



Unit 2.2

What is it like to be a Hindu?

These planned lessons introduce pupils to Hindu traditions and communities

RE Unit for Year 3



Wolverhampton SACRE

Support for the Agreed Syllabus

This unit is one of a series of examples written for Wolverhampton SACRE and teachers of RE by consultants from RE Today Services.

What is it like to be a Hindu? YEAR GROUP: 3

ABOUT THIS UNIT:

Learning from the Hindu religion, pupils explore and discover how Hindu religion practiced in the West Midlands (a visit to a Mandir is very helpful in this context). Using stories, artefacts, visitors and simple research, children learn about the practice of Hindu worship and celebration, and are encouraged to think about living in a diverse society. Some links to a study of Hindu life in India, especially connecting to pilgrimage sites such as Varanasi, make the learning rich. This unit focuses on what it is like to be a Hindu, exploring beliefs about God; about how ideas of God are expressed in art, movement, and action; about worship, and about the great festival of Divali. This unit gives the children opportunities to explore how religious artefacts texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and images from within the Hindu tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. They also get a chance to explore ways in which the five senses play a part in our everyday lives, and in particular how they make Hindu worship an important time for many Hindus, where worship is linked to the whole of life, not simply to some brief ritual actions.

Estimated time for this unit (in hours) 10 hours. It is likely that the study of Divali will recur each year, so that section of this unit may be taught apart from the other sections. Teachers will need to be careful that Divali is taught differently between FS/KS1 – lower KS2 – upper KS2, so that progress in learning is clear.

Where this unit fits in:

This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Years 1-2 and also develops from earlier learning about Hindus in particular – the unit on Holy Buildings from Year 2 will have introduced children to a Mandir, a Hindu temple, and the presence of Hindu communities in our locality. It also builds on children's experiences of looking at religious objects and finding meaning from them. Questions the unit addresses include:

- What can we find out about some Hindu gods and goddesses?
- What symbols do the murtis (statues) use?
- How do Hindu people put their faith into action?
- Does my action show what I believe?
- What is good about living in Wolverhampton, a place of many religions?

Knowledge and skills progression: Prior learning

Here we describe previous learning, experience and skills that might be helpful to pupils who are undertaking the unit and express the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. In this unit pupils will build on learning about Hindu worship from Year 2's unit in the syllabus and add examples from Hindu life and worship to what they have learned previously. Note that this is the first unit in the syllabus to be 'all about Hindus'. Accurate remembering and recall activities are to be used at the start of the unit, and throughout the teaching, to enable pupils to build and progress their understanding of the religions.

Pupils will have opportunities to:

- Describe key features of Hindu religion using terms correctly.
- Make connections between Hindu life in Wolverhampton and the life of the whole community
- Identify things that enable a peaceful society for the good of all.

Key concepts addressed by the unit:

- Forms of religious expression and ways of expressing meaning
- Questions of identity, diversity and belonging

Attitudes focus: the unit provides opportunities for the development of these attitudes:

- Feeling confident about their own beliefs and identity and sharing them without fear of ridicule
- Being sensitive to the feelings and ideas of others.
- Exploring the sense of amazement or delight that believers report in worship
- Reflecting on how they can appreciate different ways in which people express their beliefs and what matters most to them.

Contributions to spiritual, moral, social and cultural development of pupils (links directly to framework)

The unit enables pupils to develop:

- Spiritually by: Learning about and reflecting on their own and others' beliefs about God and worship
- Morally by: Expressing their own ideas about how they think about good overcoming bad in stories, in the word and in their own experience
- Socially by: Considering how different people express what matters to them in different ways
- Culturally by: Promoting respect for all, understanding important stories and practices in different traditions.

EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to...	<ul style="list-style-type: none"> • Use religious words to talk about how many Hindu people describe what God is like and how they worship God • Suggest meanings for some Hindu artefacts, ways of worship or celebrations, answering: 'What does it mean?' • Talk thoughtfully about how there are many different ways to express very varied ideas and beliefs about God.
Many pupils will be able to...	<ul style="list-style-type: none"> • Use a range of religious words to describe Hindu beliefs about God and worship; • List some similarities and differences between the Hindu way of life and another way of life they know well • Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean
Some pupils will be able to...	<ul style="list-style-type: none"> • Use a range of religious words to explain some of the ways in which Hindus describe God, and the symbolic objects, actions and sound used in Hindu worship • Connect stories, symbols and beliefs with what happens at Divali • Talk with understanding about how goodness, courage, generosity and faithfulness are important to Hindus and to me

ASSESSMENT SUGGESTIONS:

Many of the activities in this unit are given level statements, so it will be possible to do assessment for learning throughout, keeping track of children's progress on an on-going basis. This means that this final activity is one more piece of evidence of their understanding rather than the only evidence available.

