



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group      6	TERM              Spring 1	Theme: Why do Hindus want to be good?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)</p> <p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on ‘what do Hindus believe God is like?’ and ‘what does it mean to be a Hindu in Britain today?’ They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p><b>Concepts:</b>  <b>What do Hindus want to be good?</b> HINDU DHARMA ATMAN KARMA MOKSHA Hindu Dharma</p> <p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities. Unit 3, in which pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha.</p>	<p><b>Vocabulary:</b></p> <p>Moksha            Brahman            Ahimsa            Deity            Dharma            Samsara            Reincarnation            Atman            Duty</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>

In Year 4 unit L2.7 What do Hindus believe God is like? And L2.8 What does it mean to be a Hindu in Britain today?

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

Recall the meaning of Brahman.

To know that atman refers to a being's true nature and the universe.

Understand that Hindus believe that atman has become tangled in the physical world.

Know that Hindus believe that death means that the physical body dies and the atman remains to be reborn in a new physical body.

Know that Hindus believe that actions that have been carried out in past lives determine the new physical body that the atman is born into.

Know that Hindus believe a good life and perform your duties, you will be released from the cycle of life and death.

Know that some Hindus perform 5 daily duties

Know that Hindus believe in a commitment to conserve, respect and encourage kindness and respect towards all living things.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>Recall the meaning of Brahman</p>	<p><b>Enquiry: Who or what is Brahman?</b></p>	<p>What do Hindus believe God is like?</p> <p>What is Brahman?</p>	<p>PowerPoint lesson 1</p> <p>5 pictures and words linked to Brahman:</p> <ul style="list-style-type: none"> <li>Aum symbol</li> <li>• The word 'Brahman'</li> <li>• An image of two hands placed together, alongside the word 'namaste'</li> <li>• A picture of various Hindu deities that pupils encountered in the earlier unit (Lakshmi and Ganesha)</li> <li>• An image of the trimurti (Brahma, Vishnu and Shiva)</li> </ul>

	<p><b>STEP 1:</b> Recap learning to see what pupils can remember about the Hindu dharma from previous units. Do some retrieval – use the vocabulary from Year 4 unit ‘What do Hindus believe God is like?’</p> <p><b>STEP 2:</b> Print 5 pictures and words linked to Brahman that pupils will hopefully associate with their work from the units ‘what do Hindus believe God is like?’ and ‘what does it mean to be a Hindu in Britain today?’. See resources. Stick each into the middle of a large piece of paper. Give each group one of the pieces of paper and tell them the paper links to work that they have already done on the Hindu Dharma. Pupils should hold a silent discussion. The way to hold this is:</p> <ol style="list-style-type: none"><li>1) Each pupil should stay silent and write any thoughts or questions they have about the image/word in the centre of their paper around the outside. If you want to know who wrote what, they can initial each comment.</li><li>2) After a few minutes, when the class seem to be slowing down with their questions and comments, tell them they are now allowed to think about what other people have written and silently discuss others’ contributions. They do this by drawing a line from another pupil’s comment/question and placing their own comment/question in response. Sometimes this can create a chain of answers and comments which all stem from one original contribution.</li><li>3) Once pupils are slowing down, allow them to silently move around the classroom and add comments/questions to contributions already made on any other piece of paper that they like.</li><li>4) Ask pupils to go back to their initial paper and ‘break the silence’ of the discussion by working together to identify one comment they all agree with and one comment or question they all find interesting or shocking before giving feedback on their findings to the rest of the class. Discuss where pupils have noticed links to earlier work on the Hindu Dharma, especially the idea of Brahman.</li></ol>		
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	<p><b>STEP 3:</b> Using an analogy. Remind pupils of how they learnt about Brahman and deities in Hinduism when they were younger. many Hindus believe that there is only one God (Brahman), the deities each symbolise an aspect of Brahman. In the earlier unit, pupils will have learnt about this through use of analogies*, e.g. the analogy of a bunch of flowers: you might pick up or look at just one flower from the bunch (equivalent to focusing on or looking at an image of one deity), but really, that flower is just part of the whole bunch (equivalent of Brahman). Ask pupils to recall and/or create other analogies that are useful when learning about Brahman.</p> <p><b>STEP 4:</b> Ask pupils to recap what they know about Brahman. Explain that in Hindu belief, all animals and humans have a spark of Brahman inside of them. This spark of Brahman inside each living creature is called 'atman'. The 'atman' is pure, eternal, unchanging. This is someone's true self, but it is tangled up with a creature's physical body.</p> <p>*This is free with your NATRE membership and can currently be found on the pdf at <a href="http://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-god/what-do-hindus-believe-about-the-idea-of-a-supreme-being/">www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-god/what-do-hindus-believe-about-the-idea-of-a-supreme-being/</a> On our new website look out for Big Questions in Classrooms- Investigating God</p>		
<p>2</p> <p>To know that atman refers to a being's true nature and the universe.</p> <p>Understand that Hindus believe that atman has become tangled in the physical world.</p>	<p><b>Lesson 2: What is atman? What can be learned about atman through a Hindu story?</b></p> <p><b>STEP 1:</b> Check definitions and knowledge that pupils learnt in the previous lesson especially atman and Brahman.</p> <p><b>STEP 2:</b> Explain to pupils that they will be thinking about a story called the man in the well from a Hindu sacred text called the Mahabharata. It teaches many Hindus lots about being human. Give pupils an A4 sheet of paper. Tell them that they will be drawing the story of the man in the well on this plan quickly as you read it aloud to them. Tell them there are eight scenes – they should divide their paper into eight panels. Read the story from resource sheet 1 slowly enough for them to make quick sketches, don't linger for long. Get pupils to re-tell the</p>	<p>What is atman?</p> <p>Can you define atman in one sentence?</p>	<p>PowerPoint lesson 2</p> <p>Resource sheet 1 and 2</p>

