

Unit 4.4 Religion, family, community, worship, celebration, ways of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?

Religion: Hinduism

Objectives:

- Be able to describe Hindu beliefs about the gods and goddesses
- Show that they understand what happens at Hindu worship in the home or the mandir
- Be able to respond with thoughtful ideas of their own to the ways Hindus celebrate
- Be able to explain similarities and differences between two Hindu festivals
- Be able to explain similarities and differences between a 'big day' they celebrate and Hindu festivities

Key Factual Learning:

- ✓ Hindus believe that there are three great gods. They are the 3 main Hindu Gods.
- ✓ They are called Brahman, Vishnu and Shiva.
- ✓ These are considered the **Trimurti** – the three aspects of the universal supreme God.
- ✓ The **Tridevi** are Goddesses who are equally important.
- ✓ The word **murti** means statue
- ✓ The word **deity** means God/Goddess
- ✓ Hindus believe in one God with many faces.
- ✓ Hindus believe God can be male or female.
- ✓ Hindu Gods and Goddesses can be partly human and partly animal.
- ✓ Hindu Gods are like this to teach believers to look after animals as well as people.
- ✓ There are lots of other Gods and Goddesses.
- ✓ Deity means a god or goddess.
- ✓ A murti is a statue of a God or Goddess.
- ✓ The Aum symbol is the symbol for Hinduism
- ✓ Hindus believe the Aum symbol was the first sound ever made
- ✓ Hindus worship in a special building called a Mandir.
- ✓ Hindus can also worship at home if they want to. Most Hindus have a special place to worship at home called a shrine. Hindus have special artefacts they put in their shrine.
- ✓ Holi and Diwali are two main Hindu festivals.
- ✓ Diwali is the Hindu festival of light. Rama and Sita are the main 2 characters in Diwali.
- ✓ Diwali is the story of how Sita is rescued by Rama from the evil demon Ravanna. Diwali celebrates the victory of Good over Evil.
- ✓ Holi usually takes place in Springtime and is the celebration of Spring arriving.
- ✓ Hindus use coloured paint and powder in Holi. This is different to how Diwali is celebrated.
- ✓ The story of Holi is about good versus evil. This is similar to Diwali
- ✓ Special food is used in both festivals and houses are decorated in both festivals. Singing and dancing are part of both festivals and fireworks are used in both festivals.

Practical Tasks:

- Explore and discuss the idea of murtis, images of the gods and goddesses and the ultimate beliefs they foster, including the Trimurti and the Tridevi
- Compare two Hindu deities and say what their names are
- Enquire into Hindu worship, festivals and celebrations
- Describe and understand links between Hindu stories and celebrations, examining the Diwali stories, for example, and at least one other festival, (Holi), and the characters and meanings of the stories (A2)
- investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses (B1)
- make connections to their own lives and celebrations. This could include non-religious festivals such as New Year or Comic Relief Day (C3)
- write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions?

Key vocabulary:

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Religion, Hindu/ism, Trimurti, Tridevi, murti/s, gods and goddesses, deity, Brahman, Vishnu, Shiva, Saraswati, Lakshmi, Shakti, Mandir, Diwali, Rama, Sita, Ravanna, Holi festivals, the Aum symbol, community, commitment, values

Cross Curricular Links:

English – reading, paragraph/ descriptive writing, English targets applied in writing
Art – Diwali patterns
Maths - Symmetry (Diwali patterns)
Music - (background sitar music)

Unit 4.3 – Theme - Spiritual expression: What can we learn about Christianity through music and worship?

Religions - Christianity and also the idea of being 'spiritual but non-religious'

Objectives:

- Be able to describe beliefs and practice about worship with music in Christianity
- Be able to explain similarities and differences between examples of the music Christians use from the past and in contemporary worship
- Be able to consider varied answers to questions about why music matters in human life and in religious life (wonder)
- Be able to show that they understand how and why Christians use music (Psalms) to express beliefs about God and devotion to God
- Be able to express reasons why particular pieces of music are spiritual for them
- Be able to apply the idea of spirituality for themselves

Key Factual Learning:

- ✓ Love, joy, and peace are important feelings for Christians
- ✓ This type of music helps people because it can help you feel calm.
- ✓ God's world is also our world.
- ✓ Listening to this type of religious music can make us think and wonder about the world that we live in, that God created.
- ✓ Psalms are Hymns that Christians listen to and sing to worship.
- ✓ Psalms are found in the bible and are numbered.
- ✓ Psalms help Christians to understand how to worship God.
- ✓ Psalms are like poems that have been turned into songs.
- ✓ Songs towards Christmas are called hymns.
- ✓ All things Bright and Beautiful is a hymn that teaches us to look after God's world.
- ✓ Peace Like A River is a song that brings calmness and peace.
- ✓ Hymns and Psalms help Christians feel closer to God

