

Medium Term Plan: Religious Education

UKS2, Year B

Hinduism

Key Question (to be used all year): Where can we find guidance about how to live our lives?

Focus Question (for this investigation): What might Hindus learn from stories about Krishna?

Concepts: transcendence, worship, belief

Key Vocabulary: festival, Holi, atman

Prior learning: In KS1, chn have learned that Hindus believe in one God (Brahman) who can be worshipped in many forms & each have different qualities and are portrayed in different ways. In LKS2, chn have described the meaning and symbolism of items used in worship (eg, items on the puja tray) and identified aspects of the celebration which remind Hindus of their dharma. They have identified religious teachings contained within a Hindu story and used subject specific language to describe how and why Hindus celebrate Diwali & explained the importance of light in the Diwali celebrations, and its symbolism.

Core Knowledge: In depth study

- Reactivate prior learning by discussing how stories might contain important truths and messages for people to learn from.
- Investigate stories about the Hindu deity Krishna.
- <https://parenting.firstcry.com/articles/top-15-childhood-krishna-stories-kids/>
- Explain that stories found in Hindu scriptures offer Hindus guidance on how to live their lives – discuss what guidance Hindus might find from the stories of Krishna. They will need to know that Krishna is believed to be an incarnation (avatar) of the God Vishnu – and so his role on earth is to protect and preserve his devotees.
- Read the Story of Prahlad and Holika – discuss how and why Vishnu protects Prahlad
<http://www.bbc.co.uk/schools/religion/hinduism/holi.shtml> https://www.youtube.com/watch?v=3si_OQBwSEc
- Read about/watch clips of Hindus celebrating Holi <https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-ks3-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx>
- Discuss the symbolism of colour at Holi – reflecting Hindu virtues. At Holi, distinctions between people are forgotten – all look the same when covered in coloured powder and so it is a reminder of equality and that all people are believed to contain the energy of Brahman. (You may wish to expand on this by looking at the meaning of the traditional Hindu greeting ‘Namaste’)
- In small groups, children create stories where there is an important message that could be described as a ‘universal truth’. Share work with rest of class – the class should try to guess the message contained within the story. Discuss whether or not they agree or disagree with the message of the story.

Key Questions: -

Why are festivals important to communities?

How do we pass on traditions and values through celebrating together?

What do we learn from stories?

How might stories teach important ‘truths’ for all people?

What are my ‘truths’?

How do I decide what is true?

Wider Influences: worth being familiar with

- Talk about the fact that stories are sometimes viewed in a similar way. Stories might contain important truths in symbolic language (e.g. the poem ‘Tyger Tyger’ shows symbolism of a tiger as if it is burning but it is not actually on fire) – imagery and symbolism in stories
- Pairs of children imagine they have been to Holi celebration. One is the interviewer and the other is the interviewee. Write a short script for a television interview. Encourage children to talk about the symbolism of the celebrations, not just the celebrations themselves. The script or a film of the interview could be used as an assessment task.
- Look at the meaning of the traditional Hindu greeting ‘Namaste’
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Enduring Understanding:

- To make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty
- To explain the Hindu belief that God is present in all people (through the atman) and its impact on believers
- To describe and explain a variety of ways that Hindus might celebrate the festival of Holi
- To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate

