

Subject: RE	
Key Concept/ Theme: What do Hindus believe that God is like? Make simple links between beliefs about God and how Hindus live. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.	
Vocabulary for unit: Aum symbol, Brahman, Trimurti, preserve, atman, Svetaketu, Brahma, Vishnu, Shiva, life, death, rebirth, Ganesh, Rama, Sita, Diwali, Namaste, deity, puja, praying, Hindu Gods	
Federation/school specific areas to cover (Add in any local areas of study, trips and people)	
1.	<p>Prior learning reconnection (year group, cycle & term): F4 Being special: where do we belong?(Reception) 1.10 What does it mean to belong to a faith community? (Year 1 and 2 Cycle 1) Cross – curricular links: Art, English</p> <p>LO: We are learning about Brahman Activity ideas to achieve the LO:</p> <ul style="list-style-type: none"> ● Show pupils a range of Aum symbols in both 2D and 3D form – explain that it is a symbol used in Hinduism (ask if they know of any other symbols used in other religions – cross, dove, etc.) and explain that many Hindus believe that it was the very first sound out of which the universe was created. ● Create a definition together for Aum symbol and complete vocab box on cover page. Explain that it is a symbol and a sound that is used to represent Brahman (God). ● Explain that Hindus believe Brahman is the ultimate being, whose spirit is in everything – use water and salt and the story of Svetaketu to illustrate the idea of Brahman being invisible but in everything - https://www.twinkl.co.uk/resource/the-story-of-svetaketu-powerpoint-t-re-1685099484. ● Take photos of the water and salt and get pupils to write around the photos, explaining what it tells us Hindus believe about Brahman. ● Get pupils to draw their own Aum symbol and decorate it as they wish, writing around it what the symbol represents. <p>End point: To know different Hindu Gods and how they impact on how Hindus live Vocabulary focus for this lesson: Aum symbol, Brahman, Svetaketu Possible misconceptions to consider: Children may think Brahman is one of the many gods, like Vishnu or Shiva. They may think Brahman is the same as the Christian or Muslim God. They may get the names ‘Brahman’ and ‘Brahma’ confused.</p>
2	<p>Prior learning reconnection (year group, cycle & term): 1.10 What does it mean to belong to a faith community? (Year 1 and 2 Cycle 1) Cross – curricular links: Art, PSHE</p> <p>LO: We are developing our knowledge of some Hindu deities and say how they help Hindus describe God Activity ideas to achieve the LO:</p> <ul style="list-style-type: none"> ● Recap last lesson – what is Brahman?

	<ul style="list-style-type: none"> ● Illustrate how people can be described in many different ways – model 5 different words you would use to describe yourself (teacher, parent, netball player etc.) - gather some photos of the different words used to describe yourself (they don't have to specifically be of you!) and display them – ask pupils what the photos reveal about you – get to the idea that one photo would not be enough to describe the 'real you'. Ask pupils to think of the 5 words they would use to describe themselves. ● Show some images of Hindu deities – Brahma, Vishnu and Shiva (the Trimurti) and their consorts, Saraswati, Larkshmi and Parvati. Ask pupils to raise questions about each image – what do they suggest God is like? Explore the idea that these deities are three ways of understanding God – provide pupils with more information about the characteristics of these Gods. ● Use this video to explore the Trimurti in more detail and then create a definition for cover pages - https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p ● Get pupils to draw three pictures to represent the Trimurti, writing around them what these Gods are like and what aspect of Brahman they represent. <p>End point: To know different Hindu Gods and how they impact on how Hindus live</p> <p>Vocabulary focus for this lesson: Hindu deities, Brahman, Trimurti, Brahma, Vishnu, Shiva, Saraswati, Larkshmi, Parvati</p> <p>Possible misconceptions to consider: Children may think Hindus believe in lots of separate gods rather than Hindus seeing the different gods as different forms of one Supreme Being.</p>
3	<p>Prior learning reconnection (year group, cycle & term): 1.8 What makes some places sacred to believers? (Year 1 and 2 Cycle 2) F6 What times/stories are special and why? (Reception)</p> <p>Cross – curricular links: Science, English</p> <p>LO: We are learning about Hindu ideas of life and death using the story of Ganesh and Rama and Sita</p> <p>Activity ideas to achieve the LO:</p> <ul style="list-style-type: none"> ● Recap last lesson – what is the Trimurti? ● Discuss as a class cycles of life, death and rebirth we see in nature (e.g. seasons, seeds/bulbs, forest fires etc.) and talk about how necessary they are. ● Talk about what pupils think death has to do with life; this Hindu idea suggests that death/destruction is often a necessary part of life. Connect with the Trimurti – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer). ● Explore the qualities of each of these deities in the context of the idea of the cycle of life, use learning about Vishnu to create a definition of preserve for cover pages. ● Compare the three Gods in terms of their role within the cycle of life. ● Read the story of Ganesh and provide pupils with statements of the story that they have to put into the correct sequence as you read. ● Ask each group to create a freeze frame for a different part of the story that they then have to bring to life when you get to their part. ● Take photos to stick into books, alongside a sticker explaining the task. ● Explore the story of Rama and Sita and how it links to Diwali. Link both stories to the Trimurti (Ganesh is the son of Shiva; Rama is another avatar of Vishnu). ● Discuss what these stories tell us Hindus believe about God. Pupils can then choose one of the stories to recreate a storyboard/comic strip. <p>End point:</p> <ul style="list-style-type: none"> ● To know the importance of the cycle of life/death/rebirth ● To know the stories of Svetaketu, Ganesh and Rama & Sita <p>Vocabulary focus for this lesson: Brahma, Vishnu, Shiva, Trimurti, life, death, rebirth, Ganesh, Rama, Sita, Diwali, Svetaketu</p> <p>Possible misconceptions to consider: May needs to clarify ideas around reincarnation and rebirth and emphasize the are Hindu beliefs and not all people believe the same things about life and death.</p>

