

Hinduism Strand (Hinduism not studied at KS1)

Foundation stage	Lower KS2	Lower KS2	Upper KS2
Units F4 Being special- where do we belong? F5 F6 Which places/stories are special and why?	Unit L2.7 What do Hindus believe that God is like? (Brahman/atman)	Unit L2.8 What does it mean to be a Hindu in Britain today? (Dharma).	Unit U2.7 Why do Hindus try to be good? (Karma, dharma, samsara, moksha).
<p>Learning outcomes:</p> <p>Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>Recognise that some religious people have places that have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Begin to recognise that for believers, these special things link to beliefs about God.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visitng a place of worship.</p> <p>Talk about some religious stories.</p> <p>Recognise some religious words.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text.</p> <p>Talk about some of the things these stories teach us.</p> <p>Colour key: Making sense Understanding impact Making connections</p>	<p>Learning outcomes:</p> <p>Make sense of belief: Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God.</p> <p>Understand the impact: Make simple links between beliefs about God and how Hindus live(e.g. choosing a deity and worshipping at a home shrine, celebrating Diwali). Identify some different ways in which Hindus worship.</p> <p>Make connections: Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having the spark of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Learning outcomes: Please refer to syllabus to understand why Understand the impact comes first in this unit.</p> <p>Understand the impact: Describe how Hindus show their faith within their families in Britain today. (e.g. home puja). Describe how Hindus show their faith within their faith communities today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). Identify some different ways in which Hindus show their faith9 e.g. between different communities in Britain, or between Britain and parts of India).</p> <p>Make sense of belief: 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 whole “way of life” (dharma).</p> <p>Make connections: Raise questions and suggest answers 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>Learning outcomes:</p> <p>Make sense of belief: 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 expalin how it relates to Hindu beliefs about samsara, moksha etc.</p> <p>Understand the impact: Make clear connections between Hindus 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> <p>Make connections: Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals in the world, recognising different point of view.</p>

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Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Religion, religious, special, worship, sacred, god, Hindu, Hinduism.	Religion, religious, special, worship, sacred, god, Hindu, Hinduism Brahman, Aum, ultimate being/reality, spirit, deity, gods, goddesses, Trimurti, Brahma, Vishnu, Shiva, create, creator, preserve, preserver, destroy, destroyer, consort, cycles of life, birth, rebirth, death, statues, murti, avatar, Ramayana, atman, spark.	Religion, religious, special, worship, sacred, god, Hindu, Hinduism. Brahman, Aum, ultimate being/reality, spirit, deity, gods, goddesses, Trimurti, Brahma, Vishnu, Shiva, create, creator, preserve, preserver, destroy, destroyer, consort, cycles of life, birth, rebirth, death, statues, murti, avatar, Ramayana, atman, spark. Dharma, worhsip, shrine, puja, Bhagavad Gita, arti ceremony, temple, mandir, rituals, bhajans, prashad, Diwali, celebration, symbol, symbolism, family, community.	Religion, religious, special, worship, sacred, god, Hindu, Hinduism. Brahman, Aum, ultimate being/reality, spirit, deity, gods, goddesses, Trimurti, Brahma, Vishnu, Shiva, create, creator, preserve, preserver, destroy, destroyer, consort, cycles of life, birth, rebirth, death, statues, murti, avatar, Ramayana, atman, spark. Dharma, worhsip, shrine, puja, Bhagavad Gita, arti ceremony, temple, mandir, rituals, bhajans, prashad, Diwali, celebration, symbol, symbolism, family, community. Sanatan dharma, dharma, karma, samsara, moksha, Mahabharata, law of cause and effect, punusharthas, artha, kama, ashramas, student, householder, retired person, renouncer, ahimsa, satya.