



RE Year 4 MTP – Y4A: What is it like to be a Hindu?

This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Years 1-3. It also builds on children’s experiences of looking at religious objects particularly unit Y3A: Holy buildings and sacred space and Y3C why do people make pilgrimages finding meaning from them.

SACRE Guidance	Week	SACRE Coverage/Lesson ideas	Learning Outcomes (Intended to enable pupils to meet the end of key stage outcomes)
<p>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 if possible in this context – virtual visit alternatives are available – see links below). 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</p>	<p>Autumn 1 Week 1</p>	<p>Who are we studying? <i>Note before starting the word ‘Hinduism’ is a European word describing a diverse tradition that developed in what is now northern India. People within the tradition itself often call Hinduism ‘Sanatana Dharma’ which means ‘Eternal Way’ and describes a complete way of life rather than a set of beliefs.</i></p> <ul style="list-style-type: none"> • Introduce the word dharma- this describes a Hindu’s whole way of life, there is no separation between their religious, social and moral duties. • Ask pupils to think of beliefs and ideas that they hold that affect their whole way of life? What they believe about how we should treat animals? The 	<p>B2. Understand the challenges of commitment to a Hindu way of life.</p>



<p>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 Diwali. 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</p>		<p>environment? Is it okay to litter? How much do they value their family?</p> <ul style="list-style-type: none"> • Discuss/ debate how they behave in their lives that reflect this. • Can the children rank what they believe to be most important to them / what impacts them the post. Can they write reasonings. 	
	<p>Autumn 1 Week 2</p>	<p>Who are we studying? What can we learn from a Hindu artefact?</p> <p>What do Hindus believe about God?</p> <ul style="list-style-type: none"> • Discuss with the class 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? • Give children paper divided into quarters with an object in the middle. Each quarter has What, How, When, Why questions • Ask the pupils to choose an object- from a religion other than Hinduism, draw it into the middle of the grid and work with a partner to suggest answers to all of the questions about the object. Encourage guessing and speculation. 	<p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples.</p>



<p>important time for many Hindus, where worship is linked to the whole of life, not simply to some brief ritual actions</p> <p>Religions covered: Sanatana Dharma</p> <p>Prior Learning: -Previous study of the Hindu people eg festivals. -Have listened to religious stories before. -Used words like these before: Hindu, God, Brahman, prayer, belief.</p>		<ul style="list-style-type: none"> • Use an image of Durga e.g. http://tinyurl.com/896psjl tell them they are going to try and ask good questions about an image of a Hindu goddess. We will use this as a tool for finding out more information. • 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. 	
<p>-Looked at different objects and talked about what they might be used for.</p> <p>Which unit does this build from? Y3A: Holy Buildings and Sacred Space: Visiting places of worship Y3C: Why do people make pilgrimages?</p> <p>Key RE Themes, Concepts and Vocabulary:</p>	<p>Autumn 1</p> <p>Week 3</p>	<p>Who are we studying? What can we learn from a Hindu artefact?</p> <p>What do Hindus believe about God? Continued</p> <ul style="list-style-type: none"> • Revisit the image from last lesson. Could the children use computers/ Ipads to research who it is? • 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 	<p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others' views on questions about belonging to a religion, using detailed</p>



<p>Religious teachings, religious practice, values and commitments.</p> <p>Key Vocabulary: Hindu Dharma, Sanatan Dharma, Dharma, Murti, Shrine, Worship, Puja, Bhagavad Gita, Arti ceremony, Mandir/temple, Prashad, Bhajans, Deity, Diwali, Ritual, Rama and Sita, Lakshmi, Vishnu, Avatar</p> <p>Key Questions: 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 a place of many religions?</p>		<p>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.</p> <ul style="list-style-type: none"> • 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? • Compare children’s initial thoughts and suggestions with their research and new knowledge- are they similar? Different? 	<p>knowledge of Hindu examples.</p>
<p>Potential curriculum links: English, Art, Design and Technology, History, Geography, Computing, Drama</p> <p>Unit Outcomes: Nearly all pupils will be able to:</p>	<p>Autumn 1 Week 4</p>	<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? 	<ul style="list-style-type: none"> • A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean.