Get children to list as many of the **ideas** they have encountered in this unit as they can. God; creator, destroyer, preserver; fierce; goddess; good over evil; light over darkness; generosity; welcome; community; worship; senses; murti; symbols (e.g. conch; many arms) etc. If this is too hard for some, then give them a list of these, and some other items obviously not connected to Hinduism (computer, sickness, pianos, wild behaviour, finger nails, or whatever!) to sort out. Ask them to write a sentence to say what each of the ideas has to do with Hindu community or tradition. This open ended thinking activity will show if they can describe Hindu life or maybe understand and apply ideas for themselves

Ask them to choose a season of the year and design an image of a god or goddess of that season. Choose from the list of ideas they have come up with from the lessons – see if they can match the idea to the season (e.g. autumn/winter might link to the idea of the destroyer), and express the ideas through colour, symbols and images. Ask them to write 50 words to explain their image and any links with Hindu beliefs.

Be aware that some Muslim children might find this work challenging as Muslims believe God should not be portrayed. You could offer them the opportunity to do this as a writing task rather than an artistic task. Point out to them that we learn about other religions than our own on their own terms and discuss the issue carefully.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Have listened to religious stories before • Used words like these before: Hindu, Hinduism, God, Brahman, prayer, belief • Looked at different objects and talked about what they might be used for 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to Hinduism:</p> <p>Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine</p> <p>Religion in General:</p> <p>Prayer, belief, worship</p> <p>Religious & Human Experience:</p> <p>Questions, mysteries, puzzling ideas, symbols, divine,</p>	<p>Website entry points: Hindus</p> <ul style="list-style-type: none"> ▪ Basics of Hinduism: https://www.himalayanacademy.com/readlearn/basics/intro ▪ BBC Hinduism: http://www.bbc.co.uk/religion/religions/hinduism/ ▪ Hindu Education Services: https://hinduismeducationservices.co.uk/ ▪ Hindu Forum of Britain: http://www.hfb.org.uk/ ▪ Learning about Hinduism – Iskcon Educational Services: https://hinduismre.co.uk/ ▪ National Council of Hindu Temples: http://www.nchtuk.org/ ▪ What is Hinduism? – Shri Swaminarayan Mandir: http://londonmandir.baps.org/what-is-hinduism/ <p>Starting points for good RE resources</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 ▪ BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1& ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas.

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What can we learn from a Hindu artefact?			
<p>About Hindu communities in Wolverhampton and the West Midlands</p> <p>About symbols and the ways they are used in religions</p> <p>About Hindu artefacts, and the ways they are connected to Hindu worship and beliefs</p>	<p>What do Hindus believe about God?</p> <ul style="list-style-type: none"> • Talk to the class about the ways in which objects can tell stories. Ask them to think of examples: What can we learn from a conker? How does the oak tree get inside the acorn? What does a person's dress tell you about what they like? If you meet someone holding a gun, and someone holding a bunch of flowers, what might these objects say about them? • This person is connected to... Ask the children in pairs to come up with three things to hold, or to name if you prefer a speak and listen game, that are clues to the character they are thinking of, and see if others can guess the person. For example: wand / schoolbook / glasses (Harry Potter); red shirt / silver cup / shin guard (Wayne Rooney); nappy, crown, newspaper (Prince George). Ask them to devise some more examples – your head teacher and the children themselves are good examples. • Give children a sheet of paper divided into quarters, with an object in the middle (see these outlines on the final pages of this unit). <ul style="list-style-type: none"> ○ One quarter has 'What' questions: (What is it? What is it for? What do you notice? What is it made from? What is it like? What does it stand for? What might it cost? etc) ○ One quarter has 'How' questions (How was it made? How is it used? How could you get one? How can we find out more about it? How do religious people feel about it? etc) ○ One quarter has 'When' questions (When was it made? When was it bought? When is it used? When people use it, how do they feel? When do I use something like it? etc) ○ One quarter has 'Why' questions (Why is it like this? Why do people make these? Why do some people value it and think it precious? Why do some people find it strange or scary? Why are we studying it in RE? etc) <p style="text-align: right;">CONTINUED</p>	<p>All pupils can use religious words to identify the symbols in a Durga murti and retell a story about the goddess Durga;</p> <p>Many pupils can ask lots of questions about the Durga murti, and look for some answers; Identify and describe some symbols in a murti of Durga the goddess;</p> <p>Some pupils can describe some objects that might symbolise myself, and notice similarities and differences between these and the symbols of Durga the goddess;</p>	<p>This lesson is designed to build on the learning from religious objects pupils have done in KS1. You will need to adapt these lessons depending on your assessment of the prior learning of the children.</p> <p>This starting point is to encourage a questioning approach to artefacts, and to help children develop their questioning skills. The strategy can be used in other RE lessons.</p> <p>A version of a story of Durga and other Hindu stories available from RE Today: http://shop.retoday.org.uk/category/stories.hind.pr</p>

