

| <b>Autumn term 1 Unit plan overview – How and why do Hindu people worship at home and in the Mandir?</b> |   |
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| <b>How does this unit link to previous learning?</b>   | <p>In KS1 pupils are taught to recall and comprehend knowledge about a range of religions.</p> <p>In Year 1 pupils were taught:</p> <ul style="list-style-type: none"> <li>• about special religious clothes and symbols e.g. Topee, Diva lights and special occasions, e.g. Christening, Christmas</li> <li>• about special artefacts and events, e.g. Eid and prayer mats and Rakhi wrist bands</li> </ul> <p>In Year 2 pupils were taught:</p> <ul style="list-style-type: none"> <li>• about why holy books are special, how people learn from them and why they are important to a believer</li> <li>• about how the world was created according to the Hindu tradition</li> </ul> <p>In Year 3 pupils were taught:</p> <ul style="list-style-type: none"> <li>• about Diwali around the theme of light along with other religion festivals</li> <li>• About Christian and Muslim symbols and sayings</li> </ul> |
| <b>What will pupils be learning in this unit?</b>  | <p>In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21<sup>st</sup> century living.</p> <p>In Year 4 children will be taught to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast ideas about God</li> <li>• Explain Hindu god characteristics shown through symbolic pictures</li> <li>• Compare some of the things that are important to Hindu people in worship</li> </ul>  |
| <b>How does this unit link to future learning?</b>   | <p>In Year 3 and 4 children will be taught to apply their knowledge about religion to 21<sup>st</sup> century living.</p> <p>In Year 4 children will be taught:</p> <ul style="list-style-type: none"> <li>• about religion within their neighbourhood including Hinduism/Dharmic traditions</li> </ul> <p>In Year 5 and 6 children will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p>In Year 5 children are taught about:</p> <ul style="list-style-type: none"> <li>• what different people believe about God/gods</li> </ul> <p>In Year 6 children are taught about:</p> <ul style="list-style-type: none"> <li>• how religious leaders in their community are similar and different from each other</li> </ul>   |
| <b>Links with other subjects</b>   |   |
| <b>Trips and visitors</b>  |   |
| <b>Key vocabulary</b>  | Arti, Aum, Ganesh, Mandir, Murti, Prasad, Puja and Puja Tray, Deity, Mandir, Temple, incense  |

Overview In this unit, pupils will explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life. There will be opportunities for children to reflect on their own thoughts and experiences. There is an opportunity to invite Hindu guests to your classroom in lesson 4, and they could set up their home shrine and do murti in front of the children. There is an opportunity to arrange a visit to a local temple in Lesson 6 in this unit of work.


| Key Questions   | Concepts and Skills   | Possible Teaching & Learning Activities   | Supplementary work for extension and enrichment   | Resources  |
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| <p>1. <b>What different ideas does our class have about God?</b></p> <p>2. <b>How do Hindus express their beliefs about God?</b></p> <p>3. <b>What is a shrine and why is it important in a Hindu home?</b></p> <p>4. <b>How do Hindus worship in the home?</b></p> <p>5. <b>What happens in a Mandir (temple)</b></p> <p>6. <b>How is prayer central for a Hindu person?</b></p> | <p>Evaluate questions and arguments personally and critically.</p> <p>Apply ideas about religions thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Notice and find out about religions.</p> | <p>Discussion about what the children think God like.</p> <p>Visit a Mandir or invite a Hindu visitor to share own ways of worshipping at home and in the Mandir.</p> <p>Looking at Hindu worship at home and in the Mandir, including opportunities for the children to compare with their own experiences.</p> <p>Investigate the symbolism behind some of the objects used in Hindu worship.</p> | <p>Research Hindu deities e.g. Brahma, Vishnu, Krishna, Lakshmi- What do Hindus learn from the deities? How do Hindus show respect to the deities?</p> <p>Create a Mandir in the classroom or an area of the school children to 'experts' and guide other pupils around it.</p> | <p><a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p> <p><a href="http://www.bbc.co.uk/religion/religions/hinduism/ata glance/glance.shtml">http://www.bbc.co.uk/religion/religions/hinduism/ata glance/glance.shtml</a></p> <p><a href="http://www.bbc.co.uk/schools/religion/hinduism/">http://www.bbc.co.uk/schools/religion/hinduism/</a></p> <p><a href="http://www.bbc.co.uk/education/topics/zh86n39/resources/1">http://www.bbc.co.uk/education/topics/zh86n39/resources/1</a></p> |