Practical Tasks:

- Listen to and consider spiritual music in ways that enable them to discuss the meanings of the music and consider the meanings of words used in musical worship.
- Linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g, All things Bright and Beautiful, Peace Like A River, Oh Little Town of Bethlehem), contemporary worship music and Christian songs for children. (A2)
- describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? (A3)
- express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful or perhaps worshipful or close to God.
- consider the question: what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from Spotify or Tik-tok, what pieces of music would they include and why?

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- ✓ Some Hymns and Psalms have come from parts of The Bible.

Key vocabulary:

Religion, Christian, spiritual, worship, devotion, belief, self-expression, psalm, hymn

Cross Curricular Links:

Music – Christian Psalms and Hymns

Unit 4.2 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?

Religions: Islam, Hinduism, Christianity, non-religious worldviews

Objectives:

- Be able to consider varied answers to questions about the purposes of going on a pilgrimage
- Be able to describe some religious beliefs that underlie the practice of pilgrimages in at least two religions
- Be able to show that they understand why a spiritual journey can change people's lives, giving examples
- Be able to explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews
- Be able to express reasons why they would choose their own kind of pilgrimage if they could

Key Factual Learning:

- ✓ A pilgrimage is a special journey people go on to feel closer to God.
- ✓ A pilgrimage is usually to a special place.
- ✓ A pilgrimage is different to a holiday because it is for a religious reason.
- ✓ Pilgrims are different from tourists: they travel for spiritual reasons, not just to relax or for fun.
- ✓ Some people try to go on a pilgrimage at least once in their life.
- ✓ You can go on a pilgrimage as many times in your life as you want.
- ✓ Some Hindus go on a pilgrimage to Varanasi in India.
- ✓ Christians can go on a pilgrimage to the Holy Land.
- ✓ The Holy Land is where Christians believe Jesus was born, lived and died.
- ✓ Some people feel very special after they have been on a pilgrimage.
- ✓ Some people who are not religious might visit a place like Stonehenge because it is a mysterious place.
- ✓ Lourdes is another place Christians may go to visit to feel closer to God.

Practical Tasks:

- Consider why people go on pilgrimages.
- Discuss/ write about a special journey of their own – give details of where to and what made it special?
- Explain how similar or different a holiday is to a pilgrimage? What are the key differences between pilgrims and tourists?
- Find out about pilgrimages to the 'Holy Land' for Christians and write about what happens there and the reasons for going.
- Find out about pilgrimages to another place from a different religion, e.g. Hinduism and write about what happens there and the reasons for going.
- Discuss and record how and why a spiritual journey can change lives.
- Consider and discuss a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history.
- Write thoughtfully about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied (C1).

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- ✓ Muslims pilgrimage is called the Hajj.
- ✓ The Hajj is a journey Muslims make to Mecca.
- ✓ Mecca is the holiest city in Islam.
- ✓ It is in the East in Saudi Arabia.
- ✓ The Hajj is a very important journey for most Muslims.
- ✓ Some Muslims will try to go on Hajj at least once in their lifetime, sometimes more.

- Write creatively and thoughtfully some prayers, of their choice and making, suited to particular occasions and communities which have personal relevance to themselves. (B3).
- Pupils create a piece of work reflecting on their work on pilgrimage, symbols and religious expression (C1). This will be an assessment lesson.

Key vocabulary:

Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values, Hajj, Mecca, Varanasi, Holy Land, prayer/s, faith

Cross Curricular Links:

English – Mind mapping, paragraph writing, comprehension skills.

Art – labelled, detailed drawing of a place of worship

Music – music from a variety of cultures in background

Unit 4.1- Theme -The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death?

Religions: Christianity, Hinduism, Islam

Objectives:

- Be able to say how a journey is part of our everyday life.
- Be able to describe 4 different beliefs about life after death.
- Be able to express reasons why they hold their own views about life after death.
- Be able to gather and use information about the key moments marked by rituals for welcoming a baby.
- Be able to consider varied answers to questions about life as a journey, and about afterlife – what is the soul.
- Be able to explain their own ideas about the purposes of life – what does the metaphor mean?