	<p>story to each other, using their pictures. Give out the story on resource sheet 1. Get the pupils to use their senses to explore the story from the man's point of view.</p> <ul style="list-style-type: none"> <li>• What does he see, hear, touch and smell?</li> <li>• How good must the honey taste if it stops him thinking about his calamitous situation?</li> </ul> <p>In the outlines provided, ask students to draw the expressions of the man as more and more calamities befall him.</p> <ul style="list-style-type: none"> <li>• What should the man do?</li> </ul> <p>In pairs pupils should come up with three solutions to his situation.</p> <p><del><b>STEP 3:</b> Working in pairs, pupils should use the chart on resource sheet 2 to try and interpret the story. If this story is about being human 'thrown into the ocean of existence' as it says, what do they think all the elements of the story represent? (e.g. well = unexpected events; honey = smartphones; elephant = bullies). Compare their answers with another pair. In groups of four summarise what they think is the message of the story. Feedback their ideas to see what the class thinks of the various interpretations.</del></p> <p><del><b>STEP 4:</b> Give out the interpretation from the next chapter of the Mahabharata:</del></p> <ul style="list-style-type: none"> <li><del>• Dense forest: everybody's life is limited</del></li> <li><del>• Carnivorous beasts: diseases</del></li> <li><del>• Monstrous woman: old age which destroys colour and beauty</del></li> <li><del>• Concealed well: the physical body</del></li> <li><del>• Tangle of creepers: desire for life</del></li> <li><del>• Powerful snake: death</del></li> <li><del>• Great elephant: the year — 6 seasons and 12 months</del></li> <li><del>• Fearsome bees: desires</del></li> <li><del>• Sweet honey: unimportant pleasures which do not last, but people enjoy these and do not want to give them up</del></li> <li><del>• Black and white mice: nights and days</del></li> </ul> <p>Ask pupils to talk about what they think the message of the story is, given Vidura's explanation. Ask pupils to raise questions that they would ask a Hindu about this passage and the beliefs</p>		
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	<p>that lie behind it. <del>Analyse the questions, e.g. in terms of open and closed questions, to see which are the most perceptive and revealing.</del></p> <p>Re-enact the story in groups of 4 using their story boards to help them.</p> <p><b>STEP 5:</b> Focus on atman: Discuss with pupils what the ‘honey’ might be in Britain? In their lives? Explain that the Hindu Dharma teaches it is very easy to focus on the physical world, our physical bodies and unimportant pleasures, but for Hindus, the <b>important thing to do is to focus on the true nature of ourselves and the universe.</b></p> <p>Hindus might say that this story shows that we think this world is great, and want to cling on to it, but really it is not satisfying. Really, Hindus say we need to wake up and see that we are in a bad situation. Our atman is tangled in this physical world and needs to get out – back to Brahman. But we get easily distracted by the world, so we need to think about the truth of the world and find a path back to Brahman.</p> <p><b>STEP 6:</b> Ask pupils to share a sentence that defines atman.</p>		
<p>3</p> <p>Know that Hindus believe that death means that the physical body dies and the atman remains to be reborn in a new physical body.</p> <p>Know that Hindus believe that actions that have been carried out in past lives determine the new physical body that the atman is born into.</p> <p>Know that Hindus believe a good life and perform your duties, you will be released from the cycle of life and death.</p>	<p><b>What is samsara? Why is atman important? What else is important?</b></p> <p><b>STEP 1:</b> Recap the story of the man in the well you told in the previous lesson. Remind pupils that the atman was inside the man’s physical body and wanted to escape the terrible dangers, but the man got distracted by trivial pleasures instead of focusing on how to get out.</p> <p><b>STEP 2:</b> If pupils are willing, sensitively ask them to suggest ideas that they have heard about what happens to people after death*. The class may have heard of a range of ideas and all should be treated sensitively. Explain that we often hear ideas about what happens after death from other people, sometimes religious people and sometimes not. Explain that many Hindus believe that death means the physical body dies. The atman remains and is reborn into another physical body. Actions that have been carried out in past lives (and the intention of these)</p>	<p>What do Hindus believe about death?</p> <p>What is Karma?</p> <p>What is dharma?</p> <p>What is moksha?</p>	<p>PowerPoint lesson 3</p> <p>Resource sheet 3</p>

