

WHAT CAN WE LEARN FROM ANBILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE	What is it like to be a Hindu?	3	Autumn 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What can we learn from a Hindu artefact?	<p>Religious Studies KS2: Meeting two young British Hindus - BBC Teach</p> <p>.What do Hindus believe about God?</p> <ul style="list-style-type: none"> • Talk to the class about the ways in which objects can tell stories. Ask them to think of examples: What can we learn from a conker? How does the oak tree get inside the acorn? What does a person's dress tell you about what they like? If you meet someone holding a gun, and someone holding a bunch of flowers, what might these objects say about them? • This person is connected to... Ask the children in pairs to come up with three things to hold, or to name if you prefer a speak and listen game, that are clues to the character they are thinking of, and see if others can guess the person. For example: wand / schoolbook / glasses (Harry Potter); red shirt / silver cup / shin guard (Wayne Rooney); nappy, crown, newspaper (Prince George). Ask them to devise some more examples – your head teacher and the children themselves are good examples. 	

- Give children a sheet of paper divided into quarters, with an object in the middle (see these outlines on the final pages of this unit).
 - o One quarter has 'What' questions: (What is it? What is it for? What do you notice? What is it made from? What is it like? What does it stand for? What might it cost? etc)
 - o One quarter has 'How' questions (How was it made? How is it used? How could you get one? How can we find out more about it? How do religious people feel about it? etc)
 - o One quarter has 'When' questions (When was it made? When was it bought? When is it used? When people use it, how do they feel? When do I use something like it? etc)
 - o One quarter has 'Why' questions (Why is it like this? Why do people make these? Why do some people value it and think it precious? Why do some people find it strange or scary? Why are we studying it in RE? etc)

Use the outline to enable pupils to see that different kinds of questions help us to enquire into an object. For example: if the page had the FA Cup, or a pet rabbit, a Ferrari car, the coronation crown or Britney Spears' iPod in it, then the questions might help us to understand the object, and get at its story.


- Ask pupils to choose an object – perhaps from a religion other than Hinduism – draw it into the middle of the grid, and work with a partner to suggest answers to all the questions about the object. Encourage guessing and speculation

. • Use an image of Durga e.g. <http://tinyurl.com/896psjl> Tell pupils that they are going to try and ask good questions about an image of a Hindu goddess. Even if they don't know much yet, the questions will be the tools for finding out all about the image.

- Give pairs of children a copy of the quartered question sheet, with just What, How, When and Why in each corner. Put the image of Durga in the centre. Ask children to put at least four good questions

			<p>into each of the boxes. Get the pairs to join up into fours and add each other's best questions to their own sheets.</p> <p>Talk about the image. A Durga murti (statue) often shows the goddess in red or purple clothes. These colours are a sign of action. There are many stories of Durga in which she rides on her tiger to fight evil. She is always busy defending what is good against evil enemies. (Ask children what they believe is a weapon for goodness in a world of evil.) In one of her hands, Durga carries a conch shell. When blown, it makes the sound of creation: Aum. A thunderbolt in one hand, a snake in another can make her look fearsome, but one of her hands is held up open in a greeting that means: 'Don't be afraid.' She is herself fearless, patient, always good humoured..</p> <ul style="list-style-type: none"> • Tell children the story of Durga. <p>Children's Corner - Stories - Durga - The Slayer Of Mahishasura (balagokulam.org)</p> <p>Ask children to choose four key words from the story and to make a picture or symbol for each of those words . Ask them to group up and share the words they chose and the images they made. Does this story answer any more of their questions?</p>	
Lesson 2	1 hour	What do Hindus say God is like?	<p>What do Hindus say that God is like?</p> <ul style="list-style-type: none"> • Show children images of Brahma, Vishnu and Shiva (e.g. http://mesosyn.com/hindu-6.html) Get children to ask questions – who are these gods? What do they do? What is surprising about how they are shown? Tell them that these are the Trimurti – the three principal forms of Brahman, the Supreme Spirit or God. They represent Brahman as Creator (Brahma), Preserver (Vishnu) and Destroyer (Shiva). What clues are there in the images that they have these roles? <p>What clues are there in the images that they have these roles? What would children choose to create, preserve or destroy in this world? Why?</p>	

