

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year A RE and World Views – Hinduism

**Key Question** (to be used all year): What do people say about God?

**Focus Question** (for this investigation): What do Hindus believe about God?

**PoS aims from Lancashire SACRE:**

- *Key features = symbolism, the concept of one God, identity*

This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God. Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles.

### **Prior Learning (what pupils already know and can do)**

Children know about similarities and differences between themselves and others, and among families, communities and traditions. They will also be aware of their families and the roles that different people in their family have e.g. parent, child, jobs. In EYFS, pupils will have reflected on special people. They have also considered Hinduism in the context of festivals and should know where Hindus worship.

### **Long-term Learning (what pupils MUST know and remember) End goals**

- To know that many Hindus believe in one God in many forms. Their god is called Brahman.
- To simply retell the story of the blind men and the elephant and suggest what many Hindus might learn about God from the story
- To know that many Hindus use statues (murtis) and images in their worship
- To consider that people have multiple roles e.g. their family role, their work role and their social role and to use this to consider how many Hindus view God.

### **Disciplinary knowledge (on-going for the year)**

- Ask questions
- Give an example of a key belief and/or a religious story
- Give an example of a core value or commitment
- Use some religious words and phrases to recognise and name features of religious traditions
- Talk about the way that religious beliefs might influence the way a person behaves
- Notice and show curiosity about people and how they live their lives

### **Key Vocabulary**

Roles, forms, God, Brahman, statues, murti, identity

### **Session 1: What roles do people take on in their everyday lives?**

Children ask questions about and discuss the many roles that people take on in their daily lives. This will support them to understand how a God can take on different roles and may look different in those different roles.

#### **Core Knowledge**

- To talk about the different ways that people can be seen and described
- To consider how people might have multiple roles
- To talk about the different roles that they might have (friend, child, brother/sister etc.)

#### **Suggested activities**

- Teacher could talk about the different roles they have and the way that they are seen/named in each role (Mr/Miss/Mrs \_\_\_\_, mum, dad, brother, sister, son, daughter, friend, colleague, neighbour etc.)
- Explore the different roles that a person may have – and the different ways that a person might look in these different roles (eg. a police officer/nurse/fire-fighter in and out of uniform). Why might some roles include special clothing or visual ways of showing people what the person's role is?

#### **Vocabulary = roles**

### **Session 2: How can one God have many different forms?**

Children learn that many Hindus believe in one God (Brahman) but that Brahman can appear in many different forms. They visualise this by thinking about a 3D shape which is one object but made of many faces.

#### **Core Knowledge**

- To know that Hindus believe in one God in many forms. Their god is called Brahman.
- To talk about the different ways that people can be seen and described
- To consider how people might have multiple roles

#### **Suggested activities**

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- Show children a regular 3D shape e.g. a cube. Discuss that this is one object but that it has many different faces. Relate this to the idea of Brahman (the supreme being in the Hindu faith – God).
- Ask the children what the faces of a God might look like by talking about characteristics of a God – powerful, caring, kind, provider, parent ... (relate to their prior learning about the Christian God as a father and guide (light))
- Children could draw on a net of a cube to create their idea of what one God might represent on many different faces.

**Vocabulary = faces, roles, Brahman**

**Link to maths – 3D shapes and their properties**

### Session 3: How can Hindus understand God in different ways?

Children learn that Hindus believe in one God but that that God can be understood in many ways. They will explore the story of the blind men and the elephant to help them understand this.

#### Core Knowledge

- To know that Hindus believe in one God in many forms. Their god is called Brahman.
- To simply retell the story of the blind men and the elephant and suggest what Hindus might learn about God from the story.

#### Suggested activities

- Read the blind men and the elephant story – talk about why the blind men all had a different understanding of the elephant.
- Explain that this story helps us to understand what Hinduism teaches about God. Hinduism teaches that there is one God, but that people might understand God in many ways.
- Discuss how people might know the children in different ways e.g. ask them how their parents might see them compared to how their teachers might see them.

**Vocabulary = Brahman, story, forms,**

### Session 4: What do the different forms of God might look like?

Children will learn about the main three deities of the Hindu got Brahman. They will investigate the representations and begin to identify key features, similarities and differences.

#### Core knowledge

- To know that Hindus believe in one God in many forms. Their god is called Brahman.
- To talk about how and why Hindus might use statues and images (murtis) in their worship
- To consider how people might have multiple roles

#### Suggested activities/Teacher subject knowledge

- Look at an image of the three deities of the Trimurti (Shiva, Vishnu and Brahma). Ask children to identify the similarities and differences between the three. They could label images of the deities.
- Discuss the symbolism of the objects they carry/wear and how these link to their particular role within the Trimurti. - At this stage, they do not need to know the word 'trimurti'.

**Vocabulary = forms, God, Brahman**

### Session 5: How might Hindus use statues and images in their worship?

Children begin to learn about how images and statues support a Hindu's worship. They will relate their own experiences of important images and objects to murtis.

#### Core knowledge

- To know that Hindus believe in one God in many forms. Their god is called Brahman.
- To talk about how and why Hindus might use statues and images (murtis) in their worship

#### Suggested activities/Teacher subject knowledge

- Remind children about the different ways that Brahman can be seen and what the different faces/forms might represent.
- Ask children if they have photos around their home? Who are in the photos? Why do they have these? - Discuss the idea that photographs help us remember important people in our lives and important times, they can make us feel happy and joyful.
- Now look at pictures of murtis and shrines from a Mandir or a Hindu person's home. Discuss why someone might have that and what it might mean to them.
- Look at images of Hindu shrines – explain that these are used as a way of showing respect to all of the different understandings of God. Each aspect is worshipped and thanked for its own particular role.

**Vocabulary = murti, shrine, Brahman**

### Session 6: How might different people 'view' us?

Children begin to reflect on their learning and how different people can be seen and described in different ways. Children reflect

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on their own identity and how they can express different aspects of themselves.

### Core knowledge

- To talk about the different ways that people can be seen and described
- To consider how people might have multiple roles
- To talk about the different roles that they might have (friend, child, brother/sister etc.)
- To reflect on how others might see them in different ways

### Suggested activities/Teacher subject knowledge

- Talk about the different roles they have and the different ways that they might look or be called by different people.
- List all the skills and qualities that make them who they are – try to express these through an image. Design an item of clothing that they could wear to express all these different aspects of themselves.

### Vocabulary = *identity*

Future learning this content supports:

This will support children in Year B as they explore the idea of God (Brahman) who can be worshipped in many forms (deities) further. They will continue to look at Murtis and at puja trays. In LKS2, children will look at how Rama is an avatar of Vishnu, again exploring how one being can be in a different form.