



RE Unit for Year 3 / 4

What is it like to be a Hindu?

Sandwell SACRE

Support for the Agreed
Syllabus



This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk

TITLE: What is it like to be a Hindu? YEAR GROUP 3 /4

ABOUT THIS UNIT:

This unit focuses on what it is like to be a Hindu, exploring beliefs about God; about how ideas of God are expressed in art, movement, and action; about worship, and about the great festival of Divali. This unit gives the children opportunities to explore how religious artefacts texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and images from within the Hindu tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. They also get a chance to explore ways in which the five senses play a part in our everyday lives, and in particular how they make Hindu worship an important time for many Hindus, where worship is linked to the whole of life, not simply to some brief ritual actions.

Estimated time for this unit (in hours) 10 hours. It is likely that the study of Divali will recur each year, so that section of this unit may be taught apart from the other sections. Teachers will need to be careful that Divali is taught differently between FS/KS1 – lower KS2 – upper KS2.

Where this unit fits in:

This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It also builds on children's experiences of looking at religious objects and finding meaning from them.

KEY STRANDS ADDRESSED BY THIS UNIT

Religious beliefs, teachings and sources

Forms of expression

Questions of identity and belonging

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Feeling confident about their own beliefs and identity and sharing them without fear of ridicule
- Being sensitive to the feelings and ideas of others.
- Exploring the sense of amazement or delight that believers report in worship
- Reflecting on how they can appreciate different ways in which people express their beliefs and what matters most to them.

Contributions to spiritual, moral, social and cultural development of pupils (links directly to framework)

The unit enables pupils to develop:

- Spiritually by: Learning about and reflecting on their own and others' beliefs about God and worship
- Morally by: Expressing their own ideas about how they think about good overcoming bad in stories, in the word and in their own experience
- Socially by: Considering how different people express what matters to them in different ways
- Culturally by: Promoting respect for all, understanding important stories and practices in different traditions

EXPECTATIONS At the end of this unit	I can...
<p>Nearly all pupils will be able to...(L2):</p> <p>Many pupils will be able to... (L3)</p> <p>Some pupils will be able to... (L4):</p>	<ul style="list-style-type: none"> • Use religious words to talk about how many Hindu people describe what God is like and how they worship God • Talk thoughtfully about how there are many ways to express ideas and beliefs about God. • Use a range of religious words to describe Hindu beliefs about God and worship; • make links between art, stories and holy writings that help people to be good or generous rather than bad or mean • Use a range of religious words to explain some of the ways in which Hindus describe God, and the symbolic objects, actions and sound used in Hindu worship • Connect stories, symbols and beliefs with what happens at Divali • Talk about how goodness, courage, generosity and faithfulness are important to Hindus and to me
<p>ASSESSMENT SUGGESTIONS:</p> <p>Many of the activities in this unit are given level statements, so it will be possible to do assessment for learning throughout, keeping track of children's progress on an on-going basis. This means that this final activity is one more piece of evidence of their understanding rather than the only evidence available.</p> <p>Get children to list as many of the ideas they have encountered in this unit as they can. God; creator, destroyer, preserver; fierce; goddess; good over evil; light over darkness; generosity; welcome; community; worship; senses; murti; symbols (e.g. conch; many arms) etc</p> <p>Ask them to choose a season of the year and design an image of a god or goddess of that season. Choose from the list of ideas they have come up with from the lessons – see if they can match the idea to the season (e.g. autumn/winter might link to the idea of the destroyer), and express the ideas through colour, symbols and images. Ask them to write 50 words to explain their image and any links with Hindu beliefs</p>	

