

Pioneer Federation
Medium term plan
Cycle 2, Term 3
RE



Subject: RE Hinduism			
Key Concept/ Theme: RE: L2.8 What does it mean to be Hindu in Britain today? Thematic links such as B4 Being special and F6 Special Stories			
Prior Learning links: T1 – What do Hindus believe God is like? Focusing on Hindu beliefs – Brahman etc			
Vocabulary: Dhama, Sanatan Dharma, Puja, arti, Bhajans, Mandir, Diwali Deities: the word in English often used for Hindu gods and goddesses. Deity means god. Murtis: the statues or images of the Hindu deities. Hindus believe that during worship, the spirit or presence of God comes into the murti. Puja: Hindu worship Mandir: Hindu temple Diva lamp: a lamp with a flame, which is used during worship. Aarti: light, which removes darkness (ratri) Bhajans: Hindu worship songs			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1 - 2	<p>Introduce new topic: RE: L2.8 What does it mean to be Hindu in Britain today?</p> <p>Prior learning reconnection (year group, cycle & term): Due to the need to do the ‘what do I know already page and vocab this lesson can go over 2 if needed.</p> <p>Complete what do I already know for the new topic – small group/SEND can be prepopulated. Key vocab completed and created together if necessary.</p> <p>LO: let’s learn about Hindus’ worship in the home</p> <p>Re-call their learning about the Puja tray last term. Can they recap what they learned was on the tray and what is represented. Can they remember what they learned about the Hindu Gods – can they remember any?</p> <p>Activity: Watch this clip of Simran and her brother Vraj who are British Hindus (link below). Watch it once all the way through. Then discuss what the children said were important to them. Simran or Vraj’s important things; religion, hobbies, likes and dislikes, important aspects to their life. www.bbc.co.uk/programmes/p02n5xj7</p> <p>Introduce the terms ‘Sanatan dharma’; talk about how Simran and Vraj are Hindus. Hindus see their tradition as being a complete way of life – all of their living is part of their dharma.</p>		

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	<p>Discuss the puja tray again and what the items were – this is revision from last term. Show a range of items including ones that are not found on a puja tray and do a table top activity in small groups to put the correct items on the tray – take photos of this activity as evidence and capture pupil voice on stickers to go in each child’s book.</p> <p><i>Bell: To wake the deity up for worship – to announce the presence of the worshipper Flowers: Represents the beauty and fragrance of the created world Diva lamp: For aarti (Aarti- symbolises that worship removes darkness) Water in a pot: Represents life Spoon: Used to give water to worshippers after it has been blessed Murti: an image, usually representing a deity, and used as a focus for worship Sweets or sugar: An offering of food for the deity.</i></p> <p>Aarti: take the tea-light, turn the lights off and focus on the candle. What does the label (above) say about the purpose of the lamp? The flame dispels the darkness during worship. What could darkness represent? Discuss the symbolism here: could darkness mean ignorance? Could darkness mean bad feelings? How could worship of God help lighten the mind? Show images of aarti (Google images ‘aarti puja’); pupils can see it happens in all types of worship – in grand and ornate temples, through small ceremonies, to rivers and open-air pujas. Do they remember Simran holding the flame over Vraj’s head? It can even happen at home between brother and sister. Talk about how and why it would help people to carry out this ritual often – reminding them of God and of the need to turn away bad thoughts or actions. Are there any actions pupils do that help them to think and behave well? E.g. going through school rules, talking with parents, sitting quietly, doing some meditation/mindfulness exercises, praying. Capture pupil voice on stickers for books.</p> <p>Future learning links: Let children know we will find out how Hindus’ show their faith when they are together – Mandirs and bhajans are two new words that will be covered next lesson that can be added to the vocab list.</p>
2.	<p>Deeper learning question: How do Hindu practices show us that Hinduism is a whole way of life?</p> <p>Reconnection: recap previous learning – How do Hindu’s show their faith at home – discuss last lessons puja tray and the deities.</p> <p>LO: Lets learn about how Hindu’s show their faith when they’re together.</p> <p>Activity: Explore some ways in which Hindus celebrate together in community. In this short clip, a Hindu girl from Leicester shows us around here temple or mandir. http://www.bbc.co.uk/education/clips/zh734wx</p> <p>You could watch the short video with the sound turned off and ask pupils (perhaps working in pairs or threes) to look out for any images or objects that they have already seen – can they remember the names and words they have learned? Watch again, this time with a chance to talk to each other about what questions they have. Then watch with the sound up, and see how many questions are answered.</p> <p>Bhajans:</p> <p>Hinduism has a rich musical tradition. There are many ‘bhajans’, worship songs, devoted to different deities, some fast and upbeat, some peaceful and meditative. They have developed to help worship. Play pupils some bhajans. There are hundreds on You Tube, such as: www.youtube.com/watch?v=Ac2580Gp8qA</p> <p>Enter ‘modern bhajans’, or ‘peaceful bhajans’ and choose some you like. The accompanying videos also reflect Hindu beliefs.</p> <p>Ask pupils to listen and focus on the tune, the beat, words that seem to be repeated, the overall mood, etc. In pairs ask them to talk about how the music made them feel, and if it changed the way they were feeling. What is the music trying to make them feel? How could being immersed in music like this help someone during worship? Is it distracting, or does it help focus the mind?</p>

