



# Medium Term Unit Planning

<p><b>Topic Name:</b> RE – What do Hindu's believe that God is like? (Brahman/Altman)</p>	
<p><b>Learning Outcomes:</b>            Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify some Hindu deities and say how they help Hindus describe God</li> <li>• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>• Offer informed suggestions about what Hindu murtis express</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</li> <li>• Identify some different ways in which Hindus worship</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>• Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</li> </ul>	
<p><b>Hook:</b>            Lie down and listen to the sound of Aum. Collect feelings and thoughts.</p>	<p><b>Topic Showcase (e.g. display, museum, performance, presentation):</b>            Create BPS "Spark/Altman" posters for around the school</p>
<p><b>Oracy:</b>            Children to present Spark posters as part of KS2 assembly.</p>	<p><b>Key Vocabulary:</b>            Deity, Brahman, Altman, puja, Svetaketu, Trimurti, shrine, Vishnu, Shiva, avatar, Ganesh, Krishna, Parvati</p>
<p><b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b>            ■ UNDER REVIEW</p>	



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**Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):**  
 Children to understand the importance of religion in some people’s lives, the role it plays and the celebrations that they have.

**Experiences/Visits/Visitors:**  
 Visit to the Venkateswara Temple.

**Main subjects covered:**  
 RE

**RE threshold concepts:**  
**Understand beliefs and teachings**  
 This concept involves understanding the key teachings of various religions  
**Understand practices and lifestyles**  
 This concept involves understanding the day to day lives and practices of various religions.  
**Understand how beliefs are conveyed**  
 This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.  
**Reflect**  
 This concept involves an appreciation of how religion plays an important role in the lives of some people.  
**Understand values**  
 This concept involves an appreciation of how many people place values as an important aspect of their lives.

**Notes:**

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
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<p>1. Introduce the symbol and sound of Aum and Brahman.</p>	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the symbol of Aum and what it represents.</li> <li>• Using water and salt, tell the story of Svetaketu to illustrate the idea of Brahman being invisible but in everything.</li> </ul>
<p>2. To understand that there are many aspects to different Hindu gods and that they have meaning.</p>	<p><b>Understand how beliefs are conveyed</b> This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Show the children the many aspects of their teacher (son, friend, teacher, netball player, scout leader) and liken this to the many aspects of Hindu Gods and consorts.</li> <li>• Children look at images of the various deities and look for signs of symbol of the character or different aspects.</li> </ul>
<p>3. To learn about the Hindu belief in the cycle of life.</p>	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the Hindu belief in the cycle of life, death and rebirth with the that of the natural world.</li> <li>• Learn about 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</li> </ul>



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			life. Make connections to the Christian Trinity.
4. Learn how deities are worshipped in Hindu families.	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p> <p><b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p> <p><b>Understand how beliefs are conveyed</b> This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Explain some of the religious practices of both clerics and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate a number of different statues and pictures of gods and goddesses to find out what ideas these show about the nature of God, for example, Ganesh (the remover of obstacles, and son of Shiva); Krishna (who comes to Earth to protect it, avatar of Vishnu); Parvati and Durga.</li> <li>Look at how Hindus often choose a deity to worship at a shrine in their own home. Find out about what happens at an act of puja at home, exploring it using the senses</li> </ul>
5. To revisit Diwali and make connections to the Trimurti.	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p>	<ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the festival of Diwali and retell the story of Rama and Sita. Explain that Rama is another Avatar of Vishnu.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Refer to religious figures and holy books to explain answers</li> </ul>	
<p>6. Teach the Hindu belief in Atman – the spark that makes all living things sacred and special.</p>	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p> <p><b>Reflect</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach that Hindus believe that all living beings possess a 'spark' of Brahman, the Ultimate Reality. This 'spark' is known as 'atman' and means that all living beings are sacred and special.</li> <li>• Talk about what difference this would make to how people treat each other and the natural world if everyone believed that all living beings 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 there is a god?</li> <li>• Make a set of school rules for a world where everyone has an 'atman'</li> </ul>



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			and compare with the actual school rules.
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