

### Scheme of Learning:

**Enquiry Question (Composite):** Respect: Anti-prejudice RE

#notatourschool

**Topic:** Humanism

**Rationale:** - Having studied Eastern Faiths with themes of Authority, compassion and meta cognition students will continue to develop empathy through this module, particularly for minority groups. Exploration of a contemporary faith such as Humanism will enlighten students to the values of morality and law separate from metaphysical properties.

Component	Granular substantive knowledge	Disciplinary literacy	Resources- all on the system
<b>To know what Humanism is and how it relates to this topic.</b>	What are the key beliefs of humanists? How do humanists make moral decisions?  What is morality, why should we do the right thing? <b>(Belief)</b>	<u>Key vocab:</u> Humanist – Believe the world is a natural phenomenon with no supernatural side, and <b>science</b> provides the best way to understand it  Atheist – someone who does not believe in God Secularist – society that is not regarded as religious, spiritual, or sacred. <b>Agnostics:</b> believe we can't know if a god or gods exist.	PPT
<b>To know the difference between Prejudice and Discrimination.</b>	Prejudice and discrimination <b>(Behave)</b>  What is the difference between prejudice and discrimination? What are some examples of Prejudice and discrimination?	<u>Key vocab:</u> <b>Stereotype</b> – having an attitude about a group of people <b>Prejudice</b> – judging someone before you know them	

	Is it ever right to discriminate? (positive discrimination)	<b>Discrimination</b> – putting prejudice into practice and treating people less favourably because of their race / gender / colour / class <b>Equality</b> – the state of everyone having equal rights regardless of race / gender / colour	
<b>To know what Racism is and how to be anti – racist.</b>	Racism and it's history, with links to key humanist figures( <b>Behave</b> )  How does racism effect people? How have attitudes towards racism changed?  What does it mean to be anti racist? How can we be anti racist? How does that link to #noatourschool	<u>Key vocab:</u>  <b>Racism</b> prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.	
<b>To know what sexism is.</b>	Sexism and it's history, with links to key humanist figures( <b>Behave</b> )  What does it mean to be a feminist? How have women been discriminated against? How have attitudes changes towards	<u>Key Vocab</u>  <u><b>Sexism-</b> is the belief or attitude that one gender or sex is inferior to, less competent, or less valuable than the other</u>	
<b>To know what Homophobia and transphobia are. To know why hate language is wrong.</b>	Homophobia and it's history, with links to key humanist figures( <b>Behave</b> )	<u>Key Vocab</u> <b>Homophobia</b> - Prejudice based on sexual preference for the same sex as yourself is called homophobia. <b>Transphobia</b> - Prejudice based on discrimination of a person whose	

		personal identity and gender does not correspond with their birth sex. Discrimination against the LGBT+ community is illegal.	
<b>To know how people face discrimination because of Religion</b>	Islamophobia and antisemitism and it's history. <b>(Behave)</b>	<u>Key Vocab</u> <b>Islamophobia</b> - Prejudice and discrimination based on being a Muslim and following Islam is called Islamophobia. Discrimination and acts which insight hate against Muslims is illegal. <b>Anti Semitism</b> Prejudice and discrimination based on being Jewish. Discrimination of Jewish people is illegal.	
<b>To know what Ableism is.</b>	Ableism and it's history, with links to key humanist figures <b>(Behave)</b>	<u>Key Vocab</u> Ableism – discrimination against people who are physically diverse and/ or disabled.	

**Scheme of Learning: SoL: Why is my hair like that – an introduction to worldviews.**

**(Composite): Topic: To understand Belief, Belong, Behave, identity**

**Rationale: - Rationale: Studying key terms such Identity and worldview enable students to gain an understanding of belief and how this effects their worldviews and those that we will explore throughout KS3. This is explored through the subject of hair. This will help to revise knowledge and bridge the gap from KS2 whilst also allowing them to relate knowledge learned to their own experiences.**

<b>Lesson number</b>	<b>Component</b>	<b>Granular substantive knowledge</b>	<b>Disciplinary literacy</b>	<b>Resources- all on the system</b>
<u>1</u>	<u>What does your Hair style say about you?</u>	In this unit we will be looking at how our worldview INFLUENCES our identity through our hair. We will be looking at how different worldviews see the importance of hair or head coverings and comparing it with our own world view thinking about what we can learn from then and what they can learn from us.	<b>Influence</b> – The way that our behaviour is changed by others around us. <b>Identity</b> – The fact of being who you are. Our <b>Identity</b> is often <b>influenced</b> by the world around us and the people who we are in contact with.	Powerpoint on the shared drive Worksheet to draw pictures of their own hair style Clips and links are in the ppt

<u>2</u>	<u>Wiccan world view</u> <u>– why do witches</u> <u>wear pointed hats?</u>	To understand what modern witchcraft is. To consider why we're all so worried about it.	<b><u>Wicca</u></b> - the largest of the modern <u>Pagan</u> , or <u>Neo-Pagan</u> , religions. Its followers, who are called Wiccans, typically identify as <u>witches</u> and draw inspiration largely from the pre-Christian religions of Europe.  <b><u>Pagan</u></b> – a general term used to describe traditional religions which often have more than one god.	Powerpoint on the shared drive
<u>3</u>	<u>Orthodox Jews and their hair</u>	To introduce the world view of Judaism. To begin to understand different orthodox Jewish hairstyles and why they are important. to consider how we can be inclusive of all traditional clothing here at The Castle School.	<b>Orthodox Jew</b> – a Jewish person who aims to follow the rules of the Torah <b>Peyot</b> – Sidelocks worn by orthodox Jewish men <b>Sheitel</b> – a Wig worn by married Jewish women <b>Tichel</b> – a headscarf worn by Jewish women. <b>Mitvot</b> – Laws given by G-d.	Powerpoint on the shared drive  Kipper artefacts from box to try on
<u>4</u>	<u>Buddhist monks and their hair</u>	Introduce the worldview of Buddha Dharma. To learn about the Buddhist Monastic tradition to understand that it can be liberating to give something up in order to reflect on the important things.	<b>Buddha Dharma</b> – The religion known commonly as Buddhism.  <b>Sangha</b> – The community of Buddhists.  <b>Tonsure</b> – The practice of cutting your hair or shaving your head for religious reasons.	Powerpoint on the shared drive  Clips on PPT

			<b>Pabbajja</b> – To “go Forth” and give up your possessions to become a monk.	
<u>5</u>	<u>Muslim women and their hair</u>	<p>To introduce the world view of Islam.</p> <p>To discuss the idea of modesty and why that is important in Islam.</p> <p>To understand that sometimes people are treated badly because of their beliefs and appearance and evaluate whether people should be allowed to wear what ever they want.</p>	<p><b>Hijab</b> - a head covering worn in public by some Muslim women.</p> <p><b>Burka</b>- a long, loose garment covering the whole body from head to feet, worn in public by women in many Muslim countries.</p> <p><b>Niqab</b> - a <u>veil</u> worn by some Muslim women in public, covering all of the face apart from the eyes.</p> <p><b>Modesty</b> – the quality of not showing off, covering up in public.</p>	<p>Powerpoint on the shared drive</p> <p>Hijab artefacts</p>
<u>6</u>	<u>Sikhs and their uncut hair</u>	<p>To introduce the worldview of Sikhi.</p> <p>To learn about the Khalsa and why identity is important to Sikhs.</p> <p>To understand that sometimes hair styles and head wear can have a deep symbolic meaning associated to a religious belief.</p>	<p><b>Sikhi</b> – the name of the religion</p> <p><b>Khalsa</b> – Baptised Sikhs</p> <p><b>5 Ks</b> – The 5 things baptised Sikhs wear</p> <p><b>Kesh</b> - uncut hair</p> <p><b>Turban</b> – a long length of fabric that folds to cover hair</p> <p><b>Duty</b> – something you perform to show respect</p>	<p>Powerpoint on the shared drive</p> <p>Turban artefacts from box to show how long the turban is and practice tying it.</p>

			<b>Equality</b> – being treated the same	
<u>7</u>	<u>Rastafarians and their hair</u>	To understand that some people use their hair as rebellion, and learn about the worldview of Benjamin Zephaniah and Rastafarianism.	<p><b>Rastafarian</b> – Rastafari, sometimes called Rastafarianism, is a religion that developed in Jamaica during the 1930s.</p> <p><b>Dreadlocks</b> - a Rastafarian hairstyle in which the hair is washed but not <u>combed</u> and twisted while wet into tight <u>braids</u> or <u>ringlets</u> hanging down on all sides.</p> <p><b>Freedom</b> - The power or right to act, speak, or think as one wants.</p> <p><b>Rebellion</b> - The action or process of <u>resisting</u> authority, control, or convention.</p>	Powerpoint on the shared drive WKS to gather information Information sheets to print
<u>8</u>	<u>Punks and their hair, hair as protest</u>	To introduce ideas about protest and why this is a powerful thing in modern British worldview. to understand that some people have used their hair as protest.	<p><b>Laws</b> – rules set by governments to keep us safe.</p> <p><b>Protest</b> – letting authority know you disagree with something</p> <p><b>Punks</b> - A punk is a young person who behaves in a rude, aggressive, or violent way.</p>	PowerPoint on the shared drive

<b><u>9</u></b>	<b><u>Revision</u></b>	How to use a learning grid to revise for the topic		Powerpoint on the shared drive  Print out 6x6 grid for the activity
<b><u>10</u></b>	<b><u>Assessment</u></b>			
<b><u>11</u></b>	<b><u>Feedback</u></b>			



