

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : RE

YEAR : A

TERM : Summer A

YEAR GROUPS : 5-6

Key Question: Why do Hindus try to be good?

Previous Knowledge – We would expect children to already be able to:

Talk about the concept of Brahman/God in Hinduism

Know about life as a Hindu in Britain today

Know about the festival of Diwali

Understand the concept of deities

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- Talk about some key aspects of Hindu beliefs.
- Talk about some Hindu festivals and some of the traditions that are observed at these.
- Talk about home shrines and talk about the different ways that Hindus worship.
- Know the Aum symbol and explain that it is a symbol used in Hinduism.
- Know and be able to retell a story from Hindu beliefs.

Most children will show that they have reached the **expected** level because they can:

- Identify and explain Hindu belief about Brahman using technical terms accurately.
- Identify and explain Hindu belief about atman using technical terms accurately.
- Identify and explain Hindu beliefs about karma, samsara and moksha, using technical terms accurately
- Explain how the story of the man in the well relates to Hindu beliefs about samsara, moksha, etc Make connections
- Make connections between Hindu beliefs studied (eg karma, dharma, samsara and moksha), and explain how and why they are important to Hindus
- Make clear connections between Hindu beliefs about dharma and ways in which Hindus live.
- Give examples to show how Hindus put their beliefs about dharma into practice in different ways.
- Connect the four stages of life with beliefs about dharma, moksha etc
- Reflect on and articulate what impact belief in dharma might have on individuals and the world, recognising different points of view.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
- Identify and explain dharma accurately using technical terms.
- Make clear connections between Hindu beliefs about dharma, karma samsara and moksha and ways in which Hindus live.

ASSESSMENT OPPORTUNITIES – Work produced in books, conversations with children about their work, quizzes and activity involvement.

ENRICHMENT OPPORTUNITIES
Helping children to remember more

A visit to a Temple/ Mandir
Mandir roleplay
Visit from a practising Hindu

SUBJECT SPECIFIC VOCABULARY

atman, Brahman, dharma, karma, moksha samsara, ashramas
monotheism atheists, (polytheists, Aum, Hindu deities, trimurti (Brahma, Vishnu and Shiva)
Namaste
Sewa
Mandir/temple

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.