Autumn 1: Year 6					
RE Unit	**Ways of Knowing (icons)**	**Builds on**	**Curriculum Rationale (Statutory to cover NSE)**	**Leads on**	**National Statement of Entitlement:**
U2.5 Why might Hindus want to be good?	Expressing Ideas Interviews Case Studies Reflection Observation Text Evaluating arguments	**Year 1** 1.5 What is it like to be brought up in a Hindu home in the UK today? **Year 4** L2.5 What beliefs do Hindus hold about the Supreme Being?	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view		a: nature/formation/expression d: meaning and purpose e: values, commitments and morality f: influence and power h: lived experience j: personal worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
L1: What are the meanings of: dharma, karma, samsara and moksha?	Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe …' Glossary of Hindu beliefs.	**Expressing Ideas** Ask pupils to identify four goals they would like to achieve. Ask them to divide a page into quarters and illustrate each of them e.g good friends, good job, profession. Model with your own goals when you were young. Discuss whether their four goals all add up to one ultimate goal/purpose – happiness or success – or are the four goals all separate things to achieve? Put pupils into groups of four to look at each other's life goals. On a separate sheet, list those that are about: duties, enjoying life, being successful, religious ideas. Use the grid on **Activity 1** to introduce the four Purusharthas - dharma, karma, samsara and moksha. Relate these to pupils' discussions about the types of goals they have.	Purusharthas, Dharma, karma, samsara, moksha
L2: If karma is the law of justice from which nobody escapes, does this mean that ultimately everything turns out to be fair?	The law of cause and effect, and how actions bring good or bad karma. Connect this with Hindu beliefs about samsara.	**Looking at Interviews, Evaluating Arguments** Explore Hindu ideas of karma – the law of cause and effect, and how actions bring good or bad karma. Connect this with Hindu beliefs about samsara – the cycle of life death and rebirth travelled by the atman through various reincarnations, to achieve moksha (release from the cycle of samsara, and union with Brahman). https://www.youtube.com/watch?v=Uq6_HUMtQtI&ab_channel=BBCTeach Children to draw the cycles of life – good karma and bad karma. Discuss: If karma is the law of justice from which nobody escapes, does this mean that ultimately everything turns out to be fair? Talk about how different people might respond to this, including non-religious responses. Encourage them to think creatively about: what	Karma, samsara, rebirth, moksha, Brahman

		difference would it make to how they live if they were sure that there was karma? Why would it make a difference?	
L3: Name the four stages of life. How do they link with the idea of Karma?	Explore Hindu ideas about the four aims of life and connect them with the idea of karma.	**Exploring Case Studies, Reflecting on your own position** Use the **PowerPoint** to explore Hindu ideas about the four aims of life (punusharthas): dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; karma: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth/ reincarnation. Compare these with pupils' goals for living. How well do the Hindu ashramas fit in with pupils' ideas of a life plan? **Activity 4** Discuss: Does a basic plan for life like the ashramas help guide people to live good lives? What might be some of the problems with this approach to life?	Punusharthas, Artha, karma, moksha, reincarnation
L4: How might a Hindu describe their journey in life?	Understand that Hindus might describe life as a journey towards moksha. They go through different stages (ashramas) with each having its own dharma to help Hindus be good.	**Exploring Case Studies, Reflecting on your own position** Hindus might describe life as a journey towards moksha; Hindu life is also part of a journey through different stages (ashramas), each with different duties. Look at the different dharma/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the dharma for these stages help Hindus to be good? Compare the different Hindu stages with the duties pupils have now, and ones they think they will have at later stages of life. Do the stages impact our journey in life? Does having responsibilities help us to be good? Ask pupils to select three of the duties. For each, complete these four sentence starters: A Hindu might fulfil this duty by . . . This would be a good action because… I might fulfil this duty by… This would be a good action for me because…	Ashramas, duties

L5: Give an example of ahimsa and how it links with atman/karma.	Understand how Hindu values connect them with the community e.g ahimsa and satya	**Exploring case studies, looking at interviews** **PowerPoint L5** Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. ahimsa (non-violence) and satya (truthfulness). Ask pupils in pairs to read Vaahila and Jeevan's thoughts on ahimsa. **Resource 6.2** Listener should try to write down five key words. Discuss key words: which are different/match and which words do they not understand? Class discussion. Pupils to write a short reflection on Vaahila and Jeevan's ideas using these sentence starters: I agree most with… I don't agree with… Something I have not thought about before is…	Ahimsa, satya, eternal self/atman
L6: How does a Hindu life guide Pandurang Shastri Athavale in how they live?	Explore ways in which Hindus make a difference in the world-wide community.	**Observation, Examining Text** Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Pandurang Shastri Athavale.	Recall key words taught

Learning Outcomes (what pupils know)	Quiz Questions
Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.	Explain how a Hindu would live and why. Explain the terms dharma, karma, samsara and moksha. Explain how Hindu belief is different to Christian belief. Can you explain how the shape of a circle is a theme which runs through Hindu belief? Why do Hindus want to have good karma? How do Hindus decide if actions are good or bad?

Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	If Hinduism doesn't have a list of rules to follow, how do Hindu people know they are getting it right? What sources of wisdom/authority do Hindus have to help them?