### Scheme of Learning:

#### Enquiry Question (Composite): Topic:

Rationale: -

Component	Granular substantive knowledge	Disciplinary literacy	Resources- all on the system
<b>To know the largescale worldviews in society</b>	While everyone has their own individual worldview, it is possible to categorise worldviews into five broad groups  understanding different worldviews can help our society by understanding conflict	<u>Key Vocab:</u> <b>Worldview</b> – the way we make sense of the world and decide what is important <b>Modernism</b> - a worldview that emphasizes rationality and science as the sources of truth and progress. <b>Postmodernism</b> – a worldview that rejects any worldview as the ultimate source of truth. Every individual’s view is equally valid	PPT Table + glasses printouts
<b>To understand how worldviews explains why we exist</b>	The role of creation myths in society  How worldviews help us answer existential questions	<u>Key Vocab:</u> <b>Creation</b> - Beliefs about how the universe began <b>Myth</b> - stories that teach spiritual truths about the universe <b>Aboriginal people</b> - The people who lived in a place before European settlers arrived <b>Animism</b> - the belief that objects, places and creatures all have distinct spirits	PPT
<b>To be able to argue for and against the existence of God</b>	Understand rational arguments for and against the existence of God	<u>Key Vocab:</u>	PPT ‘Watchmaker’ video

	Discuss the need for rational arguments for spiritual beliefs (in the context of different worldviews)	<b>Cosmological Argument</b> (proof from first cause) <b>Teleological argument</b> (proof from design)	Additional reading on opposition to teleological argument (suggested for HAP)
<b>To Understand what other Political Systems are like</b>	Tribal worldviews lead to authoritarian regimes  Dictatorship as an alternative political system to the UK's	<b>Dictatorship</b> – A political system where one person or Government has total authority over the country	PPT Video + question sheet
<b>To understand the role of the King in Britain's political system</b>	The British unwritten constitution upholds the separation of power  Monarchy reflects a traditional worldview that contributes value of service to our society and recognises we are part of something bigger than ourselves	<u>Key Words:</u> <b>Constitutional Monarchy</b> - a form of monarchy in which the monarch exercises their authority in accordance with our laws and not alone <b>Constitution</b> - a set of principles/rules that underpin the laws of a country <b>Tripartite System</b> – a system of Government where executive, legislature and judiciary power leads a country	PPT
<b>To be able to discuss Euthanasia</b>	Rule of law is a fundamental principle in British society  People's views on what the law should be are shaped by their worldviews (looked at in the context of euthanasia law)	<u>Key Word:</u> <b>Euthanasia</b> - the painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma	PPT Sections of documentary video
<b>To understand how power works in a democracy</b>	Democracy is an important protection against abuse of power  To discuss the importance of democracy within different worldviews	<u>Key Words:</u> <b>Referendum</b> - Where a country votes on a single issue <b>Election</b> - Where a country votes for the party in power	PPT

		<b>First past the post</b> - a type of voting system <b>Proportional representation</b> - another type of voting system <b>Devolution</b> - Giving more power to Scotland, Wales, Northern Ireland	
<b>To understand the importance of human rights</b>	<p>Everyone has human rights</p> <p>The idea of human rights is particularly important to postmodern thinkers</p>	<b>Human rights</b> – the basic rights and freedoms that belong to every person	PPT
<b>To understand why some people protest</b>	<p>People in the UK have rights and responsibilities around protest</p> <p>Views about political issues are shaped by worldviews which can lead to conflict (understood through a discussion of animal testing)</p> <p>Conflicts can be understood through the lens of different worldviews</p>	<u>Key Words:</u> <b>Dominion</b> - to rule over nature <b>Stewardship</b> - responsible use and protection of the natural environment <b>Protest</b> – people show that they disagree strongly with something by standing together and shouting and carrying signs, to change the minds of people in power	PPT
<u><b>Revision</b></u>	Revision checks Students understanding of all components.		Planning Sheets. Example Answers Mark Scheme
<u><b>Planning</b></u>	Students apply Components towards the Composite.	Apply understanding of different worldviews to the resolution of conflict (treatment of the environment)	Planning Grids
<u><b>Assessment</b></u>	Students Demonstrate knowledge of Composite through the Assessment task.	<ul style="list-style-type: none"> <li>• Demonstrate specific knowledge about different worldviews</li> <li>• Use evidence to back up arguments</li> <li>• Demonstrate skill in discursive writing</li> </ul>	N/A
<u><b>DIRT</b></u>	Students improve based on Misconceptions.		Feedback Sheets

### Scheme of Learning:

Enquiry Question (Composite): Topic: What does Jesus mean today?

	Component	Granular substantive knowledge	Disciplinary literacy	Resources- all on the system
Historical Jesus	Origins of Jesus (Historicity)	<b>Much of Jesus' life is recorded in the Bible, however many people don't believe what is written in here to be true. This lesson investigates the evidence from different sources to develop an opinion on if Jesus is real.</b>	<u>Key vocab:</u>  <b>Evidence</b> – Evidence is everything that is <b>used</b> to <b>determine or demonstrate</b> the <b>truth</b> of an assertion (claim). If we can <b>check</b> something then or can <b>trust</b> it, it is <b>reliable</b> .	PPT – worksheet  Extension PPT with additional sources for evidence.
	What did Jesus look like? (Ethnicity)	Jesus is depicted in many different ways, this lesson reflects on many of these images and discusses the reasons why Jesus might look different in different cultures. The most important part being if it matters what Jesus looks like.	<u>Key vocab:</u> <u>Culture</u> <u>Representation</u> <u>Identity</u> <u>Relate</u>	PPT – print out of pictures of Jesus from slide to encourage discussion
Theological Jesus - beliefs	To know what Christians believe about Jesus as messiah.	Christians believe that Jesus was special – they believe he was the Messiah – this lesson explores through reading scripture extracts what the early Jews were	<u>Key vocab:</u> <u>Incarnation</u> <u>Messiah</u> <u>Scripture</u>	PPT and Scripture to read and annotate.

		waiting for and why Jesus is seen as the Messiah.		
	To know what a miracle is and what Christians believe about Jesus and miracles.	Jesus is said to have performed various miracles – this lesson explores what these miracles are said to have been, the different types of miracles and why are these miracles important.	<u>Key Vocab</u> <u>Miracles</u> <b>Raising to life miracle</b> – Jesus raises someone from the dead <b>Nature miracle</b> – Jesus shows his power over the natural world <b>Healing miracle</b> – Jesus heals someone from a disease	PPT and miracles to print.
	What does the cross mean to Christians?	Jesus was crucified by the Romans and is said to have risen from the dead – this belief is important for Christians. This lesson explores what the symbol of the cross means for Christians based on the key words.	<u>Key Vocab</u> <u>atonement</u> - to make up for something that has gone wrong <u>Reconciliation</u> - bringing together people who have been enemies or set apart from each other <u>Sacrifice</u> - To give something up for someone else <u>Suffering</u> - to feel physical and/or emotional pain <u>Forgiveness</u> - To show compassion or pardoning for something someone has done wrong.	PPT on the system Print slide with sources
Modern Contextualised Jesus – what does he mean to different people?	Jesus and materialism	Jesus taught that money and the love of money was bad, in this lesson you explore key teachings and scripture from Jesus and explain what Jesus taught and how this is relevant today?	<u>Key Vocab</u> <b>Consumer</b> – one who purchases goods for personal use <b>Materialistic</b> – concerned with materialistic possessions and money	PPT on TEAMS Print slides with scripture

			<b>Heaven</b> – A Christian belief about life after death.	
	Jesus as a rebel	Jesus is seen by many as a freedom fighter and some of his ideas were quite rebellious in the Roman times – this lesson uses some of his teachings to discuss what an authority means and how Jesus was a rebel and how he influenced change in the ancient world and how he still influences things today	Rebel – someone who rises up against armed resistance. Revolutionary- a person who engages in political change Authority – the right to expect obedience.	PPT on TEAMS
	Jesus and popular culture	Jesus is depicted in many forms today – in this lesson you will explore what popular culture is and how it has depicted Jesus – students will then look at who Stormzy is and the question is he a good role model and a good example for young Christians today.	Popular culture - culture based on the tastes of ordinary people rather than an educated elite.	PPT on TEAMS Videos in PPT print off WKS stick into books
Extra lesson	Who is my neighbour?	Good Samaritan – Jesus challenging inside/outside us/them thinking. Everyone is included. Golden rule		
	<u>Revision</u>	Revision checks Students understanding of all components.		Planning Sheets. Example Answers

				Mark Scheme
	<b><u>Planning</u></b>	Students apply Components towards the Composite.		Planning Grids
	<b><u>Assessment</u></b>	Students Demonstrate knowledge of Composite through the Assessment task.		N/A
	<b><u>DIRT</u></b>	Students improve based on Misconceptions.		Feedback Sheets

### **Scheme of Learning:**

**Topic: Sikhi: How do Sikh show belonging and pride in their faith and put their beliefs into action**

**Rationale:** - Building on from knowledge learned from the other Dharmic faiths and the respect topics, explore the foundations and beliefs of Sikhi and how modern British Sikhs show this faith in practice.

<b>Component</b>	<b>Granular substantive knowledge</b>	<b>Disciplinary literacy</b>	<b>Resources- all on the system</b>
Who was Guru Nanak ?	The origins of Sikhi how did it start? Where is the Punjab? Knowledge of terms Guru and Sikh. The story of Guru Nanak. The belief in to universal nature of Mukti.	Sikhi – Formally the religion of Sikhism. Sikh – disciple Guru – Teacher Punjab- Region in the north west of India where Sikhi started. Khanda symbol – Sikh symbol Mukti – Freedom from this life.	PPT Timeline
The oneness of God and the Mul Mantar.	The Mul Mantra and the Sikh belief The nature of God in Sikhism	<u>Waheguru – Wonderful lord (Sikh term for God)</u> <u>Oneness of God – there is only one God.</u> <u>Mul Mantar- statement of faith in one God.</u> <u>Ik onkar – From the Guru’s Mouth.</u>	
The 9 other Gurus	Knowledge about the other 9 Gurus and their significance in the development of Sikhi	Martyrdom- To die for you beliefs Amritsar – a place of pilgrimage for Sikhs Equality- everyone being treated the same.	
Guru Gobind Singh and the beginning of the Khalsa	Key features of the life of Guru Gobind Raj (Guru Gobind Singh)	Warrior – a fighter – in Sikhi it means willingness to fight for Justice if necessary.	PPT Knowledge hunt







		<p>Khalsa – The community of the poor – the Sikh community.</p> <p>Amrit – Sanctified liquid made of sugar and water, used in initiation ceremonies.</p> <p>Baisakhi festival – a major Sikh festival celebrating the foundation of the Khalsa in 1699</p> <p>Singh – Lion name adopted by Sikh males</p> <p>Kaur – Princess name given to Sikh females</p> <p>Initiation- to become part of something</p> <p>Sant Sipahi – Saint soldiers</p>	
<u>The 5 Ks</u>	<p>How Sikhs put their faith into practice the wearing of the 5ks</p> <p>Becoming and member of the Khalsa and the meaning of that</p>	<p><u>Kesh</u></p> <p><u>Kirpan</u></p> <p><u>Kara</u></p> <p><u>Kachera</u></p> <p><u>Kanga</u></p> <p><u>Commitment</u></p>	PPT
<u>Empathy, Siki and society</u>	<p>Persecution of Sikhs</p> <p>Visibility and presence – the ability to put yourself in someone else’s shoes, if that was me how would you feel.</p>	<p><u>Persecution</u></p> <p><u>Empathy</u></p> <p><u>Turban</u></p> <p><u>Pride</u></p> <p><u>Dharam yudh – defence of Justice</u></p>	
<u>The Gurdwara and the Langar</u>	<p>The idea of unconditional charity</p> <p>What is the Gurdwara</p>	<p><u>Gurdwara</u></p> <p><u>Langar</u></p> <p><u>Kara Parishad</u></p> <p><u>Golden temple</u></p>	


<u>Guru Granth sahib and respect</u>	How the GGS is treated in the Gurdwara		
<u>Sewa and Kalsa aid, how Sikhs show selfless service</u>	Research on sewa for British Sikhs and the importance of Khalsa aid.	<u>Sewa</u> <u>Khalsa aid</u> <u>Kurahits – religious vows guiding personal conduct.</u>	
<b><u>Revision</u></b>	Revision checks Students understanding of all components.		Planning Sheets. Example Answers Mark Scheme
<b><u>Planning</u></b>	Students apply Components towards the Composite.		Planning Grids
<b><u>Assessment</u></b>	Students Demonstrate knowledge of Composite through the Assessment task.		N/A
<b><u>DIRT</u></b>	Students improve based on Misconceptions.		Feedback Sheets

**Aims:** To develop an awareness of the basic beliefs of Hinduism; to explore origins and truth, beliefs about the nature of God, about life, religious practices. It is essential that students can make comparisons to their own traditions and understand the brotherhood of faith in God, have an awareness of other cultures to increase not only empathy but an understanding of the world around them.

Lesson Title & Learning Aims	Teaching and learning	Resources	Assessment - Reflection
<p>1. HINDUISM A journey to India</p>	<p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>1. Introduction to India and the birth place of Hinduism from the Indus Valley Civilisation and a founder unknown.</li> </ol> <p><i>Hinduism has its roots in an ancient civilisation known as the Indus Valley Civilisation which flourished between 3500 and 1500BCE. The civilisation ended around the same time a nomadic people called the Aryans arrived in India. Hinduism developed from the religious ideas of both peoples and therefore there is no one founder.</i></p> <p><i>Hinduism is the oldest of the world's living religions and there are over 750 million Hindus in the world today. Hindus do not call their religion 'Hinduism', but refer to it simply as <b>sanatana dharma</b>. This means 'eternal teaching', 'eternal law' or 'eternal truths'.</i></p> <p>Hinduism is a varied religion. <i>Hinduism was not founded by an individual person and it developed slowly over a long period of time. For these reasons it is a varied religion.</i></p>	<p>An IT room needs to be booked for this lesson.</p>	<p>What have you learned?</p> <ol style="list-style-type: none"> <li>1. About your own thoughts?</li> <li>2. About different people in your class?</li> <li>3. About different people in the world?</li> </ol>