- Use the outline to enable pupils to see that different kinds of questions help us to enquire into an object. For example: if the page had the FA Cup, or a pet rabbit, a Ferrari car, the coronation crown or Britney Spears' iPod in it, then the questions might help us to understand the object, and get at its story.
- Ask pupils to choose an object – perhaps from a religion other than Hinduism – draw it into the middle of the grid, and work with a partner to suggest answers to all the questions about the object. Encourage guessing and speculation.
- Use an image of Durga e.g. <http://tinyurl.com/896psjl> Tell pupils that they are going to try and ask good questions about an image of a Hindu goddess. Even if they don't know much yet, the questions will be the tools for finding out all about the image.
- Give pairs of children a copy of the quartered question sheet, with just What, How, When and Why in each corner. Put the image of Durga in the centre. Ask children to put at least four good questions into each of the boxes. Get the pairs to join up into fours and add each other's best questions to their own sheets.
- Talk about the image. A Durga murti (statue) often shows the goddess in red or purple clothes. These colours are a sign of action. There are many stories of Durga in which she rides on her tiger to fight evil. She is always busy defending what is good against evil enemies. (Ask children what they believe is a weapon for goodness in a world of evil.) In one of her hands, Durga carries a conch shell. When blown, it makes the sound of creation: Aum. A thunderbolt in one hand, a snake in another can make her look fearsome, but one of her hands is held up open in a greeting that means: 'Don't be afraid.' She is herself fearless, patient, always good humoured.
- Tell children the story of Durga. e.g. <http://www.balagokulam.org/kids/stories/durga.php> or available in Opening Up Hinduism, RE Today Services 2010. Ask children to choose four key words from the story and to make a picture or symbol for each of those words. Ask them to group up and share the words they chose and the images they made. Does this story answer any more of their questions?

Some pupils can use the right words to show that I understand the significance of Durga murtis for Hindu worshippers; Apply the ideas of symbolism, and worship for myself, making use of what I learned about Hindu traditions

www.indiabazaar.co.uk is a shop in Leicester -they have a large online catalogue of well priced Hindu artefacts (and some from other faiths too). Worth a look.



LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What do Hindus say that God is like?			
<ul style="list-style-type: none"> • To understand Hindu beliefs about God, understood through the Trimurti • About ways in which Hindu murtis (images) communicate some Hindu ideas about the nature or character of God or ultimate reality. • To raise questions and set up an enquiry into a religious question 	<p>What do Hindus say that God is like?</p> <ul style="list-style-type: none"> • Show children images of Brahma, Vishnu and Shiva (e.g. http://mesosyn.com/hindu-6.html) Get children to ask questions – who are these gods? What do they do? What is surprising about how they are shown? Tell them that these are the Trimurti – the three principal forms of Brahman, the Supreme Spirit or God. They represent Brahman as Creator (Brahma), Preserver (Vishnu) and Destroyer (Shiva). What clues are there in the images that they have these roles? What would children choose to create, preserve or destroy in this world? Why? <p>One God, many faces? Many images?</p> <ul style="list-style-type: none"> • Having looked at the goddess Durga, as well as the Trimurti, the murtis might well give the impression that Hindus worship lots of gods. Remind the children of the story of the blind men and the elephant (or tell them the story if you didn't teach this in an earlier unit) to explain that most Hindus believe in one God, Brahman, but that he can be represented in many different ways, as gods and goddesses. A version of the story in verse can be found at http://wordinfo.info/Blind-Men-and-Elephant-crop.html What do the pupils think the story might mean? Hindus say that there are lots of different ways to come to God, lots of ways to understand God. No one should criticise others if their way is different; no one understands God fully. • To help children understand the idea of belief in one God with many faces or forms, ask children to draw pictures or create models of each of the aspect of the Trimurti at work in the world today Creator (Brahma), Preserver (Vishnu) and Destroyer (Shiva). Relate this to the idea that Brahman is shown in the forms of many gods and goddesses, to reveal different aspects of the 'ultimate reality.' • The image of a prism is useful: if Brahman is the bright white light, then the gods and goddesses are different forms of the light. <p style="text-align: right;">CONTINUED</p>	<p>All pupils can recognise and name at least one form of God in Hinduism, saying something about their role; Talk about what they find puzzling or interesting about the Hindu murtis</p> <p>Many pupils can make links between the murtis and Hindu ideas about God; Ask questions about how Hindus worship one God in many forms;</p> <p>Some pupils can describe how the murtis express different ideas and characteristics of the one God, Brahman; Make links between Hindu murti and my own ideas about a helper and guide in life.</p>	<p>The story of the blind men and the elephant is sometimes used to suggest that all religions are grasping at the same God and all have an incomplete understanding. Try and avoid this interpretation, as it does not hold for many religious believers. The story comes from within the Hindu tradition, specifically about ideas of God. One meaning is that God is greater than we can ever understand or know.</p> <p><i>If the work on God has not been taught in Year 4 the teaching and learning on God can be incorporated into this part of the unit.</i></p>

Aum: many meanings, many uses.

- Show children an 'Aum' (Om) symbol and ask whether they can remember what it means from earlier work in RE. Remind them that this is the most widely used symbol in Hinduism, but not the only one as virtually anything can represent God whose spirit is in everything. It is spoken at the beginning of prayers and worship and, according to scriptures, was the first sound out of which the rest of the universe was created. Hindus chant it in meditation and it is made up of the three sounds A, U and M. These stand for the Trimurti of Brahma, Vishnu and Shiva.
- Learning from religion is about more than simply making a connection between pupils and the material they are studying. It is meant to help them make sense of how they see themselves and the world. So, if Hindus worship the goddess in the form of Durga, it must be because they value her gifts / powers highly. If they worship God in the form of Shiva, it is because they think that Shiva is helpful in their everyday lives, destroying obstacles, clearing the path.
- Ask children, if you wanted someone to guide or help you in your life, what powers would you want your helper to have, and why? Start with the qualities of Durga, and then go beyond to Brahma, Vishnu, Shiva and others. Take these ideas and ask children to design their own image of their powerful helper. How do they convey the meaning of the powers and qualities of their guide / helper? Ask them to write a short explanation of their symbols.
- Make outlines of the Aum symbol in large script on large paper. Inside, pupils draw or collage all the things they have been learning about Hindu communities and practice. Outside the write around the edge the ten key words they would choose to explain Hindu religion.



The Aum symbol: much more than a badge! It is used in daily meditation by millions of people to centre the thoughts on the divine and to calm the mind. It is said to be the first sound in the universe, from which the gods and goddesses created the worlds. The sound is intoned as the scriptures are about to be read, and when they are finished. It begins each day. It sets up vibrations, or energy from which all creation, all life comes.



LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
How do Hindus worship?			
<ul style="list-style-type: none"> The importance of worship in the lives of most Hindus Ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir Ways in which the senses are used to show that things are special 	<p>How do Hindus worship?</p> <ul style="list-style-type: none"> Choose several meaningful objects that express what matters to you. Ask the children to look at the objects and suggest reasons why they might be important. Be prepared to talk to the children about them e.g. family photo, heirloom, letter from someone special, music, poem, religious symbol. Talk about how objects can show what matters most to us. Use a guided visualisation to focus on the importance and significance of special objects. After the visualisation, ask children to draw a picture of their special object in the centre of a piece of paper. Around this write words to show what the object means to them and why it is special. Explain that the shrine is a collection of objects that show what matters most to a Hindu and that many Hindus will have a shrine in their own home. Look at pictures and videos of a shrine (see the resourcing links above). Explain that Hindus treat the images of gods and goddesses like very special guests who are respected, cared for, talked to, offered food and kept clean. Ask the children why this might be. Children could try a picture extending activity. Give them a sheet with a murti pictured in the centre. Ask them to finish the shrine. Working in pairs, ask children to mime a range of interactions, e.g. greeting someone important, saying sorry, giving and receiving gifts, saying thank you. Ask the children to watch a video of a Hindu family doing Puja at home. Can they see any similarities with their mimes? Look at the BBC learning zone class clips library http://www.bbc.co.uk/learningzone/clips/. Search for "puja" in the search box. Look at a Puja tray and explain how it is used (ringing of bell, making offering, touching, bowing to the image, using incense, receiving Prasad, caring for the image). Which senses are involved in Puja? Record how each sense is used in Puja and something wonderful that the child relates to each sense. e.g. 'In Puja Hindus listen to the bell ringing. I like to listen to...' Watch a clip of puja in a Mandir. Ask children to note the similarities and differences with home worship. Talk about why Hindus might like to worship together in the mandir as well as at home. 	<p>All pupils can:</p> <ul style="list-style-type: none"> Recognise and name some objects used in a shrine and a mandir Talk about how my senses help me to remember things that are important to me <p>Many pupils can:</p> <ul style="list-style-type: none"> Identify some objects and actions used in Hindu worship, explaining what these mean to Hindus Ask some thoughtful questions about why worshippers choose to attend a mandir and suggest some possible answers <p>Some pupils can:</p> <ul style="list-style-type: none"> Describe how Hindus worship at home and in the mandir, identifying and explaining how symbolic objects and actions can express inner feelings 	<p>Developing Primary RE, Symbols of Faith, p28, from RE Today has a guided visualisation exercise for this activity.</p>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn from this?			
<p>Pupils will learn: To know about some of the things Hindus do within their families.</p> <p>To find out about some Hindu artefacts that might be found in a home shrine.</p> <p>To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness.</p> <p>To reflect for themselves on the search for and value of thankfulness.</p>	<p>What is it like to have a shrine at home for family worship?</p> <ul style="list-style-type: none"> ▪ Find out from the children what they already know about Hindus through discussion. ▪ Talk about the fact that Hindus believe there is one God, but that God has many forms. A Hindu chooses one or more of these forms to worship. Mandirs may have shrines to several different gods. ▪ Look at pictures of some of the gods and goddesses. If appropriate, collage some examples of these murtis (images). 'Decode' the symbols with and for pupils: what does each image mean? ▪ Watch BBC Faith Stories to develop children's knowledge of Hinduism. <p>Saying thank you in Hindu worship: How and why?</p> <ul style="list-style-type: none"> ▪ Explore the importance of saying thank you with the children. Can they think of five times in the day when it is good to say thank you? Talk about who we thank – and that some people thank gods and goddesses for life, food, love and friendship and many other things ▪ Teach pupils about the idea that worship is a kind of 'thank you'. Show them – using artefacts for a demonstration if you can – how Hindu families might worship at home. ▪ Talk about the different ways people think of God: Muslims have 99 names for Allah, Christians see God in Jesus. Hindus have many murtis or statues for the different forms of the divine. <p>Hindu worship at home and mandir: similar and different</p> <ul style="list-style-type: none"> • Teach pupils that many religious people worship in a special place, but it is also possible to make an 'ordinary space' special or holy – a part of the home for example. • A good way to do this is with two whiteboard photos, one of worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like 'double bubble' will help children to sort out ideas about this, making simple comparisons and identifying similarities. • Then use artefacts, or pictures to introduce some things which might be seen if you looked 'through the keyhole' into a Hindu family home. These could be: • A picture of the child Krishna, a murti or statue of Lakshmi, goddess of wealth and luxury, a puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets, some fruit and flowers. <p style="text-align: right;">CONTINUED</p>	<p>All pupils can...</p> <ul style="list-style-type: none"> • Label a diagram of a Hindu shrine with some words from a list; • Respond sensitively to examples of Hindu religious practice in the home. <p>Many pupils can</p> <ul style="list-style-type: none"> • Describe the importance of a shrine in a home or mandir to Hindu people; • Make links between my home life and Hindu home life. <p>Some pupils can:</p> <ul style="list-style-type: none"> • Describe similarities and differences between Hindu worship at home and in the mandir • Apply ideas about community to worship: is it easier to worship alone, in a family or in a big group? Why? 	<p>This example is different from the three preceding ones, because it focuses on worship in the home.</p> <p>Note that some children from non-Hindu families may have misunderstandings about Hindu traditions, particularly the worship of the Divine One in Hindu dharma. The gods and goddesses are all different forms of the Divine One. RE's aim here is to clarify the area, so each child understands each religion accurately.</p>