<p>Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Have listened to religious stories before • Used words like these before: Hindu, Hinduism, God, Brahman, prayer, belief • Looked at different objects and talked about what they might be used for 	<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to Hinduism:</p> <p>Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine</p> <p>Religion in General:</p> <p>Prayer, belief, worship</p> <p>Religious & Human Experience:</p> <p>Questions, mysteries, puzzling ideas, symbols, divine,</p>	<p>Resources</p> <ul style="list-style-type: none"> • RE Today Services (www.retoday.org.uk) publish relevant items: <ul style="list-style-type: none"> ➤ Hinduism, A Pictorial Guide ➤ Developing Primary RE: Symbols of Faith ➤ Moving On Up in RE ➤ Opening Up Hinduism, ed. Fiona Moss, RE Today Services <p>Web</p> <ul style="list-style-type: none"> • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips • The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion • The best gateway for RE sites is: www.reonline.org.uk/ks2 • You can find and use searchable sacred texts from many religions at: www.ishwar.com • There is some more TV material at: www.channel4.com/learning • The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk • The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts <p>Website entry points for Hinduism:</p>
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Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What can we learn from a Hindu artefact?</p>	<ul style="list-style-type: none"> • 	<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? • Ask the children in pairs to come up with three things to hold 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). Ask them to devise some more examples. • Give children a sheet of paper divided into quarters, with an object in the middle. <ul style="list-style-type: none"> ○ 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) ○ 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) ○ 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) ○ 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, 	<p>L2</p> <ul style="list-style-type: none"> • use religious words to identify the symbols in a Durga murti • retell a story about the goddess Durga • ask lots of questions about the durga murti, and look for some answers. <p>L3</p> <ul style="list-style-type: none"> • identify and describe some symbols in a murti of Durga the goddess • identify correctly some of the meanings of the murti and its symbols • describe some objects that might symbolise myself, and notice similarities and differences between these and the symbols of Durga the goddess. <p>L4</p> <ul style="list-style-type: none"> • use the right words to show that I understand the significance of Durga murtis for Hindu worshippers • apply the ideas of symbolism, and worship for myself, making use of what I learned about Hindu traditions • enquire into Hindu artefacts, giving reasons 	<p>This starting point is to encourage a questioning approach to artefacts, and to help children develop their questioning skills. The strategy can be used in other RE lessons.</p>

		<p>When and Why in each corner. Put the image of Durga in the centre. Ask children to put at least four good questions 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> <ul style="list-style-type: none"> • 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. • Tell children the story of Durga. e.g. http://www.balagokulam.org/kids/stories/durga.php or available in Opening Up Hinduism, RE Today Services 2010. 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>for my answers to questions about Hindu beliefs and ideas about God.</p>	<p>Story of Durga and other Hindu stories available from RE Today http://shop.retoday.org.uk/category/stories.hind.pr</p>
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<p>What do Hindus say that God is like?</p>	<ul style="list-style-type: none"> Hindu beliefs about God, understood through the Trimurti Ways in which Hindu murtis (images) communicate some of the character of God. Raising questions and setting an enquiry 	<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? etc. Tell them that these are the Trimurti – the three principal forms of Brahman, the Supreme Spirit or God. They represent Brahma as Creator (Brahma), Preserver (Vishnu) and Destroyer (Shiva) . 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>One God, many faces</p> <ul style="list-style-type: none"> Having looked at Durga, as well as the Trimurti, the murtis might well give the impression that Hindus worship lots of gods. Use the story of the blind men and the elephant to explain that most Hindus believe in one God, Brahman, but that he can be represented in many different ways, as gods and goddesses. A version of the story in verse can be found at http://wordinfo.info/Blind-Men-and-Elephant-crop.html 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. To help children understand the idea of belief in one God with many faces, ask children to divide a piece of paper into four. In each quarter get them to draw a symbol or picture to show their different roles and interests (e.g. son/daughter, friend, team mate, Guide). For each one, talk about what they are like in that context. (e.g. as a brother they may wind up their brothers/sisters; as a scout they may be very responsible) Relate this to the idea that Brahman shows himself in the form of many gods, to reveal different aspects of his character. <p>Where is God?</p> <ul style="list-style-type: none"> Show children a glass of water and add salt to it. Where has the salt gone? Talk about how the salt disappears but you can still taste it in the water. Relate this to the Hindu idea that God is invisible but is present in everything. How should children illustrate this idea on the display? 	<p>L2</p> <ul style="list-style-type: none"> Recognise and name at least one form of God in Hinduism, saying something about their role Talk about what they find puzzling or interesting about the Hindu murtis <p>L3</p> <ul style="list-style-type: none"> Make links between the murtis and Hindu ideas about God Ask questions about how Hindus worship one God in many forms <p>L4</p> <ul style="list-style-type: none"> Describe how the murtis express different ideas and characteristics of the one God, Brahman Make links between Hindu murti and my own ideas about a helper and guide in life 	<p>The story of the blind men and the elephant is sometimes used to suggest that all religions are grasping at the same God and all have an incomplete understanding. Try and avoid this interpretation, as it does not hold for many religious believers. The story comes from within the Hindu tradition, specifically about ideas of God.</p>

