

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A RE and World Views – Hindu Dharma

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?

PoS aims from Lancashire SACRE:

- *Key features = Krishna, Holi*

Examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Explore some forms of Hindu literature and the beliefs and practices associated with a key story. Consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences.

Prior Learning (what pupils already know and can do)

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.

Long-term Learning (what pupils MUST know and remember) End Goals

- To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives
- To know that Krishna is an avatar of the God Vishnu and know that Vishnu is one of the 3 principle deities of Brahman (the supreme spirit)
- To compare and contrast two stories about Krishna, investigating the guidance contained within them ('Krishna the butter thief' and 'Krishna and Sudama')
- To simply retell the story of Holi and understand that the story contains messages about devotion and loyalty
- To explain the Hindu belief that God is present in all people and this belief has an impact on their actions
- To describe and explain the variety of ways that many Hindus might celebrate the festival of Holi

Disciplinary knowledge (on-going for the year)

Beliefs and values

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity

Living religious traditions

- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions

Shared human experiences

- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities

Search for personal meaning

- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

Key Vocabulary

Krishna – an incarnation of the God Vishnu.

Holi – a Hindu festival, also known as the 'festival of colours'.

Namaste – a respectful greeting.

Atman - refers to a person's 'soul' or 'spirit'. Hindus believe that atman is part of the spirit of Brahman, their ultimate God.

Hindus also believe the atman is eternal, meaning it never dies

Session 1: What do Hindus believe about God?

Children will learn and revisit the main principles of Hinduism including the Brahman.

Core knowledge

- To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives
- To know that Krishna is an avatar or the God Vishnu
- To know that Vishnu is one of the 3 principle deities of Brahman (the supreme spirit)

Suggested activities

- Revisit **Dharmic** religions and discuss what they are and how they are different to the Abrahamic religions. Ensure children know that Hinduism is a Dharmic religion.

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- Hindus believe in Brahman, which is the term given to God (also referred to as the 'divine consciousness'). Brahman is a supreme, universal spirit that is eternal and unchanging. Brahman is both within (immanent) and beyond (transcendent) the universe and its limitations.
- Discuss transcendence – existence or experience beyond the physical or normal level
- Brahman can be shown in many forms, including deities (gods – aspects of the one supreme spirit (Brahman))
- Vishnu is one of the 3 principle deities of Brahman (Vishnu is the part of the Brahman that preserves the universe, - Brahma creates the universe and Shiva destroys the universe)

Vocabulary = Dharma, Dharmic religions, transcendence, immanent

Session 2: What guidance can Hindus receive through stories of Krishna?

Children will learn two different stories about Krishna. They will explore, compare and contrast what guidance these stories offer to Hindus and what it tells us about the character of Krishna

Core knowledge

- To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives
- To know that Krishna is an avatar or the God Vishnu
- To compare and contrast two stories about Krishna, investigating the guidance contained within them ('Krishna the butter thief' and 'Krishna and Sudama')

Suggested activities

- Reactivate prior learning by discussing how stories might contain important truths and messages for people to learn from (e.g. Christianity where the Bible tells the story of Adam and Eve).
- 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** – link this language of incarnate to the **Christian belief about Jesus being God incarnate**) of the God Vishnu – and so his role on earth is to protect and preserve his **devotees**. Krishna is a popular Hindu deity.
- As a class consider the story of Krishna and butter – discuss the representation of Krishna in the story and some of the morals and messages that could be taken from the story e.g. problem solving and team work
- Allow children time to investigate the story of Krishna and Sudama. What are the key messages from the story? (kindness, friendship, love)
- Compare and contrast the two stories concentrating on how Krishna is represented and also what the stories can teach Hindus who read them. What guidance can be found within them?
- Link back to the Christianity (God) topic about how Genesis 3 can be understood literally or metaphorically. How do Hindus view these stories of Krishna?

Vocabulary = incarnation, avatar, devotees, representation, morals

Session 3: What does the story of Holi teach Hindus?

Children will learn the story of Holi and what the story teaches Hindus.

Core knowledge

- To simply retell the story of Holi
- To understand that the story of Prince Prahlad (Holi) contains messages about devotion and loyalty
- To explain the Hindu belief that God is present in all people (through the atman) and this belief has an impact on their actions

Suggested activities

- Share the story of Holi - Read the Story of Prahlad and Holika – discuss how and why Vishnu protects Prahlad
- Link to the previous session by reminding children that Krishna was an incarnation of the God Vishnu who we are learning about in the story of Holi.
- <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q>
- https://www.youtube.com/watch?v=3si_OQBwSEc
- Holi is told through The Story of Prahlad and Holika. It is a Hindu story in which Prahlad, the son of an evil king, disobeyed his father and worshipped Vishnu. Prahlad's father planned to kill him. Holika, the king's sister, tried to kill Prahlad, but the plan failed and Vishnu defeated the evil king.
- Discuss the main message from the story of Holi = that devotion to God (Brahman) will be rewarded.
- Hindus believe that God is present in all people (through the atman) so this impacts their behaviours and attitudes

Vocabulary = loyalty, Brahman, Prahlad, Holi

Session 4: How do Hindus celebrate Holi around the world?

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Children explore and learn how Holi is celebrated around the world, comparing how it is celebrated both here in the UK and in India. Children will learn what the festival represents to Hindus.

Core knowledge

- To describe and explain a variety of ways that Hindus might celebrate the festival of Holi
- To know that colour is a huge part of Holi. At Holi, distinctions between people are forgotten. Everyone looks the same when covered in colourful powder. This is a reminder of equality and that all people are believed to contain the energy of Brahman
- 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

Suggested activities

- Recap prior learning about the story Holi and learn how Hindus celebrate the festival of Holi - 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> or <https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-holi-festival-holika-prahlad-krishna-radha/zqxtqfr>
 - Holi is a Hindu festival that celebrates spring, love and new life. It is a colourful festival, with dancing, singing and throwing powder paint and coloured water. It is usually celebrated in March. <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9g>
 - Colour is a huge part of Holi. At Holi, distinctions between people are forgotten. Everyone looks the same when covered in colourful powder. This 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'
- The way Holi is celebrated in the UK can be different from how it is celebrated in India and around the world (Information for teachers - <https://www.holifestival.org/holi-around-the-world.html>)

Vocabulary = Namaste, Holi, festival

Session 5: How can festivals and celebrations be used to pass on values, guidance and traditions?

Children will reflect on their learning and will discuss how festivals offer an opportunity to pass on values, guidance and traditions. Children will consider festivals within other religions and non-religions and talk about their significance and importance to people.

Core knowledge

- To know that colour is a huge part of Holi. At Holi, distinctions between people are forgotten. Everyone looks the same when covered in colourful powder. This is a reminder of equality and that all people are believed to contain the energy of Brahman

Suggested activities

- Recap prior learning on Holi and Diwali.
- Discuss how such festivals and celebrations can be used to pass on values, guidance and traditions (community, stories, family, sharing, celebrating religion, culture and traditions, reaffirming etc).

Vocabulary = traditions, Holi, guidance

Future learning this content supports:

Prepares for further exploration of Dharmic religions next year and within high school. Builds upon the theme of transcendence and symbolism for future units, setting for a deeper level of understanding across religions.