Key Factual Learning:

- ✓ People often say that our life is a journey
- ✓ We make choices in our lives that have consequences
- ✓ Life is made up of life and death.
- ✓ When a baby is born it is welcomed into the family in different ways.
- ✓ Funerals are a way to celebrate a person's life.
- ✓ Christians believe in a place called Heaven.
- ✓ Heaven is where God is, in the sky. It is a place where your soul goes after you die.
- ✓ Only people who have lived a good life can go to Heaven.
- ✓ A soul is a part of you that lives inside you and cannot be seen.
- ✓ Hindus believe that after you die you come back to Earth as something else. This is called Re-incarnation.
- ✓ Hindus also believe in Moksha. Moksha is where a Hindu becomes one with the god Brahman.
- ✓ Muslims believe there are 7 different heavens. Each Heaven is made of a different material, and a different prophet lives in each Heaven.
- ✓ The first Heaven is made of silver and is where Adam and Eve live.

Practical Tasks:

- Find out about and describe some ways in which different religions see life as a journey and discuss why this is often said.
- Explore how different religions believe in what happens after someone dies. Choose 4 to describe.
- Discuss how people of different religions see life as a journey and relate that to how we see life as a journey, through seeking answers to their own questions.
- Describe their own life as a journey, and its key milestones, in relation to the views they have learned, who has helped them and how they overcame their difficulties.
- Describe what it means to them to have a soul and how it reflects on the idea of an afterlife.
- Reflect on ideas of their own about life's milestones in discussions or in writing (B1)- personal to their own life and their life choices.
- Assessment lesson to finish

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✓ Some people don't believe in reincarnation if they are not very religious and that is fine.

Key vocabulary:

Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise, journey, life, choices

Cross Curricular Links:

Art - decorate cross, illustrate the story of Holi
D & T - make a palm cross, make Easter booklet
English - story retell/rewrite
Music - Holi music, Easter Hymns

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Additional School-Designed Unit – Creation Stories: Who made the world and how? *Religions: Christianity, Hinduism, Non-religious views*

Objectives:

- Know the Creation story according to Christians
- Know the Creation story according to Hindus
- Know the Creation story according to scientists
- Be able to compare similarities and differences between the Christian and one other creation stories

Key Factual Learning:

- ✓ Christians believe that God created the world in seven days.
- ✓ Christians believe God rested on the 7th day.
- ✓ The 7th day is Sunday.
- ✓ Christians believe God created the first man and woman called Adam and Eve
- ✓ The bible says Adam and Eve lived in the Garden of Eden
- ✓ The Garden of Eden which is a type of paradise
- ✓ Hindus believe that Brahman created the world from different parts of his body.
- ✓ Hindus believe that Vishnu and Shiva also created the world to help Brahman.
- ✓ In the Hindu story there is a demon who tried to destroy the world Brahman created
- ✓ Shiva fought the demon and destroyed him
- ✓ Scientists believe that the world was created from an explosion in space millions of years ago.
- ✓ A non-religious person might believe in the scientific version of how the world was made.
- ✓ People like to communicate with God in prayer for many reasons.

Practical Tasks:

- Read the Christian story of Creation.
- Watch video/read story from book about the Hindu belief.
- Compare & contrast with the Christian story -similarities/differences.
- Write a description of what part of the world was made each day.
- Reflect in a piece of artwork the details of the story & also their deeper thinking about the key concept. This can be a poster, collage, clay, paint, booklet or any other form of expression suitable.
- Write about key points of Hindu story, or as a sequence of 6 pics (LAPS).
- Cut out pic of Lord Brahma & write own sentence about the story, or thought bubbles around the picture (LAPS).
- Write a fairly detailed account of the story using their notes to help them. Could make a story booklet using template provided.
- Discuss the good/evil aspects of the story, & similarities/differences with other stories (Christianity in particular).
- Illustrate how God might have created the world, and think about how people on Earth might communicate with Him/Her – see Spirited Poetry from RE Today and NATRE (Do this if time permits).

Key vocabulary:

God, Creation, seven days,
Brahma, Shiva, demon, world, Adam, Eve, paradise, Garden of Eden

Cross Curricular Links:

English – paragraph writing, story retell, labelling, mind mapping.

Art – Creation posters, illustrations on written work

Music – Music & lyrics that can be used – Louis Armstrong - "It's a Wonderful World" / Charity single – "We are the world". Any others that fit the theme of creation & a beautiful world.

Mindfulness – looking after our world and ourselves, respect for the world and others.