

Pioneer Federation
Medium term plan
Cycle 2, Term 1
R.E



Subject: What do Hindus believe that God is like?	
Key Concept/ Theme: Make simple links between beliefs about God and how Hindus live. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.	
Prior Learning links: No previous units taught on Hinduism in KS1. KS1 Cycle 1, Term 2: What do Christians believe that God is like?	
Vocabulary: <i>Aum</i> symbol, <i>Brahman</i> , <i>Trimurti</i> , preserve, <i>atman</i>	
1.	<p>Reconnection: Talk about creation of the universe from a Christian perspective, reminder of the creation story</p> <p>LO: Let's learn about <i>Brahman</i></p> <p>Activity: Show pupils a range of <i>Aum</i> symbols in both 2D and 3D form – explain that it is a symbol used in Hinduism (ask if they know of any other symbols used in other religions – cross, dove, etc.) and explain that many Hindus believe that it was the very first sound out of which the universe was created. Create a definition together for <i>Aum</i> symbol and complete vocab box on cover page. Explain that it is a symbol and a sound that is used to represent <i>Brahman</i> (God). Explain that Hindus believe <i>Brahman</i> is the ultimate being, whose spirit is in everything – use water and salt and the story of Svetaketu to illustrate the idea of <i>Brahman</i> being invisible but in everything - https://www.twinkl.co.uk/resource/the-story-of-svetaketu-powerpoint-t-re-1685099484. Take photos of the water and salt and get pupils to write around the photos, explaining what it tells us Hindus believe about <i>Brahman</i> – HA to use the story of Svetaketu in their answers.</p> <p>Get pupils to draw their own <i>Aum</i> symbol and decorate it as they wish, writing around it what the symbol represents – HA to compare this with symbols from other religions.</p> <p>Reflection Question: How do you think Hindus feel knowing that the spirit of their God is everywhere, all of the time?</p>
2.	<p>Reconnection: Recap last lesson – what is <i>Brahman</i>?</p> <p>LO: Let's identify some Hindu deities and say how they help Hindus describe God</p> <p>Activity: Illustrate how people can be described in many different ways – model 5 different words you would use to describe yourself (teacher, parent, netball player etc.) - gather some photos of the different words used to describe yourself (they don't have to specifically be of you!) and display them – ask pupils what the photos reveal about you – get to the idea that one photo would not be enough to describe the 'real you'. Ask pupils to think of the 5 words they would use to describe themselves.</p> <p>Show some images of Hindu deities – Brahma, Vishnu and Shiva (the <i>Trimurti</i>) and their consorts, Saraswati, Larkshmi and Parvati. Ask pupils to raise questions about each image – what do they suggest God is like? Explore the idea that these deities are three ways of understanding God – provide pupils with more</p>

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	<p>information about the characteristics of these Gods. Use this video to explore the <i>Trimurti</i> in more detail and then create a definition for cover pages - https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p</p> <p>Get pupils to draw three pictures to represent the <i>Trimurti</i>, writing around them what these Gods are like and what aspect of <i>Brahman</i> they represent. HA – write a paragraph explaining how they come together as the <i>Trimurti</i>.</p> <p>Reflection Question: Which God within the <i>Trimurti</i> do you think is the most important and why? Or if you think they are all equally as important, why?</p>
3	<p>Reconnection: Recap last lesson – what is the <i>Trimurti</i></p> <p>LO: Let’s learn about Hindu ideas of life and death</p> <p>Activity: Discuss as a class cycles of life, death and rebirth we see in nature (e.g. seasons, seeds/bulbs, forest fires etc.) and talk about how necessary they are. Talk about what pupils think death has to do with life; this Hindu idea suggests that death/destruction is often a necessary part of life. Connect with the <i>Trimurti</i> – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer). Explore the qualities of each of these deities in the context of the idea of the cycle of life, use learning about Vishnu to create a definition of preserve for cover pages.</p> <p>Compare the three Gods in terms of their role within the cycle of life.</p> <p>Reflection Question: Do you agree that death is as important as life? Explain your reasons.</p>
4	<p>Reconnection: Building upon understanding of the <i>Trimurti</i> through Hindu stories</p> <p>LO: Let’s learn about the stories of Ganesh and Rama & Sita</p> <p>Activity: Read the story of Ganesh and provide pupils with statements of the story that they have to put into the correct sequence as you read. Ask each group to create a freeze frame for a different part of the story that they then have to bring to life when you get to their part. Take photos to stick into books, alongside a sticker explaining the task. Explore the story of Rama and Sita and how it links to Diwali. Link both stories to the <i>Trimurti</i> (Ganesh is the son of Shiva; Rama is another avatar of Vishnu). Discuss what these stories tell us Hindus believe about God. Pupils can then choose one of the stories to recreate a storyboard/comic strip of. HA – link to what Hindus believe about God.</p> <p>Reflection Question: How does celebrating Diwali link to the <i>Trimurti</i>? Do you think it is important to celebrate in this way? Why?</p>
5	<p>Reconnection: Building upon who Hindus worship to how – recap all of the deities looked at so far</p> <p>LO: Let’s learn how Hindus worship</p> <p>Activity: Look at how Hindus often choose a deity to worship at a shrine in their home. Find out about what happens at an act of puja at home, exploring it using the senses. https://www.bbc.co.uk/programmes/p0114z20</p> <p>Allow pupils to perform the act of puja either all together or in groups.</p> <p>Pupils to draw out their own puja trays, explaining what each element is for.</p> <p>Reflection Question: How does the act of puja link to any other ways of praying you know of?</p>
6	<p>Reconnection:</p> <p>LO: Let’s learn about the Hindu idea that all living beings possess a ‘spark’ of Brahman</p>

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Activity: Talk about the idea for some Hindus that all living things possess a 'spark' of Brahman. This 'spark' is known as *atman* and means all living things are sacred and special. Create a definition for *atman* together and complete on cover page. Talk about what difference this would make to how people treat each other and the natural world if everyone believed all living things contained the 'spark' of God. What is good about this idea? Is there anything helpful about it for people who are not Hindus, or who do not believe in God? Share the idea of 'Namaste' and what it means ('I bow to the God within you').



Talk about how Hindus show respect for all living things because of *atman* (they are vegetarian, respect for the elderly, serving other people, non-violent etc.)

Create folded hands from card (see picture) – decorate the outside with Namaste and what it means, inside with what Hindus believe about *atman* and how they respect it.

Reflection Question: How do you think the idea of *atman* would impact the world if everyone believed in it?

End Points:

- To know different Hindu Gods and how they impact on how Hindus live
- To know the stories of Svetaketu, Ganesh and Rama & Sita
- To know the importance of 'atman' and the cycle of life/death/rebirth

Evaluation: What have the 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.