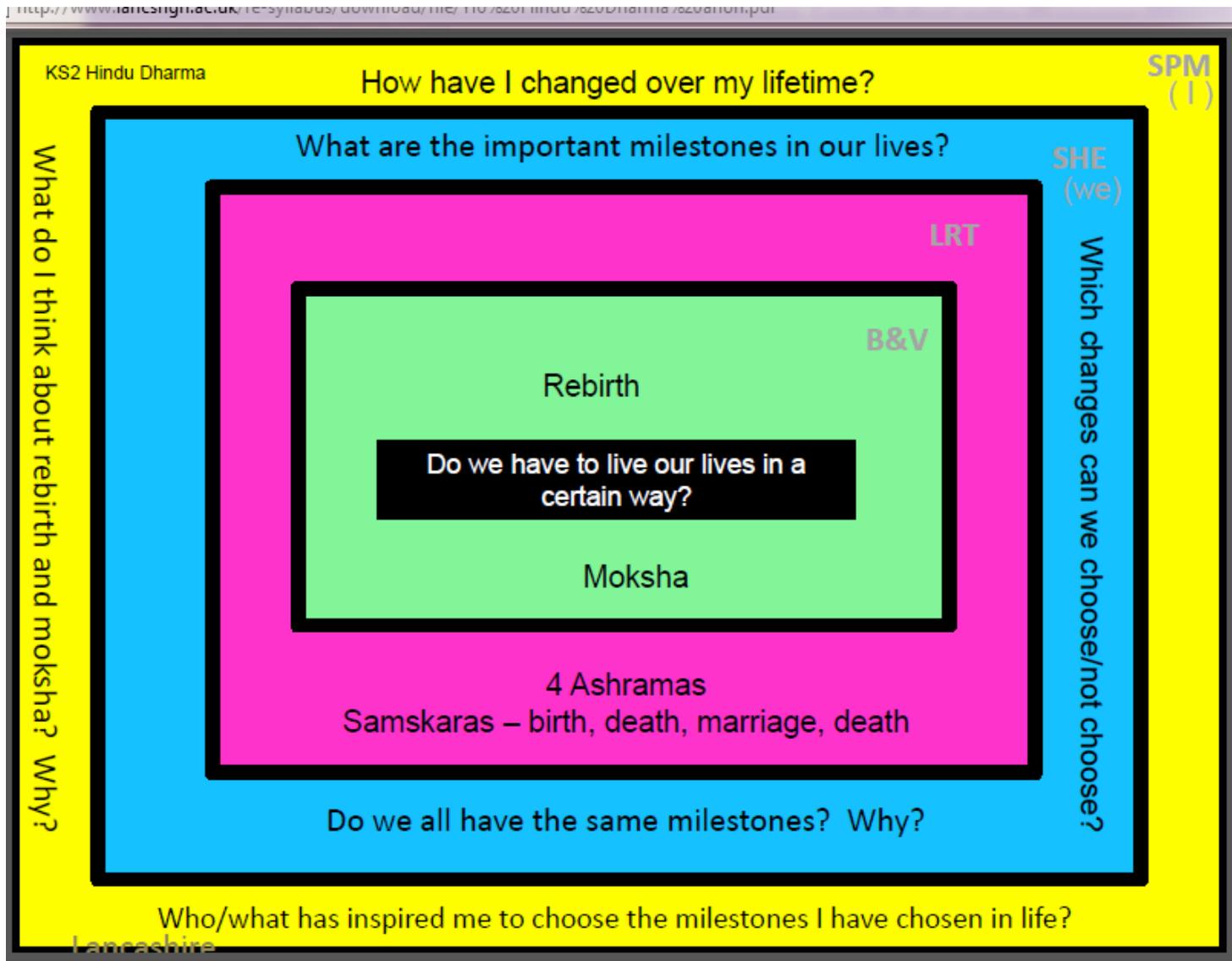


Year 5 and 6: In what way is life like a journey?

Hindu Dharma: Do we have to live our lives in a certain way?



