

**RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning**

Year 3: Unit 3 Term: Spring 1 Year:

Is a Hindu child free to choose how to live?

| | |
|--|--|
| <p>Key Concepts: Hindu; Belief; Commandments – Dharma (a person’s duty, doing the right thing in a given situation) and Karma (the law of cause and effect)</p> | <p>Learning Objective: to explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; to explore the consequences of actions and choices.</p> |
|--|--|

Brief Background for teachers

Much Hindu practice and teaching is based around the 4 Purposes of life: Dharma: religiosity, teaching or law (which include the 5 duties); Artha: economic development or prosperity, Kama: sense, pleasure and enjoyment; Moksha: enlightenment or liberation for the soul at the end of the cycle of life. Dharma is linked to career choice, class and family and encourages people to follow the 5 daily duties or debts. These are to 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. (See the resources section for where to find out more.) These are called pancha maha yagnas. Dharma encourages moral or ethical living at all times.

Additionally, there are other key concepts which influence the way that Hindus understand the world. Karma is the law of cause and effect and Samsara is the cycle of life, death and rebirth. This is part of the reason why many Hindus are vegetarian. There are stories in Hindu traditions that make these concepts accessible to children. The Heart of Hinduism website has some PDF versions that can be downloaded. Many people are familiar with the concept that “we reap what we sow” and that our actions have consequences.

Expected Learning:

Pupils will recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them. They can identify the impact that these concepts have on the life of many Hindus; they have encountered some Hindu stories that explore these issues (e.g. The Sadhu’s Blessing or Again Become a Mouse). Pupils have explored the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life. They can compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.

| | |
|---|---|
| <p>Developing</p> <p>Pupils will know that Hindus have some rules or duties that they live by and that there are religious beliefs behind these practices. They can describe two of the daily duties and talk about the differences they might make to daily life.</p> | <p>Excelling</p> <p>Pupils will be able to give fuller explanations of the key concepts and the 5 duties. They will be able to appraise the value of living according to these and other rules. They will be able to give examples of appropriate and inappropriate behaviour, giving reasons for their ideas.</p> |
|---|---|

Engage:

- Ask children to think about the rules that they have at home. Discuss whether the rules at home are the same as at school. Decide where the ideas for the rules come from – which rules are most important? Do the rules help them to know who they are? Are the rules the same all the time? Are the rules the same for guests? Does everyone have the same rules? What are the consequences of not having the same rules? Make up rule books/posters to demonstrate their own rules.
- Are there times when you have to do things you don’t want to do? Would you call those duties? Are they the same as rules? Compare the duties they have to do with those others do. Are they the same? Are they the same for children and adults? Do the rules and duties change as we grow up? Are they the same in all jobs?

Comment [AA1]: Covering believing and behaving this unit focuses on LKS2 Q 4, 5 and 8

Comment [AA2]: These link to LKS2 Exp b, c & d

Comment [AA3]: This paragraph shows how belief and expression are linked for Hindus who follow this teaching, and shows how lifestyles may be guided by these principles. This information will allow pupils to begin to recognise how religious identity is shaped by the community and the family, but this will need to be drawn out by the teacher.

Comment [AA4]: This first expectation harks back to KS1 Exp a.

Comment [AA5]: This second expectation moves on to the LKS2 Exp b

Comment [AA6]: This bring in some links to exp a, but how much will depend on whether the stories are used.

Comment [AA7]: Tis expectation covers exp c and d.

Comment [AA8]: This questions begins to address KS2 Q4 beginning to identify rules, good behaviour and the impact of religion on these choices.