		<p>Aum</p> <ul style="list-style-type: none">• Show children an 'Aum' (Om) symbol and discuss what it means. Explain 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, 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.• 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.		
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<p>How do Hindus worship?</p>	<ul style="list-style-type: none"> The importance of worship in the lives of most Hindus Ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir Ways in which the senses are used to show that things are special 	<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. Look at pictures and videos of a shrine. e.g. on the Welsh grid for learning http://tinyurl.com/5wk8r2b Explain that Hindus treat the images of gods and goddesses like very special guests who are respected, cared for, talked to, offered food and kept clean. Ask the children why this might be. Children could try a picture extending activity. Give them a sheet with a murti pictured in the centre. Ask them to finish the shrine. Working in pairs, ask children to mime a range of interactions, e.g. greeting someone important, saying sorry, giving and receiving gifts, saying thank you. Ask the children to watch a video of a Hindu family doing Puja at home. Can they see any similarities with their mimes? Look at the BBC learning zone class clips library http://www.bbc.co.uk/learningzone/clips/. Search for "puja" in the search box. Look at a Puja tray and explain how it is used (ringing of bell, making offering, touching, bowing to the image, using incense, receiving Prasad, caring for the image). Which senses are involved in Puja? Record how each sense is used in Puja and something wonderful that the child relates to each sense. e.g. 'In Puja Hindus listen to the bell ringing. I like to listen to...' Watch a clip of puja in a Mandir. Ask children to note the similarities and differences with home worship. Talk about why Hindus might like to worship together in the mandir as well as at home 	<p>L2</p> <ul style="list-style-type: none"> Recognise and name some objects used in a shrine and a mandir Talk about how my senses help me to remember things that are important to me <p>L3</p> <ul style="list-style-type: none"> Identify some objects and actions used in Hindu worship, explaining what these mean to Hindus Ask some thoughtful questions about why worshippers choose to attend a mandir and suggest some possible answers <p>L4</p> <ul style="list-style-type: none"> Describe how Hindus worship at home and in the mandir, identifying and explaining how symbolic objects and actions can express inner feelings 	<p>Developing Primary RE, Symbols of Faith, p28, from RE Today has a guided visualisation exercise for this activity.</p>

