



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 4	TERM: Spring 2	Theme: <b>L2.7 What do Hindus believe God is like?</b>
SACRE:		
<p><b>Context:</b> (why is this unit being taught?) This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p><b>Concepts:</b> What do Hindus believe God is like? HINDU DHARMA ATMAN BRAHMAN Hinduism This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. Units 3 where pupils were introduced to Hindu Dharma. Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha.</p>	<p><b>Vocabulary:</b>  Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma</p>
<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</p>	

<p><b>End points /by the end of this unit pupils will..</b> (NB Crucial/sticky knowledge is highlighted):</p> <p>Know that Aum is a sacred symbol that describes Brahman.</p> <p>Know that Hindus believe in one ultimate reality, supreme soul, or divinity; Brahman</p> <p>To know that Hindus believe that Brahman is everything in the world.</p> <p>To know that there are many Hindu deities and each show a different part of Brahman</p> <p>To understand the Trimurti as three Hindu deities.</p> <p>Know that Hindus choose to connect to Brahman through particular deities for a specific reason.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>Know that Aum is a sacred symbol that describes Brahman.</p> <p>Know that Hindus believe in one ultimate reality, supreme soul, or divinity; Brahman</p>	<p><b>Enquiry: How do many Hindus describe ultimate reality?</b></p> <p>STEP 1: Explain that in this unit, pupils are going to be investigating Hindu traditions and how Hindus might describe the divine, ultimate reality. Ask pupils to tell you what they already know about Hindu traditions and what they would like to find out.</p> <p>STEP 2: Show the Aum symbol – explain that for many Hindus this is a sacred symbol that describes Brahman. Tell pupils that for Hindus, Brahman is an energy in the universe – the source of everything. For many Hindus, Brahman is the divine or the supreme being. Explain that Aum is made of 3 sounds, ‘A’, ‘U’ and ‘M’ and can be chanted as a mantra – to enable humans to connect with this energy. Play or make the sound – explain that this is a sacred sound for many Hindus.</p> <p><a href="https://www.youtube.com/watch?v=UiSkMxltu00">https://www.youtube.com/watch?v=UiSkMxltu00</a></p> <p>Explain that many Hindus say that before the universe began, the first thing to happen was the sound ‘Aum’ – it was the first sound of creation – after this, the universe began. Use the PPT to show a series of images of Aum. Pupils can draw it – video shows how.</p> <p>STEP 3: Have prepared some photos of yourself (or another willing member of staff) showing the different aspects of you e.g. teacher, footballer, parent, netball player, helper, friend, computer whizz,</p>		<p>Worksheet – teacher made with Aum symbol outline.</p>

	<p>drummer etc. Ask pupils to define which quality or skill of their teacher is being shown on each photo. Ask pupils, why one photo would not be enough to tell you about one person. Hand out task sheet with 6 boxes on. Give pupils some time to make at least 6 'stick person' sketches of themselves as plans for 8 photos they would need if someone wanted to properly know, the 'real them'. Emphasise that, just like their teacher, they are still one person, but have different sides. Show images of several Hindu deities – explain that for many Hindus, Brahman is the divine, supreme being and each of these deities shows a side or part of Brahman. So, whilst pupils might see images of many different deities when learning about Hindu worldview traditions, they should always remember each deity is showing a part/side of Brahman. Explain to pupils that they will be coming back to this idea in later lessons so that they can understand it even better.</p> <p>STEP 4: On the bottom of the first sheet, there is the Aum symbol outline. Around the outside of this symbol, pupils should add as many facts as possible that they know about Brahman and Aum.</p>		
<p>2</p> <p>To know that Hindus believe that Brahman is everything in the world.</p>	<p><b>Enquiry: How might the idea of Brahman being in everything affect how you live?</b></p> <p>STEP 1: Recap learning from last lesson - show the words 'Aum' and 'Brahman' – can pupils remember what they mean? Pictures - Brahman on this slide as Brahman is not known to have a shape or form. However, the deities in the pictures are each thought to show Hindus something about Brahman.</p> <p>STEP 2: Explain that we will investigate the idea of Brahman for Hindus. Tell the story of Svetaketu: "Svetaketu's father decided to teach his son about Brahman, the divine. He gave Svetaketu some salt and told his son to put it in a bowl of water overnight. In the</p>		<p>Worksheet – teacher made with metaphors written on it for pupils to illustrate.</p>