	<p>What is precious? How do we say thank you? Ask the children to talk about the objects, and tell you all they can about the person who has these things in their house. This task can be developed with some simple writing to explain and describe the pictures, relating them to children’s own lives.</p> <p>You could use a simple writing frame:</p> <ul style="list-style-type: none"> • My most precious person is... because... • My most precious thing is... because... • My most precious book is... • My most precious memory... 	<ul style="list-style-type: none"> • Enquire into the reasons why worship is very varied in Hindu communities; • Express and support views of my own about what makes a space sacred. 	<p>There are nearly 40 Hindu Mandirs in the West Midlands, including at least two in central Wolverhampton.</p>
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LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
How and why do Hindus celebrate Divali?			
<ul style="list-style-type: none"> The story behind Divali, its meaning for Hindus and ways in which it is celebrated in Wolverhampt on today Express ideas about good and bad; light and darkness; celebration and joy 	<p>How and why do Hindus celebrate Divali?</p> <ul style="list-style-type: none"> Introduce Divali by telling the story of Prince Rama and Princess Sita. Chop the story up into six sections and get children to prepare a re-telling of the story. They could cut out shadow puppets to tell their section, or act it out. How do the characters feel at each point in the story? Talk about the themes of good overcoming evil and the symbolism of light and dark. Who is the hero? What is the significance of the Diva lamp? What is the main message of the story? How can the story of Divali help Hindus? Think of ways in which Prince Ram, Princess Sita, Lakshman and Hanuman might inspire people to be good. Ask children to think about their own struggle to be good. Produce an outline of themselves (eg by projecting a shadow of their head on the wall and getting a friend to draw around it on a piece of paper). Write inside the outline some of the bad things and good things they might do in a day. Write around the outside some examples of good deeds they have actually done. Talk about who helps them to be good. Watch a video showing Indian dance. Talk about what the hand, arm and eye movements might mean. Explain that Indian dance usually relates to tales of gods and heroes in Hinduism. Children work in groups to devise dance movements to express key moments in the story of Prince Rama and Princess Sita. Show the class a diva lamp and discuss the symbolism of light. Link to other religions where light is used symbolically. Create a graduated painting moving from dark to light and use as a background for poetry on the theme of light. Alternatively create a class collage continuum on dark and light using magazine pictures, words and colours to express their ideas and feelings. <p style="text-align: right;">CONTINUED</p>	<p>All pupils can:</p> <ul style="list-style-type: none"> Identify in simple terms why the story of Prince Rama and Princess Sita is important to Hindus at Divali; Express empathy with the feelings and experiences of others as I listen to this story. <p>Many pupils can:</p> <ul style="list-style-type: none"> Make links between the story of Prince Rama and Princess Sita at Divali and the idea of good overcoming evil in life today; Identify ways in which I try to be good, and say who and what influence me to be good and bad 	<p>For the story of Divali: Opening Up Hinduism, ed Fiona Moss More stories from: http://shop.retoday.org.uk/category/.stories.hind.p.r Rama and the Demon King – Jessica Souhani (Francis Lincoln)</p> <p>For dance, try Water, Moon, Candle, Tree and Sword (4Learning)</p> <p>Festivals Together – Sue Fitzjohn, Minda Weston, Judy Large (Hawthorn Press)</p> <p>E.g. A World of Festivals: Divali – Dilip Kadodwala (Evans Brothers Limited)</p>

