

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: KS1 Year B RE and World Views – Hindu Dharma

Key Question (to be used all year): How do we respond to the things that really matter?

Focus Question (for this investigation): How might people express their devotion?

PoS aims from Lancashire SACRE:

- *Key features = devotion, worship at home and in the temple (mandir)*

This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship.

Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God.

They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions

Prior Learning (what pupils already know and can do)

In EYFS, children will have heard about Hinduism through the Special Times unit (Holi and Diwali) and children will have seen images of the Mandir when looking at Special Places

Long-term Learning (what pupils MUST know and remember) END GOALS

- To understand Hindus believe in one God (Brahman) who can be worshipped in many forms. Each one has different qualities and is portrayed in different ways
- To know that most Hindus worship (puja) every day at home and have a shrine there.
- To understand that a shrine can be anything from a room, a small altar or simply pictures or statues. Family members often worship together. At the shrine, Hindus make offerings to a murti.
- To know that a murti is a sacred statue or image of Brahman, or a deity.
- To know that the Hindu building for communal worship is called Mandir (Hindu Temple). Outside India, people mainly gather at the mandir at the weekend.
- To suggest why Hindus might believe that it is important to show devotion to the deities
- To suggest why worship in the home might be important.
- To describe the meaning and symbolism of some items used in worship (See table of puju tray e.g. a bell is used to awaken the deity and let them know you are ready to worship)

Disciplinary knowledge (on-going for the year)

- Retell and suggest meanings for religious stories and/or beliefs
- Use some religious words and phrases when talking about beliefs and values
- Identify and describe how religion is expressed in different ways
- Suggest the symbolic meaning of imagery and actions
- Identify things that influence a person's sense of identity and belonging
- Ask relevant questions
- Talk about their own identity and value

Key Vocabulary

- Hindu, God, Brahman, worship, qualities, devotion, deities, Mandir, shrine, puja tray, Shiva, Vishnu, Brahma, bell, incense holder, incense stick, diva lamp, water pot and spoon, kum kum powder, Arti ceremony

Session 1: How do we show devotion to someone?

Children explore what it means to show devotion to another person

Suggested Activities

- Identify a special event or person, e.g. Mother's Day, Celebration Assembly. Discuss how the occasion or person is made to feel special. Brainstorm ways that children show parents or close friends that they are special and valued, e.g. hugs, giving compliments, asking for help.
- Explore the word 'devotion' and relate to words such as affection, love, loyal, commitment. Talk about what it means to be **devoted** to something/someone.

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- Children could create a poster to show something or someone that they really love; showing why they love them and how they show they love them

Vocabulary: *devotion*

Session 2: Who is Brahman?

- Children learn that Hindus believe in one God (Brahman) who can be worshipped in many forms.

Core Learning

To understand Hindus believe in one God (Brahman) who can be worshipped in many forms. Each form has different qualities and is portrayed in different ways.

Suggested Activities

- Explain briefly that Hinduism is Dharmic religion, which means that it originated in India or the Indian subcontinent. Other Dharmic religions are Buddhism and Sikhism. Dharma is the 'code for living life' or 'the spiritual law for human beings'. Hinduism is the oldest religion in the world.
- Look at a selection of 3D geometrical shapes. Ask the children to count how many sides each shape has. Explain that even though each side is different, it is a single shape – e.g. a cube has six sides, but is a single cube. Explain that in **Hinduism**, there is believed to be one God (**Brahman**) who can be seen in many ways. This is often explained as one God in many forms.
<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p> (This video is designed for KS2 but gives a good explanation of the deities).
- Look at some pictures of the 3 main Hindu **deities** (Shiva, Vishnu, Brahma). Explain the role of each deity and ask children to suggest why they are portrayed the way they are – e.g. How might the objects that they are holding help them in their role?

Vocabulary: *deities, Brahm, Hinduism, Shiva, Vishnu*

Session 3: How do Hindus express their devotion to the various deities?

Children describe how Hindus worship at home.