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<p>How and why do Hindus celebrate Divali?</p>	<ul style="list-style-type: none"> The story behind Divali, its meaning for Hindus and ways in which it is celebrated in Sandwell today Express ideas about good and bad; light and darkness; celebration and joy 	<p>How and why do Hindus celebrate Divali?</p> <ul style="list-style-type: none"> Introduce Divali by telling the story of Prince Rama and Princess Sita. Chop the story up into six sections and get children to prepare a re-telling of the story. They could cut out shadow puppets to tell their section, or act it out. How do the characters feel at each point in the story? Talk about the themes of good overcoming evil and the symbolism of light and dark. Who is the hero? What is the significance of the Diva lamp? What is the main message of the story? How can the story of Divali help Hindus? Think of ways in which Prince Ram, Princess Sita, Lakshman and Hanuman might inspire people to be good. Ask children to think about their own struggle to be good. Produce an outline of themselves (eg by projecting a shadow of their head on the wall and getting a friend to draw around it on a piece of paper). Write inside the outline some of the bad things and good things they might do in a day. Write around the outside some examples of good deeds they have actually done. Talk about who helps them to be good. Watch a video showing Indian dance. Talk about what the hand, arm and eye movements might mean. Explain that Indian dance usually relates to tales of gods and heroes in Hinduism. Children work in groups to devise dance movements to express key moments in the story of Prince Rama and Princess Sita. Show the class a diva lamp and discuss the symbolism of light. Link to other religions where light is used symbolically. Create a graduated painting moving from dark to light and use as a background for poetry on the theme of light. Alternatively create a class collage continuum on dark and light using magazine pictures, words and colours to express their ideas and feelings. Explore and interpret a visual image of the Hindu goddess Lakshmi (this could be done on an interactive whiteboard). Ask the children to look at the image and respond to given questions e.g. What does this image tell 	<p>L2</p> <ul style="list-style-type: none"> Identify in simple terms why the story of Prince Rama and Princess Sita is important to Hindus at Divali Express empathy with the feelings and experiences of others as I listen to this story <p>L3</p> <ul style="list-style-type: none"> Make links between the story of Prince Rama and Princess Sita at Divali and the idea of good overcoming evil in life today Identify ways in which I try to be good, and say who and what influence me to be good and bad <p>L4</p> <ul style="list-style-type: none"> Use religious words, art, drama, dance, ICT to express my understanding of the meaning of Divali for believers 	<p>For the story of Divali: Opening Up Hinduism, ed Fiona Moss More stories from: http://shop.retoday.org.uk/category/stories.hind.pr Rama and the Demon King – Jessica Souhani (Francis Lincoln)</p> <p>For dance, try Water, Moon, Candle, Tree and Sword (4Learning)</p> <p><i>A-Z Practical Learning Strategies</i> p.22 (RE Today Services 2004)</p> <p>Images of Murtis: www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Images/Hindu/Deities.html</p>

		<p>you about Lakshmi? What are her hands doing and why? What sort of a person do you think she is? What questions would you ask her if you could?</p> <ul style="list-style-type: none"> • Retell the story of Lakshmi and the Clever Washerwoman. This could be done through drama, comic strip books, writing. • Hindus believe that Lakshmi brings blessings and good fortune. Use a large sheet of paper with an image of Lakshmi in the centre. Around this draw five coins, labelled 'for myself, for a friend or family member, for the school, for the local community, in the world generally'. Ask pupils to reflect on and then write in the blessings and good fortune they would wish for the members of each category. Alternatively, this could be presented as a display. • Find out how Divali is celebrated today. What do Hindus do to prepare? How do they celebrate the festival itself? Compare these practises with those of festivals of light from different religions. This could be done in the form of a grid or Venn diagram. • Create Rangoli patterns (a web search will bring up many examples) and talk about how they are used to welcome Lakshmi. Rangoli is a traditional Hindu Indian use of art in the everyday. They are created outside a home or temple daily, but are particularly associated with the festival of Diwali, where they are produced on the floor near the doorway to a home to welcome Lakshmi, the goddess of blessings and good fortune, and to encourage her to enter the home. Rangoli patterns are traditionally made with flour, rice or sand, seeds, pulses or lentils, often brightly dyed to make colourful designs. How would children use art to welcome people to their home? This could take the form of a welcome mat or a design annotated with important features and their symbolism. 	<ul style="list-style-type: none"> • Express my own ideas about the values at the heart of Divali, using a variety of media 	<p>Festivals Together – Sue Fitzjohn, Minda Weston, Judy Large (Hawthorn Press)</p> <p>E.g. A World of Festivals: Divali – Dilip Kadodwala (Evans Brothers Limited)</p>
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