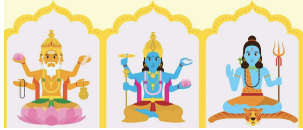



Caroline Haslett Primary School - RE

Topic: Unit 3 - Hindu; Belief; Dharma and Karma	Year 3	Is a Hindu child free to choose their own beliefs?
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Knowledge	Vocabulary
<p>Hindus believe that life is a cycle of birth, death, and rebirth.</p> <p>Hinduism has 5 daily duties called pancha maha yagnas: worship God, study the scriptures, contemplate the wisdom of ancestors and elders, provide food for all beings in need and serve guests with respect and love.</p> <p>In Hinduism the concepts of Dharma, Karma, Moksha, and Samsara are the purposes of life.</p> <p>Some Hindu stories explore the purposes of life.</p> <p>The 5 daily duties of Hindus and the 4 purposes of life have an effect on family life.</p> 	<p>Dharma - a person's duty, doing the right thing in a given situation</p> <p>Hinduism - religion that believes in a supreme God Brahman.</p> <p>Karma - the law of cause and effect</p> <p>Moksha - enlightenment or freedom for the soul at the end of the cycle of life</p> <p>Pancha Maha Yagnas - the 5 daily duties of Hindus</p> <p>Samsara - the cycle of life, death and rebirth</p>
<p>Activities</p> <p>Research the 5 daily duties of Hindus - the pancha maha yagnas and the 4 goals or purposes of life.</p> <p>Explore how many Hindus worship and what is understood by Karma.</p> <p>Read some Hindu stories that explore the key concepts of Karma, such as Sadhu's Blessings or Again become a mouse, or the story of Shravan, or King Shibi.</p> <p>Evaluate the impact that rules and duties have on children in Hindu families.</p> <p>Compare the duties of Hindu children to Jewish children.</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Retell one of the stories illustrating one of the key concepts • Identify why that story is important to believers • Give a definition of two of the concepts, illustrating the answer with reference either to Hindu practice or a story • Suggest meanings for the rules and duties and reasons why Hindus may follow them 	

<u>Believing</u>	<u>Belonging</u>	<u>Behaving</u>	<u>Reflecting, responding and making links</u>
Core knowledge and understanding of texts, stories and key beliefs	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, etc)</p> <p>Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).</p> <p>Identify the moral in the story of King Shibi and Shraavan</p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects.</p> <p>Know the 5 daily duties of a Hindu.</p> <p>Know in Hinduism, the concepts of Dharma, Karma, Moksha and Samsara are the principles of life.</p>	<p>Describe how beliefs influence worship and lifestyle.</p> <p>Use the 5 daily duties and 4 concepts to explain how a Hindu child is expected to live their life.</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.</p> <p>Make links between the teachings of religious figures and current leaders.</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.</p> <p>Reflect on how the stories, duties and concepts shared may make a difference to how they think or behave.</p>