## Year 4 Assessment I can's

### Question: How does a Hindu pray in the home or at the Mandir?

- Emerging (step 2)** I can identify some of the differences between my beliefs and Hinduism. I know the meaning of some important religious words connected to Hinduism e.g. Mandir and Prasad. I can describe some of the things that different religious people do and why they do them.
- Expected (step 3)** I can explain how the beliefs and teachings of Hindus are similar and different to my own. I can use the right religious words to describe Hindu rituals, and to describe some of the different ways in which Hindus show their beliefs. I can compare some of the things that influence me with those that influence Hindu.
- Exceeding (step 4)** I can use the correct religious words to describe what Hindus do. I understand why Hindus use different ways of expressing what they believe (e.g. symbols, sounds and language). I can show that different choices are often based on different beliefs and values.

### A glossary of religious, cultural, educational and other terms used in this planning grid

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| <b>Aarti</b>            | Part of <i>puja</i> when a flame is passed in front of the deity/deities and then worshipper cup their hands over the flame in order to show their devotion.<br>Sometimes, the word <i>aarti</i> is used as a synonym for <i>puja</i>  |
| <b>Aum</b>              | This sound (sometimes written as 'Om') is said to represent the divine. It is often used in worship and meditation during which it might be chanted. It is usually shown in the form of Sanskrit writing. If you visit the mandir in Ilford (Vishwa Hindu Parishad), you will find a sign saying 'Aum sweet Aum' on the inner wall above the main entrance.<br> |
| <b>Ganesha (Ganesh)</b> | The elephant-headed God who is much loved within the Hindu tradition. Most Hindus will have a representation of him on the entrance to their homes. Stories are told about how he got his elephant's head that involves his father (Shiva) and mother (Parvati). One version in brief: Shiva was away from home and Parvati became lonely. During a bath, she fashioned a son out of soap. But,  |

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|                  | upon returning home, Shiva saw the child and, in anger, cut off his head. Parvati told him that he had just slain their son. In grief, Shiva said that he would go into the jungle and find a new head by taking one from the first animal that he met. The first animal that he met was an elephant. He took the elephant's head and placed it on to the body of his son, Ganesha |
| <b>Mandir</b>    | Hindu temple. It is important to remember, however, that Hindu worship typically takes place in the home   |
| <b>Murti</b>     | An image – in the form of a small statue, perhaps – of a Hindu deity such as Krishna (usually blue-skinned and holding or playing a flute), Hanuman (in the form of a monkey) or Ganesha (see above). The word 'idol' used to be used as a translation but is now usually avoided because of its negative overtones  |
| <b>Prasad</b>    | Something material – usually food, but sometimes flowers, water or ash - which has been offered to the deities and which is then received back by worshippers as a symbol of receiving divine blessing   |
| <b>Puja</b>      | 'Worship', which might consist of a series of symbolic actions and devotional words (including singing)  |
| <b>Puja tray</b> | A metal tray (usually stainless steel) which contains items – such as a small bowl in which ghee (clarified butter) and a wick can be placed to form a lamp) – used during <i>puja</i>   |

