

RE – Hinduism

Essential Question: How do questions about Brahman and atman influence the way a Hindu lives?



What I should already know: I should know about the Hindu festival Diwali (The Festival of Lights) and the story of Rama and Sita.

Religious journey:

What dilemma did Shambo the bull create for his owners?

What different ideas do Hindus have about God?

What are the Hindu beliefs about Brahman?

How do Hindus explain their ideas of God?

How does belief in Brahman / Atman affect the way Hindus live?

Key Vocabulary

Ahimsa - respect for all living things and avoidance of violence towards others.

Atman - the true self in each human

Aum / Om - the key symbol of Hinduism

Bhagavad Gita - one of the holy books of Hinduism

Brahman - the one Supreme Being or cosmic principle

Devotee - a person who is very interested in and enthusiastic about someone or something.

Deities - gods

Monk - a member of a religious community of men typically living under vows of poverty, chastity, and obedience.

Murtis - statues of different deities

Namaste - a respectful form of greeting in Hindu custom

Puja - the act of worship

Ritual - a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order.

Sacred - considered to be holy and deserving respect

Scripture - ancient sacred texts

Temple - a building for religious worship, especially in religions other than Christianity.

The Upanishads - philosophical texts central to Hinduism that are recorded from oral traditions.

Worship - a word often used in religion. It means to have much respect. If someone prays or says thank to God, people say that they are worshipping God

Pupils will:

- 1) Ask about moral decisions I, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate
- 2) Discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities
- 3) Ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view
- 4) Make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig
- 5) Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories
- 6) Attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey
- 7) Use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals
- 8) Show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why
- 9) Ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul
- 10) Use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator
- 11) Ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are pervaded by Brahman
- 12) Compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu

ENGAGE with a dilemma for some Hindu monks

ENQUIRE into Hindu ideas about God, the world and living beings

EXPLORE beliefs about Brahman / Atman in (1) Hindu Narrative (2) Hindu community practice (3) Hindu Living

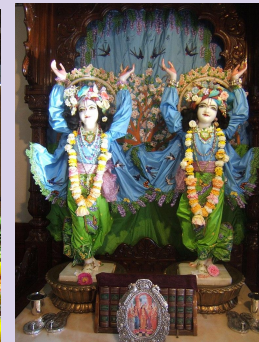
EVALUATE what pupils have learnt about Hindu belief and practice in relation to Brahman / Atman



Aum / Om



Hindu Temples



Murtis

Links to other curriculum areas: PSHE – respect/tolerance