	Key objectives as questions	Key Skills that can be covered	Possible activities including use of Computing and Technology	Outcomes/Evidence that teaching has taken place
1	<ul style="list-style-type: none"> • What did you learn in RE last time? • What do you already know about Hindu Dharma? • What do you want to improve in your knowledge of this religion? 	<ul style="list-style-type: none"> • I can explain how some teachings are shared by different religions. • I can explain how beliefs and teachings can affect the lives of individuals and communities. • I can explain and use the correct terminology, how religious beliefs and ideas can be shown in many different ways. • I recognise and express my feelings about my own identity and link this to my learning about religion. • I can explain why there are differences between my own and others ideas about ultimate questions. 	<p>Children complete a knowledge understanding and skills grid. What have they learnt in Religious Education previously? What do they know about the Hindu Dharma? What would they like to know?</p> <p>Give the children a brief re-cap on the main features of the Hindu faith- hopefully child led based on own knowledge – correct any misconceptions and confusion.</p>	<ul style="list-style-type: none"> • Children can share their knowledge about Hinduism and the Hindu Dharma. • Children can formulate questions based on the things they word like to know about the Hindu belief system. • Children can explain their previous learning in the Subject of Religious Education.
2	<ul style="list-style-type: none"> • In what way is our life like a journey? • Do we have to live our lives in a certain way? • Which ways of living life can be positive/negative? 	<ul style="list-style-type: none"> • I can answer questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings. • I recognise and express my feelings about my own identity and link this to my learning about religion. • I can express my own values. • I can respond to the values and commitments of others. 	<p>Ask the children to work in small groups and think of things that can be positive or negative during life. How do positive things make us feel? How do negative things make us feel? How can we live life in a positive way or a negative way?</p> <p>Take the children on a walk around the school. What have we just done? What do we call it? – Journey. If I said life was a journey what would I mean? Why do Hindu’s see life and death as a journey?</p> <p>Ask the children to draw the journey of their life so far. Little pictures linked with string. Display them in class they can be added to through the term.</p>	<ul style="list-style-type: none"> • Children can see the links between life and journeys in the Hindu Dharma. • Children can suggest ways in which live should/could be lived. • Children can list/debate/describe the factors that can influence how we live our lives.
3	<ul style="list-style-type: none"> • How have I changed over my lifetime? 	<ul style="list-style-type: none"> • I recognise and express my feelings about my own identity and link this to my learning about religion. • I can express my own values. 	<p>Notice to be given before the lesson</p>	<ul style="list-style-type: none"> • Children can chart the path of their life to date.

	<ul style="list-style-type: none"> • How will I change over my lifetime? • Are all changes in life inevitable? • Which changes in life can we influence? 	<ul style="list-style-type: none"> • I can respond to the values and commitments of others. 	<p><i>(Pictures of the teacher as well needed) so that no embarrassment is felt of self-consciousness.</i></p> <p>Ask the children to bring in 2 younger photos of themselves. How have they changed when compared to their latest photos? Can you see all the aspects of change in a picture? How else might the children have changed during their lives?</p> <p>Which changes in your personality have changed? (Links to Values). Which changes are permanent and which are temporary?</p> <p>In pairs children to talk about which changes they would like to make over the course of the year. Get the children to write them down and record in a class book so that they can be shared again at the end of the academic/school year.</p>	<ul style="list-style-type: none"> • Children can suggest ways in which they have changed and will change over their lives. • Children can decide which changes they can make and which are inevitable.
4	<ul style="list-style-type: none"> • What do you think the terms Rebirth and Moksha mean? • What do you think of the beliefs of Moksha and rebirth? • What are your views on life and death? 	<ul style="list-style-type: none"> • I can explain the significance of some religious beliefs, teachings and events for members of the faith community. • I can explain some of the differing ways that believers show their beliefs, ideas and teachings. • I ask questions and suggest answers about the significant experiences of others including religious believers. • I can explain my own ideas about beliefs and ultimate questions. • I can answer questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings. • I recognise and express my feelings about my own identity and link this to my learning about religion. 	<p>What does the term rebirth mean? Does anybody know what the term Moksha mean? What might be the origin of this word?</p> <p>http://www.bbc.co.uk/education/clips/ztqpycw</p> <p>http://www.bbc.co.uk/education/clips/z78n34j</p> <p>Show the children the bite size clip.</p> <p>In mixed ability pairs the children to find meanings for the words karma, reincarnation, moksha, atman samsara.</p> <p>How do Hindu beliefs about life and death vary from other faiths or your own beliefs?</p> <p>THIS IS A SENSITIVE SUBJECT – be aware of issues surrounding bereavement. – LINKS WITH PSHE and VALUES</p> <p>Ask the children to draw their interpretation of life and death.</p>	<ul style="list-style-type: none"> • Children understand the terms rebirth and Moksha. • They understand why these terms are important in the Hindu Dharma. • The children can discuss and express opinions on the beliefs of rebirth and Moksha. • Children can express their own thoughts and theories on live and death.