<p>2. HINDUISM</p> <p>Beliefs about God</p>	<p><b>A01:</b> Who is God, what is the Trimurti?</p> <p><b>A02:</b> Why are there so many Gods?</p> <p>Why do people believe in different gods, what do they know?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>Review lesson 1; important ideas about truth perspectives.</li> </ul> <p>Q: What is God? Ideas bank – describing words, imagery, experience.</p> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>What is God like?</li> <li>Brahman (gods and goddesses or avatars) Images of God.</li> </ol> <p><i>Brahman most commonly refers to an unchanging ultimate reality which many Hindus believe exists beyond the ever-changing, everyday world of appearances. Legend has it that a wise man taught his son about Brahman by asking him first to put some salt in water and then to take it out again. Of course, the salt dissolved and the son could not take it out. His father told him that the presence of Brahman in the world is like the salt in the water; invisible but everywhere.</i></p>  <ol style="list-style-type: none"> <li>This is the sacred symbol and sound “Aum” or “Om” which is Brahman. <i>There are many explanations of its meaning but they all lead to Brahman.</i></li> <li>Who are the Trimurti? <i>There are three gods which Hindus believe are most important collectively called the <b>Trimurti</b>. <b>Brahma</b> (the creator), <b>Vishnu</b> (the preserver) and <b>Shiva</b> (the destroyer). They work together in a never-ending pattern.</i></li> </ol> <p>- The perfect Garden storyboard. – imagine such a beautiful garden place, use each of the Trimurti gods and explain how the garden comes into being and regenerates, how it is tended to and all that dies and extinguishes is destroyed to keep the garden perfect.</p> <p>- Russian Dolls exercise, what elements of you can be separated and described? Q: Explain how the three gods work together? Q: Explain why Hindus say that the different gods are ways of describing Brahman?</p> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Blockbusters, 3-3-1, Quick Fire Questions</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Act out the salt into water in groups for further reflection</li> <li>Sue Penney Foundation Issue: Hinduism books p8 - 11</li> <li>Encyclopaedia of Religions: Hinduism p14-15</li> <li>Hindu Top Trumps: Hindu Gods game</li> <li>Class Clips 3632 – Hindu beliefs about God <a href="http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-god/3632.html">http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-god/3632.html</a></li> <li>Class Clips 4796 – Explanation of Hindu gods <a href="http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html">http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html</a></li> </ul> 	<p>Q: How can our ideas about God be so different and so similar?</p> <p>Brahman is likened to salt dissolving in water; Q1: Why do you think this is a particularly useful illustration? Q:2 Can you think of your own ‘word picture’ to illustrate this idea?</p> <p>Rebecca; the daughter, sister, friend, wife?</p>
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<p>3 HINDUISM</p> <p>Beliefs about God the Creator</p>	<p><b>A01:</b> To explore the Hindu concept of God as creator. What part do believers say God played in Creation?</p> <p><b>A02:</b> How do you think the world should be treated?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>Q: What makes up the world around us?</li> <li>Q: What elements are unique and specially designed?</li> <li>Q: How was the world created?</li> <li>Q: How do you make sense of the existence of the world?</li> </ul> <p><u>Tasks:</u></p> <p>1. Brahman and the creation story – Students should illustrate in their own words and pictures the creations story according to followers of Hinduism.</p> <p>How were human beings created?  <i>Before the world, before the sky, before space, there was nothing but ocean: a flat, rolling lake that lapped the edges of emptiness and the void beyond. Floating on the water was a giant snake: Ananta, the Serpent King. In his coils, eyes closed, undisturbed, lay the Lord Vishnu. God, asleep. Water, snake, god: nothing moved. Stillness...perfection. Then in the deepest recesses of the world, a sound began. A slow gathering, a humming, a throbbing. It grew and pulsed and filled the emptiness: a power, an urge, a throbbing itch of energy. It billowed and gathered into a single echoing syllable, folding in on itself endlessly, endlessly, like a beating heart: OM.....OM.....OM.....OM....</i></p> <p><u>Plenary:</u>  Q: How do you think the world should be treated, and why?  Q: What is our responsibility to the Earth?</p> 	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>The Hindu creation story worksheet</li> <li>Sue Penney Foundation Issue: Hinduism books</li> <li>Story board with fill in the gaps or a more ridged framework</li> <li>Class Clips 8377 – The Bishnoi Hindus, protectors of nature  <a href="http://www.bbc.co.uk/learningzone/clips/hindu-bishnoi/8377.html">http://www.bbc.co.uk/learningzone/clips/hindu-bishnoi/8377.html</a></li> <li>Class Clips 8377 – Hindus and the environment  <a href="http://www.bbc.co.uk/learningzone/clips/hindus-and-the-environment/3630.html">http://www.bbc.co.uk/learningzone/clips/hindus-and-the-environment/3630.html</a></li> <li>Class Clips 8377 – Hindus and Christians on the environment  <a href="http://www.bbc.co.uk/learningzone/clips/a-short-history-of-the-environment/3160.html">http://www.bbc.co.uk/learningzone/clips/a-short-history-of-the-environment/3160.html</a></li> </ul>	<p>Q: What do religions teach about the Earth?</p> <p><u>Reflection:</u>  For Hindus, God is not outside nature. All living things are regarded as <b>sacred</b> because they are all part of God. Since nature is sacred it is good in itself, and should be treated with <b>respect</b> and <b>compassion</b>. It is not to be manipulated, polluted, exploited or depleted.</p> <p>Flowers represent the beauty and bounty of nature. They play an important part in Hindu worship.</p>  <div data-bbox="1478 1143 1934 1458"> <p>“I am a <b>vegetarian</b> because of my religion which teaches me that the divine spirit is in everything; human, animal, rivers, trees and mountains. To respect God I have to respect the world.”</p> </div>
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<p>4 HINDUISM</p> <p>The story of the gods?</p>	<p><b>A01:</b> Explore the stories of the gods (avatars).</p> <p><b>A02:</b> How should we live in a world of darkness and light?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>Explore the idea of an avatar, look at the forms of Vishnu – Rama and Krishna</li> </ul> <p><u>Tasks:</u></p> <p>Q: Why do we express our beliefs in story?</p> <p>Q: Why do we enjoy religious stories?</p> <p>1. Explore the story of the Ramayana and or Krishna.</p> <ul style="list-style-type: none"> <li>Video ‘Religions around the world’ – Hinduism, Ramayana and Krishna</li> <li>Write a short story where good wins over evil.</li> <li>Create a story cube and assemble</li> <li>Retell the story and illustrate</li> <li>Create a dance to illustrate the most important message of the story for Hindus</li> </ul> <div data-bbox="541 574 940 1105">  </div> <p><i>The Ramayana is the poem of Rama and his wife Sita. They are the ideal couple and the story tells of how Rama rescues his kidnapped wife from the evil demon king Ravana. This victory is seen by many Hindus as the triumph of good over evil.</i></p> <p>The story explains how Vishnu and the other gods walk upon the earth to protect its goodness.</p> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>From the <b>Bhagavad Gita</b>, Krishna reveals: <i>‘Whenever the Sacred Law falls, and evil raises its head, I take embodied birth. To guard the righteous, to root our sinners, and to establish the Sacred Law, I am born from age to age.’</i></li> </ul> <p>Q: When does an avatar take place?</p> <p>Q: What do you think ‘I take embodied birth’ means?</p> <p>Q: What does the avatar do when he is on earth?</p>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Teacher Resource: <a href="http://www.youtube.com/watch?v=-tKT-dKp07M">http://www.youtube.com/watch?v=-tKT-dKp07M</a></li> <li>Animated virtual stories from Hinduism; pictures and narration: Rama and Sita <a href="http://www.bl.uk/learning/cult/sacred/stories/">http://www.bl.uk/learning/cult/sacred/stories/</a></li> <li>Video – Religions of the World, Our World Faiths animated. <ul style="list-style-type: none"> <li>Ramayana <u>OR</u></li> <li>Krishna</li> </ul> </li> <li>YouTube – Avatar clip <a href="http://www.youtube.com/watch?v=1QEFrl-D_3c&amp;feature=related">http://www.youtube.com/watch?v=1QEFrl-D_3c&amp;feature=related</a> <a href="http://www.youtube.com/watch?v=x2UIEGC2lkk&amp;feature=related">http://www.youtube.com/watch?v=x2UIEGC2lkk&amp;feature=related</a></li> <li>Class Clips 3624 – Rama and Sita <a href="http://www.bbc.co.uk/learningzone/clips/rama-and-sita/3624.html">http://www.bbc.co.uk/learningzone/clips/rama-and-sita/3624.html</a></li> <li>The Mahabharata <a href="http://kids.asiasociety.org/stories/mahabharata">http://kids.asiasociety.org/stories/mahabharata</a></li> </ul>	<p>Research another god or goddess; Ganesha, Shiva Hanuman, Kali, Durga, Lakshmi: <a href="http://www.sanatansociety.org/hindu_gods_and_goddesses.htm">http://www.sanatansociety.org/hindu_gods_and_goddesses.htm</a></p> <p>Research another of Vishnu’s avatars and their stories. <a href="http://www.youtube.com/watch?v=hTk37Km8JKw&amp;feature=related">http://www.youtube.com/watch?v=hTk37Km8JKw&amp;feature=related</a> <a href="http://www.youtube.com/watch?v=hPQFx6gyDal&amp;feature=related">http://www.youtube.com/watch?v=hPQFx6gyDal&amp;feature=related</a></p> <p>Q: What form has Vishnu taken, Draw a simple picture.</p> <p>Q: What did the avatar of Vishnu do?</p> <p>Q: What does this avatar tell us about Vishnu and that of Brahman?</p> <p>Q: What does the story tell us about God, about ourselves and about the world?</p> <p>Hmwk/ Assessment Question: Is Hinduism and religion of one God or many?</p>
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<p>5 HINDUISM</p> <p>Living a Hindu life</p> <p>a) Birth customs and the sacred thread ceremony</p>	<p><b>A01:</b></p> <p>What special occasions happen when joining Hinduism?</p> <p><b>A02:</b></p> <p>Why do religions mark important moments?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>What special occasions or ceremonies have you been through? (Religious, non-religious, rites of passage)</li> </ul> <p>Q: Discuss what effect have they had on you? Have they changed you in any way (physically, mentally, spiritually)?</p> <p>Q: Discuss whether other people treat you differently having been through an important ceremony?</p> <p>Q: Discuss why these ceremonies are important?</p> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>Read p42-43 Hinduism Textbook; Sue Penney <ul style="list-style-type: none"> <li>What is a special ceremony? - Outline what <b>samskars</b> are.</li> <li>Write down the key elements of the <b>birth, naming</b> and <b>sacred thread</b> ceremonies using correct vocabulary, full sentences and detail.</li> <li>Give reasons why these religious ceremonies are important and what Hindus believe about them.</li> <li>Reading horoscopes, what does it say about us and what lies in store in the future.</li> </ul> </li> <li>Watch the BBC Class clips; jot down important things said about these ceremonies and any other details different to those in the textbooks.</li> <li>Imagine you have attended one of these rituals for a baby/ child. Write a letter about it to someone you know. <ul style="list-style-type: none"> <li>What happened?</li> <li>What did it mean?</li> <li>The thoughts and feelings of the people there (especially the parents).</li> <li>Your thoughts and feelings at being there.</li> </ul> </li> <li>Create a card to express the sentiment of one ceremony studied. <ul style="list-style-type: none"> <li>Draw beautiful designs, images and symbols for the front cover.</li> <li>Write a well wishing note to the recipient</li> </ul> </li> </ol> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Spider-diagram: List the key elements at the centre of any special ceremony, religious, non-religious.</li> </ul> <p>ॐ Being together, gathering, community, belonging</p> <p>ॐ Expressing belief, identity, ideas, equality, dedication</p> <p>ॐ Marking moments, life, faith, tradition, places</p> <p>ॐ Ritual, promise, feeling, celebration, symbol,</p>	<ul style="list-style-type: none"> <li>p42/3 – Introducing Hinduism, Sue Penney Text Book</li> <li>Class Clips 5920 - Hindu ceremonies, birth, naming, sacred thread.</li> </ul> <p><a href="http://www.bbc.co.uk/learningzone/clips/hindu-ceremonies/5920.html">http://www.bbc.co.uk/learningzone/clips/hindu-ceremonies/5920.html</a></p>	<p>Q: Why do we make important moments?</p> <p>Q: Why are babies and children so important?</p> <p>Q: Why is celebrating birth important?</p> <p>Q: How do religious ceremonies help us to explore what life means?</p> <div data-bbox="1633 548 1980 1141"> </div>
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<p>6 HINDUISM</p> <p>Living a Hindu life</p> <p>b) Karma; actions and deeds</p>	<p><b>AO1:</b> How do you live a good Hindu life?</p> <p><b>AO2:</b> How does God want me to live?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>The Soul? Close your eyes and with your finger point to where your mind is, point to your heart, and point to your soul.</li> <li>Suggest that the brain is a complex mass; 1.5kg of blood and nerve cells, that your heart is a muscular pump the same size as your fist....so where is your 'self', what makes us unique? Some scientists argue that we are nothing but a mix of chemicals, bones, muscles and organs. However, both religious and non-religious people believe that humans are much more than the physical body and that we have something special....a spirit, soul or self. Our soul is our self.</li> </ul> <p><i>Hindus call the soul, the <b>Atman</b> and Hinduism teaches that each living being has a soul. The Atman is part of <b>Brahman</b>. (Our individual soul is part of a universal soul.)</i></p> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>Q: Why are people so concerned with how to live? Q: How do people live a good life? – A few key rules, laws or attitudes to help people to do this.</li> <li>Read p22-23 Hinduism Textbook; Sue Penney <ul style="list-style-type: none"> <li>Write down the key vocabulary: <b>Atman, Dharma, Karma, Moksha, Samsara</b>.</li> <li>Illustrate important Hindu beliefs about karma, reincarnation and samsara in diagram.</li> </ul> </li> <li>Q: What do you think about the idea that the way we live now affects what will happen to us?</li> <li>Design and play a snakes and ladders karma game</li> </ol> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Prayer; devise a prayer about living life to the glory of God, of absolute goodness, actions/deeds etc...</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Sue Penney Foundation Issue: Hinduism books p22</li> <li>Snakes and ladders game boards</li> <li>YouTube – My name is Earl</li> </ul> <p><a href="http://www.youtube.com/watch?v=LyAKsyDN_04">http://www.youtube.com/watch?v=LyAKsyDN_04</a></p> <p>OR</p> <p><a href="http://www.youtube.com/watch?v=hb6AA4LxjMo">http://www.youtube.com/watch?v=hb6AA4LxjMo</a></p> <ul style="list-style-type: none"> <li>Class Clips 3629 - Beliefs about life and death</li> </ul> <p><a href="http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-life-after-death/3629.html">http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-life-after-death/3629.html</a></p>	<p>Q: How can our belief about living life be so different and so similar?</p> <p>Q: How does God want us to live?</p> <p>Q: Is there life after death?</p> <p>Q: What is the meaning of life?</p>
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<p>7 HINDUISM</p> <p>Living a Hindu life</p> <p>c) Ways of Worship: In the home</p>	<p><b>A01:</b> How do Hindus worship?</p> <p><b>A02:</b> How do we express our beliefs in ritual and sacred spaces?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>Discuss: Q: What is worship and what are the aims of worship?</li> </ul> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>Q: Why might worshipping with family be important?</li> <li>Q: Why might dedicating a space for God in our homes be important for believers?</li> <li>Q: What objects would help you to worship God?</li> <li>Q: How and what responsibility do you think it requires to maintain a shrine? <ul style="list-style-type: none"> <li>Read p16-17 Hinduism Textbook; Sue Penney. Write down the key vocabulary <b>Puja, Shrine, Murti</b>.</li> <li>Complete questions 1-4 of the textbook.</li> <li>Complete the diagram; draw and label the puja tray and shrine worksheet.</li> <li>Q: Why is doing ordinary tasks worship for Hindus?</li> <li>Demonstrate the elements of the puja; re-enact and explain with a theatre of learning using music, incense, objects, religious quotations.</li> <li><b>Make a shrine:</b> Using a shoe box, students could make a space fit for worship; add illustrations or objects to help them with the aims of worship reflecting on Hindu ideas and practices.</li> </ul> </li> </ol> <p><i><b>Puja, Hindu worship, make take place in a temple or at home. Puja at home tends to bring together the whole family. It takes place before the family shrine usually decorated with pictures and statues of the gods. The family members light a lamp and pray together each day at the shrine. A family will choose gods to worship depending on their family background but their worship may take their focus onward to understand Brahman. Objects in the shrine appeal to the five senses of sight, sound, smell, taste, touch, these involve the whole person in the worship.</b></i></p> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Washing line: pupils attach their name on a piece of paper to show their view on a relevant issue/topic. * Post-it notes can also work.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Teacher/ student resource website and activities: Puja <a href="http://www.asia.si.edu/pujaonline/puja/background.html">http://www.asia.si.edu/pujaonline/puja/background.html</a></li> <li>p16-17 – Introducing Hinduism, Sue Penney Text Book</li> <li>Class Clips 4799 – Puja at Home <a href="http://www.bbc.co.uk/learningzone/clips/puja/4799.html">http://www.bbc.co.uk/learningzone/clips/puja/4799.html</a></li> <li>Class Clips 5918 – Prayer at home <a href="http://www.bbc.co.uk/learningzone/clips/hindu-prayer-at-home/5918.html">http://www.bbc.co.uk/learningzone/clips/hindu-prayer-at-home/5918.html</a></li> <li><b>Make a shrine:</b> suggested equip <ol style="list-style-type: none"> <li>Shoe box</li> <li>Coloured paper, card</li> <li>Colouring pens, felts</li> <li>Glue</li> <li>Candle, tea light</li> <li>Material, cloth</li> <li>Incense sticks</li> </ol> </li> </ul>	<p><u>Reflective Hindu prayers:</u></p> <p><b>1. The Bhagavad Gita 9: 26:</b> 'If anyone offers me A leaf, flower, fruit or water with devotion, I accept that gift from the giver who gives himself.'</p> <p><b>2. Rig Veda 3. 6. 10:</b> 'We meditate on the glorious light of God. May it inspire our minds.'</p> <p><b>3. The Upanishads 1.1. 28:</b> 'Om! From untruth lead us to truth, from darkness lead us to light, from death lead us to immortality.'</p> <p>Q: How do words, thoughts and actions help us to worship God?</p> <p>Q: How do sacred spaces help us love and respect God?</p> <p>Q: What are the similarities and differences in my worship to a Hindus worship?</p>
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## 8 HINDUISM

