

Pioneer Federation
Medium term plan
Cycle 2, Term 3
RE – Year 5/6



Subject: RE			
Key Concept/ Theme: U2.7 Why do Hindus want to be good?			
Prior Learning links: This unit focuses on Hinduism and builds on work that pupils will have done in unit L2.7 where they focused on the concept of Brahman/God in Hinduism. This unit is suitable for Y5 and Y6 and begins with a recap of work from unit L2.7. If pupils have not studied the earlier unit, it will be worth taking time to ensure they fully understand the concept of Brahman.			
Vocabulary:			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH Overlap with Church teaching, collective worship and visits to church	SMV Overlap with Church teaching, collective worship and visits to church	PM
1.	<p>Deeper learning question (1 per lesson): Recall key concepts:</p> <p>Prior learning reconnection (year group, cycle & term): What do we already know – complete the front page with space to share prior learning. Add definition of cover sheet to vocab sheet.</p> <p>LO: Let’s learn about how Hindus believe in a Supreme God called Brahman</p> <p>Activity: Discuss key question.</p> <p>Brahman and Atman Ask pupils to recap what they know about Brahman. Explain that in Hindu belief, all animals and humans have a spark of Brahman inside of them. This spark of Brahman inside each living creature is called ‘atman’. The ‘atman’ is pure, eternal, unchanging. This is someone’s true self, but it is tangled up with a creature’s physical body. The man in the well Explain to pupils that they will be thinking about a story from a Hindu sacred text called the Mahabharata. It teaches many Hindus lots about being human. Give pupils an A4 sheet of paper. Tell them that they will be drawing the story from p.16 of this plan quickly as you read it aloud to them. Warn them there are eight scenes – they should divide their paper into eight panels. Read it slowly enough for them to make quick sketches, don’t linger for long. Get pupils to re-tell the story to each other, using their pictures. Give out the story on p 16. Get the pupils to use their senses to explore the story from the man’s point of view. What does he see, hear, touch and smell? How good must the honey taste if it stops him</p>		

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	<p>thinking about his calamitous situation? In the outlines provided, ask students to draw the expressions of the man as more and more calamities befall him. What should the man do? In pairs students should come up with three solutions to his situation.</p> <p>Interpreting the story Working in pairs, students should use the chart on p.17 to try and interpret the story. If this story is about being human – ‘thrown into the ocean of existence’ as it says, what do they think all the elements of the story represent? (e.g. well = unexpected events; honey = smartphones; elephant = bullies). Compare their answers with another pair. In groups of four summarise what they think is the message of the story. Feed back their ideas to see what the class thinks of the various interpretations. Give out the interpretation from the next chapter of the Mahabharata: • Dense forest: everybody’s life is limited • Carnivorous beasts: diseases • Monstrous woman: old age which destroys colour and beauty • Concealed well: the physical body Make sense of belief: Identify and explain Hindu belief about atman using technical terms accurately. Sample ‘I can...’ statements ...give an accurate written definition of atman. ...make clear connections between a Hindu story and what it teaches about life. 7 A unit of work for upper KS2 Unit U2.7 Why do Hindus try to be good? © RE Today Services 2019 Only for use in purchasing schools. • Tangle of creepers: desire for life • Powerful snake: death • Great elephant: the year – 6 seasons and 12 months • Fearsome bees: desires • Sweet honey: unimportant pleasures which do not last, but people enjoy these and do not want to give them up • Black and white mice: nights and days Ask students to talk about what they think the message of the story is, given Vidura’s explanation. Ask pupils to raise questions that they would ask a Hindu about this passage and the beliefs that lie behind it. Analyse the questions, e.g. in terms of open and closed questions, to see which are the most perceptive and revealing.</p> <p>Focus on atman Discuss with pupils what the ‘honey’ might be in Western society? In their lives? Explain that Hinduism teaches it is very easy to focus on the physical world, our physical bodies and unimportant pleasures, but for Hindus, the important thing to do is to focus on the true nature of ourselves and the universe. Hindus might say that this story shows that we think this world is great, and want to cling on to it, but really it is not satisfying. Really, Hindus say we need to wake up and see that we are in a bad situation. Our atman is tangled in this physical world and needs to get out – back to Brahman. But we get easily distracted by the world, so we need to think about the truth of the world and find a path back to Brahman. Ask pupils to add a definition of atman</p>
2.	<p>Deeper learning question:</p> <p>Reconnection: Samsara Recap the story of the man in the well. Remind pupils that the atman was inside the man’s physical body and wanted to escape the terrible dangers, but the man got distracted by trivial pleasures instead of focusing on how to get out. LO: Why is atman important? What else is important?</p> <p>Activity: If pupils are willing, ask them to suggest ideas that they have heard about what happens to people after death. The class may have heard of a range of ideas and all should be treated sensitively. Explain that we often hear ideas about what happens after death from other people, sometimes religious people and sometimes not. Explain that many Hindus believe that death means the physical body dies. The atman remains and is reborn into another physical body. Actions that have been carried out in past lives (and the intention of these) determine the new physical body that the atman is born into. [NB It is not the case that someone who is wicked in this life will become a worm or slug in the next; the changes are generally thought to be far more subtle and longer-term than this.] This cycle of birth, death and rebirth is called samsara. The idea that actions have long-term consequences, even into the next life, is called karma.</p>