	<p>morning he asked Svetaketu if he could see the salt and take it out again, but of course he couldn't! He asked his son to taste the water from to top, the middle and the bottom of the bowl – it was salty each time. 'That's a bit like Brahman – God – in the world,' said Svetaketu's father. 'God is invisible but is there in everything.'". Ask pupils to think, pair, share what this means. During the sharing, elicit that many Hindus believe Brahman is in everything and everyone – whilst people can't actually see Brahman, it is there.</p> <p>STEP 3: Show the image of Namaste: Bowing slightly and putting hands together. Offer a meaning of this, 'The spark of God in me bows to the spark of God in you'. Remind pupils that for many Hindus, Brahman is the divine or supreme being, so a way to think of the meaning is 'The spark of Brahman in me bows to the spark of Brahman in you'. Explain that many Hindus would say it is not just humans but the whole world which has a spark of Brahman in it. This spark of Brahman in everything is called 'atman'. Ask pupils how you might treat others if you believe that everyone has a spark of Brahman in them? How would you treat animals and the planet? Explain that some, but not all, Hindus are vegetarian. For many Hindus the cow is a sacred creature. One of the reasons for this is because it provides nourishment, so the cow can be linked to being like a mother who provides her baby with nourishment and with Mother Earth. Also, the cow is traditionally seen as very dear to the Hindu deity Krishna. Finish with the metaphors that are based on words Krishna says in the Bhagavad Gita. Discuss with pupils what the metaphors say and ask pupils how these metaphors develop the idea of Brahman in everything. If pupils do not pick this up, point out that each metaphor shows Brahman as what could arguably be thought of as the most</p>		
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	<p>important aspect of each example, eg: out of every single light, Brahman is the radiant sun (here, Brahman is not shown as an inferior light such as a candle flame) out of every type of water, Brahman is the ocean (not a raindrop or river).</p>		
<p>3</p> <p>To know that there are many Hindu deities and each show a different part of Brahman.</p>	<p><b>Enquiry: What can we find out about some Hindu deities?</b></p> <p>STEP 1: Recap learning from last two lessons using the sticky knowledge slides, especially the vocabulary 'Brahman', 'Atman', 'Namaste' and 'Aum'. STEP 2: Use resource sheet 4.2 (printed as an A3 poster and stuck into the middle of a larger sheet). In groups of 4, ask them to look very carefully and annotate what they can see on the paper around the outside of the image. STEP 3: Discuss what groups have written down so far and where pupils had noticed similar or different features of the deities. There may be aspects that can be explained during this discussion; e.g. many arms (showing power), the colour blue (like the heavens), particular hand gestures and animals that the deities are travelling on. STEP 4: Hand out deities factfile. In groups, one deity should be assigned to each pupil to see if there are any extra facts that can be added to their group's annotation around the deity that they have been assigned. Each pupil should try to add 3 extra facts about the deity are responsible for finding out about. Once finished, they should share their new learning with the rest of their group. STEP 5: Bring the class together, focusing on each deity in turn: Discuss what the groups found out. If there are important facts on sheets 4.3 and 4.4 that have been omitted, ensure these are mentioned in the discussion. Look at a different image of each deity. Explain that not every image of every deity will be identical – task pupils with finding some of the key differences they have found on the new images. Remind pupils that in this lesson they were learning about 4 deities in particular, but that for most</p>		<p>Resource sheet 4.2</p> <p>Large sheets of newsprint</p> <p>Deities factfile</p>

