

Sunnyside Primary Academy Cycle A 2023-2024	RE - Hinduism	Year 3 and 4	Autumn Term 1
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Prior Knowledge – Year 1 and 2

NCC Objectives – Hinduism Key Stage 1

Key Vocabulary - Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma Living	Hindu life
<p>Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food).</p> <p>Hear a story about the deity represented by the murti(s).</p> <p>Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</p>	<p>Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Diwali and how these festivals are celebrated.</p> <p>Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.</p>	<p>Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life.</p> <p>Discover some popular Indian recipes and the important Hindu custom of hospitality.</p>	<p>If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>

National Curriculum Objectives: Taught Ongoing Throughout School Year

AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

End of year statements	AT1 - Learning about religion and belief	AT2 - Learning about religion and belief
Year 3	<ul style="list-style-type: none"> ● Recall the different beliefs and practices of Christianity and at least one other religion. ● Retell some of the religious and moral stories from at least three different religious texts and books. ● Understand what it looks like to be a person of faith. <ul style="list-style-type: none"> ● Use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> ● Suggest and find meanings behind different beliefs and practices. ● Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. ● Ask and respond to questions about what individuals and faith communities do and why. <ul style="list-style-type: none"> ● Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Use a range of different medium to express their thoughts. Express their own ideas and opinions and begin to give good reasons for those ideas.
Year 4	<ul style="list-style-type: none"> ● Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. ● Begin to compare the similarities of at least three different religious texts or stories. ● To begin to understand the diversity of belief in different religions, nationally and globally. ● Begin to compare directly different responses to ethical questions looking at a range of different religions. 	<ul style="list-style-type: none"> ● Respond to meanings behind different beliefs and practices. ● Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. ● Express views about why belonging to a faith community is valuable in their own lives. ● Begin to make connections between their own ideas and others.

NCC Objectives – Hinduism Key Stage 2

Key Vocabulary - Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship – Cycle A Autumn 1	Deities and scriptures - Cycle A Autumn 1
<p>If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p> <p>Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad.</p> <p>Discover how a mandir also acts as a community centre.</p>	<p>Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.</p> <p>(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesh, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p>