5	<ul style="list-style-type: none"> • What are the important milestones in our life? • Do we all have the same milestones? Why? • What does the term Ashrama mean? • What are the 4 Ashramas? 	<ul style="list-style-type: none"> • I can explain the practices and lifestyles involved in belonging to a faith community. • I can explain some of the differing ways that believers show their beliefs, ideas and teachings. • I ask questions and suggest answers about the significant experiences of others including religious believers. • I can express my own values. • I can respond to the values and commitments of others. 	<p>Ask the children to describe some of the events that they believe are milestones in their life (birthdays, births of siblings, communion, baptism, first day at school – for example). Why are these events important? What do you think are the main milestones in life? Birth, death, marriage?</p> <p>Talk about ashrama and how Hindus believe that there are four stages to life. Discuss these stages. Are they similar to other religions/ peoples beliefs?</p> <p>Which events will be important to the children as they grow up? Which milestones do they think they will pass/achieve as they move through their life journey? Record in books using pictures and words.</p>	<ul style="list-style-type: none"> • Children can identify important milestones in their lives. • Children understand why milestones are important to the human race. • Children understand the term ashrama. • Children can suggest the milestones they have reached and wish to reach in the future.
6 / 7	<ul style="list-style-type: none"> • Which changes in life can we choose or not choose? • Who/what inspires us to choose the milestones in life? • Why is choice important in the Hindu Dharma? 	<ul style="list-style-type: none"> • I can answer questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings. • I can answer questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings. • I can express my own values. • I can respond to the values and commitments of others. 	<p>Give the children a selection of scenarios – (LINKS WITH values/PSHE). What would they do in each case? Why have they chosen that path? How do the children know which choices are wrong and right? Who inspires the children –</p> <p>second part of session Homework beforehand – children to find some information about. Someone who inspires them . This can be someone famous or someone well known to them.</p> <p>Ask the children to complete a biography of someone that inspires them. Why does this person provide inspiration? Where do our aspirations come from? Hindu Dharma and the journey through life and death is determined by choice. Why do you</p>	<ul style="list-style-type: none"> • Children suggest ways in which they can change and adapt their own lives. • Children can explain how they can influence the lives of others. • Children can share their views on inspiration (VALUES) and explain who and what inspires them.

			think choice can be important to a follower of the Hindu faith?	
8	<ul style="list-style-type: none"> • What did you learn during this topic? • What questions are still unanswered? • How do you feel the topic went? 	<ul style="list-style-type: none"> • I can answer questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings. • I can explain and use the correct terminology, how religious beliefs and ideas can be shown in many different ways. 	<p>Discuss the topic covered. How do you feel about the beliefs of the Hindu Dharma regarding life and death? Are there any parallels with other faiths/religions?</p> <p>Children to discuss their ideas and also complete the knowledge, skills and understanding grids.</p> <p>What would the children like to change if they had the chance? What would they improve about themselves? What are they proud of (VALUES/PSHE/SEAL links)? Children to complete a grid in topic book. Share with the class.</p> <p>Children can formulate more questions they would like to know about Hindu beliefs and also the beliefs of other faiths regarding life and death.</p>	<ul style="list-style-type: none"> • Children can explain the main beliefs of the Hindu Dharma concerning life and death. • Children can discuss their ideas in groups. • Children can suggest ideas and questions for future learning. • Children can create their own ideas/theories based on life and death. • Children show empathy and understanding for other faiths. (VALUES)

ICT Links:

<http://resources.woodlands-junior.kent.sch.uk/homework/religion/hinduism.htm>

http://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts_1.shtml

<http://www.bbc.co.uk/religion/religions/hinduism/beliefs/moksha.shtml>

Key skills key:

Level 4 key skills.

Level 5 key skills.