RE Unit Year 4	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
L2.5 What beliefs do Hindus hold about the Ultimate Reality?	**Looking at stories** **Interviews** **Looking at texts** **observations**	**Year 1 –** 1.5 What is it like to be brought up in a Hindu home in the UK today?	This unit gives pupils the opportunity to explore the nature of Brahman within Hindu traditions and how this affects the thoughts and actions of different Hindus. To do this, pupils will need to listen to voices from the Hindu community, showing their perspectives, explanations, experiences and stories which help them to understand more about Brahman. Keen powers of observation will help pupils too, when looking at puja, murtis and actions Hindu people take which are inspired by beliefs. The concepts within this unit might be familiar to some pupils, less so to others. So there are opportunities to focus on the position we take when learning new information in RE, and how far information learnt has similarities to and differences from what has	**Year 6 -** U2.5 Why might Hindus want to be good?	a: formation/expression d: meaning and purpose h: lived experience i: dialogue/interpretation j: personal worldviews

			come before in the RE curriculum.		

Lesson Sequence and Key Question	What will pupils learn?	Activities **Links and resources at the end of the document**	Vocabulary
Lesson 1 For Hindus, what is Brahman?	The nature of Brahman within Hindu traditions, as explained by Hindu voices and stories. To include, Brahman being the essence of everything, in everything and everywhere.	**[looking at stories, interviews]** Recap learning about God in Christianity and Islam, what similarities were there? Predict what Hindu traditions say about God. Explain that while there may be some similarities, Hindu ideas are different. Use wow words to describe how we feel about learning something very different. Look at what Hindus have said the main things they would like us to know about Brahman are, pick out main messages. Use pot, tree and salt analogies from Svetaketu story and/or stories about Brahman shared by Hindus to f ind out more about nature of Brahman.	Brahman Hindu
Lesson 2 How are deities linked to Brahman?	There is one Ultimate Reality (or Supreme Being): Brahman. Deities each show an aspect of Brahman. Brahman is beyond human understanding; deities help Hindus focus on the different	**[Observation, looking at texts, interviews]** Teacher shows photos of themselves demonstrating their different sides e.g. teacher, parent, sibling, goalie, baker... Explain one photo cannot show everything.	Ultimate Reality Deities

	aspects of Brahman they are embodying/representing. Note: Pupils at this age should not be taught Hindus have many gods and goddesses.	Pupils complete sketches showing their own different roles/sides. Look at range of deities. Share analogies from Hindu community explaining how deities each show a side/quality of Brahman. Pupils consider which analogies they find helpful, why. Discuss why pupils think there are different analogies and any reactions to there not being one concise answer explaining the nature of Brahman. Pupils suggest 'unseeable' aspects of life we might find difficult to explain simply to people who cannot understand (happiness, temperature, beauty etc).	
Lesson 3 and 4 which deities do people in Gloucestershire focus on and what do they show about Brahman?	Deities that are focused on by the local Hindu community. Deities might be focused upon for specific reasons e.g. family deity, in particular situations. Murtis help Hindus to concentrate on deities and Brahman during puja. Detailed understanding of how at least one deity focused on by Hindus within the local community embodies/represents qualities of Brahman.	**[Observation, text, interviews etc.]** Look at images of murtis from the homes of local Hindus (this might also be from the visual tour in unit 1.5). Recap puja by watching film. Watch a second time, specifically looking for murtis and focus on the part of murtis in puja. Hear from local Hindus, finding out which deities they focus upon during puja and if there are particular reasons for this. Research further one deity mentioned by a local Hindu – find out symbolism associated with it and the qualities of Brahman it embodies/represents (different groups can each research a different deity). Pupils should use appropriate ways of knowing to research the deity e.g. observation, non-fiction texts, speaking with a Hindu visitor.	Murtis Puja
Lesson 5	Hindus may carry out a range of actions due to belief that Brahman is within every single living thing. Atman is the	**[Observation, story, text]**	Atman

