

<b>Autumn 1 Year Group:</b> Five	<b>Teacher:</b> Catherine Ayres	<b>Religion/belief:</b> Hindu Dharma	<b>Key Question:</b> Where can people find guidance on how to lead their lives?
----------------------------------	---------------------------------	--------------------------------------	---

**Focus Question: What different kind of writings and stories are important to belief/religions?**

<b>Links with:</b> <b>Spiritual</b> <b>Moral</b> <b>Social</b> <b>Cultural</b>	<b>Possible Cross-curricular links:</b> <b>English</b> – myths and legends; drama; comic strips; poems	<b>Shared human experience:</b> pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. <b>Living religious traditions:</b> pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. <b>Beliefs and values:</b> pupils will identify and consider the beliefs and values within religious teachings from revered literature. <b>The search for personal meaning:</b> pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.
--	---	---

<b>Attainment Target 1: Learning about religion and belief</b> <ul style="list-style-type: none"> <li>· <b>describe</b> the importance and nature of revered literature showing its influence on beliefs and values.</li> <li>· <b>identify</b> and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions].</li> <li>· <b>consider the meaning</b> of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism.</li> <li>· <b>describe</b> and begin to understand religious and other responses to ultimate and ethical questions.</li> <li>· <b>use specialist vocabulary</b> in communicating their knowledge and understanding.</li> </ul>	<b>Attainment Target 2: Learning from religion and belief</b> <ul style="list-style-type: none"> <li>· <b>discuss their own and others' views</b> of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas.</li> <li>· <b>identify and explain non religious</b> sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings.</li> <li>· <b>reflect</b> on ideas of right and wrong found in revered literature, and on their own and others' responses to them.</li> <li>· <b>reflect</b> on sources of inspiration and guidance in their own and others' lives.</li> </ul>
---	---

	<b>Key questions</b>	<b>Learning objectives/intentions</b>	<b>Possible activities</b>	<b>Possible resources</b>
<b>SHE</b>	How are stories used to deliver a message?  How do stories help to search for the truth?  Examples of lead characters – how do they act? Why? What is the message in the story?	To understand that there are different ways for information to be delivered.  To suggest different ways for messages to be given and evaluate their effectiveness.	In groups, explore different writings with a meaning e.g. legends, fables, creation myths, pictures in words. Discuss their form, whether these stories actually happened and identify what may actually be 'true' about them (the message). Why were the messages delivered in these formats? Present findings to the class.  Experiment with ways to deliver a message or story orally, e.g. Chinese whispers or sitting in a circle, make up a story in oral form, with each person adding a part as the story travels round	Examples of different myths and legends – make use of film and video for this or research for home learning

			the circle. What was enjoyable about the process? What might be the difficulty in sharing the same story with another class?	
<b>LRT</b>	What is Diwali and why is it such a special festival?	<p>To know that there are many forms of sacred writings in the Hindu tradition.</p> <p>To know that many Hindu writings are in the form of stories.</p> <p>To be familiar with the Ramayana.</p> <p>To explain how Hindu writings originated.</p> <p>Retell the story of Rama and Sita.</p> <p>Link the story to a festival.</p>	<p>Investigate the differences between Shruti and Smriti writings and examine some excerpts from each. Relate to writings used in any previous units. Consider the use of the 'om' sign as a sacred writing. What is its origin and how is it used?</p> <p>Explore the story of Rama and Sita through written versions or use video or CD-ROM versions depicting dramatic retellings. Draw a comic strip version of the story, cut it up and shuffle for a partner to sequence. Or, develop masks or stick puppets depicting the characters and act out the story for another class or in assembly.</p> <p>Make clay diva lamps</p> <p>Research how the some Hindus celebrate the story in festivals of Dussehra or Holi.</p>	<p><a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item649434/grade2/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item649434/grade2/index.html</a> - information on Hinduism and videos of Diwali</p> <p>Story of Rama and Sita</p> <p>Clay and tea-lights</p>
<b>B and V</b>	Why is the Ramayana a special story for Hindus?	<p>To know that stories help some Hindus in their search for 'truth' Identify where a Hindu might look for guidance.</p>	<p>Use previous or additional excerpts to determine the message they may hold for Hindus. Record using simple slogans or headlines and display.</p> <p>Examine 'seeking knowledge' in relation to the Ramayana. How is it used with children? When and where is it used? What are the qualities exemplified by the different characters, e.g. loyalty, trust, faithfulness, loving devotion, perseverance, love and what is the theme of the story? What do these say to</p>	

		<p>To show an understanding of and empathy towards Hindu beliefs.</p>	<p>Hindus about how they should act? Relate the character of Rama to fulfilling one's dharma through consideration of the roles he carried out. Record these in a diagram. Complete a story or act out a scenario in a way that reflects how a Hindu might respond.</p>	
<p><b>SPM</b></p>	<p>What have I done differently because of the story message? How do I lead my life because of the examples given in sacred books? How do I decide what is the right thing to do? Do I use the stories to guide the choices in life?</p>	<p>To reflect on a value that is important to them. To consider how they decide what is the right thing to do.  To identify and respond to that which they value.  To explain how and why they behave in certain ways.</p>	<p>Choose a word that expresses a mystery, truth or abstract idea that they think is important e.g. truth, justice, honesty, selflessness, goodness. Illustrate this in a poem or artistic interpretation e.g. painting using abstract forms and colours, weavings, word art.  Identify an event in their life that taught them something important about how to behave e.g. toward others or for their own safety. Retell it as a story e.g. using comic strip form.</p>	<p>Paint</p>