	<p>determine the new physical body that the atman is born into. [NB It is not the case that someone who is wicked in this life will become a worm or slug in the next; the changes are generally thought to be far more subtle and longer-term than this.] This cycle of birth, death and rebirth is called samsara. The idea that actions have long-term consequences, even into the next life, is called karma.</p> <p><b>STEP 3:</b> Ask pupils to explain the phrase ‘what goes around comes around’. An image often used to show karma (and this) is one of a man sitting in a circle of large rectangular slabs. He pushes the slab to his left, not realising the slabs will all knock each other down in a domino fashion until the one on his right lands on top of him.</p> <ul style="list-style-type: none"><li>• Are pupils able to come up with a quick sketch of their own to show the idea of ‘what goes around comes around’?</li></ul> <p>Explain that karma is similar to this phrase, it is the law of cause and effect. Someone’s positive actions and intentions lead to good karma and leave a positive imprint on a person, but negative actions and intentions lead to bad karma and leave the opposite. Good and bad karma can affect someone in their current life and also affect their lives to come.</p> <p><b>STEP 4:</b> Ask pupils in pairs to think of a character in a TV programme or film they watch or book they have read. They should write down 10 actions that the character has done. Label them as good or bad actions and grade them out of 10: how good or how bad are they? 10 is high/good, 1 is low/bad. Think about the idea that good actions and intentions lead to good results, and bad actions to bad results. What do they think could happen to the character as a result of their actions? [This is a simplified and speeded-up version of karma.]</p> <p><b>STEP 5:</b> Remind pupils of the word ‘dharma’ that they learnt about in year 4 and explain that one meaning of this for Hindus is ‘duty’. Ask pupils to write down any duties that they have performed today. Share the list with a neighbour and look out for differences and similarities. Save this list for lesson 4.</p>		
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	<p>Explain that for many Hindus, it is important to work out what their dharma, their 'duty' is. One way of doing this is to read the holy scriptures, try to understand what they are teaching about how to live, then live by these teachings.</p> <p>Give pupils a copy of resource 3 (this can be cut into cards if you wish), explaining that many of the pieces of wisdom on this page come from Hindu holy texts. Ask pupils to read through the cards and choose three that they think would be most useful to a Hindu child of their age, then suggest how a child might behave if they followed the advice on the card.</p> <p><b>STEP 6:</b> Many Hindus believe that eventually, if someone truly understands about the atman, does their duty and lives a good life, they will achieve moksha, which means release from samsara (the cycle of life, death and rebirth). They will not have to be born again and their atman is released to merge back into Brahman. Show the BBC film clip from My life my religion** NB the film uses the term soul instead of atman.</p> <p>Recap the definitions of other words in this lesson; moksha, atman, samsara, dharma and karma. Pupils can use these definitions to help them individually or in pairs to write a letter of advice to the man from the story of the man in the well. The letters should explain what samsara is and how the man needs to change his actions and thinking in order to achieve moksha. It would be useful to have a discussion beforehand on why focus on fleeting pleasures (the honey in the story) can make it difficult to concentrate on what is really important in life and the universe.</p> <p>*check if any pupils have suffered a bereavement before embarking on this lesson. If necessary warn particular pupils or parents that you are going to have this discussion and that if the conversation becomes difficult they can leave the room.</p> <p>** The BBC clip on the cycle of life and death from BBC My life my religion can currently be found here <a href="http://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3">www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3</a></p>		
4	<b>Lesson 4: How might dharma affect the way someone lives their life?</b>	What are the daily duties that a Hindu performs?	PowerPoint lesson 4