If Hindus believe that every living thing contains Brahman, what difference does this make to their lives?	term that describes Brahman inside living things. Atman is sometimes described as a 'spark' of the divine Brahman.	Using real life examples (photos/films/accounts etc), share widespread Hindu actions linked to belief in Atman e.g. namaste, respecting nature – pupils describe what they see (will not be able to explain in terms of Atman yet). Recap/introduce story of Svetaketu and salt as example of Brahman being in everything – introduce Atman being spark of Brahman in living things. Help pupils put what they saw in real life examples into context in terms of Atman. Pupils use case study to find out how belief in Atman affects actions of some Hindus.	
Lesson 6 What beliefs do Hindus hold about Ultimate Reality/ Supreme Being?	Consider answers to the unit's title question and whether we can add to them by hearing from some more Hindu voices. Consider diversity amongst Hindu explanations and views. Reflect upon our responses to learning something in RE that involved new concepts for the class as a whole.	**[Reflecting on own position; coming to conclusions]** Look at final quotes from Hindu young people about Brahman. Discuss ideas class had already learnt/not. Highlight where the young people's views are not identical. Pupils recall diversity of views and explanations encountered in the unit. Give opportunity to show their answer to unit question in a purposeful way, e.g. writing a letter to one of the Hindus met throughout the unit, thanking them and explaining their learning. Reflect on class's experience of learning something quite different from their previous units. Compare with the wow words from L1 and whether they have learnt anything about themselves as RE scholars for future learning as a result. Reflect upon how similar or different pupils found the subject matter was from previous topics.	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: Pupils will know that: • Hindus see Brahman as being in everything and everywhere in the universe all at the same time. • Brahman is the ultimate reality/supreme being • There is one Brahman. • The many deities in Hindu traditions each show qualities of Brahman. • Many Hindu people will focus on particular deities; there are often reasons for this. • Many Hindus will carry out certain actions due to the idea that Brahman is in all living things. • The term for the spark of Brahman within all living things is 'Atman'. **Engaging with religious worldviews: Pupils will:** • Encounter similarity (e.g. most Hindus focus on deities during puja) and diversity (e.g. different Hindus may focus on different deities during puja/differing ideas about the exact nature of Brahman among Hindus). • Focus on how Hindus in the local area see Brahman and act due to their understanding of Brahman, through listening to voices of Hindus from the local community and observing real life examples, e.g. murtis that people have in their homes. **Understanding themselves: Pupils will:** • Think about how they expect to come to very new learning in RE, acknowledging that everyone might see things from a different position or context	The RE Today resource, Inspiring RE: Hindus offers resources that support this unit. **Lesson 1** • Films could include BBC's My Life My Religion 'The cycle of birth, death and rebirth clip' based on Hindu traditions www.bbc.co.uk/teach/class-clips-video/articles/zn68qp3, excerpts from EdX's Contemporary Hindu Voices film which is part of Day 1/Introduction to the *Hinduism Through its Scriptures* Course www.edx.org/learn/hinduism/harvard-university-hinduism-through-its-scriptures?index=product&queryId=66317601c69cd49398bc0301d0effeac&position=1. TrueTube may also have some relevant material. • Written quotes can be found on NATRE's Children Talking Database in response to question 3 (it is generally advisable to use the secondary questionnaire responses for clarity of answers rather than the primary questionnaire) https://old.natre.org.uk/db/profile2a.php, or NATRE members can download this PDF which contains nine quotes about samsara from Hindu young people (see p. 4) https://natre.org.uk/resources/big-questions-unit-5-what-do-hindus-believe-happens-when-you-die-2/ **Lesson 2** • There are many quotes from the Bhagavad Gita you might like to use, some are 2.13, 2.20, 2.22, 2.27, 18.66 • Artworks might include images from: www.poojn.in/post/23919/samsara-and-moksha-a-guide-to-escaping-the-cycle-of-rebirth?srsltid=AfmBOor44uAN6LRitgImghmpLJGb53w9F916B-OAhkdY7EFznTKFgNZs#google_vignette or Spiritual and Material Bodies – Krishna.com (the latter is also reproduced as part p. 5 of the PDF from Inspiring RE: Hindus – available here or free to all NATRE members https://natre.org.uk/resources/big-questions-unit-5-what-do-hindus-believe-happens-when-you-die-2/) **Lesson 3**

	• Within this short clip, Archarya Prashant talks about karma within the Bhagavad Gita www.youtube.com/shorts/ArBsk7By1bI. This may be more suitable for teacher knowledge than to share in class. • It would be good to use local charities linked to Hindu traditions. Some more national ones are Sewa UK https://sewauk.org/ and Hindu Aid UK www.hinduaiduk.org/ **Lesson 4** • Two stories which can help show part of the dharma of humans to be humane are King Yudhishthira and the Dog www.storyandreligion.div.ed.ac.uk/wp-content/uploads/2015/08/King-Yudhisthira-and-His-Dog.pdf (NATRE members can find a child friendly version in Inspiring RE: Hindus by RE Today Services) and the story of Yudhishthira telling Arjuna to give up his bow (cross-phase NATRE members can find a free version here: https://natre.org.uk/resources/arjuna-and-yudhishthira-2/) **Lesson 5 Pupils could look at:** • Gurudev Sri Sri Ravi Shankar www.srisriravishankar.org • Anandmurti Gurumaa https://gurumaa.com/ • Sadhguru https://isha.sadhguru.org/uk/en • Satguru Sri Mata Amritanandamayi Devi https://amma.org/ Background information for teachers on these gurus can be found in the RE Today secondary publication, Investigating Hindu Worldviews