

Summer 2 Year Group: Six		Teacher: John Duckett/Justine Mowbray		Religion/belief: Hindu Dharma		Key Question: In what way is life like a journey?	
Focus Question: What should our attitudes be on our journey?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: Design and Technology – design and make a life board game History – developing a chronological account of the milestones in their lives so far Art/Music – making a visual or auditory representation of their life's journey so far		Shared human experience: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. Living religious traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. Beliefs and values: identify and consider the beliefs and values that underpin a religious life at its different stages. The search for personal meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.			
Attainment Target 1: Learning about religion and belief · identify and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond). · describe and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?). · identify and begin to describe some similarities and differences between different peoples' journeys through life; · describe and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going? · use specialist vocabulary in communicating their knowledge and understanding. · use different sources to find information about life's journey and consider its meaning.				Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses; · respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; · reflect on sources of inspiration and guidance in their own journey of life.			
	Key questions		Learning objectives/intentions	Possible activities		Possible resources	
SHE	What are the important milestones in our lives? Which changes can we choose/ not choose? Do we all have the same milestones? Why?		To recognise that there are significant life events. To give some examples of milestones, religious and /or secular.	Discuss 'What is a milestone? Can they think of any examples e.g. first tooth, beginning school, swimming a length? What do they think are Shakespeare's Seven Ages of Man? How are these celebrated? What examples of rites of passage have they encountered in religions studied so far? Make a grid of milestones, religious or secular, and briefly label with their importance. Make a			

			collection of items related to milestones members of the class may have reached.	
LRT	What are the Hindu stages of life?	<p>To know that Hindu stages of life are called Ashramas.</p> <p>To develop familiarity with an example of a Samskara.</p> <p>To recall four major stages of life in Hindu tradition.</p> <p>To describe how a milestone may be celebrated in Hindu tradition.</p>	<p>Examine a selection of pictures that depict Hindus in the four ashramas. Identify the approximate age of the persons portrayed and with what the pupils think each ashrama is concerned. Use resources to determine the correct names of the ashramas and the duties they entail.</p> <p>Identify some of the Hindu steps of life, samskaras, from the birth of a child to the end of the first ashrama and record these on footprints. Relate these to the milestones previously identified. Research one of the samskaras in more detail, e.g. head shaving ceremony or ceremony of the sacred thread, and present findings.</p>	
B and V	What is rebirth? What do Hindus mean by Moksha?	<p>To be aware of the Hindu belief in reincarnation.</p> <p>To know that for Hindus moksha is the ultimate goal of life.</p> <p>To explain what incarnation means for a Hindu.</p> <p>To illustrate the purpose of life from a Hindu point of view.</p>	<p>Discuss the film 'Groundhog Day' to introduce the term 'incarnation'. Note the difference that Hindus do not remember previous incarnations, so are unable to build on experience. Role-play a scenario in which successive versions are enacted in different ways, as determined by the teacher's cue cards. Discuss the variety of outcomes.</p> <p>Identify the meaning of moksha and research and discuss the role of dharma, karma and reincarnation in achieving moksha. Illustrate what a life map may look like for an imaginary Hindu. Decide what image or shape to use, e.g. a line or circle, straight, wavy, like a river. Or, in groups, design a board game, 'The road to Moksha', that depicts significant life events, choice of paths and setbacks</p>	

			and rewards.	
SPM	<p>How have I changed over my lifetime?</p> <p>Who/what has inspired me to choose the milestones I have chosen in life?</p> <p>What do I think about rebirth and moksha? Why?</p>	<p>To consider who they are at this point in time.</p> <p>To picture their life as a journey.</p> <p>To illustrate aspects of their identity.</p> <p>To relate individual aspects of their life to a wider view of their existence.</p>	<p>Use several blank outlines of a human figure. Use words or phrases . On one record how they think they have changed so far. In another record who they are now or how they think people see them. In another record what they would like to change about themselves. Use a split pin to secure these in layers, with a top figure illustrating their name.</p> <p>Listen to a piece of music while they reflect on their life so far e.g. Smetana's The Volga. What have been key moments? Who has made an impact? Choose an artistic or musical image to record their life journey so far e.g., a shape, a river, smooth, up and down route, funfair ride. Where do they think their life journey might end? How could they indicate their life journey that is yet to be unfolded?</p>	