

Suggestions for Teaching and Learning

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

The questions we might ask:

- *How is Hindu belief expressed collectively?*
- *How does Hindu worship and celebration build a sense of community?*
- *Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world*

The ideas we might explore

- Recap of key beliefs: **Brahman**, the **Trimurti**, **samsara**, **atman**, **karma**, **moksha**, **dharma** (see *KS2 Compulsory Unit: God – Hinduism*)
- Worship in the home: home shrine often including a **murti** (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of **Brahman**, the ultimate reality), importance of the family and the way in which **dharma** relates to family life
- Worship in the **mandir**: **puja** (see <https://www.bbc.com/education/clips/zh2hyrd>); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the **arti** ceremony (act of worship involving a **dewa** lamp in which the **Brahmin** [priest] shares the light with the community of worshippers) as a key part of **puja** in the **mandir** – some worshippers place gifts of money on the **arti** tray as it is passed around, this money is used for the upkeep of the **mandir**; the sharing of **prashad** (food that has previously been offered to the **murtis** in the **mandir** and is therefore considered to be holy) at the end of **puja** in the **mandir**
- Festivals:
Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your **dharma** [duty] and when you do not fulfil your **dharma**); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting **dewa** lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts;

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firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment

Holi – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); sometimes associated with Krishna (one of the *avatars* of Vishnu); a time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different *dharma*) – Holi is a time of seeing all people as equal; key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment

Raksha Bandhan (sometimes called **Rakhi**) – the festival of brothers and sisters; originally intended to celebrate the duty (*dharma*) brothers had to protect their sisters, now a more general celebration of the relationship between brothers and sisters and the *dharma* (duty) one has to one's family; key practices, e.g. tying a red thread (*rakhi*) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings; examples of Raksha Bandhan in the UK and elsewhere in the world

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<p>Introduction to Hinduism Key Beliefs</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) Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (cf. 99 Names of Allah)</p> <p>https://www.youtube.com/watch?v=Uq6_HUMtQtI&index=38&t=1s&list=PLcvEcrsF_9zK0q_Ey3yI7k5LA5v1M7NNs (cycle of birth, life, death and reincarnation)</p>
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<p>Introduction to Hinduism Key Beliefs</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>Board games – samsara snakes and ladders</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>
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Worship at the Mandir	<p>Living: examples of worship in the mandir:</p> <p>https://truetube.co.uk/film/holy-cribs-mandir (the mandir)</p> <p>https://www.youtube.com/watch?v=o-s0mN5P8jo&index=31&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK (BBC Teach – visiting a mandir)</p> <p>https://truetube.co.uk/film/day-life-hindu-priest (a day in the life of a Hindu priest)</p> <p>https://truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship (Hindu worship - KS1)</p> <p>Use artefacts to explore further</p> <p>Believing: relate this to the idea of religious duties (dharma); relate worship involving murtis to beliefs about Brahman</p> <p>Thinking: how can you fulfil your dharma to worship if you don't have a local mandir?</p>
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Worship at Home	<p>Thinking: what different ways might a religious person find to show respect to God outside of a place of worship? (E.g. prayer, studying holy texts, spending time in the natural world, having a focus of worship at home...) Ask pupils to identify the best place to show respect to God outside of a place of worship; they must give reasons to justify their answer.</p> <p>Living: worship at home</p> <p>https://iskconeducationalervices.org/HoH/practice/316.htm</p> <p>https://www.bbc.com/education/clips/zh2hyrd</p> <p>Focus on puja and the arti ceremony – if possible, invite a visitor to explain this form of worship and explain the significance of the different items used during puja. Pupils could create their own puja trays, making sure they connect each item with its significance during worship.</p> <p>Believing: Ask pupils to create a podcast/vlog that explains the importance of worship at home for Hindus and connects with key Hindu beliefs, such as karma and dharma.</p>
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<p>Festivals: Diwali</p>	<p>Thinking: Provide a series of scenarios: these could be performed and then the various participants hot-seated afterwards to explore their feelings during the scenario. The key question is ‘what is the right thing to do – what is the duty of each person in the scenario?’ (E.g. two pupils who are friends and the class teacher: pupil 1 does something that breaks the school rules and teacher asks pupil 2 whether their friend has broken the rules; three pupils who are friends: pupil 1 has promised to spend break time with pupil 2, but on their way to the playground finds pupil 3, who is crying; etc.)</p> <p>Believing: Introduce the story of Rama and Sita from the Ramayana:</p> <p>http://www.umsl.edu/~naumannj/Geography%20PowerPoint%20Slides/major%20religions/The%20story%20of%20Rama%20and%20Sita.ppt https://www.youtube.com/watch?v=uRpNNF4fB4g&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=9&t=0s https://www.bbc.com/education/clips/ztrfqhv</p> <p>Ask pupils to note key characters, events and words as they engage with the story.</p> <p>Using these, ask them to answer the following question: “What is each character’s dharma (duty) in this story?” This could be a writing task, a vlog, a podcast, a hot-seating interview activity, etc. (Pupils could consider what happens when characters fulfil their dharma and what happens when they don’t fulfil their dharma.)</p> <p>Living:</p>
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	<p>How do Hindus celebrate this story about Rama and Sita during the festival of Diwali? https://www.bbc.com/education/clips/z787tfr https://www.bbc.com/education/clips/zxixn39 https://www.bbc.com/education/clips/z8476fr https://www.youtube.com/watch?v=Niy1XYspVfg&t=0s&index=42&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs https://truetube.co.uk/film/diwali-detail-part-1 https://truetube.co.uk/film/diwali-detail-part-2</p> <p>If possible, invite/Skype a visitor who can share their own experience of celebrating Diwali (http://pof.reonline.org.uk/people-of-faith/hinduism/). Focus on key events/practices and the ways in which they connect with the story of Rama and Sita, and Hindu beliefs about dharma and karma.</p> <p>Pupils could produce a creative expression of the festival of Diwali in response to their learning.</p>
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<p>Festivals: Raksha Bandhan</p>	<p>Thinking: what are the benefits/challenges of having brothers and sisters? Ask pupils to interview each other, then create a chart of responses to decide whether it is a good thing or not to have siblings.</p> <p>Living: introduce the festival of Raksha Bandhan, the festival of brothers and sisters:</p> <p>http://kids.baps.org/thingstoknow/festival/11.htm https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=32</p> <p>Ask pupils to record the key practices associated with this festival and make links between the festival and Hindu beliefs about karma and dharma. This could be a written task, the creation of a PowerPoint presentation, a vlog, etc.</p> <p>Pupils could make their own rakhi to give to their siblings/family members.</p> <p>Thinking: what visual signs do we have of our duty to each other in this school community? Pupils could design an object that they could give to younger pupils to show that everyone in school has a duty to care for everyone else.</p>
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Summative	Using all the material covered this term, create a website/blog/poster/etc. to explain how Hindu practices connect with Hindu beliefs
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