



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 4	TERM: Summer 1	Theme: L2.8 What does it mean to be a Hindu in Britain today?
SACRE:		
<p>Context: (why is this unit being taught?) In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p>	<p>Concepts: What does it mean to be a Hindu in modern Britain today? HINDU DHARMA Hindu Dharma This unit develops and extends the learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2. Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman 39 that develops understanding of Hindu Dharma, Atman, Karma and Moksha.</p>	<p>Vocabulary: Hindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita</p>
<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?) This unit develops and extends the learning from Unit L2.8 (Unit 27) entitled What do Hindus believe god is like?</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p>	

End points /by the end of this unit pupils will.. (NB Crucial/sticky knowledge is highlighted):

To understand that Hindu Dharma is diverse.

To know that puja is performed each day at a home shrine, a mandir or a place of work

To know that the Ramayana helps Hindus to understand dharma better.

To know that Hindus perform puja to connect to Brahman.

Know that dharma is not a fixed set of rules, but a way for each individual.

To understand that Diwali is a way to remember the Ramayana and therefore Dharma.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To understand that Hindu Dharma is diverse.</p>	<p>Enquiry: What is Hindu Dharma? STEP 1: Explain to pupils we are going to be building on our learning about Hindus. We are going to think about how being Hindu might affect how somebody lives and practices their religious worldview. Explain that the Hindu Dharma begun in India and is the most ancient of the larger religious worldviews in the world today. Remind pupils there are many different ways in which Hindu people live out their religious worldview; there is plenty of diversity within Hindu Dharma, it is not a 'one size fits all' religious worldview – this is called pluralist. Explain that Hindu Dharma has its origins in India, which is a vast country with the biggest population in the world; have pupils look at the geography of India, languages, wildlife. Show images of mandirs from across India to reinforce the diversity that is normal. STEP 2: Show an image of a Banyan Tree. Explain that this tree grows with a central trunk and then as time goes by it puts down separate trunks. From afar – it is impossible to see the main trunk! Go on to say that many Hindus call their worldview 'Sanatana Dharma' – the eternal way, rather than Hindu Dharma or Hinduism. Hindu Dharma does not have a single founder or scripture but has changed over time and has lots of diversity within it, like the Banyan Tree. STEP 3: Show examples of Hindu life and culture in</p>	<p>What is Hindu Dharma? The duties that a Hindu should follow in their life.</p>	

	<p>the UK. Show the following video clip https://www.youtube.com/watch?v=XyJM5jjhiI&list=PLcvEcrsF_9zL_rMIPzjyuhf7-VuPVq4yI&index=1</p> <p>Also, show an image of Rishi Sunak and tell pupils that he was appointed Prime Minister of the UK in 2022 – the first Hindu person to take on this job. Explain that the 2021 census showed that around 1 million people living in the UK (1.7% of the population) consider themselves to be Hindu. Using the PPT, encourage pupils to create a timeline showing when Hindu Dharma roughly begun and making links to Indian emigration to the UK. Depending on the needs of your cohort, this may provide a welcome teaching opportunity about how people of many different religious worldviews and ethnicities live in the UK today and are rightfully British citizens.</p>		
<p>2</p> <p>To know that puja is performed each day at a home shrine, a mandir or a place of work.</p> <p>To know that Hindus perform puja to connect to Brahman.</p>	<p>Enquiry: How and why do many Hindus perform Puja?</p> <p>STEP 1: Recap prior learning through using the Sticky Knowledge slides on the ppt. STEP 2: Recap pupils' learning on Brahman and deities from the previous unit on Hindu Dharma. Remind pupils that for many Hindus, Brahman is the supreme reality/energy in the universe and deities each show qualities of Brahman. Many Hindus show devotion to deities, focusing on them as a way of connecting with Brahman. Show the images of Brahma, Ganesh, Lakshmi and Shiva. Check whether pupils can remember which aspects of Brahman are shown/personified by each deity: Brahma: creation, Ganesh: intelligence and wisdom, Lakshmi: wealth and prosperity, Shiva: transformation. Introduce Saraswati: knowledge, music and creative arts. STEP 3: Ask pupils: How do you start the day? Discuss whether pupils have any routines eg showering/ walking/ walking a dog. Explain that for many Hindus, connecting</p>		<p>Home Shrine image word doc</p> <p>Labelling activity</p>