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	<p>Activity: Children to create a list of some of the similarities and differences between worship at home and in the community. Make notes on the board for the pupils to refer to and then add to through class discussion.</p> <p>Future learning links: Other ways that Hindu's show their faith and celebrate together through festivals such as Diwali</p>
3	<p>Deeper learning question: Why Hindus like to celebrate Diwali, can you give some good reasons for your ideas?</p> <p>Reconnection: recap previous learning – remember the story of Rama and Sita – go through the children's memory of this story. What is the link to Diwali?</p> <p>LO: Let's learn how Hindus celebrate Diwali today</p> <p>Find images of posters advertising Diwali in Leicester, the world's biggest Diwali celebrations outside India. Show images of Diwali being celebrated (e.g. Trafalgar Square Diwali 2016. http://bit.ly/2r5Gg0N) Do an image search for Diwali celebrations in India to see if pupils can spot any similarities/differences. You could show photographs of Diwali being celebrated in both UK (e.g. Leicester) and India.</p> <p>Activity: Place still images and photographs on the tables and ask pupils to annotate them with sticky notes showing what they know, what questions they have, what similarities and differences they note between celebrations in UK and India. Children write about how Hindus celebrate Diwali today and what is similar in UK to other parts of the world. Those that need support can have an image of both to label with differences.</p> <p>http://www.independent.co.uk/news/world/asia/diwali-2014-what-is-the-festival-of-lights-and-how-is-it-celebrated-9810212.html</p> <p>http://www.bbc.co.uk/schools/religion/hinduism/diwali.shtml</p>
4.	<p>Deeper learning question: Asking 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> <p>Reconnection: recap previous learning: What Hindu celebrations do we know of? What do those celebrations include?</p> <p>LO: Lets learn about what is it like to be a Hindu in Britain today</p> <p>Display a map of Britain by religion, identifying where British Hindu populations live (e.g. this one from 2001: http://www.brin.ac.uk/hindmapeng2001/). Show images of bomb damage, destruction and ruined buildings in Britain after World War 2. Explain that the British government asked workers from India and Pakistan, as well as the Caribbean, to settle in Britain and help the rebuilding from 1945 onwards. Stress that these workers came over at the British government's invitation to help the country. This is an important historical fact to grasp, and is not often alluded to in the media.</p> <p>Show pupils examples of vibrant and exciting British Hindu life and culture.</p> <p>Talk about the role of 'duty' – this is significant for Hindu's. What have pupils learned about Hindu dharma in this unit and see if they can suggest any duties that Hindus might undertake as part of Hindu dharma. Here is a list of ten that might be suitable for a Hindu: 1) not getting angry 2) being truthful in speech 3) working for justice 4) forgiving people 5) having children when you are married 6) trying not to quarrel 7) living a simple life 8) looking after your family 9) fulfilling religious duties such as worship 10) study the scriptures. Discuss with pupils what we all need to do to create a happy and safe country in which everyone can achieve their potential, whatever religion or background we come from. Compare this list with the class list of duties. Talk about similarities and differences and reasons for these.</p> <p>Activity: Give each group two examples each and ask them to report back to the class about 'British Hindu life'. Search 'Hindu culture Southall' 'Leicester' and 'Birmingham' on Google images to find examples of Hindu life in Britain. Ask pupils to summarise what impression they get from these images. What words would they use to describe the people, places and events that the images depict?</p>

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	Children to write about what the positives and challenges might be of being a Hindu in Britain today, now they have understood what Hindu life may be like. Those requiring scaffold could have some statements prepared to choose to put in the positives and challenges column.
5.	End of unit quiz – children to complete the end of unit quiz to show their understanding. This can be done in a smaller group for those who need scaffolding.
<u>End Points:</u> Understand Impact: -describe how Hindus show their faith within their families in Britain today -describe how Hindus show their faith with in their faith communities in Britain today -identify some different ways in which Hindus show their faith between different communities in Britain, or between Britain and parts of India -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 ‘way of life’ -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	
<u>Evaluation:</u> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. Plan in time to revisit gaps within units, determined by the quizzes.	