

Summer 2 Year Group: Two		Teacher: Debbie Conreen		Religion/belief: Hindu Dharma		Key Question: How do we respond to the things that really matter?	
Focus Question: Can worship help people remember what is important?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – written responses to a problem a character has in a story; children write brief explanations of the artefacts used in the shrine Art – decoration of the special place within the classroom Music – listening to Indian Music Dance – in response to the music they hear		Shared human experience: pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth. Living religious traditions: pupils will enquire into examples of worship in religions locally, nationally and globally. Beliefs and values: pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration. The search for personal meaning: pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.			
Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none">• name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.• identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.• enquire into and explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.• identify and suggest meanings for religious symbols and begin to use a range of religious words.				Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none">• reflect on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.• enquire into and identify what matters to others and themselves including those with religious commitments, and communicate their responses.• recognise that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.			
	Key questions	Learning objectives/intentions	Possible activities		Possible resources		
SHE	How do we show special people that we care?	To develop awareness of ways people respond to that which is good or special. To identify and apply possible responses to something of significance.	How do we treat our special things? What do we do each day that makes others happy? What is special about us? Why? Identify a special event, person or item e.g. Mothering Sunday, Assemblies, parents, trophy. Discuss how the occasion, person or item is celebrated or made to feel valued. What do people do e.g. gift giving, singing, applause, set aside time or a special place. Relate these to parents and how they might want to draw physically close, e.g. hugs, to confide in them or to ask them for help. Apply this knowledge to an imaginary scenario. Class decide how they will respond to the imaginary person,				

			event or item. Record response using a writing frame with illustrations.	
LRT	Can I learn how Hindus worship?	<p>To become familiar with Hindu forms of home worship.</p> <p>To identify some items used.</p> <p>To explain how puja takes place.</p>	<p>Begin lesson by listening to music used in Hindu worship to set atmosphere.</p> <p>Explore the use of a special place for worship, ie. in the home, and learn the words 'shrine' and 'puja'. Hindu worship at the Mandir</p> <p>Hindu worship at the home shrine.</p> <p>Take it in turns to feel and reveal items related to a shrine and to suggest what they are and could be used for. Watch a video, use a web site, a poster, a story or visit a mandir to observe Arti. Discuss observations about what is used and how shrine is treated. Who are the participants? Write a brief explanation of items or participants. These could be displayed with artefacts and pictures.</p>	
B and V	Can I explain how Hindus try to be closer to God?	<p>To begin to understand that, for Hindus, showing loving devotion is a way to draw closer to God (Bhatki Yoga).</p> <p>To make links between practice of puja and Hindu beliefs about God.</p>	<p>If beginning of a lesson, listen to music as before.</p> <p>Link to work on puja and Arti. Identify the kinds of activities being carried out (prayers, songs of praise, blessings, asking for help for self and others, bringing offerings). What might be a Hindu's feelings and thoughts during worship? Why do many Hindus participate in worship? These can be discussed using work covered so far or could be focus of questions to ask a member of faith community.</p> <p>How do Hindu's give of themselves to God through worship (give up time, make effort to think about God, learn to share time and activities with others)? Showing loving devotion is a way to draw closer to God Write and illustrate an acrostic poem using 'PUJA'. It should reflect Hindus' beliefs about worship and</p>	

			their response to this. Or, write a thought bubble to express this.	
SPM	<p>What do I do each day that makes me feel happy?</p> <p>What can I do to make others happy?</p>	<p>To reflect on that which is good or special in their life.</p> <p>To consider ways they can show response to something they may like or value.</p> <p>To identify something of value in their life.</p> <p>To offer a response that reflects the value they assign to something (music).</p>	<p>How/why can I make a special person feel even more special?</p> <p>What do I do each day that makes me feel happy?</p> <p>What can I do to make others happy?</p> <p>What is special to me?</p> <p>Develop a 'special place' in the classroom. Contribute to discussion about how it will be decorated and cared for. Make a decoration to put around it. Each pupil make a contribution, e.g. a special toy, photo, an item that reminds them of something/someone, a word/picture on a piece of card. Explain orally or in writing what they chose and why.</p> <p>Listen to Indian music as before while pupils enter and settle in Hall. (Music and dance plays a role in some Hindu worship).</p> <p>Listen to contrasting pieces of music (2 or 3). Develop a series of movements to show their response to each piece. Group pupils according to piece of music chosen. Each group will perform their individual dances to rest of the class. Finish with all of class sitting in a circle. Quietly listen to music to finish. Or, after listening to music, respond by using paint, collage or pattern.</p>	