### Living a Hindu life

#### d) Worship and Meditation

**A01:**  
What is meditation and yoga? How do Hindus use deep reflection?

**A02:**  
Explore meditation.

#### Please remember

When you are speaking, you will do so in a very slow, relaxed voice, pausing to let the scene sink in, so that the child, whose eyes are closed and who is focusing inward, can easily visualise and feel the scene. The way you use your voice is very important. You will find it best to drop your voice by a few tones, speaking more and more slowly, with a soothing quality.

#### Starter:

- Gather students in a circle sitting around the classroom/ on the floor. \* If possible space take them to the chapel or theatre.

Discuss: Q: What do they know about reflection, meditation, yoga?

Q: What are the aims of such actions?

Q: How and why does a Hindu use meditation?

- Prepare students to involve them in a guided meditation.
- Light incense sticks and or candles for focus

#### Tasks:

##### 1. **Calming and Breathing**

- Gather the children to sit cross legged on the cushions, left palm over the right palm;
- Keep the back straight and also relaxed as that will allow a natural flow of energy up and down the spine;
- Have the children close their eyes;
- Practise deep breathing for a few moments,
- Breathe in to a count of three, hold the breath and breathe out to a count of three;
- As you breathe, you breathe in fresh energy, love, joy and peace. They are entering and spreading throughout your body.
- As you breathe out, imagine any negative feelings — sadness, boredom, anger or tiredness — coming out through your nose and leaving your body and disappearing.

Once the children's bodies, emotions and minds are quiet, they are ready for the fourth step: true meditation -turning inside for their own answers and wisdom. Guide the children to expand their imagination and awareness through guided imagery.

##### 2. ....Guided Meditation.....

##### 3. **Activity, productive awakening**

- Slowly bring your attention back to your body. Feel all your body parts. Slowly wriggle your fingers and toes. Rotate your head. When you are ready, slowly open your eyes.

##### 5. **Grounding:**

Grounding the newfound energy, wisdom, insights and heightened awareness into some useful and productive activity. Direct the students to channel this newly focused energy and creativity into dance, art, story writing, music, sharing, class discussions, creative communication, awareness games or academic work.

- Adapted meditation.  
<http://www.buddhanet.net/e-learning/buddhism/meditate/light.htm>

Q: What have you enjoyed about the meditation?

Q: What did you learn from the meditation?

#### Guided Light meditation:



Imagine that you are a tiny tea light candle. Someone walks toward you and lights your wick. You are now giving out a small glow of orange light. Slowly, your whole body becomes an orange colour. Feel yourself giving out warm orange light. Someone lifts you up and places you on the shrine table.

Your warm orange light is like the brightness of wisdom. You are now shining brightly, as bright as you can be, to drive away the darkness of ignorance. Your light symbolizes the God's teachings. His teachings help and guide us when we are in darkness. When we do unkind deeds and get angry, it is as if we are in darkness. We need the light of the God's teachings to help us.

Your light helps to remind people not to remain in darkness but to brighten themselves with God's teachings.

You are the bright orange light. Feel yourself expanding, your light going out further and further, until it shines through the whole temple, then further until it shines through the whole country, and still further until it covers the whole world. You are as big as the whole world and your light breaks through all the darkness and shines out in every direction. Your light of wisdom is touching all of space. Continue giving out orange light in every direction.



<p>9 HINDUISM</p> <p>Living a Hindu life</p> <p>e) Ways of Worship: In the Temple</p>	<p><b>A01:</b></p> <p>Where and how do Hindus worship?</p> <p><b>A02:</b></p> <p>How does being together help to express our beliefs?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>Everyone has a special place; these are our own spaces and they matter a lot: our own room, corner, school desk or somewhere that doesn't belong to us but where we can go to be ourselves. These spaces provide us with many things, a place to <b>do</b> things, a space to simply <b>be</b>.</li> </ul> <p>Q: What are some of your special places?</p> <p>Q: What do the places/ space allow you to do or be?</p> <p>Q: Why is this place and what it offers important to you?</p> <p>Q: Do you share any important places with others, a space to be together and not alone?</p> <p><u>Tasks:</u></p> <p>Q: why do religious believers gather together to worship and express their beliefs?</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html">http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html</a></p> <ol style="list-style-type: none"> <li>Read p18-19 Hinduism Textbook; Sue Penney. Write down the key vocabulary <b>Mandir, etc.</b> <ul style="list-style-type: none"> <li>Complete questions 1-3 of the textbook.</li> <li>Design a building suitable for use as a mandir; a place to worship God.</li> </ul> </li> <li>Watch RE online video: make notes about special places, actions, beliefs, rewards. <a href="http://pow.reonline.org.uk/hinduism_video.htm">http://pow.reonline.org.uk/hinduism_video.htm</a></li> <li>Make a rangoli pattern. <i>A <b>rangoli</b> is a colourful design made on the floor near the entrance to a house to welcome guests. Rangoli patterns are traditionally drawn with the fingers using flour, rice grains or <b>coloured chalk</b>. The Rangoli pattern can be square, rectangular or circular – or a mix of all three. They are often symmetrical. Rangoli motifs are usually taken from nature.</i></li> </ol>  <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Share their work, diagrams, patterns with their neighbour and review the lesson aims.</li> <li>Pupils write down 2 or 3 questions from the lesson to test their neighbour. A sample of questions can be shared with the class.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Teacher/ student resource website and activities: Temple worship, video at the bottom <a href="http://www.asia.si.edu/pujaonline/puja/temples.html">http://www.asia.si.edu/pujaonline/puja/temples.html</a></li> <li>Sue Penney Foundation Issue: Hinduism books p18/19</li> <li>Video – Around the World in 80 Faiths: Hindu worship</li> <li>RE online – Inside the Hindu Mandir. 10 min aprox, narrated exploration of worship and beliefs at the Mandir. <a href="http://pow.reonline.org.uk/hinduism_video.htm">http://pow.reonline.org.uk/hinduism_video.htm</a></li> <li>Class Clips 3619 – Hindu temple worship <a href="http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html">http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html</a></li> <li><b>Rangoli patters:</b> suggested equip <ul style="list-style-type: none"> <li>a. Coloured chalk</li> <li>b. Coloured paper, concrete floor</li> </ul> </li> <li>Class Clips 6547 – Hindu temple opened <a href="http://www.bbc.co.uk/learningzone/clips/new-hindu-temple-is-completed/6547.html">http://www.bbc.co.uk/learningzone/clips/new-hindu-temple-is-completed/6547.html</a></li> </ul>	 <p>Q: How does being together help to express our beliefs?</p> <p>Q: Why is having a special place important? (individual or communal)</p>
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10 HINDUISM  
Festivals and celebrations  
f) Diwali/ Holi/ Kumbha Mela/ Durga festivals etc....

