



School Vision: Be Known, Be Loved, Belong

“Who you are is God’s gift to you. Who you become is your gift to God.”

Subject Intent: :Our RE curriculum aims to develop religiously literate pupils who can engage respectfully with theological, philosophical and human/social science concepts, building their understanding of Christianity and other worldviews outlined in the Lincolnshire agreed syllabus.

Subject:	RE	Term:	Autumn 1	Topic:	God – Hinduism (Believing)	Year Group:	Year 3
Prior Learning: In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.							
In this unit: How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?							
National curriculum Objectives: There is no single National Curriculum for Religious Education (RE) in England; instead, RE is a compulsory subject in all state-funded schools, with local authorities establishing a locally agreed syllabus that is informed by the National Content Standard for RE . This standard serves as a benchmark for quality rather than a mandate of specific content, ensuring a broad and balanced education in religious and non-religious worldviews.							
‘Golden Thread’ Living, Thinking, Believing.							
Key Vocabulary / Subject Knowledge: Hinduism, Hindu Dharma or Sanatana Dharma as an umbrella term for a collection of religious expressions • Some Hindus describe their worldview as Sanatana Dharma (the ‘eternal duty’) • Hinduism as a monotheistic religion (belief in one ultimate reality) Brahman, the ultimate reality, the life force in all things • The Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality) • The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation • Other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh • The Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things • The atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation)							

- The goal is for the atman to break free from this cycle of life (moksha)
- Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha
- Stories from the Ramayana, Bhagavad Gita, Mahabharata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Mahabharata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life
- The aum symbol: a symbol of Brahman and the atman; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the aum sound during meditation and in Hindu holy texts, e.g. the Upanishads

Key Learning: (I know what-)

I know what Hindus might understand about the Divine through these stories.

I understand the concept of Trimurti - Brahma(n), samsara and moksha.

I know the purpose of visual symbols in the mandir.

I know some of the key symbols: Om/Aum, swastika (symbol of luck and prosperity), lotus flower, murtis.

Disciplinary Skills: (I know how)

I know how deities and key figures are described in Hindu sacred texts and stories.

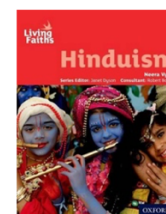
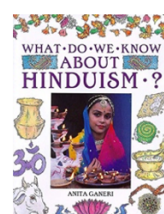
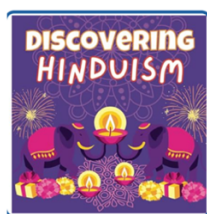
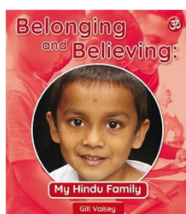
I know the key scriptures - Vedas, Bhagavad Gita, Mahabharata.

I know the key themes in the Mahabharata.

Developing Oracy:

Developing oracy in Religious Education (RE) involves using talk-based activities like group discussions, debates, and role-playing to help children to articulate their ideas, listen to others, and use subject-specific language. Strategies include creating a safe environment with clear ground rules, using 'concept cartoons' to model differing viewpoints, and giving children specific roles in discussions to encourage critical thinking and reasoning.

Suggested Texts:



	Objective	Learning/activities
1 & 2	To learn about the Hindu Worldview:	Believing (specialist knowledge – ways of believing and the sources of authority they draw from) What is God like? Ask pupils to create a map or artwork – emphasis the extent to which pupils relate human qualities to God.

	Brahman, Samsara and the Trimurti	• Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal) • Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti, Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (could compare this with the way in which the 99 Names of Allah help Muslims better understand what Allah is like). Start to build a classroom display/padlet including key vocab and key concepts
3 & 4	To learn about Atman, Samsara and Moksha	Believing (specialist knowledge – ways of believing and the sources of authority they draw from) • Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara). You could explore the example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time in order to examine the idea of being stuck in one thing and breaking free to do something totally different • Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha) • Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha) Thinking (specialist skill – reasoning) Set up a Philosophers' café – different stimulus questions on different tables; pupils move around the tables and discuss the different questions, recording answers – café, so tea and cake provided! • What are your duties? • What actions help you carry out your duties? • What happens if you don't carry out your duties? Etc. Add to the classroom display/padlet with key vocab and key concepts.
5	To learn about Dharma	Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) Revisit concept of dharma and how it relates to the cycle of life (samsara), the concept of moksha and the concept of karma (action) Case study: the story of Rama and Sita in the Ramayana (https://www.youtube.com/watch?v=uRpNNF4fB4g) Case study: the story of Krishna and Arjuna in the Mahabharata (http://kids.asiasociety.org/stories/mahabharata) Pupils could be asked to retell the story through writing/roleplay/iMovie/hot seat, etc., with a focus on how the story helps Hindus understand more about Brahman, the journey of the atman through samsara and the importance of fulfilling one's dharma. Add to the classroom display/padlet with key vocab and key concepts.
6	To learn about Symbols in a Hindu Worldview.	What is a symbol? Symbol or logo for the school – what does it tell us about our school, who we are; symbol of other religions, e.g. Christianity; possibly mention ways in which symbols can be used in both positive and negative ways (e.g. Hindu swastika) Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Introduce pupils to the aum symbol and lotus flower; explore how they are both significant parts of the Hindu creation story, and the ways in which they connect with concepts of Brahman, the Trimurti, samsara, etc. Compare a Hindu creation story with creation stories from at least one other religion – what are the key features/messages of the stories studied? What is the place of humans in the story – are they set apart from other creatures or not? What does this tell us about human beings in this worldview?

		Ask pupils to create an artistic representation of the Hindu story of creation and explain how their image relates to the concepts of Brahman, the Trimurti and samsara; make sure they include the aum and lotus flower as part of their image. Explore the ways in which symbols may appear in a mandir. Thinking (specialist skill – reasoning) Ask pupils to respond to the statement below, showing a clear process of reasoning. They should refer to key beliefs and concepts in their answer. “You can’t explain Brahman with words; the only way to try to understand more about Brahman is by using symbols.” Add to the classroom display/padlet with key vocab and key concepts.
--	--	---

Curriculum Adaptations

- Use of artefacts to enable communication without language.
- Use storyboards for religious teachings through story
- Use an artefact tray and magnifying glass to look at objects.
- Making use of widget for key vocabulary, and appropriately used to define key concepts such as Incarnation, Salvation etc. Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.
- Retell stories from religions (such as the Nativity) using Songbird.
- Access to word banks and sentence stems.
- Repeat or display key information
- Consider ways of supporting pupils’ recall – e.g. use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.
- Using visual or concrete (‘real’) materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels.
- Language used in religious texts may be difficult to understand and will need to be explained/ pre taught.
- Teach how a phrase or how language has been interpreted by believers prior to the lesson.
- Provide overview of any new stories or concepts on an uncluttered sheet
- Allow child to be seated close to the front when listening to an unfamiliar speaker
- Prepare pupils for visits to places of worship. Preparations can include photographs, videos, artefacts etc.
- Ensure that pupils are comfortable with how the ideas explored have been left, particularly if issues of personal belief have been discussed
- Pre-warn children about the different smells/ sounds there may be if they are visiting places of worship– create a map of smells and sounds and provide a ‘get out’ if the child becomes overwhelmed