<p>Know that some Hindus perform 5 daily duties</p>	<p><b>STEP 1:</b> Recap what the pupils learnt in the previous lesson about samsara.</p> <p><b>STEP 2:</b> Ask pupils to recall the meaning of the word 'dharma'. Pupils should choose an adult they know well e.g. parents, carers, grandparents or school staff. They should write down all the duties that they think their chosen person will have performed during the day.</p> <ul style="list-style-type: none"> <li>• Are these duties important?</li> <li>• How do they compare to a child's duties?</li> </ul> <p>Look at the lists of duties that they made in lesson 3 and recall where they were similar or different to those of others within the class. Point out that duties differ at different stages in life, but even when we are at the same stage of life as someone else, it is highly unlikely that they all need to perform exactly the same duties every day – everyone is different and so has different duties. This idea links to the Hindu concept of dharma. One person's dharma is not necessarily exactly the same as another's even if the two people are at the same stage of life.</p> <p><b>STEP 3:</b> Some Hindus aim to follow five daily duties</p> <ul style="list-style-type: none"> <li>• Worship through prayer and meditation at the home shrine or at the mandir</li> <li>• Studying the Hindu sacred texts</li> <li>• Reflecting on the teachings and actions of wise people</li> <li>• Providing food for humans or animal in need</li> <li>• Welcoming guests</li> </ul> <p><b>STEP 4:</b> Ask pupils to choose three of the daily duties and respond to the following sentence starters for each one.</p> <ul style="list-style-type: none"> <li>• A Hindu might fulfil this duty by...</li> <li>• This would be a good action because...</li> </ul> <p><b>STEP 5:</b> Ask pupils to think of duties they do or could do that would have a positive effect.</p>		
<p>5</p>	<p><b>What is ahimsa and how does it affect the lives of Hindu people?</b></p> <p><b>STEP 1:</b> Recap learning from earlier lessons using the sticky knowledge slides if needed.</p>	<p>What is ahimsa?</p> <p>How can Hindus demonstrate ahimsa?</p>	<p>Powerpoint lesson 5</p>