<p>A1. Describe Hindu celebrations and worship.</p> <p>A3. Describe two Hindu beliefs and two symbols.</p> <p>B1. Talk about two examples of Hindu celebration and worship.</p> <p>C3. Say why Hindus are vegetarians.</p> <p>Many pupils will be able to:</p> <p>A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what they mean.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning. B1. Observe, understand, and explain examples of Hindu celebration and worship.</p>		<ul style="list-style-type: none"> • 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? • Encourage the children to think of 3 things in the world, what would children choose to create, preserve or destroy in this world? Why? Remind the children they are all entitled to their own opinions but to please remain respectful to other people and their beliefs. • Children to write arguments for and against and put forward a debate. • Children could create a PowerPoint of their chosen items and why. 	<ul style="list-style-type: none"> • A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning. • B1. Observe, understand, explain, with reasons, examples of Hindu worship. • C1. Discuss their own and others' views on questions about Hindu ideas of God.
<p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others' views on questions about belonging to a religion, using</p>	<p>Autumn 1</p> <p>Week 5</p>	<p>What do Hindus say that God is like? 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 / tell the children of the story of the blind men and the elephant 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 	<p>A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p>



<p>detailed knowledge of Hindu examples.</p> <p>C3. Discuss ideas about Hindu views of some ethical questions about animals and about peace.</p> <p>Some pupils will also be able to:</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning using the right words accurately.</p> <p>B1. Explain, with reasons three or more examples of what matters most in Hindu celebration and worship.</p> <p>B2. Explain different views about the challenges of commitment to a Hindu way of life.</p>		<p>version of the story in verse can be found at http://wordinfo.info/Blind-Men-and-Elephant-crop.html.</p> <ul style="list-style-type: none"> • 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. • 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) (encouraging them to make them look completely different from one another). 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.’ 	<p>B1. Observe, understand, explain, with reasons, examples of Hindu worship.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others’ views on questions about Hindu ideas of God.</p>
<p>C3. Discuss and apply their own and others’ ideas about Hindu views of some ethical questions.</p> <p>The unit will provide these opportunities:</p>	<p>Autumn 1 Week 6</p>	<p>What do Hindus say that God is like? Aum: Many meanings, many uses.</p> <ul style="list-style-type: none"> • 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 	<p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu worship.</p>



<ul style="list-style-type: none"> • Describe key features of Hindu religion using terms correctly. • Make connections between Hindu life in our area and the life of the whole community. • Identify things that enable a peaceful society for the good of all. <p>Key concepts addressed by the unit:</p> <p>-Forms of religious expression and ways of expressing meaning. -Questions of identity, diversity and belonging.</p> <p>Contributions to spiritual, moral, social and cultural development of pupils- The unit enables pupils to develop:</p> <p>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</p>		<p>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 mediation and it is made up of the three sounds A, U and M. These stand for the Trimurti of Brahma, Vishnu and Shiva.</p> <ul style="list-style-type: none"> • 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 	<p>C1. Discuss their own and others' views on questions about Hindu ideas of God.</p>
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<p>good overcoming bad in stories, in the word and in their own experience</p> <p>Socially by: Considering how different people express what matters to them in different ways.</p> <p>Culturally by: Promoting respect for all, understanding important stories and practices in different traditions.</p>		<p>communities and practice. Outside the write around the edge the ten key words they would choose to explain Hindu religion.</p> <p><i>Give pupils opportunities to know, remember and use key words for this unit: Brahman, Aum, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine</i></p>	
Half Term			
<p>National guidance:</p> <p>The DfE’s EYFS guidance on positive relationships, still relevant in Year 3, says:</p> <ul style="list-style-type: none"> • Children experience a wide range of feelings. Children gradually learn to understand and manage their feelings with support from the adults around them. • Recognising their own feelings helps everyone to understand other people’s feelings and to become more caring towards others. 	<p>Autumn 2</p> <p>Week 1</p>	<p>How do Hindus worship?</p> <ul style="list-style-type: none"> • .Choose several meaningful objects that express what matters to you (such as photograph, family heirloom, letter or card from someone special, poem, music, religious symbol). Ask the children to think about why they may be important to you and discuss. • Children then to draw a picture of their special object in the centre of their page. Around this write words to show what the object means to them and why it is special. • Explain to the children what a shrine is and how many Hindus have a shrine in their home. Show images to children. • Hindus treat the images of Gods and goddesses like very special guests who are respected, cared for, 	<p>A1. Describe and make connections between Hindu worship, reflecting thoughtfully on what these mean.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu worship.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p>



• When each person is valued for who they are and differences are appreciated, everyone feels included and understood, whatever their personality, abilities, ethnic background, or culture
This unit helps learners in all these areas.

talked to, offered food and kept clean. Why do they do this?

- What do the children think Hindus could / would include in a shrine? What would they include if they were Hindu?
- 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 www.bbc.co.uk/programmes/p0114z20 BBC often move their clips so search BBC Puja if this link breaks.
- 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.