| Key questions   | Success criteria   | Possible Teaching & Learning Activities  | Resources   |
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| <p><b>What different ideas do our class have about God?</b></p> | <p><b>To compare and contrast ideas about God</b></p> <p>I can ask important questions about life and compare my ideas with those of other people. (Step 3)</p> <p>I can compare and contrast my ideas about God with other people's thoughtfully (step 4)</p> | <ul style="list-style-type: none"> <li>• Whole class discussion to find children's ideas about God. In pairs and small groups discuss questions for example: Does God exist? Who is God? What do you think God is like?</li> <li>• Children to create their own picture using images or symbols, to allow all children to take part, of what they think God looks like/ is like (See Spirited Arts website, <i>allow children who have no belief in God to create an empty world or heaven or something that represent there is no God for them</i>). Discuss what their picture means and shows.</li> <li>• Record children's ideas in speech bubbles for a display, or could film what they have drawn/painted collaged, with children talking about their ideas and thoughts.</li> </ul>  | <p>flipchart for Lesson 1 and speech bubbles sheet</p>  |
| <p><b>How do Hindus express their beliefs about God?</b></p>    | <p><b>To identify what Hindu's believe about gods/God</b></p> <p>I can compare some things that Hindu's believe about with my own ideas. ( Step 3)</p> <p>I can explain why Hindu's picture gods in different symbolic ways (Step 4)</p>                       | <ul style="list-style-type: none"> <li>• Introduce the Aum symbol and tell a story about Svetaketu or use the BBC video, discuss with children what does the story tell about Aum symbol and Hindu belief in God</li> <li>• Discuss with children that each of us has many aspects to our identity. Activity entitled: <i>Myself – one person, many sides</i>. Draw a picture showing 'different sides of me'. It could show being a son/daughter, a friend, a footballer, a helper etc. Emphasise they still are one person, but they also have different sides</li> <li>• Explain that Hindus believe in one God but there are many different aspects, or sides to God. Look at different pictures of Hindu deities. Ask children to identify common or distinctive features in the pictures. E.g. – gods with many arms (showing power), coloured blue (like the heavens), Lakshmi</li> </ul> | <p>Flipchart Lesson 2</p> <p><a href="http://www.teachingideas.co.uk/re/files/hinduteachchildrenaboutgod.pdf">http://www.teachingideas.co.uk/re/files/hinduteachchildrenaboutgod.pdf</a> (Svetaketu story and worksheet)</p> <p>worksheet on gods</p> |

|   |   | <p>with her coins (showing her as a goddess of wealth). Children could record ideas.</p> <ul style="list-style-type: none"> <li>• Discuss how for many Hindus, these are all aspects of the one God. Compare all these different pictures depicting aspects of God with those that the children drew at the start showing their many sides.</li> <li>• Ask what have we learnt about Hindu beliefs about God? Children to write down their ideas.</li> </ul>  |   |
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| Key questions   | Success criteria  | Possible Teaching & Learning Activities   | Resources   |
| <p><b>What is a shrine and why is it important in a Hindu home?</b></p> | <p><b>To consider why a home shrine is important for a Hindu person</b></p> <p>I can describe what most Hindu's would have at their home shrine and why (Step 3)</p> <p>I can describe a number of different Hindu gods/goddesses explaining their symbols and why a Hindu person would look after them so carefully (step 4)</p> | <ul style="list-style-type: none"> <li>• Ask the children to think of a place where they like to be quiet and think or pray. They could share their ideas to a partner</li> <li>• Imagine you have a special guest coming to your house. How would you make them feel welcome? How would you prepare your house to welcome them? Brainstorm ideas</li> <li>• Explain how Hindus treat the figures of the gods and goddesses as extra special guests, respecting them, caring for them, talking to them, offering food and keeping them clean. Introduce the idea of a shrine, a special place in the Hindu home for worshipping the deities. Adults could create a small model of a Hindu shrine in the classroom using a picture or murti of the deity and placing a diva, incense sticks, some flowers etc. before it or make own shrine of objects important to them.</li> <li>• A Hindu parent/member of staff could be invited in to demonstrate in the classroom murti and their home shrine.</li> <li>• On template of a shrine, children to draw objects very special to them.</li> </ul> | <p>flipchart Lesson 3</p> <p>A Hindu visitor</p> <p>My Hindu faith book ISBN 0237532271</p> |
| Key questions   | Success criteria  | Possible Teaching & Learning Activities   | Resources   |