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Samsara Recap the story of the man in the well. Remind pupils that the atman was inside the man's physical body and wanted to escape the terrible dangers, but the man got distracted by trivial pleasures instead of focusing on how to get out. If pupils are willing, ask them to suggest ideas that they have heard about what happens to people after death. The class may have heard of a range of ideas and all should be treated sensitively. Explain that we often hear ideas about what happens after death from other people, sometimes religious people and sometimes not. Explain that many Hindus believe that death means the physical body dies. The atman remains and is reborn into another physical body. Actions that have been carried out in past lives (and the intention of these) determine the new physical body that the atman is born into. [NB It is not the case that someone who is wicked in this life will become a worm or slug in the next; the changes are generally thought to be far more subtle and longer-term than this.] This cycle of birth, death and rebirth is called samsara. The idea that actions have long-term consequences, even into the next life, is called karma. Karma Ask pupils to explain the phrase 'what goes around comes around'. An image often used to show karma (and this) is one of a man sitting in a circle of large rectangular slabs. He pushes the slab to his left, not realising the slabs will all knock each other down in a domino fashion until the one on his right lands on top of him. Are pupils able to come up with a quick sketch of their own to show the idea of 'what goes around comes around'? Explain that karma is similar to this phrase, it is the law of cause and effect. Someone's positive actions and intentions lead to good karma and leave a positive imprint on a person, but negative actions and intentions lead to bad karma and leave the opposite. Good and bad karma can affect someone in their current life and also affect their lives to come. Ask pupils in pairs to think of a character in a TV soap opera they watch. They should write down 10 actions that the character has done. Label them as good or bad actions and grade them out of 10: how good or how bad are they? 10 is high/good, 1 is low/bad. Think about the idea that good actions and intentions lead to good results, and bad actions to bad results. What do they think could happen to the character as a result of their actions? [This is a simplified and speeded-up version of karma.] Make sense of belief: • Identify and explain Hindu beliefs about karma, samsara and moksha, using technical terms accurately • Explain how the story of the man in the well relates to Hindu beliefs about samsara, moksha, etc

Give pupils an opportunity to reflect on good and bad deeds they have carried out. Remind pupils that whether or not we believe in the law of karma, actions tend to have consequences. You might ask pupils to pick the action they are most and least proud of from their reflections, and write the consequences of each on themselves and on others. Dharma Introduce the word 'dharma' and explain that one meaning of this in Hinduism is 'duty'. Ask pupils to write down any duties that they have performed today. Share the list with a neighbour and look out for differences and similarities. Save these lists for later in the unit. Explain that for many Hindus, it is important to work out what their dharma, their 'duty' is. One way of doing this is to read the holy scriptures, try to understand what they are teaching about how to live, then live by these teachings. Give pupils a copy of p 18 (this can be cut into cards if you wish), explaining that many of the pieces of wisdom on this page come from Hindu holy texts. Ask pupils to read through the cards and choose three that they think would be most useful to a Hindu child of their age, then suggest how a child might behave if they followed the advice on the card.

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Deeper learning question:

Reconnection: Ask pupils to recall the meaning of the word 'dharma'.

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	<p>LO: How does dharma affect the way that someone might live their life? Activity:</p> <p>Pupils should choose an adult they know well e.g. parents, carers, grandparents or school staff. They should write down all the duties that they think their chosen person will have performed during the day. Are these duties important? How do they compare to a child’s duties? Look at the lists of duties that they made earlier in this unit and recall where they were similar or different to those of others within the class. Point out that duties differ at different stages in life, but even when we are at the same stage of life as someone else, it is highly unlikely that they all need to perform exactly the same duties every day – everyone is different and so has different duties.</p> <p>Stages of life Introduce the traditional Hindu idea of ashramas - four main stages of life: student, householder, retired and renounced. Outline each group; give pupils four coloured pieces of paper – one to represent each stage. Then read out some ideas from the selection below and get pupils to hold up the colour to show which stage they think the duty applies to, explaining why.</p> <p>Impact of duties on daily living Remind pupils that everyone’s duties differ at different times of life. Reflect upon how the dharma (duty) is different at each of the four stages. Ask pupils to consider the dharma of a student and how it is similar to/different from expectations that people have of them in their own lives. Ask pupils to select three of the duties. For each, complete these four sentence starters: A Hindu might fulfil this duty by . . . This would be a good action because... I might fulfil this duty by... This would be a good action for me because</p>
4 & 5	<p>Deeper learning question: Reconnection: How do Hindus try to live a good life? LO: What example does Gandhi set about how to live?</p> <p>Activity: Disagreements and arguments Divide the class into small groups and discuss the following questions: • Who do you argue with? • What do you argue about? • When do you think you are treated unfairly? • How do you resolve your disputes? Listen to people’s feedback. If it does not come out in discussion, ask if anyone has ever used violence, for example with brothers, sisters or friends, to get their own way.</p> <p>Gandhi and ahimsa • Share the story of Gandhi and discuss the concept of ahimsa. You could show a short extract from the film Gandhi showing his non-violent principles. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning harmlessness or non-violence. Discuss</p>