Interfaith calendar:  
<http://www.bbc.co.uk/religion/faiths/calendar/fai.htm?hindu>

**A01:**  
What is a pilgrimage?  
Explore an important Hindu festival, place, time, or space.

**A02:**  
How does being together help to express our beliefs?

Starter:

- Everyone looks forward to a time of great importance; they mark new beginnings like a New Year, remember key stories of God or people of God, they maybe once in a life time journeys that can be a pilgrimage for both the outside body and inner spirit. All have a lasting importance for believers.

Q: What are your favourite times of the year, festivals, why?

Q: What's so special about India for Hindus?

Q: What is a festival?

Q: What is a pilgrimage?

Tasks:

\* (ICT opportunities)

1. Research a special Hindu festival. p28- 33 Hinduism Textbook, Sue Penney.

Q: For what reasons do people go on a pilgrimage?

Q: What do believers do on a pilgrimage?

- Illustrate in a flow chart the preparations and activities made for a particular festival. Use words, pictures and sequence the special events.
- Draw a living graph about a particular pilgrimage; what emotions are they feeling, what are they doing, what journey are they making?
- In pairs: Design a PowerPoint presentation of a Hindu festival or pilgrimage. Share your knowledge with the class.
- Design a rangoli pattern for a particular festival

Plenary:

- Refer back to lesson objectives. Students to self assess using traffic light system (or thumbs up/down/sideways).

- Teacher/ student resource website on pilgrimage and special places  
<http://hinduism.iskcon.com/practice/501.htm>

- Class Clips 4795 – Diwali, Ramayana and new beginnings  
<http://www.bbc.co.uk/learningzone/clips/diwali-and-new-beginnings/4794.html>

- Class Clips 4788 – Diwali and lakshmi  
<http://www.bbc.co.uk/learningzone/clips/the-diwali-festival-and-its-significance/4788.html>

- Class Clips 3575 – Diwali  
<http://www.bbc.co.uk/learningzone/clips/kamya-diwali/3575.html>

- Class Clips 8351 – Hindu Durga festival  
<http://www.bbc.co.uk/learningzone/clips/hindu-durga-festival-in-india/8351.html>

- BBC Clip – Kumbha Mela  
[http://news.bbc.co.uk/player/nol/newsid\\_6270000/newsid\\_6277500/6277555.stm?bw=bb&mp=wm&news=1&nol\\_storyid=6277555&bbcws=1](http://news.bbc.co.uk/player/nol/newsid_6270000/newsid_6277500/6277555.stm?bw=bb&mp=wm&news=1&nol_storyid=6277555&bbcws=1)


Q: What similarities and differences are there from Hindu festivals/ pilgrimages and my own?

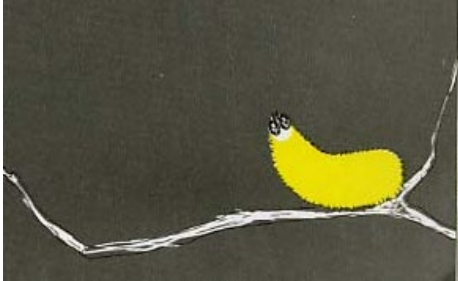
Q: Why do we go to places that have special meaning?


Q: How do public displays of faith help to express our identity/ beliefs/ community?





<p>11 HINDUISM</p> <p>Living a Hindu life</p> <p>g) love; an arranged commitment</p>	<p><b>A01:</b> What happens at a Hindu Wedding?</p> <p><b>A02:</b> What do special ceremonies say about what is most important?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>Discuss; What is love? How is it expressed? What key moments show love?</li> </ul> <div data-bbox="556 224 871 649">  </div> <ul style="list-style-type: none"> <li>Word association game: love, marriage, wedding</li> </ul> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>Read p44-45 Hinduism Textbooks; Sue Penney</li> <li>Define <b>Marriage, Wedding, Arranged marriage</b>.</li> <li>Complete questions 1-4.</li> <li>Watch Apu's Wedding in the Simpsons.</li> <li>Read and complete the Hindu Marriage worksheet.</li> <li>Demonstrate the elements of the Hindu wedding; re-enact and explain with a theatre of learning using music, incense, objects, religious quotations. <ul style="list-style-type: none"> <li>see p175-176 of Making RE Make Sense (DRY)</li> </ul> </li> </ol> <p>* students could be sent to a particular teacher for this lesson and produce a questions to ask list. (Room for an outside speaker in the future or a trip to the Mandir)</p> <p>Q: What are the advantages and disadvantages of your parents choosing you a suitable partner?</p> <p>Q: Although Hindu marriages are arranged, tradition insists that the couple should enter their marriage freely. Why do you think that this is so important?</p> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Hot seating 2: teacher asks the questions of the pupil, other pupils agree, disagree or sit on the fence using thumbs up/down/sideways.</li> <li>List 3 things your neighbour has learnt today.</li> <li>List 3 things you found out/learnt today.</li> <li>Drama activity: freeze frame summary.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>p44-45 Hinduism Textbook; Sue Penney</li> <li>Making RE Make Sense; section 13, teaching about Hinduism</li> <li>Hindu Wedding worksheet and questions</li> <li>The Simpsons - Apu's arranged wedding. <b>Season 9 episode 7: The Two Mrs.</b> * <i>Clip slightly fuzzy in parts: 20 min in full.</i> <a href="http://www.iwatchsimpsonsonline.com/s09e07-the-two-mrs-nahasapeemapetilon/">http://www.iwatchsimpsonsonline.com/s09e07-the-two-mrs-nahasapeemapetilon/</a></li> <li>East is East – Wedding clips, Islamic/Asian arranged marriage <a href="http://www.youtube.com/watch?v=yfogUY0KwfQ&amp;feature=related">http://www.youtube.com/watch?v=yfogUY0KwfQ&amp;feature=related</a></li> <li>Class Clips 3623 – Hindu Marriage <a href="http://www.bbc.co.uk/learningzone/clips/hindu-marriage/3623.html">http://www.bbc.co.uk/learningzone/clips/hindu-marriage/3623.html</a></li> </ul>	<p>Q: Why do married Hindu couples want to be like Rama and Sita to each other?</p> <p>Q: What are the advantages and disadvantages of an arranged marriage?</p> <p>Q: What is the most important part of a marriage/ wedding?</p> <p>Q: Identify and explain what is most important about weddings (religious / non-religious)?</p> <ol style="list-style-type: none"> <li>Marking important moments.</li> <li>Expressing beliefs</li> <li>Traditions and ritual</li> <li>Being together, family and community</li> </ol> <div data-bbox="1627 998 1984 1453"> <p><u>Marriage vows:</u></p> <p>'I am the wind and you are the melody. I am the melody and you are the words.'</p> <p>'Into my will I take thy heart.'</p> </div>
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<p>12 HINDUISM</p> <p>Living a Hindu life</p> <p>g) Death customs</p>	<p><b>A01:</b> What do Hindus believe about death and beyond?</p> <p><b>A02:</b> Is death the end?</p>	<p><u>Starter:</u></p> <ul style="list-style-type: none"> <li>• Discuss: Have you attended a funeral, what were some of your thoughts, feelings, beliefs, actions?</li> <li>• Q: Why is marking the end to someone's life important?</li> <li>• Post-it; write down questions you have about death, Hindu beliefs about rebirth, death etc...place them on the board for plenary review.</li> </ul> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> <li>1. Read p44-45 Hinduism Textbooks; Sue Penney <ul style="list-style-type: none"> <li>- Define <b>Cremation, Funeral pyre, shroud.</b></li> <li>- Complete questions 1-4.</li> </ul> </li> </ol> <p>Q: What part to families play in the death of a relative?</p> <p>Q: When does the soul discard one body and take another?</p> <p>Q: What is the Hindu relationship between the body and soul?</p> <p><i>Explaining rebirth; The Bhagavad Gita says:</i></p> <div data-bbox="548 695 1241 857" data-label="Text"> <p>'As a man puts off his worn out clothes and, puts on new ones, so the embodied (living) soul puts off worn out bodies, and goes to others that are new.'</p> </div> <p>2. Recap ideas about the soul:</p> <p><b>Samsara:</b> <i>The cycle of birth, death and rebirth which controls all of life. If one is righteous and dutiful a living being can open the door to breaking the cycle of samsara and reaching liberation.</i></p> <p><b>Moksha:</b> <i>When the cycle of samsara is broken the soul can be liberated. This journey is essential as souls travel through various lives to overcome the temptations of the world.</i></p> <p>Q: What is liberation?</p> <p>3. Create a living graph and plot the journey of a living soul through 3 lives and liberation. Plot deeds, emotions etc that evaluate Hindu beliefs about the cycle of samsara and moksha.</p> <p>4. Read the 'state of moksha' and discuss the Hindu beliefs about an end to death.</p>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Class Clips 3626 – Death in Hinduism <a href="http://www.bbc.co.uk/learningzone/clips/death-in-hinduism/3626.html">http://www.bbc.co.uk/learningzone/clips/death-in-hinduism/3626.html</a></li> <li>• Class Clips 8376 – Living amongst the death: Around the World in 80 faiths <a href="http://www.bbc.co.uk/learningzone/clips/hindu-aghori/8376.html">http://www.bbc.co.uk/learningzone/clips/hindu-aghori/8376.html</a></li> <li>• Animated virtual stories from Hinduism; pictures and narration: Natchiketa and Yama <a href="http://www.bl.uk/learning/cult/sacred/stories/">http://www.bl.uk/learning/cult/sacred/stories/</a></li> </ul>	<p>Q: Is death the end?</p> <p>Q: Is there life after death?</p> <p>Q: Is death a sad or hopeful occasion for a Hindu?</p> <p>Q: Can death be seen as a welcomed release from life?</p> <div data-bbox="1556 500 2005 1149" data-label="Text"> <p><b><u>The state of moksha:</u></b> The soul that passes through the heavenly door arrives at the world of the gods...it casts away the works of good and evil...the soul arrives at the place that is invincible, the home that is beyond improvement, the throne that is supremely luminous. Here sits the Supreme Being and asks, Who art thou? He replies, What thou art, I am. Who am I? The Real? What is the Real? It embraces the universe. Thou art the universe.</p> </div>
		<p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>• Review, answer the questions set at the start on a "post-it"; stick on board and review – did the class agree, can the class answer their own questions?</li> </ul>	<p><b><u>Hope for the flowers by Trina Paulus:</u></b></p> <p>"How does one become a butterfly?" she asked pensively.</p> <p>"You must want to fly so much that you are willing to give up being a caterpillar."</p> <p>"You mean to die?!" asked Yellow, remembering others...</p> <p>"Yes and No" he answered. "What <u>looks</u> like you will die but what's <u>really</u> you will still live. Life is changed, not taken away. Isn't that different from those who die without ever becoming butterflies?"</p>	