			<p>Tell the story Blind men and the elephant</p> <p>The Blind Men and the Elephant - YouTube</p> <p>What do the pupils think the story might mean? Hindus say that there are lots of different ways to come to God, lots of ways to understand God. No one should criticise others if their way is different; no one understands God fully.</p> <p>Complete the task related to the story.</p>	
Lesson 3	1 hour	What do Hindus say God is like?	<p>What is Hinduism? - BBC Bitesize</p> <p>One God, many faces</p> <p>Use PPT about Hindu Gods focus only on the trimurti-Brahma, Vishnu and Shiva</p> <p>Children complete the Hindu Gods fact sheet about the trimurti.</p> <p>BBC - Religions - Hinduism: Vishnu</p> <p>BBC - Religions - Hinduism: Shiva</p>	
Lesson 4	1 hour	What do Hindus say God is like?	<p>. Aum: many meanings, many uses.</p> <ul style="list-style-type: none"> • Show children an 'Aum' (Om) symbol and ask whether they can remember what it means from earlier work in RE. Remind them that this is the most widely used symbol in Hinduism, but not the only one as virtually anything can represent God whose spirit is in everything. It is spoken at the beginning of prayers and worship and, according to scriptures, was the first sound out of which the rest of the universe was created. Hindus chant it in meditation and it is made up of the three sounds A, U and M. These stand for the Trimurti of Brahma, Vishnu and Shiva. • Learning from religion is about more than simply making a connection between pupils and the material they are studying. It is meant to help them make sense of how they see themselves and the world. So, 	

			<p>if Hindus worship the goddess in the form of Durga, it must be because they value her gifts / powers highly. If they worship God in the form of Shiva, it is because they think that Shiva is helpful in their everyday lives, destroying obstacles, clearing the path.</p> <ul style="list-style-type: none"> • Ask children, if you wanted someone to guide or help you in your life, what powers would you want your helper to have, and why? Start with the qualities of Durga, and then go beyond to Brahma , Vishnu, Shiva and others. Take these ideas and ask children to design their own image of their powerful helper. How do they convey the meaning of the powers and qualities of their guide / helper? Ask them to write a short explanation of their symbols. • Make outlines of the Aum symbol in large script on large paper. Inside, pupils draw or collage all the things they have been learning about Hindu communities and practice. Outside the write around the edge the ten key words they would choose to explain Hindu religion.  <p>The Aum symbol: much more than a badge! It is used in daily meditation by millions of people to centre the thoughts on the divine and to calm the mind. It is said to be the first sound in the universe, from which the gods and goddesses created the worlds. The sound is intoned as the scriptures are about to be read, and when they are finished. It begins each day. It sets up vibrations, or energy from which all creation, all life comes.</p>	
Lesson 5	1 hour	What symbols are important to Hindus and why?	<p>Start by looking at well known symbols that children will be familiar with- MacDonaldis, Nike, Addidas , KFC etc- what do the symbols tell us- why is a good idea to use symbols ?</p> <p>Share PPT- Hindu Symbols and their meaning.</p>	

			Discuss and children complete related differentiated tasks.	
Lesson 6	1 hour	How do Hindus worship?	<p>How do Hindus worship?</p> <ul style="list-style-type: none"> • Choose several meaningful objects that express what matters to you. Ask the children to look at the objects and suggest reasons why they might be important. Be prepared to talk to the children about them e.g. family photo, heirloom, letter from someone special, music, poem, religious symbol. Talk about how objects can show what matters most to us. Use a guided visualisation to focus on the importance and significance of special objects. After the visualisation, ask children to draw a picture of their special object in the centre of a piece of paper. Around this write words to show what the object means to them and why it is special. • Explain that the shrine is a collection of objects that show what matters most to a Hindu and that many Hindus will have a shrine in their own home. <p>BBC - Religions - Hinduism: Worship</p> <p>Share PPT on Worship.</p> <p>Use artefacts – Puja set</p> <p>Use Mandirs PPT</p> <p>Religious Studies KS2: Inside a Hindu temple - BBC Teach</p> <p>Children write about how Hindus pray and home and at Mandir.</p> <p>Share Mandir photos. Same different discussion. Children choose a Mandir to draw.</p>	
Lesson 7	1 hour	What is Diwali?	Children should already be familiar with the story so only a quick recap of main events. Light/Dark Good/Evil	

			<p>Lesson to focus on how Diwali is celebrated.</p> <p>Share video clips.</p> <p>Religious Studies KS2: Diwali - the festival of light - BBC Teach</p> <p>Vraj, who's 11, and 14-year-old Simran are getting ready for Diwali, the Hindu festival of light which takes place every autumn.</p> <p>They are cleaning their house, and have laid out their best new clothes to wear. Diwali means "row of lights", and celebrates the story of Rama and Sita's return home from 14 years of exile.</p> <p>It also marks the beginning of the Hindu New Year.</p> <p>The children will welcome lots of visitors and give and receive presents.</p> <p>They also make artistic rangoli patterns and place them outside their front door to welcome Lakshmi, the goddess of wealth.</p> <p>The houses and streets are decorated with lights, and we see the children at a firework display and dance show with their parents and friends.</p> <p>Vraj and Simran talk about their hopes for the year ahead, and ways in which they can become better people.</p> <p>This is from the series: My Life, My Religion - Hinduism</p> <p><i>Teacher Notes</i></p> <p><i>The clip emphasises some of the spiritual meanings suggested in the festivities.</i></p> <p><i>Here are 9 examples for the teacher to pick out with pupils.</i></p>	
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