabharata, the world’s longest poem with more than 3 million words written 2000 years ago. It is one of the most ancient scriptures in the world, written in Sanskrit. The sixth chapter of the Mahabharata is the Bhagavad Gita which means *The Song of the Lord*. It is the most popular scripture for Hindus in Britain today.  **Resources:**  Images of the Bhagavad Gita Copy of the Bhagavad Gita Blank Venn diagram template Vocabulary cards  Heart template  **Vocabulary:**  Bhagavad Gita Mahabharata Sanskrit Lord Krishna translation Arjuna |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | The Bhagavad Gita is very important to Hindus as is the Bible to  Christians. Why do some people put messages from God right in the heart of their lives? What is at the heart of your life?  Pupils record their responses on heart shapes, which can then be made up into a giant heart wreath or garland to display in class. |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 3**  Pupils should:  AT1:  Describe what is found in a Mandir, including its importance to Hindus and their life.  AT2:  Reflect on the places that are special for us. |        |      | **What Do You Find In a Hindu Mandir?**  *Starter:*  Display a picture of the inside of a Mandir. Ask the children to think, pair, share Who? What? Where? When?  *Main Activity:*  Pupils to then work independently, in pairs or as a group (depending on ability) to record their ideas. Once completed share some of the responses. Then explain to children where the picture was taken and show them some other images.  Watch a video clip about the Mandir or take a virtual tour of a Hindu temple or Shree Swaminarayan Mandir in Cardiff. Give pupils time to discuss what they have seen.  Pupils could create an information leaflet for visitors to the temple, describing what happens in a Hindu Mandir including some of the features of Hindu worship and including the use of songs and prayer. *(KS2)*  *Plenary:*  Have you been in a building like this? How did you feel? Many religious believers talk about special places as sacred places – where they think God is very close to them. How is this different from just being in a place you like?  *Visit:* | It is important that pupils do not think that  all Hindu places of worship look the same. Use a variety of different photographs of Mandirs both in the UK, India and other countries.  **Resources:**  Poster / pictures / photographs of local Mandir and other temples.  Video Clips: -  Espresso faiths – Worship in the Mandir (LGFL)  [https://www.truetube.co.uk/film/holy-cribs-](https://www.truetube.co.uk/film/holy-cribs-mandir) [mandir](https://www.truetube.co.uk/film/holy-cribs-mandir) *(KS2)*  Virtual tour of Gujurat Hindu Temple in Preston: [http://www.topmarks.co.uk/Search.aspx?q=hi](http://www.topmarks.co.uk/Search.aspx?q=hindu) [ndu](http://www.topmarks.co.uk/Search.aspx?q=hindu)  Virtual tour of Shree Swaminarayan Mandir in Cardiff: [http://resources.hwb.wales.gov.uk](http://resources.hwb.wales.gov.uk/)  **Vocabulary:** |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** | |  |
|  |  |  | If planning a class visit to a Mandir, the Plenary could be used to  generate questions the pupils would like to find out about, these could then be incorporated into a class questionnaire. | Mandir  bell Shrine bhajan meditate | temple  arti deity kirtan  meditation | Priest  Puja incense service Hindu |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 4**  Pupils should:  AT1:  Describe how Hindus worship at home.  AT2:  Reflect on the meaning of the word worship and understand its significance to Hindus. |      |    | **What Can We Learn From How Hindus**  **Worship at Home?**  *Starter:*  At work stations around the class have pictures or objects associated with Puja. Pupils to walk around looking at the photographs or handling the objects. What would you like to ask about the pictures/objects? What do you think these objects are? What do you think they are for? What do you think is the most important object? Why?  *Main Activity:*  Diamond 9. Using 9 (or just 4 depending on age and ability). On each small card is written key information relating to Puja. Pupils to work in groups of 3 or 4 to establish some sort of ranking or priority. The most important reason goes at the top. The least important goes at the bottom, giving each small idea a place within the large diamond shape. Pupils to feedback the reasoning behind the decisions they have made. *(KS1)*  ‘Call my Bluff:’ - Pupils work in a group of 3 or 4. Each group is given a picture or one of the objects from the Puja tray. Each member of the team then has to work out two or three descriptions of what the object / image is. The onus is not on getting the right answer, but on being able to dupe the opposing team. When they have had enough time to generate an idea each, you come round with the right answer on a slip of paper. The group then has to decide which of their bluff is going to be replaced by this true answer. Again this is a great way to get pupils to evaluate each other’s ideas. When they have finally agreed on who is giving the true and who the bluffs, they play | Hindu worship known as Puja - it is the act  of showing reverence to a god or to aspects of the divine through invocations, prayers, songs, and rituals.  Puja is usually performed by at least one member of the household every day. Puja objects are normally presented on a tray and include an incense burner, flowers, fruits, and food.  **Resources:**  Puja tray & objects / photographs <http://www.bbc.co.uk/education/clips/zh2hyrd> <http://www.crickweb.co.uk/ks2re.html>  **Vocabulary:**  Puja shrine mantra  murti ghanta (bell) Tilak sandlewood ghee diya  incense burner prashad kumkum  (offerings) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | the game *Call My Bluff* against another team or to the whole  class. *(KS2)*  *Plenary:*  Show a section of video or film explaining how families worship at home and do not always go to the temple to worship.  What does worship mean? Why do Hindus worship?  How is this similar / different to other faiths?  If you had a family shrine what ideas of God would you have in there and why? |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 5**  Pupils should:  AT1:  Explain why the festival of Raksha Bandhan is special for Hindus?  