<p>12 HINDUISM EVALUATIONS</p>	<p><b>A01:</b> What have you learned about Hinduism and Hindu believers?</p> <p><b>A02:</b> What have you learned about yourself from Hinduism and Hindu believers?</p>	<p>Evaluations questions and review</p> <ul style="list-style-type: none"> <li>See coloured evaluations bubbles sheet...Students choose several questions to answer on their studies and development:</li> </ul> <p>Eg.</p> <p>Q: What has been the most interesting aspect of your study? Why?</p> <p>Q: What has been challenging, what would you do differently? Why?</p> <p>Q: What has been something you have changed your mind about? Why?</p> <p>Q: What advice would you give to someone starting this module? Why?</p> <ul style="list-style-type: none"> <li>Write a diary entry to express your ideas about the module.</li> <li>Create a 'Little book of' Hinduism – A5 booklets to match areas of study.</li> <li>Module test</li> <li>Comparative religions assignment; looking at an aspect of religious life.</li> </ul> <p>Eg.</p> <ol style="list-style-type: none"> <li>Beliefs about God</li> <li>Religious observance/ way of life</li> <li>Rites of passage</li> <li>Birth/ death customs</li> <li>Cycle of life and death</li> <li>Marriage</li> <li>Religious festivals</li> <li>Search for truth</li> </ol> 	<ul style="list-style-type: none"> <li>Evaluation bubbles</li> <li>Modular test (possible)</li> </ul>	<p>Q: What have you learned about Hinduism and Hindu believers?</p> <p>Q: What have you learned about yourself from your study?</p>
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## Lesson 1 – Pre Islamic Arabia

To know what pre-Islamic Arabia was like in order to understand the origins of Islam

**Arabia** - a place in the middle east

**Idols** - an image or representation of a god used as an object of worship.

There common language was Arabic, There was no political unity among them. They were pastoral nomads, living a rough and demanding existence.

**Task** - How do you think the setting, customs or beliefs of Pre-Islamic Arabia influence Islam today?

## Lesson 2 – Mohammed and the Qur'an

**Prophet** – a person regarded as an inspired teacher or proclaimer of the will of God.

**The Qur'an** – The holy book of ISLAM

**The Night Journey** – The journey in which Muhammad was carried from Mecca to Jerusalem and ascended into heaven.

**Submission** - The action of accepting or yielding to a superior force or to the will or authority of another person.

**Arabic** – The Language of the Qur'an

- Born in around 570ce living until 8<sup>th</sup> June 632ce Mohammed was very much a historical person.
- Mohammed was born in Mecca, in modern day Saudi Arabia
- Mohammed was orphaned when he was six and was brought up by his grandfather and uncle
- He was known as an honest and good child
- Muslims believe he is the final prophet of God
- When he was 40 Mohammed was visited by the Angel Gabriel who brought the word of God to Mohammed
- In 613 Mohammed started preaching these words publicly

**Task** - Who is the Prophet and why is he important?

How is the Prophet's life a reflection of submission to the will of Allah?

What is the Qur'an and how does it impact on the lives of

Muslims



## Lesson 3 – the 5 pillars

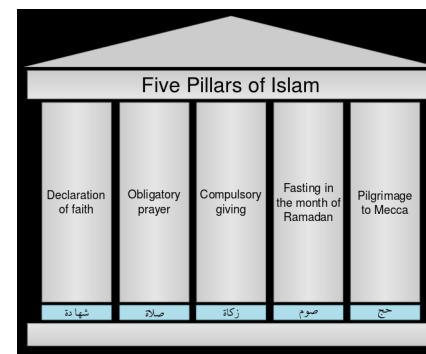
**Shahada** – a person regarded as an inspired teacher or proclaimer of the will of God.

**5 pillars** – The holy book of ISLAM

The religion of Islam is like a house supported by 5 pillars.

These are the five rules or principals that a Muslim must follow.

The five pillars of Islam help Muslims worship and guide their daily life.



**Task** – Which of the pillars do you think would be the hardest to follow.

## Lesson 4 – The Mosque

The Arabic word for 'mosque' is masjid. This means a 'place of prostration.' A Mosque is the building Muslims can prostrate (bow) to Allah (God) in prayer.

It is important as it provides a clean, safe and quiet place to pray. It is also a centre where Muslims can regularly meet together.

Word	Meaning
Mosque	A Muslim holy building and place of prayer.
Masjid	The Arabic name for a mosque which means, 'place of prostration'
Muezzin	The man who gives the call to prayer
Adhan	The call to prayer, sung in Arabic by a muezzin
Imam	Man who leads prayers in the mosque
Minaret	A tower attached to a mosque from where the call to prayer is give
Mihrab	Alcove in the wall of a mosque showing the direction of Makkah
Qibla	Direction of Makkah

**Task** – How do Muslims show respect for the mosque?

## Lesson 5 – The Hajj

In Islam, the hajj is the pilgrimage to the holy city of Mecca in Saudi Arabia, which every adult Muslim must make at least once in his or her lifetime. The hajj is the fifth of the fundamental Muslim practices and institutions known as the Five Pillars of Islam.

What Are the 7 Steps of Hajj?

- Step 1 – Enter Makkah and Perform the First Rituals. Intention and Ihram. ...
- Step 2 – Mina, City of Tents. ...
- Step 3 – Day of Arafah. ...
- Step 4 – Muzdalifah. ...
- Step 5 – Rami al-Jamarat (Stoning the Devil) ...
- Step 6 – Eid al-Adha and Nahr (Animal Sacrifices) ...
- Step 7 – Farewell Tawaf.

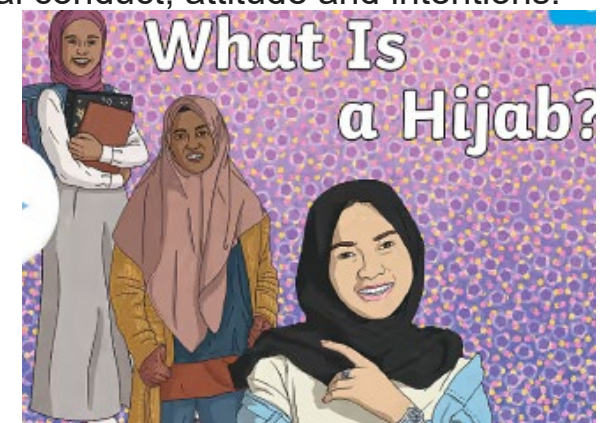
**Task** – Why is it important for Muslims to take part in Hajj?

## Lesson 6 – Women in Islam

Women and Men are equal before Allah  
All humans will face the same judgement by Allah  
All are equal; but not the same – the role women are given by Allah is different to the role given to men

Before Islam the position of Women was bad – women had no rights, they were the property of their fathers and then their husbands, they had no choices in their own lives  
For many Islam is a religion that gives freedom to women.

The Hijab symbolises modesty and respect for Allah (God) The majority of girls will start wearing a Hijab at nine years of age. Hijab isn't only about clothes, it's a principle that encompasses behaviour, moral conduct, attitude and intentions.



**Task** – How does Islam show equality for women?



**Scheme of Learning:**

**Enquiry Question (Composite): Topic: What makes us who we are is it where we live or what we believe?**

**Rationale: - Focus on Judaism and identity – comparison to growing up in Taunton**

<b>Component</b>	<b>Granular substantive knowledge</b>	<b>Disciplinary literacy</b>	<b>Resources- all on the system</b>
To understand the qualities of God in Abrahamic religions	Abrahamic religions as source of monotheism  Nature and characteristics of God	<u>Key vocab:</u> <b>Omnipotent:</b> all-powerful <b>Omniscient:</b> all-knowing <b>Omnibenevolent:</b> all-loving <b>Omnipresent:</b> everywhere at all times <b>Immanent:</b> right here, right now <b>Transcendent:</b> outside of time and space	PPT
To know the complexity of Judaism as a religion	Judaism is complex because it is a religion, culture and ethnicity	<u>Key vocab:</u> <b>Jew:</b> a person who follows the Jewish religion <b>Jerusalem:</b> the capital of Israel, an important city for Jews <b>Chosen People:</b> Jews believe they were chosen by G-d to be His worshipers	
To know the key belief of Judaism: The Shema	The Shema is: <ul style="list-style-type: none"><li>• a declaration of the Jewish faith.</li><li>• written in Hebrew.</li><li>• recited every morning and evening</li></ul>	<u>Key vocab:</u> <b>Mitzvot:</b> rules in Judaism <b>Shema:</b> a prayer that is recited daily and expresses the Jewish people's faith in and love of the one G-d <b>Prayer:</b> spiritual communication with G-d <b>Tefillin:</b> boxes worn by Jews during prayer containing scripture	Planning sheet

