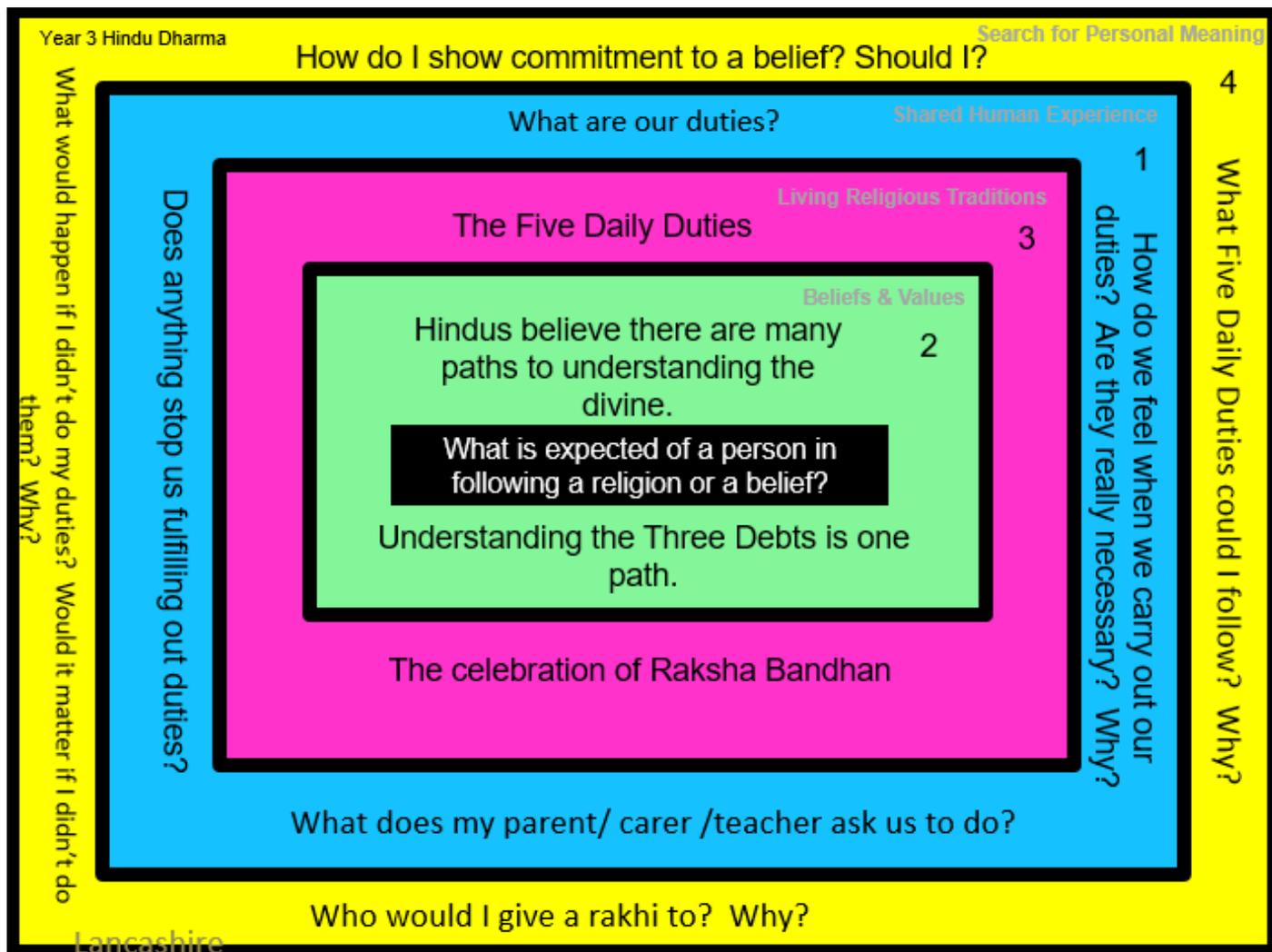


Year 3 - Hindu Dharma

Year 3 Key Question (to be used all year): Who should we follow?

Focus Question (for this investigation): Why is family an important part of Hindu life?