Core Knowledge

- To know that most Hindus worship (puja) every day at home and have a shrine there.
- To understand that a shrine can be anything from a room, a small altar or simply pictures or statues.
- Family members often worship together. At the shrine, Hindus make offerings to a murti.
- To know that a murti is a sacred statue or image of Brahman, or a deity.
- To suggest why worship in the home might be important.
- To describe the meaning and symbolism of some items used in worship (See table of puja tray e.g. a bell is used to awaken the deity and let them know you are ready to worship)

Suggested Activities

- Ask the children to discuss what they would buy for a special guest to welcome them to their house? Are there any special foods etc that you would get for your visitor?
- Recap the main Hindu deities from the previous session
- Introduce the vocabulary '**arti**' (the ritual) and '**puja**' (the act of **worship**).
- Explain that most Hindus worship (puja) every day at home and have a **shrine** there. A shrine can be anything from a room, a small altar or simply pictures or statues. Family members often worship together. At the shrine, Hindus make offerings to a murti (an image or statue of one of the deities). A part of the shrine is a puja tray.
- Explore the items on a puja tray and ask the children to think about what it may be for. Create a list of questions about the object on a puja tray.
- Explain each item and its purpose (bell, incense holder and incense stick, diva lamp, water pot and spoon and kum kum powder to put on the worshipper's head) - it would be good to make one up for the classroom so that children could see and explore **the puja tray**

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- <http://www.crickweb.co.uk/ks2re.html>
- Match object cards with definitions on or label a puja tray

Vocabulary: *deities, shrine, arti, puja, puja tray, worship, murti, incense, diva lamp*

Session 4: How do Hindus express their devotion to the various deities?

Children compare Hindu worship at home and in the temple (mandir).

Core Knowledge

- To know that the Hindu building for communal worship is called Mandir (Hindu Temple). Outside India, people mainly gather at the mandir at the weekend.
- To suggest why Hindus might believe that it is important to show devotion to the deities
- To describe the meaning and symbolism of some items used in worship (See table of puju tray e.g. a bell is used to awaken the deity and let them know you are ready to worship)

Suggested Activities

Recap learning from session on the puja tray by looking at the table below about using all of the five senses for worship. Discuss each part of the puja tray

Object	Use in worship	Sense used
A bell	To awaken the god and let them know you are ready to worship.	Hearing
Food offerings	Food, usually fruit, is given as an offering to the gods.	Taste
Murti	A image or statue of the god being worshipped.	Sight
Incense	Incense is burnt. It fills the room, which reminds worshippers that Brahman is always there. Incense is also burnt to purify the atmosphere.	Smell
Kum-kum powder	Marks the head of the worshipper and the god to show respect.	Touch

- Compare images of shrines in the home and **mandir**. Talk about the similarities and differences. Why might worship at home be better for some people?
- <https://www.bbc.co.uk/bitesize/topics/zww8q6f/articles/z8c22v4> **A visit to a mandir – KS1 Religious Education – Primary Y1 & Y2 - BBC Bitesize**
- Ask children to discuss if they would prefer to worship in the mandir or at home.

Vocabulary: *deities, mandir, worship, incense, kum kum powder, murti*

Session 5: How do Hindus express their devotion to the various deities?

Children learn that the Arti ceremony symbolises greeting the deities.

Core knowledge

- To suggest why Hindus might believe that it is important to show devotion to the deities

Suggested activities

- Watch, or invite a Hindu to demonstrate an **Arti** ceremony (there are many examples on youtube, including [BBC Two - Pathways of Belief, Series, One God Many Aspects, Puja - a form of Hindu worship](#) The final part of this video clip is an Arti ceremony.
- Discuss the symbolism and what happens in the ceremony.
- Ask the children to order or write a set of instructions for how to perform an Arti ceremony and verbally, or written, explain why each stage is important.

Vocabulary: *arti, worship, symbolism*

Session 6: How do we respond to the things that really matter?

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Children reflect on what or whom has importance to them and how they show this in their everyday lives. (religious and non religious)

Suggested activities

- Recap the puja tray and its meaning.
- Ask the children to think about what is special to them. Create an area in the classroom to put special objects from home or paint pictures of them. Encourage children to give reasons for their choices.
- Play some music to set the correct atmosphere and look at some of the objects in the special space. Maintain a calm environment where everyone is quiet and respectful of each other.
- Reflect upon the activity and how it made them feel.

Future learning this content supports:

Children will learn more about Hinduism in KS2, so this unit sets the foundations for an understanding of the deities and avatars that are explored later on the school.