	<p>with Brahman (often through focus on one or more deity) is part of each day. Use the Home Shrine image. Look at the title on the sheet and explain that the image shows a shrine in a Hindu household, alongside members of the household. Look together at the murtis on the shrine – teach pupils the word ‘murti’ rather than ‘idol’ and explained that they are used during puja (Hindu worship) as a way of connecting with Brahman. STEP 4: Use the labelling sheet for pupils to match the words and definitions with the parts of the image from STEP 3. Explain that puja may take place in the home (as in the image), the mandir, or at other venues such as a place of work. Using images, show that there is a huge diversity in shrines.</p>		
<p>3</p> <p>. Know that dharma is not a fixed set of rules, but a way for each individual.</p>	<p>Enquiry: What is dharma? What can we learn from the story of King Yudhishtira?</p> <p>STEP 1: Recap learning from previous lessons using the Sticky Knowledge slides. STEP 2: Explain that pupils are going to look at the word ‘dharma’, they might remember it from ‘Sanatana Dharma’. Explain that the idea of dharma is central to how many Hindus try to live their lives, hence many will call the way of life ‘Hindu Dharma’ or ‘Sanatana Dharma’ rather than Hinduism. Ask pupils what the purpose of fire might be (sensible answers include ‘to burn’ or ‘to heat things’). Explain that Dharma is purpose, responsibility, or way to be. So, the dharma of fire can be looked at as ‘to burn’. The dharma of sugar ‘to be sweet’ etc. See whether pupils can come up with similar examples. Ask: what might be the dharma of humans? Discuss pupils’ ideas. If necessary, point out that this can be seen as a complicated question – is the dharma of a child always exactly the same as the dharma of an adult etc?</p> <p>STEP 3: Read the story of King Yudhishtira and the Dog saved in lesson 3 folder. Stop where indicated and make sure pupils understand what Yudhishtira’s choice is. If necessary, point out</p>		<p>Resource sheet 4.2 Large sheets of newsprint Deities factfile</p>

	<p>that dharma is personified as the deity Dharma in this story, but nevertheless, the nature of dharma is the same. Ask pupils to explain what they think the story might explain about dharma.</p> <p>STEP 4: Make links between the concept of dharma and the idea of having duties. Explain that whether Hindu or not, people tend to have duties. Ask pupils to split a piece of paper or whiteboard into quarters and quickly list what their duties are to themselves in the first quarter, in school in the second, at home in the third and other duties in the fourth. Discuss whether everyone had the same duties and why this is. Do pupils think their duties will be the same when they grow up? STEP 5: Show pupils these short quotes from the Hindu text The Mahabharata. The first is spoken to King Yudhishtira (who is known by many Hindus as a 'dharma raj' – a great role model) by Bhimsa, his grandfather. 'Not harming, truthfulness, remaining free from anger, and charity, are the four practices you must adhere to. This is the Sanatana Dharma.' Mahabharata (13.147.22) The second quote is spoken by Krishna to Arjuna: 'The superior understanding is hard to achieve, but one may be able to achieve this with determination and logic. Whatever may bring about the flourishing of living beings is therefore dharma.' Mahabharata (8.49.48–50) Clarify some of the tricky vocabulary and discuss words from the quotes they think are most important. Explain that dharma is not a fixed set of rules, but a way for each individual. Many Hindus will follow the advice found in holy texts and reflect for themselves on what their dharma is and how they can be the best person they can be.</p>		
<p>4</p> <p>To know that the Ramayana helps Hindus to understand dharma better.</p>	<p>Enquiry: What does the Ramayana tell Hindus about dharma?</p> <p>STEP 1: Complete prior learning using the Sticky Knowledge slides.</p> <p>STEP 2: Show an image from Ramayana. Explain that this image is of part of the Ramayana; an Epic Poem and that the story of the Ramayana is commemorated at the festival of Diwali. Read the story – saved in lesson 4 folder. Whilst this is a fairly long retelling, it is true to the story, so a good text to use. You might</p>		<p>Story of Ramayana.</p>

	<p>like to introduce it in various ways, eg have different pupils read out different parts using their most expressive voices or breaking the class into groups and giving each a section to dramatise etc. Say that for many Hindus this story helps them understand dharma better. The main characters in the Ramayana are seen as excellent examples of dharma and role models for Hindus. STEP 3: Use the PPT slides to focus on how 3 key characters follow their dharma in the Ramayana. Answers: Rama: went into exile willingly, fought evil, did his duty. Sita: went into the forest with her husband Rama (she chose to do this rather than stay in the palace). Hanuman: Showed selfless service (sewa) and love (bhakti) to Rama and Sita. Stress this is because he helps them without looking for reward. Introduce the word adharna as going against dharma. Ask how Ravana showed this. Answers might include him being selfish, kidnapping etc. What might be some meanings of this story? STEP 4: Explain that lots of people see a meaning of the Ramayana as light winning over dark and good winning over evil. Ask pupils to create an image from the story and explain why they think this is an important part. (link back to image shown at the beginning of the lesson.</p>		
<p>5</p> <p>To understand that Diwali is a way to remember the Ramayana and therefore Dharma.</p>	<p>Enquiry: How and why do many Hindus celebrate Diwali?</p> <p>STEP 1: Using Sticky knowledge quiz slides, recap on learning from previous lessons. STEP 2: Show some images of Diwali celebrations around the world and use a film to find out about how the festival is celebrate: The BBC's My Life, My Religion clip on Diwali may be helpful here: https://www.bbc.co.uk/teach/class-clipsvideo/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3</p> <p>Ask pupils to match practices they observe being carried out at the festival with events of the story of Rama and Sita that they learnt in the last lesson. Ask: How does the festival of Diwali show the story? STEP 3: Make connections to modern Britain. Explain why Diwali is celebrated in such a big way in Leicester. Show Rishi</p>		

	Sunak and his family lighting candles on the steps of Downing Street for Diwali https://www.bbc.co.uk/news/av/uk-67400004 .		
6	Assessment worksheet.		