



# Medium Term Unit Planning

<b>Topic Name:</b> RE – Why do Hindus want to be good?	
<b>Learning outcome:</b> The children will learn about the key teachings and principles of the Hindu religion. The children will be able to use technical terms accurately in explaining Hindu beliefs and what these mean. They will have a clear understanding of the cycle of life, reincarnation and karma in order to explain how this guides the lives of Hindus.	
<b>Hook:</b> Hindu artefacts.	<b>Topic Showcase (e.g. display, museum, performance, presentation):</b>
<b>Oracy:</b> 3 – articulating the views of Hindus and how their beliefs impact daily practice.	<b>Key Vocabulary:</b> Hindu, atman, karma, cycle of life, good, bad, justice, dharma, man in the well, samsara, death, moksha, reincarnation, brahma, artha, ahimsa.
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> <ul style="list-style-type: none"><li>• An Usborne Flap Book: See Inside World Religions – Alex Frith and Barry Ablett.</li><li>• The Man in the Well.</li></ul>	
<b>Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):</b> Children increase their awareness of different beliefs and perspectives of others, appreciating the role of diversity in society. The children will consider what it means to be good and different ways they can make a difference in trying to achieve this.	



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## Experiences/Visits/Visitors:

Experience – Hindu artefacts.

## Main subjects covered:

RE

## RE Threshold Concepts:

### Make Sense of Belief

This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

### Understand the Impact

This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.

### Make Connections

This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.

## Notes:

This scheme of work will build on the children's knowledge of Hinduism and the key practices they use to guide their lives.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
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<p>1. To explain what Brahman is.</p>	<p><b>Make Sense of Belief</b> This concept involves identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Identify and describe the core beliefs and concepts studied.</p>	<p>Children to be shown different artefacts relating to the Hindu faith – what do they already know? The focus will then shift chiefly to understanding what ‘Brahman’ is. Each group will have a piece of paper with this term in the centre, they will then surround it with thoughts or questions that they have. Introduce Brahman definition and the Hindu belief that there is only one God. Over the course of the lesson, the children will also be introduced to the key term’s atman, dharma, moksha and samsara. They will then create a mini dictionary that they can fill in as they learn.</p>
<p>2. To understand what an atman is and why it is important.</p>	<p><b>Make Sense of Belief</b> This concept involves identifying and making sense of religious and non-religious</p>	<p>Make clear links between texts/sources of authority and the core concepts studied.</p>	<p>Introduce the children to the notion of the atman. Children will read the story of the man in the well, using their senses to</p>



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	<p>beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>explain it from the man's perspective. After which, they will see if they can interpret the key messages from the story and as groups, they will come up with 3 solutions to help his situation. They will then be shown the interpretation given as part of the Hindu teachings.</p>
<p>3. To understand the Hindu belief in Samsara.</p>	<p><b>Make Connections</b> This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and the pupils' own lives and ways of understanding the world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different</p>	<p>Recap the story of the man in the well. The children will then be encouraged to suggest ideas about life after death. Explain the Hindu beliefs about the atman and life after death, including the cycle of birth death and rebirth = Samsara. This will then lead the children onto learning about karma and how this works. To help them to remember this, the children will come up with an</p>



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		communities, denominations, cultures.	image to show what karma means. They will then be introduced to the word dharma and the meaning it has, discussing what Hindus believe their duty to be. To help the children to learn more about samsara, harma and dharma, they will play a traditional game of 'Moksha Chitram'. The children will then draw a simple, labelled diagram of Samsara.
4. To explain how dharma affects the way that someone might live their life.	<b>Understand the Impact</b> This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	Make clear connections between what people believe and how they live, individually and in communities.	Children will recall the meaning of dharma. They will then be introduced to the Hindu stages of life (ashramas) and for each of the stages, they will suggest what their duties might be – the key being to explain why.



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<p>5. To identify what example Gandhi sets about how to live and be good.</p>	<p><b>Understand the Impact</b> This concept involves examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations, cultures.</p>	<p>The children will hear the story of Gandhi and discuss the concept of ahimsa. The children will apply what they learn in this story to analysing quotes from Gandhi. In discussing every day difficult scenarios, the children will consider what impact Gandhi's teachings could have. They will then begin to make the longest list possible of actions that a Hindu person could take to ensure that they do not harm living things because of their belief that a spark of Brahman is inside each one.</p> <p>Children will choose one of the situations discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the</p>
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			<p>paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation</p>
<p>6. To reflect on the key words learned and use this in answering why Hindus try to be good.</p>	<p><b>Make Connections</b> This concept involves evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p>	<p>Show pupils a simple diagram of samsara, e.g.: Remind them that achieving moksha will depend on many aspects including someone's karma, whether they do their dharma, whether they are</p>



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	<p>connections between these and the pupils' own lives and ways of understanding the world.</p>	<p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p>	<p>focused enough on atman and Brahman.</p> <p>Children will discuss in pairs the answer to the question: 'Why do Hindus try to be good?' After taking some feedback as a whole class, pairs should join up to create groups 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.</p>
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