AT2:  Consider how we show our love and concern for our friends and school community? |      |      | **What Is Significant About the Festival of**  **Raksha Bandhan (Rakhi?)**  *Starter:*  Put up a picture of the class. Ask what does it show? Are we just a class or are we made up of individuals? What friendships are there amongst our group? How do we know we are friends? On post-its write down how we show our love and concern for our friends/class members at school. Put on an outline of a friend at the front of the class.  *Main Activity:*  Pass round a Rakhis band. What do you think this is? Does it remind you of anything?  Explain the significance of Rakhi to Hindus. Today the festival has developed with others joining in the festivities: Priests tie rakhis around the wrists of congregation members; rakhis are often shared between close friends; women tie rakhis around the wrists of the prime minister and rakhis are tied around the wrists of soldiers.  Why do you think it is important to express our love and care for people? Who are our brothers and sisters? Do they need to be a blood relative? What influences us to express this?  Look at the PowerPoint of Rakhis. There are so many designs. What do we think they might mean?  Pupils to create a Rakhis and a small gift tag, appropriately decorated, containing a good wish and some words of appreciation for the person whom they would like to give it to | Raksha Bandhan, also abbreviated to Rakhi, is  the Hindu festival that celebrates brotherhood and love. It is celebrated on the full moon in the month of Sravana in the lunar calendar.  The word *Raksha* means protection, whilst *Bandhan* is the verb to tie.  Traditionally during the festival, sisters tie a *rakhi*, a bracelet made of interwoven red and gold threads, around their brother’s wrists to celebrate their relationship.  **Resources:** Rakhis Rakhi cards  Materials for making Rakhis – coloured wool, thread, beads, feathers & small buttons. <http://www.theholidayspot.com/rakhi/> make\_colorful\_rakhi.htm  PowerPoint of Rakhis: https://[www.tes.co.uk/teaching-resource/](http://www.tes.co.uk/teaching-resource/) hindu-festival--raksha-bandhan-info-- activities-6313734  **Vocabulary:**  Rakhi Raksha Bandhan  mantra Hindu festival Sravana |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | or write a prayer of protection / Mantra for that person they |  |
| would like to give it to. *(KS1 & KS2)* |
| Pupils to create their own symbol that shows love and concern |
|  | for others, explaining what each part of the symbol means. |
|  | More able learners could also explain how their symbol is |
|  | similar and different to a Rakhi. *(KS2)* |
|  | *Plenary:* |
|  | How do the ideas behind the Raksha Bandhan relate to our |
| “British values?” |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 6**  Pupils should:  AT1:  Express why the story of Prince Rama and Princess Sita is important to Hindus and celebrated at Diwali.  AT2:  Make links between the story and the idea of good overcoming evil in life today. |      |      | **What is the Real Meaning of Diwali?**  *Starter:*  Have an example of a Diva lamp (or a picture) in a central place as the children come in? What do we think it is? What has it got to do with Hinduism? Then read a letter from a Hindu child giving them clues about what the Diva is and why it is important to them. If pupils know it is from the festival of Diwali, ask what the link is between light and Diwali?  *Main activity:*  Look at the story of Rama and Sita (British Library, Sacred Stories,) and watch the YouTube clip relaying the story, (made by Year 3 children).  What questions do pupils have about the festival? How could we find out? What is the link between the story and Diwali? Which of the main characters capture the true meaning of Diwali? Why?  Pupils make diva lights and complete the sentence: “Light is important to Hindus during Diwali because …” *(KS1)*  Pupils create an iPad app to explain to KS1 pupils the story of Rama and Sita and how it relates to Diwali. Pupils to create a storyboard to show what key information they would have on each page of the app. ‘Easispeak’ the commentary to go with it, ensuring they have a page which explains why Diwali is important to Hindus. *(KS2)* If iPads are not available children could use alternatives e.g. publisher, PowerPoint, etc.  *Plenary:* | Many stories are told at Diwali, but the most  significant is the story of Prince Rama and Princess Sita. Diwali celebrates their victory over the demon Ravan, their triumphant return to Ayodhya and Prince Rama's coronation.  Hindus believe Vishnu lives as Prince Rama to help human beings when they face a threat of evil. Many Hindus believe that people need God's help to overcome evil.  However, the story shows that everyone plays a part in this struggle to be good and overcome bad things. Human beings cannot be good all the time, and so this struggle of good over bad also takes place inside us.  **Resources:**  Diva lights  Plasticine /clay /dough for divas Diwali cards  The story of Rama and Sita (British Library, Sacred Stories): <http://www.bl.uk/learning/cult/sacred/stories/>  YouTube clip relaying the story of Rama and Sita, (made by Year 3 children): [https://www.youtube.com/watch?v=mkbxhUe](https://www.youtube.com/watch?v=mkbxhUeqBTo) [qBTo](https://www.youtube.com/watch?v=mkbxhUeqBTo) |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |  | Who helps you to be good? Pupils to reflect on their own and  other humans’ struggle to be good.  On a template of a body write on the outside some of the bad things you have thought and done, on the inside write how you might overcome these temptations, the idea of good coming from within us.  Discuss how Prince Rama's example of courage, love and persistence inspires Hindus to show these qualities in their struggle over bad things in their own lives and in the world. Can the pupils think of influences in other faiths that guide them in their behaviour? | BBC Blue Peter overview of Diwali with Stick dance: [http://www.bbc.co.uk/programmes/p011kw3](http://www.bbc.co.uk/programmes/p011kw34) [4](http://www.bbc.co.uk/programmes/p011kw34)  **Vocabulary:**  Rama Sita Hanuman  Ravana Ayodhya diva  Diwali festival evil  good celebration Forest  Hindus Vishnu influence light |