



Medium Term Unit Planning

<p>Topic Name: RE – What does it mean to be a Hindu in Britain today? (Dharma)</p>	
<p>Learning Outcomes: Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	
<p>Hook: Indian sweet making</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation): Sharing Indian sweets with staff in the staff room.</p>
<p>Oracy: Presenting Indian Sweets to the staff in the staff room and talk about the celebrations during which they may be eaten, offered and shared.</p>	<p>Key Vocabulary: Dharma, Sanatan Dharma, murtis, puja, Bhagavad Gita, bhajans, prashad, Holi, Navaratri/Durga Puja</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): • Bhagavad Gita</p>	



Medium Term Unit Planning

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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Medium Term Unit Planning

<p>1. Introduce the term "Dharma" meaning a Hindu way of life.</p>	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p> <p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Identify religious artefacts and explain how and why they are used. • Explain some of the religious practices of both clerics and individuals 	<ul style="list-style-type: none"> • Introduce "Sanatan Dharma", the Hindu phrase for Hinduism and that it stands for an eternal way of life rather than a set of beliefs. There is no separation between their religious, social and moral duties. • Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home and why e.g. murtis; a family shrine; statues and pictures of deities; a puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita • Explore the kinds of things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?
<p>2. To understand that there are many aspects to different Hindu gods and that they</p>	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Explain some of the religious practices of both clerics and individuals 	<ul style="list-style-type: none"> • Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together and why e.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans),



Medium Term Unit Planning

<p>have meaning.</p>	<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>		<p>offerings before the murtis, sharing and receiving prashad (<i>make Indian sweets</i>)(an apple or sweet) representing the grace of God, looking at Hindu iconography – make links with learning from Unit L2.7 about how the different images show the different characters and attributes of the deities.</p>
<p>3. To understand the reasons and impact of Hindu celebrations.</p>	<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Explain some of the religious practices of both clerics and individuals 	<ul style="list-style-type: none"> • Revisit Diwali and show images of it being celebrated and recall the story of Rama and Sita from Unit L2.7 and re-examine the roles and meanings of the main characters. • Examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. • Pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off at Diwali in Britain. • Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain



Medium Term Unit Planning

4.	Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.	<ul style="list-style-type: none">• Present the key teachings and beliefs of a religion.• Show an understanding that personal experiences and feelings influence attitudes and actions.	<ul style="list-style-type: none">• Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community?• If possible, invite religious visitors to talk about how they live, including ideas studied above
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