	<ul style="list-style-type: none"> • Explore and interpret a visual image of the Hindu goddess Lakshmi (this could be done on an interactive whiteboard). Ask the children to look at the image and respond to given questions e.g. What does this image tell you about Lakshmi? What are her hands doing and why? What sort of a person do you think she is? What questions would you ask her if you could? • Retell the story of Lakshmi and the Clever Washerwoman. This could be done through drama, comic strip books, writing. • Hindus believe that Lakshmi brings blessings and good fortune. Use a large sheet of paper with an image of Lakshmi in the centre. Around this draw five coins, labelled 'for myself, for a friend or family member, for the school, for the local community, in the world generally'. Ask pupils to reflect on and then write in the blessings and good fortune they would wish for the members of each category. Alternatively, this could be presented as a display. • Find out how Diwali is celebrated today. What do Hindus do to prepare? How do they celebrate the festival itself? Compare these practises with those of festivals of light from different religions. This could be done in the form of a grid or Venn diagram. • Create Rangoli patterns (a web search will bring up many examples) and talk about how they are used to welcome Lakshmi. Rangoli is a traditional Hindu Indian use of art in the everyday. They are created outside a home or temple daily, but are particularly associated with the festival of Diwali, where they are produced on the floor near the doorway to a home to welcome Lakshmi, the goddess of blessings and good fortune, and to encourage her to enter the home. Rangoli patterns are traditionally made with flour, rice or sand, seeds, pulses or lentils, often brightly dyed to make colourful designs. How would children use art to welcome people to their home? This could take the form of a welcome mat or a design annotated with important features and their symbolism. 	<p>Some pupils can:</p> <ul style="list-style-type: none"> • Use religious words, art, drama, dance, ICT to express my understanding of the meaning of Diwali for believers; • Express my own ideas about the values at the heart of Diwali, using a variety of media. 	
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LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
How and why do Hindus use the symbolism of light?			
<p>About the symbol of light and the idea of winning over darkness.</p> <ul style="list-style-type: none"> To use prioritising skills to make sense of Divali symbols 	<p>Diya lamps: what do they mean? What do they symbolise?</p> <ul style="list-style-type: none"> Candles – use tea lights, and talk about safety – can be laid out on a low table in the shape of the Aum symbol for the start of this lesson, a good reminder of earlier learning. Light them when everyone is seated. Ask for reminders about what the Aum symbol means to Hindu people. Teach children about lights: can they make, in pairs, an alphabet of lights? A is for Aura, B is for bulb, C is for candle, D is for daylight, E is for Electricity... Work in pairs for 5 minutes on this and compare notes. Light is everywhere. Here are 6 ideas that say why the lights matter at Divali. Write them large on cards for circle time, and ask children to rank them 1-6 by discussion: which ones are the best reasons? Divali light matter because... <ul style="list-style-type: none"> They are pretty The lights are a reminder of Sita's story Hindus believe light conquers darkness Light is a sign for a new start, and Divali is new year. The lights help you to believe that light conquers darkness They are part of a good tradition Blow out all the candles, and rearrange them into other shapes to relight and blow out: a spiral, an eye, a tree, a question mark, a face. Ask the children what these are symbols for, in their imagination? Hold several short periods of silence to watch the candles and think about the symbols, then feedback in pairs or to the whole class. Do we find light and pattern is full of meaning? Not everyone does, but many people find this makes them think. Ask children to write a recount of this activity, using emotional words, and taking different viewpoints, from Sita, Rama or Hanuman Give them a line drawing outline of a diya lamp: can they write poetry into the lamp that reflects on the story, the festival or their own thoughts about light? 	<p>All pupils can identify an idea about light as a symbol</p> <p>Many pupils can suggest meanings for divali lights</p> <p>Some pupils can make links between different ways light is used in celebrations</p>	<p>The use of candles is safe if children are instructed and well managed – but check your school's policy.</p> <div style="text-align: center;">   </div>

What is it?
What is it for?
What do you notice?
What is it made from?
What is it like?
What does it stand for?
What might it cost?
What...

How was it made?
How is it used?
How could you get one?
How can we find out more about it?
How do religious people feel about it?
How...

Enquiring into a religious object

When was it made?
When was it bought?
When is it used?
When people use it, how do they feel?
When do I use something like it?
When...

Why is it like this?
Why do people make these?
Why do some people value it and think it is precious?
Why do some people find it strange or scary?
Why are we studying it in RE?
Why..