		<b>Mezuzah:</b> boxes containing scripture that Jews put on their door posts	
To know how the Covenants make Jews the chosen people	The covenant G-d made with the Jewish people was that if they followed His commands (e.g. 10 commandments), then He would give them a land to live in and make the Jews His chosen people	<u>Key vocab:</u> <b>Covenant:</b> an agreement between G-d and His people <b>Abraham:</b> the Founder of Judaism	Videos
To know how Jews celebrate their release from slavery in Egypt`	Celebrating Passover is important because it reminds Jewish people that they were slaves in Egypt but that G-d rescued them because he cared for them	<u>Key vocab:</u> <b>Passover:</b> a Jewish celebration remembering when Moses lead the Israelites out of slavery in Egypt <b>Seder plate:</b> a plate with six symbolic foods on it	Worksheet
To understand what the Torah is and why it is special to Jews	Traditionalist Jews believe that scripture was communicated directly by G-d Liberal Jews believe that G-d inspired scripture but it was also influenced by the social conditions it was written in To show respect, Torah Scrolls are kept in a Torah Ark facing Jerusalem	<u>Key Vocab</u> <b>Torah Scrolls:</b> the first books of the Hebrew bible the 5 books of Moses <b>Tanakh:</b> the full name for all the Jewish scriptures <b>Talmud:</b> the study of Jewish law <b>Ketuvim:</b> the third part of the Hebrew bible the writings <b>Traditionalists:</b> Jews who believe that the Tanakh is the word of G-d <b>10 Commandments:</b> the first 10 laws given to Moses	worksheet
To know the main features of a synagogue why is it a special place for Jews?	The synagogue is the place of worship for Jews. It is also the place where they pray, study and talk	<u>Key Vocab</u> <b>Synagogue:</b> place where the Torah Scrolls are kept and where Jews go to worship <b>Ark:</b> the cupboard where the scrolls are kept <b>Bimah:</b> raised platform in a synagogue <b>Menorah:</b> 6 branch candle stick	

		<b>Ner Tamid:</b> eternal light	
To understand the differences between Orthodox and Reform Jews	<b>Orthodox Jew</b> <i>"The Torah is G-d's word and shouldn't be changed"</i> <i>"I wear distinctive clothing like the Kippah and the Tallit"</i>  <b>Reform Jew</b> <i>"G-d gave us the Torah, but we need to make sure that it's relevant"</i> <i>"In Reform Judaism men and women can sit wherever and with whoever they want"</i>	<u>Key Vocab</u> <b>Orthodox Jew:</b> a Jewish person who aims to follow the rules of the Torah <b>Reform Jew:</b> a Jewish person who believes the laws can be interpreted for the modern world	
To understand why Jerusalem is a special place of pilgrimage for Jewish people	Jews live all over the world, however many of them still consider Israel to be their homeland. Israel is so special for Jews because they believe that it is the land that G-d gave to the Jewish people to be their home	<u>Key Vocab</u> <b>Pilgrimage:</b> a special journey taken to a place of religious significance <b>Israel:</b> believed to be the promised land by Jews, given to them by G-d <b>Western wall:</b> the last remaining wall of the temple in Jerusalem now an open-air synagogue	Computer room
<b><u>Revision</u></b>	Revision checks Students understanding of all components.		Planning Sheets. Example Answers Mark Scheme
<b><u>Planning</u></b>	Students apply Components towards the Composite.		Planning Grids
<b><u>Assessment</u></b>	Students Demonstrate knowledge of Composite through the Assessment task.		N/A
<b><u>DIRT</u></b>	Students improve based on Misconceptions.		Feedback Sheets

## Homework 1

### Key Words

**Buddha Dhamma** – The true name of the religion of Buddhism. **Dhamma** –

The Teachings

**Enlightenment** – The goal of Buddhists of being awake.

**The 3 Jewels** – the Buddha, Dhamma and Sangha

**Atheist** – someone who doesn't believe in God

**Theist** – Someone who does believe in God

**Suffering (dukkha)** – The suffering which exists in the world for everyone

**To know about The life of the Buddha** – The Buddha was born with the name Siddhartha Gautama in a town called Lumbini, in India, near Nepal about 2500 years ago.

He saw four sights: **a man bent with old age, a person afflicted with sickness, a corpse, and a wandering ascetic.** It was the fourth sight, that of a wandering ascetic, that filled Siddhartha with a sense of urgency to find out what lay at the root of human suffering.

**Why might the four Sites have persuaded the Buddha to leave his life of Luxury?**

**To know about the Buddha's Dhamma** - Kisa Gotami was the wife of a wealthy man. Her story is one of the most famous ones in Buddhism. After losing her only child, The Buddha asked her to find a mustard seed from someone who has not suffered. She could not find a person as they had all experience suffering and this help Kisa to realise that we all suffer. She would later train with the Buddha.



**What does Buddhism teach about Suffering?**

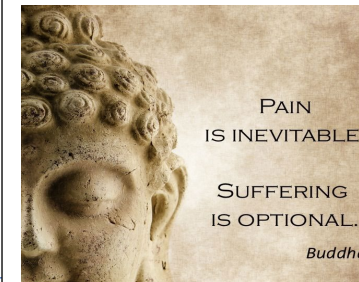
### Key Words

**Enlightenment:** Reaching a state of peace, releasing yourself from the cycle of samsara (rebirth)

**3 Watches of the night:** The realisations which the Buddha came to once he had reached enlightenment.

**Meditation:** the act of giving your attention to only one thing

**Four noble truths:** the four central beliefs containing the essence of Buddhist teaching.



**To know what Enlightenment is** - Enlightenment is when a Buddhist finds the truth about life and stops being **reborn** because they have reached Nirvana. Once you get to Nirvana you are not born again into samsara (which is suffering). Buddhists believe a person can become enlightened by following the Middle Way; the Middle Way is not too extreme in either way of living, neither an extremely luxurious life of ease and enjoyment nor an extremely harsh life on living on the minimum of the most basic necessities.

**Why might the Story of Enlightenment influence Buddhists?**

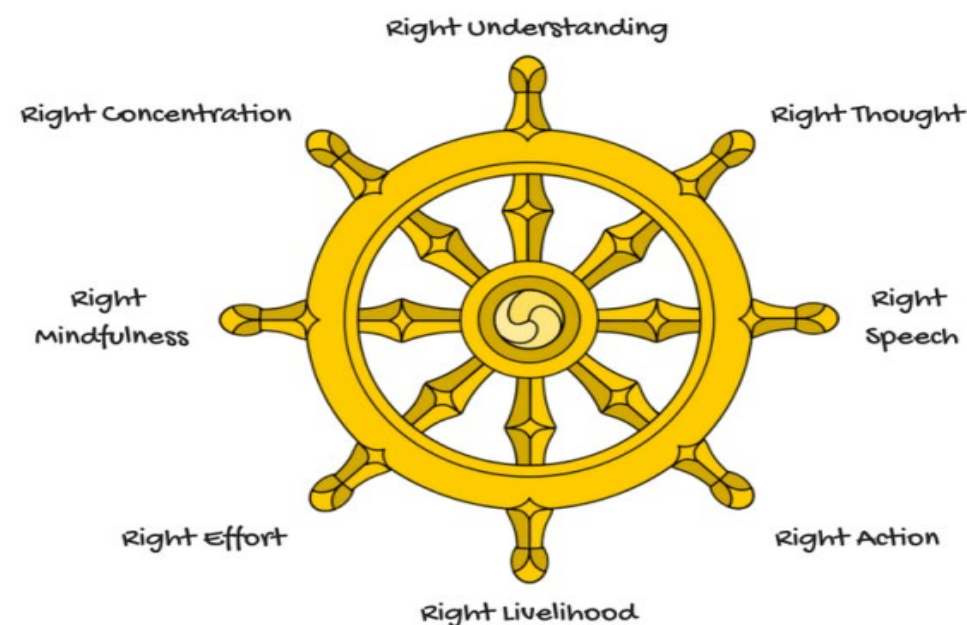
**To know what the four noble truths are:** 1) All human life involves suffering. This is known as 'dukkha'. This does not mean humans are never happy. This is because the world is always changing (impermanent). 2) The root of suffering is craving. This is the idea that humans always want things; we are never satisfied. This leads to suffering as in an impermanent world we cannot get everything we want. 3) We can escape suffering if we learn to be contented and stop craving. This state is known as nirvana. Buddha achieved this through his enlightenment. 4) We can end suffering by following what Buddha described as the 'middle way'. This involves living a life which is somewhere between a luxury and poverty life.

**Why do you think Buddhists learn about impermanence?**

### Key Words

#### Eight Fold Path

**Eight aspects that Buddhists Practice and live by in order to achieve Enlightenment.**



**How does the Eight fold path help Buddhists reach Enlightenment?**

### Key Words

**Sangha:** the Buddhist monastic order, including monks, nuns, and novices.

**Festival:** a day or period of celebration, typically for religious reasons.

**Puja:** the act of worship

**Shrine:** a place regarded as holy because of its associations to a sacred person or relic



#### To understand the origins of Sangha

Buddha taught the 5 ascetics who became monks about what he had discovered (the Dharma)

- They all asked to join the Buddha and soon all became enlightened ones
- Others joined the Buddha and eventually the Buddha sent them out to spread the teachings themselves and a community was born



#### The Festival of Kathina

**Kathina** is an important celebration in the Buddhist calendar. This festival celebrates the Buddhist community joining together to present the **monks** in their monastery with new robes. Buddhist monks dedicate their lives to their religion and only have eight possessions, all of which are gifted to them.

**Puja** – Buddhist often don't like the word worship as it has links to Gods. Buddhist has no set pattern of worship, they could worship individually or in groups.

They may go to a shrine, temples or even use pray flag.

Meditation is the most important as Buddhist focuses on seeing enlightenment.

## Homework 3

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