

The questions we might ask:

- *How do Hindus reflect their faith in the way they live?*
- *What is karma and how does it drive the cycle of samsara?*
- *How might a Hindu seek to achieve moksha?*
- *How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?*

The ideas we might explore

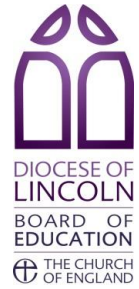
- Recap of key beliefs (see KS2 Compulsory Unit: God - Hinduism): **Brahman**, the **Trimurti**, **samsara**, **atman**, **karma**, **moksha**, **dharma**
- The key importance of **dharmā** (duty) and the way in which it relates to beliefs about **samsara**, the **atman** and **moksha**; duty to self, **Brahman** (and the deities as expressions of what Brahman is like), fellow human beings, other living beings (things with an **atman**), society
- Ways in which a Hindu may try and fulfil their **dharmā** (duty): carrying out good actions (**karma**) and avoiding bad actions (**karma**)
- **Ahimsa** – the principle of non-violence; the way in which this relates to beliefs about **ahimsa**, **samsara**, **moksha** and **karma**; vegetarianism in Hinduism
- The role of yoga, meditation and renunciation in helping Hindus focus on **Brahman** and their **dharmā**; **sadhus** and **sadhvi** (men and women who have renounced worldly life)
- **Satsang** (togetherness) – the importance of the family, the community and society in thinking about one's **dharmā** (duty)
- Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi (guided by the principle of **ahimsa**), A. C. Bhaktivedanta Swami Prabhupada and his connection with the Hare Krishna movement (a form of Hinduism focused on Krishna, one of the **avatars** of Vishnu) and Bhaktivedanta Manor in Hertfordshire; Dev Patel, a British actor, and his involvement in depictions of India and Hinduism, e.g. *Slumdog*

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Compulsory Unit: Being Human (Hinduism)

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser



Millionaire; Meera Syal, a British comedian, and her depictions of Hindu family life and culture through her comedy and TV shows, e.g. *The Kumars at No.42* and *Goodness Gracious Me*



<p><i>What is RE?</i></p> <p><i>Believing, Living, Thinking</i></p>	<p>Football World Cup – how could we look at this in terms of believing, living and thinking?</p> <p>Believing: tattoo guy (world cup winners) – what was the evidence for him to believe they would win? Clips of commentary, examples of Tweets (disbelief and hope), history of the England football team and 1966 and 1996</p> <p>Living: what did people do to show their belief in the England football team? Promotions in shops, Three Lions song being rereleased, flags, merchandise, watched the matches, travelled to Russia, etc.</p> <p>Thinking: should you support the England football team if the majority of evidence suggests they won't win? Arguments for and against, showing evidence of the process of reasoning.</p>
<p><i>Introduction to Hinduism</i></p> <p><i>Key Beliefs – the Ultimate Reality</i></p>	<p>Believing</p> <p>What is God like? Mind map or artwork – emphasis the extent to which pupils relate <i>human qualities</i> to God</p> <p>Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal)</p> <p>Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti</p> <p>Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (cf. 99 Names of Allah)</p> <p>Start to build a classroom display/padlet including key vocab and key concepts</p>

<p><i>Introduction to Hinduism</i></p> <p><i>Key Beliefs – human beings</i></p>	<p><u>Believing</u> and <u>Living</u></p> <p>Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara)</p> <p>Example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time – the idea of being stuck in one thing and breaking free to do something totally different.</p> <p>Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha) Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha)</p> <p><u>Thinking:</u> What are your duties? What actions help you carry them out? What happens if you don't do them? Etc. (Philosophers' café – different stimulus questions on different tables; pupils move around the tables and discuss the different questions, recording answers – café, so tea and cake provided!)</p> <p>Add to the classroom display/padlet with key vocab and key concepts</p>
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<p>Dharma</p>	<p>Believing</p> <p>Revisit concept of dharma and how it relates to the cycle of life (samsara) and the concept of karma (action) Board games – samsara snakes and ladders</p> <p>Case study: the story of Rama and Sita in the Ramayana Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc. Discussion: how does the story relate to the concept of dharma?</p> <p>Living</p> <p>Ethical choices in Hinduism: http://www.bbc.co.uk/schools/gcsebitesize/rs/poverty/hinduismrev2.shtml Case studies – how would you act? How might a Christian act? How might a Muslim act?</p> <p>Thinking:</p> <p>How does the idea of ‘good’ relate to the concept of dharma in Hinduism? (‘Good’ means different things to different people.)</p> <p>Add to classroom display/padlet with key vocab and key concepts</p>
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<p><i>Ahimsa</i></p>	<p>Violence: mind-map – different kinds of violence (physical, verbal, emotional, etc.), impact of violence (on individual, community, etc.)</p> <p>Believing: Introduce the concept of ahimsa (principle of non-violence) – possibly mention Mahatma Gandhi</p> <p>Story of Krishna (avatar of Vishnu) as a cowherd (video/text, etc.) – how does this relate to beliefs about how Hindus treat animals and the natural world?</p> <p>Living: <i>Make your way to Moksha</i>: a game show with teams, musical theme, costumes, etc. – teams have to give a reason why they've made that choice, how it relates to ahimsa and dharma</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/hinduethics/animal.shtml http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/histewardshiprev1.shtml</p> <p>Thinking: How does ahimsa relate to dharma? How does this relate to samsara and moksha?</p> <p>Add to classroom display/padlet with key vocab and key concepts</p>
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<p><i>Satsang</i></p>	<p>What is your duty? Who helps you fulfil it? Create a web of support</p> <p>Believing: Satsang – the concept of togetherness, the idea that community/family/society is important in helping you fulfil your dharma</p> <p>Living: Yoga as an individual or communal activity that helps people focus on their spiritual discipline, which is one form of fulfilling your religious duty (dharma) – carry out some basic yoga practices (perhaps some individual pupils and a larger group of pupils). Reflect on impact – how might doing this communally be different? How might this be helpful?</p> <p>Thinking: Debate – “We’re better together.” Arguments for and against <u>from Hinduism</u></p> <p>Add to classroom display/padlet with key vocab and key concepts</p>
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