4	<p>Prior learning reconnection (year group, cycle & term): F5 What places are special and why? (Reception) 1.8 What makes some places sacred to believers? (Year 1 and 2 Cycle 2)</p> <p>Cross – curricular links: Music, Art</p> <p>LO: We are learning how Hindus worship</p> <p>Activity ideas to achieve the LO:</p> <ul style="list-style-type: none"> ● Reconnection: Building upon who Hindus worship to how – recap all of the deities looked at so far ● Look at how Hindus often choose a deity to worship at a shrine in their home. Find out about what happens at an act of puja at home, exploring it using the senses. https://www.bbc.co.uk/programmes/p0114z20 ● Allow pupils to perform the act of puja either all together or in groups. ● Pupils to draw out their own puja trays, explaining what each element is for. ● Reflection Question: How does the act of puja link to any other ways of praying you know of? <p>End point: To know different Hindu Gods and how they impact on how Hindus live and worship</p> <p>Vocabulary focus for this lesson: deity, puja, praying, Hindu Gods</p> <p>Possible misconceptions to consider: Hindu worship involves a variety of symbols, rituals and deities and can be unfamiliar and confusing to children.</p>
5	<p>Prior learning reconnection (year group, cycle & term): L2.12 How and why do people try to make the world a better place? (Year 3 and 4 Cycle 1)</p> <p>1.9 How should we care for the world and for others, and why does it matter? (Year 1 and 2 Cycle 2)</p> <p>Cross – curricular links: PSHE</p> <p>LO: We are learning about the Hindu idea that all living beings possess a ‘spark’ of Brahman</p> <p>Activity ideas to achieve the LO:</p> <ul style="list-style-type: none"> ● Talk about the idea for some Hindus that all living things possess a ‘spark’ of Brahman. This ‘spark’ is known as atman and means all living things are sacred and special. ● Create a definition for atman together and complete on cover page. ● Talk about what difference this would make to how people treat each other and the natural world if everyone believed all living things contained the ‘spark’ of God. What is good about this idea? Is there anything helpful about it for people who are not Hindus, or who do not believe in God? ● Share the idea of ‘Namaste’ and what it means (‘I bow to the God within you’). ● Talk about how Hindus show respect for all living things because of atman (they are vegetarian, respect for the elderly, serving other people, non-violent etc.) ● Create folded hands from card (see picture) – decorate the outside with Namaste and what it means, inside with what Hindus believe about atman and how they respect it. <p>Complete end of unit quiz</p> <p>End point: To know the importance of ‘atman’ and the cycle of life/death/rebirth</p> <p>Vocabulary focus for this lesson: Brahman, Namaste, atman, life, death, rebirth</p> <p>Possible misconceptions to consider: The idea of a divine essence inside them is an abstract concept for children. Reinforce the ‘spark of Brahman’ is symbolic not something you can see or touch.</p>

Things to note:

For a 6 week term 4 lessons and an assessment

For a 7/8 week terms 5 lessons and an assessment

The progression of skills and knowledge need to be thought about so that they are covered by the teaching and learning this term

Adaptions:

- Simplify complex concepts focus on more tangible representations of God by using simple and clear definitions.
- Use images, videos, or props to show representations of Hindu gods and goddesses.
- Integrate art and craft activities that allow children to create their own interpretations of Hindu deities.
- Provide visual aids or flashcards to reinforce understanding.
- Teach students a simple Hindu chant or devotional song like a mantra that honors a Hindu god, or incorporate rhythmic movements that represent the gods' attributes (e.g., moving hands as if they were multiple arms like Shiva).
- Encourage group discussions and reflection by allowing time for group discussions where students can reflect on their own experiences and connect them to the concepts they are learning about Hinduism.