C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples.

C3. Discuss and apply their own and others' ideas about Hindu views of some ethical questions.



		<p>Talk about why Hindus might like to worship together in the mandir as well as at home.</p>	
	<p>Autumn 2 Week 2</p>	<p>Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn from this?</p> <ul style="list-style-type: none"> Recap through brainstorming what have we already learnt about Hindus? <i>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.</i> 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. 	<p>A1. Describe and make connections between Hindu worship, reflecting thoughtfully on what these mean.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu worship.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others’ views on questions about belonging to Hindu religion, using detailed knowledge of Hindu examples.</p>



		<ul style="list-style-type: none"> • Teach pupils about the concept that worship is a kind of ‘thank you’. Show them – using artefacts for a demonstration– how Hindu families might worship at home. – Can any of the children demonstrate how they may worship with their families 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>Autumn 2 Week 3</p>		<p>Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn from this? <i>Hindu worship at home and mandir: similar and different</i></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 	<p>A1. Describe and make connections between Hindu worship, reflecting thoughtfully on what these mean.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu worship.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p>



		<p>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. • Give pupils opportunities to know, remember and use key words for this unit: Brahman, Aum, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine</p> <ul style="list-style-type: none"> • Can the children write about or create a presentation on what would be found in a Hindu home in comparison to a Mandir? Are they able to compare and contrast? • Can the children talk about their most precious items and compare? Sentence starters on short term plan page 12. 	<p>C1. Discuss their own and others' views on questions about belonging to Hindu religion, using detailed knowledge of Hindu examples.</p>
	<p>Autumn 2 Week 4</p>	<p>How and why do Hindus celebrate Diwali?</p> <ul style="list-style-type: none"> • Introduce Diwali 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 	<p>A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean. A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p>



		<p>the Diva lamp? What is the main message of the story? How can the story of Diwali help Hindus?</p> <ul style="list-style-type: none"> • Discuss with the children: Diwa Lamps, Lakshmi, how Diwali is celebrated today and rangoli patterns. • List of possible activities on Short term plan page 14. 	<p>B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship.</p> <p>C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples.</p>
	<p>Autumn 2 Week 5</p>	<p>How and why do Hindus celebrate Diwali? Continued</p> <ul style="list-style-type: none"> • 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. 	<p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship.</p> <p>C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples.</p>



		<ul style="list-style-type: none"> • Children to create Rangoli patterns and talk about how they are used to welcome Lakshmi. Rangoli is a traditional Hindu Indian use of art in the everyday. • 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>Autumn 2 Week 6</p>		<p>How and why do Hindus use the symbolism of light?</p> <ul style="list-style-type: none"> • Candles – use tea lights and talk about safety –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 list 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 Diwali. Write them large on cards for circle time, and ask children to rank them 1-6 by discussion: which ones are the best reasons? Diwali light matter because... -They are pretty. -The lights are a reminder of Sita’s story. -Hindus believe light 	<p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship.</p> <p>C1. Discuss their own and others’ views on questions about belonging to a religion, using detailed knowledge of Hindu examples.</p>



		<p>conquers darkness. - Light is a sign for a new start, and Diwali is new year. -The lights help you to believe that light conquers darkness. -They are part of a good tradition.</p> <ul style="list-style-type: none"> • Children could create their own Diwa lamp using clay or playdough. • Alternate activity on short term plan page 15. 	
<p>Autumn 2 Week 7</p>	<p>Consolidation/ assessment lesson</p>	<ul style="list-style-type: none"> • Children to create a news article for a school newspaper on a chosen area of Hindu worship. • Children could create a fact-file on a computer to be used at a tour. • Children to create a drama piece on an element of worship or a key story they have remembered. • Children to create a newsround style video full of facts and an 'interview' that can be used to explain Hindu's beliefs to younger children. 	<p>A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on their meanings.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others' views on questions</p>



			<p>about belonging to a religion, using detailed knowledge of Hindu examples.</p> <p>C3. Discuss and apply their own and others' ideas about Hindu views of some ethical questions.</p>
<p>Key aims addressed by this unit:</p> <p>Pupils will be able to:</p> <p>A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on their meanings.</p> <p>A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p>B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship.</p> <p>B2. Understand the challenges of commitment to a Hindu way of life.</p> <p>C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples.</p> <p>C3. Discuss and apply their own and others' ideas about Hindu views of some ethical questions.</p> <p>Attitudes Focus:</p> <p>The unit provides opportunities for the development of these attitudes:</p>			



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| | <ul style="list-style-type: none">• 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. |
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