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the inspirational characteristics that Gandhi showed during his life. Share and discuss some quotes from Gandhi: • “In a gentle way you can shake the world.” • “If all Christians acted like Christ, the whole world would be Christian.” • “First they ignore you, then they laugh at you, then they fight you, then you win.” • “An eye for an eye and everyone shall be blind.” • “Whenever you are confronted with an opponent, conquer him with love.” What impact could Gandhi’s teachings have? • Discuss some of the situations that people find difficult, or think are wrong around the school. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? • Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the 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.

Linking the learning • Ask pupils to look back at their mini dictionaries to refresh their memories about ‘Brahman’ and ‘atman’. Ask pupils to think, pair, share why ahimsa is so important in Hinduism bearing in mind their past learning about atman and Brahman.

atch <https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-twobritish-hindus/zkghf4j> and discuss why Simran and Vraj are vegetarian (in order to respect all living things because Brahman is present in them). • Task pupils with trying 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. Selfless Service • Discuss with pupils the very last time that somebody did something kind for them. What was it? Why do they think the person performed the act of kindness? Do people need to have a motive to perform a kind act? • Ask pupils to recap their learning about Gandhi and ahimsa. Explain that another incredibly important idea to Gandhi was that of ‘sewa’ and ask if anyone has heard of the term before (some may have heard of it in either a Sikh or Hindu context). Sewa is selfless service to humanity. Service to God (in Hindu life, the gods and goddesses) may include worship. Service to humans may include giving money to charity or looking after those in need. Acts of sewa towards fellow human beings may be long, short, big, small, loud or quiet, but must always be selfless – acts of kindness without expectation of anything in return. Teachers might like to get pupils to think of a long, short, big, small, loud and quiet act of sewa. • Make explicit that in Hindu communities, sewa is often seen as part of dharma (duty), and can put the ideal of ahimsa into action. A Charity committed to sewa: being harmless, being helpful ▪ Ask pupils to quickly list charities that they know of. Once completed, see whether any religious charities were listed. Introduce Sewa UK www.sewauk.org/ as a Hindu charity. ▪ Allow pupils time to explore different parts of the website including current and past projects and charity through adventure. Perhaps provide pupils with a website-based scavenger hunt activity to check they have read all of the literature thoroughly. Ask them to consider questions such as: 1) What sort of projects is Sewa UK involved in? (Choose three examples you find interesting) 2) Would somebody who supported Sewa UK’s projects or joined in with them be carrying out an act of sewa? 3) Why might a Hindu who was committed to sewa support Sewa UK? Does Sewa put harmlessness into action? 4) How do you think this charity’s work might be inspired by the idea of sewa in Hinduism? (answers should be about more than just the charity’s name!) 5) What do you think ‘Service to Humanity is Service to God’ means? 6) What is good about Sewa UK? How does the charity apply the idea of harmlessness or ahimsa? 7) Would somebody who is not Hindu consider supporting this charity? Why?

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	<p>Pupils could create a TV, radio or internet advert to raise support for Sewa UK. They should explain the excellent work the charity does and how it can help people carry out acts of sewa, and live in a positive harmless way of life.</p>
6	<p>Deeper learning question: Reconnection: LO: Let's learn to reflect on the Big question - Why do Hindus try to be good? Activity: Personal reflection, answer the reflection question:</p> <p>How is life affected? 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 focused enough on atman and Brahman. Ask them to discuss in pairs the answer to the questions: '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. Pupils should also attempt to refer to Hindus that they have learnt about such as Simran and Vraj or Gandhi. Share the paragraphs with the whole class and ask for feedback on which ones pupils think answer the question well and why. If pupils now wish to revisit their paragraphs for editing, they should be allowed this opportunity.</p>
<p><u>End Points:</u></p> <p><u>Make sense of belief:</u> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p><u>Understand the impact:</u> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> <p><u>Make connections:</u> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p>	

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Evaluation: 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.**

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