<p>Know that Hindus believe in a commitment to conserve, respect and encourage kindness and respect towards all living things.</p>	<p><b>STEP 2:</b> Introduce pupils to two Hindu children Vaahila and Jeevan. Do this using their thoughts from Online resource 6.2 from the Exploring Primary RE Hindu book. This is available as part of your membership. The link to this resource sheet is below*</p> <p>These statements explain what ahimsa means to them as young Hindu people. Ask pupils to read their thoughts in pairs. The listener should try to write down five key words. Together each pair should end up with ten key words.</p> <p>Now encourage them to discuss what the key words mean.</p> <ul style="list-style-type: none"> <li>• Which are different and which are a match?</li> <li>• Which words do they not understand?</li> </ul> <p>Have a quick class discussion, making sure that pupils are given a chance to ask about words or phrases they do not understand. Individually, ask pupils to sum up the three main points they learnt from reading these accounts and write a short reflection on Vaahila and Jeevan's ideas, using these sentence starters:</p> <ul style="list-style-type: none"> <li>• I agree the most with ...</li> <li>• I don't agree with ...</li> <li>• Something I have not thought about before is ...</li> </ul> <p><b>STEP 3:</b> Discuss as a class the meaning of ahimsa. Ahimsa is a term often associated with Mahatma Gandhi and his non-violent approach to resistance, but it has much wider connotations than those shown in the actions of Gandhi. Many Hindus see ahimsa as part of daily life and their thoughts, speech and actions – a commitment to take action to conserve, restore and encourage respect and kindness towards all living things. In this way, ahimsa is not simply about not getting involved with doing harm, but also about actively contributing to reducing harm in the world – it is selfless service to others- Sewa- a concept important to others too for example Sikhs. As a class create a list of actions that pupils think are showing ahimsa.</p> <p><b>STEP 4:</b> Read the case studies of two Hindus who have founded charities with ahimsa at their heart. This resource also comes from the Exploring Primary RE Hindu book. This</p>	<p>Can ahimsa make the world a better place?</p>	<p>Online resource 6.2 from the Exploring Primary RE Hindu book</p>
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	<p>is available as part of your membership. The link to this resource sheet (resource 6.5) is below**. Highlight the parts that focus on ahimsa, and using other colours highlight any focus on other key Hindu beliefs; for example, karma, dharma or samsara.</p> <p><b>STEP 5:</b> Ask pupils to look at the websites of the two charities Go Dharmic and Climate healers***. Ask each pupil to write a short report about one of the charities or a campaign from one of the charities showing how it exemplifies Ahimsa. You could ask your pupils to use the STARE model (See ppt)</p> <p><b>STEP 6:</b> As a class discuss the question, ‘Can ahimsa make the world a better place?’</p> <p>*<a href="http://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Exploring%20Religion%20and%20Worldviews/3%20Exploring%20Hindu%20Worldviews/ERW3%20Hindu%206_2%20S.pdf">www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Exploring%20Religion%20and%20Worldviews/3%20Exploring%20Hindu%20Worldviews/ERW3%20Hindu%206_2%20S.pdf</a></p> <p>**Resource 6.5 is the final page of this document available as part of your membership</p> <p><a href="http://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Exploring%20Religion%20and%20Worldviews/3%20Exploring%20Hindu%20Worldviews/ERW3%20Ahimsa%20S.pdf">www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Exploring%20Religion%20and%20Worldviews/3%20Exploring%20Hindu%20Worldviews/ERW3%20Ahimsa%20S.pdf</a></p> <p>*** Current web addresses for Go Dharmic <a href="https://godharmic.com">https://godharmic.com</a> and Climate healers <a href="https://climatehealers.org">https://climatehealers.org</a></p>		
<p>6</p> <p>Assessment of sticky knowledge:</p> <p>To know that atman refers to a being’s true nature and the universe.</p> <p>Know that Hindus believe that death means that the physical body dies and the atman</p>	<p><b>Why do Hindus want to be good?</b></p> <p><b>STEP 1:</b> Recap the learning from the previous lesson. Show pupils a simple diagram of samsara (see powerpoint). Remind them of the film used in lesson 3 and if necessary show it again.*</p> <p><b>STEP 2:</b> Remind them that achieving moksha will depend on many aspects including someone’s karma, whether they do their dharma, whether they are focused enough on atman and Brahman. Ask pupils to discuss in pairs the answer to the question: ‘Why do Hindus want to be good?’ After taking some feedback as a whole class, pairs should join up to create groups</p>		<p>PowerPoint lesson 6</p> <p>Assessment sheet</p>

<p>remains to be reborn in a new physical body.</p> <p>Know that Hindus believe that actions that have been carried out in past lives determine the new physical body that the atman is born into.</p> <p>Know that Hindus believe in a commitment to conserve, respect and encourage kindness and respect towards all living things.</p>	<p>of 4. Each pair should share their initial ideas and try to come up with an answer that all 4 agree upon. The group should then write at least one paragraph to explain the answer. The paragraph(s) should use the terms samsara, dharma, karma, atman, Brahman and moksha at least once as well as talking about actions that a Hindu believer would take and why. Pupils should also attempt to refer to Hindus that they have learnt about such as Simran and Vraj (from the BBC clip) or Gandhi or Vaahila and Jeevan.</p> <p><b>STEP 3:</b> Share the paragraphs with the whole class and ask for feedback on which ones pupils think answer the question well and why. If pupils now wish to revisit their paragraphs for editing, they should be allowed this opportunity.</p> <p><b>STEP 4:</b> Complete the assessment sheet for the unit.</p> <p>* The BBC clip on the cycle of life and death from BBC My life my religion can currently be found here <a href="http://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3">www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3</a></p>		
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