Comment [AA9]: This question begins to address Q8 about how identity is shaped by beliefs and community

RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning

Enquire & Explore: (AT1)

- Research the 5 daily duties of Hindus – the pancha maha yagnas and the 4 goals or purposes of life as Hindu see them. Pupils can decide how these might be lived by people at different ages; interview a Hindu or email a believer through RE Online website; Pupils might explore how many Hindus worship and what is understood by Karma in terms of the consequences of actions.
- Read some Hindu stories that explore the key concepts of actions and consequences such as Sadhu's Blessings (a vedic story) or Again become a mouse. There are other stories in the Puranas – one of the Hindu sacred texts – e.g. the story of Shraavan, or King Shibi or Krishna advising Ajuna in battle.

Comment [AA10]: This section allows the pupils to answer the Q4, looking at whether beliefs encourage "good" behaviour and meet expectation b

Comment [AA11]: This will explore Q5 – about how sacred texts contribute to believer's understanding of their faith and contribute to expectation a

Evaluate: (AT2 Impersonal)

- Evaluate the impact these rules and duties have on children in Hindu families. Do these rules help them? Do they hate their faith because of them? Do they give them an identity? How different are the Hindu duties to non-Hindu rules and duties? Are the rules linked to what they believe? Are they free or do these rules restrict them?

Comment [AA12]: This will look at Q4 and Q8, and meet the expectations c and d

Reflect & Communicate: (AT2 Personal)

- Are there rules that the class want to change? Are there things they can learn from the Hindu rules?
- Would they like to live in a family that followed the beliefs of Dharma and Karma? Imagine a family with no rules – compare it to a Hindu family. Which do they think is better?

Comment [AA13]: This will also contribute to Q8 and expectation d

Evaluation:

- What went well?
- Even better if:

Some suggested resources:

- Heart of Hinduism website - <http://iskconeducationalservices.org/HoH/practice/700.htm#>
- <http://iskconeducationalservices.org/altar/> - build your own Hindu altar
- <http://veda.wikidot.com/panchamahayajna> - the 5 duties of Hindus
- <http://www.hinduismtoday.com/education/games/Snakes&LaddersGameBoard.pdf> - snakes and ladders to explore karma, dharma and samsara
- RE Today Opening up Hinduism pp 20-25
- <http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm> - general background on Hinduism
- http://pof.reonline.org.uk/wordpress/?page_id=88 – email a believer; accessible through RE online
- Hinduism – A very Short Introduction by Kim Knott (OUP – a useful background book for teachers.)
- Story of Shraavan; story of King Shibi and the two birds.

Year 3: Unit 3 Term: Spring 1 Year:

Is a Hindu child free to choose how to live?

Some pupils will have made more progress and be working above the expected standard. They will be able to

- Describe the 5 daily duties and identify their impact on Hindus
- Identify the impact of the 5 daily duties on children
- Define the 4 key concepts: Dharma, Karma, Samsara and Moksha
- List some similarities between Hindu duties and practices and their own rules and actions
- Identify their own response to the 5 daily duties and the 4 purposes and how they are influenced by rules
- Ask questions and investigate answers about why Jewish people follow their rules
- Reflect on the impact of rules on the lives of believers

Most pupils will be working at expected standard and be able to:

- Retell one of the stories illustrating one of the key concepts (Karma or Dharma e.g.) [Exp a](#)
- Identify why that story is important to believers [Exp a](#)
- Give a definition of two of the concepts, illustrating their answer with reference either to Hindu practice or a story [Exp b](#)
- List some similarities between Hindu duties and their own [Exp a](#)
- Suggest meanings for the rules and duties and reasons why Hindus may follow them [Exp c](#)
- Respond sensitively to the rules and customs followed by others, saying why those rules matter to them [Exp c](#)
- Ask questions and suggest answers about why people choose to follow rules and duties [Exp c/d](#)

Pupils working below the expected standard will be able to:

- Select some of the daily duties that Hindus follow and suggest what following them might look like
- Describe simply what is meant by Samsara and Moksha or Dharma and Karma
- Talk about the rules and duties that they live by
- Talk about the differences being Hindu makes to family life
- Ask questions about the rules other people live by

Comment [AA14]: I think these expectations can be seen as expansions of the expectations on the draft syllabus.