	Hindu people, there are many more deities. Ask if pupils can name any.		
4	<p>To know that Hindus believe that Brahman is everything in the world.</p> <p>To understand the Trimurti as three Hindu deities.</p>	<p><b>Enquiry: How do many Hindus understand deities?</b></p> <p>STEP 1: Recap vocab so far: Aum, Brahman, Atman, Namaste, Brahma, Shiva, Deity, Lakshmi. Ensure pupils are confident that whilst Brahman can be seen as the ultimate reality/supreme being/divine, Brahma is one of many deities. Therefore, Brahman and Brahma are 2 different things. Use the sticky knowledge slides to recap learning in this unit so far. STEP 2: Remind pupils that as Brahman is one universal energy – Hindus may access this energy or divinity through particular deities, each of which shows particular qualities of Brahman. Use resource sheet 4.1 Read the metaphor focusing on the bunch of flowers. Ask pupils to reflect on what this says and how it explains ideas about Brahman and deities within Hindu worldview traditions. In pairs, can pupils create a very quick sketch to show this idea? If useful, also watch the BBC My Life, My Religion clip on the mandir, during which a young Hindu boy named Vraj also explains this analogy. <a href="https://www.youtube.com/watch?v=os0mN5P8jo&amp;list=PLcvEcrsF_9zL_rMIPzjyuhf7-VuPVq4yI&amp;index=2&amp;t=51s">https://www.youtube.com/watch?v=os0mN5P8jo&amp;list=PLcvEcrsF_9zL_rMIPzjyuhf7-VuPVq4yI&amp;index=2&amp;t=51s</a></p> <p>Look at the other 2 metaphors on resource sheet 4.1. Discuss which pupils feel is the most helpful in explaining Hindu ideas about Brahman and deities. Allow pupils time to create their own metaphor showing Hindu ideas about Brahman, deities and the relationship, using words and/or images. Look at some as a class and discuss which work well and why. STEP 3: Show some images of 3 Hindu deities: Brahma, Vishnu and Shiva. Discuss what pupils know and about Brahma and Shiva, and what they both notice and speculate about Vishnu. Explain that, as a group, these deities help many Hindus understand how life works as the group contains Brahma (creator), Vishnu (sustainer and protector) and Shiva (transforms and recycles). The name often given to this group of 3 deities is the Trimurti and the Trimurti can help many</p>	Resource sheet 4.1 Pictures of Vishnu, Brahma and Shiva.

	<p>Hindus understand life being a cycle. Use some examples to demonstrate how there are many cycles in life. Eg: A holiday – booking and packing (creation of holiday), being on it (sustaining of holiday), coming home (transforming holiday time into life back at home and maybe even getting ready for another cycle with a new holiday) Leaves on a tree – buds, green, Autumn colours and falling. NB Shiva is often referred to as ‘destroyer’ and pupils may have heard this. Whilst it is true, that Shiva symbolises the end of things, using the concept of cyclical time, this needs to happen so that the cycle starts again – eg the leaves on the Autumn tree may have fallen, but this is necessary for buds to appear in the Spring. Discuss whether pupils can identify any cycles within their own lives/life in general. Present pictures of Shiva, Brahma and Vishnu as a circle and label with arrows connecting the 3 like a cycle.</p>		
<p>5</p> <p>Know that that Hindus believe in one ultimate reality, supreme soul, or divinity Brahma;</p> <p>Know that Hindus choose to connect to Brahma through particular deities for a specific reason.</p>	<p><b>Enquiry: What can we learn about deities from Ganesh?</b>  NB This lesson has a focus on Ganesh. Please refer to Ganesh as an ‘elephant-headed deity’ rather than an ‘elephant god’. STEP 1: Recap vocab so far: Aum, Brahma, Atman, Namaste, Deity, Lakshmi, Brahma, Vishnu, Shiva, Hindu. Use the sticky knowledge slides to recap knowledge from previous sessions including that Hindus believe in one ultimate reality, supreme soul, or divinity; Brahma. Many Hindus connect to Brahma through particular deities. STEP 2: Show an image or murti of Ganesh and ask pupils what they notice about it. Explain that in Hindu Dharma there are many symbolic things to look at on a murti of Ganesh. Look at the image of Ganesh on the slide and help pupils to list what they can see that might be symbolic. Look at Twinkl Ganesh information powerpoint to explain the symbolism. Use sheet 4.1 from Exploring Hindu Worldviews by RE Today Services.* Please note, this is different from sheet 4.1 that is used in lesson 4 as it comes from a different book, but both books are free with your NATRE membership. Allow pupils to read the labels explaining the symbolism and match them to the relevant parts of the image of</p>		<p><b>Resource sheet 4.1</b></p>

	<p>Ganesh. Explain that Ganesh is seen by many Hindus as showing (personifying) divine wisdom and intelligence, as such, he is seen as a remover of obstacles in life. Ask: When and why might Hindus show devotion to Ganesh? (as remover of obstacles, a Hindu might show devotion to Ganesh before a large event or new chapter in their life that they wish to go smoothly eg a test, interview, or getting married) What qualities of Brahman might Ganesh show? Explain that Hindu Dharma is pluralist, meaning there are many ways to be a Hindu and whilst some people might try to connect with Brahman by focusing on one deity, another might try to connect by focusing on a different deity more often.</p>		
6	<b>Enquiry:</b>		