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| <p><b>How do Hindus worship in the home?</b></p>      | <p><b>To consider the importance of Hindu worship at home</b></p> <p>I can use Hindu words to describe how Hindus show their beliefs at home in worship (Step 3)</p> <p>I can thoughtfully explain differences within Hindu worship at home between different Hindu groups (Step 4)</p>                | <ul style="list-style-type: none"> <li>Recap on lesson from last week and then watch a video that shows Hindu worship at home</li> <li>Introduce the Puja Tray.</li> <li>Show the items and get children to think which senses Hindus are focussing on.</li> <li>Watch the video again.</li> <li>Give children labels/meaning and pictures of puja tray objects and ask them to match them.</li> <li>Then give statements as to why Hindus use them in Puja, children to match these to the pictures and labels</li> <li>Ask the children to imagine what a Hindu person receives from these daily prayers and record their ideas.</li> </ul>  | <p>flipchart Lesson 4 and worksheets for puja activity</p> <p><a href="http://www.bbc.co.uk/education/clips/zh2hyrd">http://www.bbc.co.uk/education/clips/zh2hyrd</a> Puja clip</p>  |
| <p><b>Key questions</b></p>                           | <p><b>Success criteria</b></p>   | <p><b>Possible Teaching &amp; Learning Activities</b></p>  | <p><b>Resources</b></p>  |
| <p><b>What happens in a Mandir (temple)</b></p>       | <p><b>To discover more about Hindu worship</b></p> <p>I can compare some of the things that are important to Hindu people in worship (Step 3)</p> <p>I can show how the beliefs and teachings of different religious groups are similar and different and how they affect people's lives. (Step 4)</p> | <ul style="list-style-type: none"> <li>Watch a few video/ website that shows Hindu worship in a Mandir (Temple). Ask children to identify the different ways in which people are worshipping eg ringing the bell, making offerings, touching/bowing to the <i>murti</i>, using incense, receiving <i>prasad</i>, caring for the <i>murti</i>.</li> <li>The children could share what things they do in their place of worship to show respect for God, and give reasons as to why they think Hindus do some of these things.</li> <li>Children could write a poem, prayer or a piece of reflective writing inspired by what is special about Hindu worship in the Mandir.</li> </ul> | <p><a href="http://www.cleo.net.uk/resources/displayframe.php?src=379/consultants_resource/s%2Freligiouseduc%2Fkeyholes%2Fkeyhole03.html">http://www.cleo.net.uk/resources/displayframe.php?src=379/consultants_resource/s%2Freligiouseduc%2Fkeyholes%2Fkeyhole03.html</a> through the keyhole activity showing inside a mandir</p> <p><a href="http://www.cleo.net.uk/resources/displayframe.php?src=200/consultants_resource/s%2Fre%2Ftemplel%2Findex.htm">http://www.cleo.net.uk/resources/displayframe.php?src=200/consultants_resource/s%2Fre%2Ftemplel%2Findex.htm</a> audio tracks of worship in a mandir</p> <p><a href="http://www.bbc.co.uk/education/clips/z3hb4j6">http://www.bbc.co.uk/education/clips/z3hb4j6</a> 11 year old boy talks about worship of Shiva</p> |
| <p><b>How is pray central for a Hindu person?</b></p> | <p><b>To reflect on what is important within my life</b></p>   | <ul style="list-style-type: none"> <li><b>Assessment opportunity:</b> How does a Hindu pray in the home or at the Mandir?</li> </ul>   |  |

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|  | <p><b>Emerging (step 2)</b> I can identify some of the differences between my beliefs and Hinduism. I know the meaning of some important religious words connected to Hinduism e.g. Mandir and Prasad. I can describe some of the things that different religious people do and why they do them.</p> <p><b>Expected (step 3)</b> I can explain how the beliefs and teachings of Hindus are similar and different to my own. I can use the right religious words to describe Hindu rituals, and to describe some of the different ways in which Hindus show their beliefs. I can compare some of the things that influence me with those that influence Hindu.</p> <p><b>Exceeding (step 4)</b> I can use the correct religious words to describe what Hindus do. I understand why Hindus use different ways of expressing what they believe (e.g. symbols, sounds and language). I can show that different choices are often based on different beliefs and values.</p> | <ul style="list-style-type: none"> <li>Children to choose an aspect of Hindu prayer/worship which has interested them from the past few weeks, and create a presentation, leaflet or booklet, to explain that area to someone who is not Hindu. E.g. How a Puja tray is used in worship, What to expect in a Mandir, Who is God (from a Hindu perspective) etc</li> </ul> |  |
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