Focus Question: Why is family an important part of Hindu life?

This unit enables pupils to examine puzzling questions and possible answers about God as revealed through Hindu deities. The focus includes Brahman, The Trimurti, Avatars, Dharma, Yoga, Family, Community and Tradition, Worship and Scriptures. Opportunities are provided to explore difficult questions and paths to solving them through becoming familiar with beliefs and practices. Pupils are encouraged to consider how they might acquire insights related to persons and issues in their lives.

Field of Enquiry and Order of Delivery	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Define what the word 'duty' means. Children brain storm the duties they have, eg put their dirty washing in the basket, hang their coat up. List the people affected by doing their duty. Discuss the positive things that happen and the way they make home/school a better place. Consider what happens if duties are not done. Who is affected? How are they affected? How does it affect the wider home/school? For example, if a child arrives at school late the secretary has to sign them in, the lesson will have started, the classes' learning is disturbed, the teacher has to take time out to explain what is happening etc. Who gives out duties? Is it important to respect where the duty comes from to be able to do it?
<p>Beliefs and Values</p>	<ul style="list-style-type: none"> Hindus believe that there are many paths to the divine and that fulfilling

<p>2</p>	<p>the Three Debts is one way. Research the Three Debts, eg http://www.hindunet.org/quickintro/hindudharma/hindu_three_debts.htm. Display the information as a leaflet, power point presentation, poster. Make a wordle of the main words associated to the Three Debts, eg http://www.wordle.net/create.</p> <ul style="list-style-type: none"> • The Second Debt (to sages and saints) is fulfilled by revering scriptures. Read stories about the Trimurti (3 main gods – Brahma, Vishnu and Shiva) and avatars of Vishnu eg, Krishna, Rama. Create a class encyclopaedia of information about the gods, eg www.primaryresources.co.uk/re/powerpoint/The_Trimurti.ppt, • The gods offer guidance to Hindus through scripture and the stories found in them, eg https://www.truetube.co.uk/film/birth-krishna.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Research the festival of Raksha Bandhan (this helps fulfil the Third Debt to ancestors) eg, http://www.twinkl.co.uk/search, http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml, http://www.raksha-bandhan.com/raksha-bandhan-in-history.html. Investigate why the festival is celebrated. Watch clips about the festival, eg http://www.bbc.co.uk/education/clips/zsmfbk7, https://www.youtube.com/watch?v=ZJWYN40Ukt. • Email a believer (http://pof.reonline.org.uk/wordpress/?page_id=23) and ask about the festival. Find out why it is important for siblings to support each other and what happens if someone doesn't have a brother. • Burnley and Pendle Faith Centre can assist you in planning a visit to a temple or a person of faith to visit your school, http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=5. • Investigate stories festivals related to the Trimurti, eg https://www.youtube.com/watch?v=Y9yWwFWpbRo , Hindu Stories by Anita Ganeri. Email a Believer (see above) and ask the importance of the stories and festivals linked with them. Ask about the leadership messages offered through the stories and festivals.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Relate every lesson in this section back to the learning about the Hindu faith. • Who, in their lives, has a role similar to a brother or sibling? How do they show the person they are important to them? • Make a rakhi for a sibling or close friend/relative. Pupils explain their choices. Wrap the rakhi up and present it to the person of choice. • Hindus show commitment to their faith by trying to fulfil their duties. How can the pupils' commitment to something they consider special? • Where do the children turn to, to get duties from? Is it a person or a text? How do they know to follow it? Is it always easy to show commitment and fulfil duties? What do they do if it becomes hard?

Year 3 Key Learning	
Children will:	<ul style="list-style-type: none"> • Children will begin to show awareness of similarities in religions. (B&V, LRT) • Identify how religion is expressed in different ways, eg dress, prayer, celebrations. (LRT) • Use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences. (B&V, LRT) • Identify what influences them, making links between aspects of their own and others' experiences. (SHE) • in relation to matters of right and wrong, recognise their own and others' values. (SPM) • ask important questions about religion and beliefs and find out answers. (SHE, B&V)

