



# Religious Education

## Hindu Dharma Content EYFS, KS1 and KS2



### Religious Education (Lancashire Agreed Syllabus)

#### Hindu Dharma Content

<b>KS2 year 4</b>	<b>content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>explain how a person might change as they move from one ashrama to the next</li> <li>consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul>	<ul style="list-style-type: none"> <li>discuss the special milestones that we might celebrate during a person's lifetime</li> <li>discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li> </ul>
<b>KS2 Year 3</b>	<b>content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>explain how Holi celebrations might express Hindu beliefs about equality</li> </ul>	<ul style="list-style-type: none"> <li>explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>consider the different ways that myth and stories are and used</li> <li>explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>discuss and debate things that they consider to be true that others might disagree with</li> </ul>
<b>KS2 Year 2</b>	<b>content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>explore teachings about good and evil in the story of Rama and Sita</li> <li>describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>make links between the actions of Rama and the belief that he is</li> </ul>	<ul style="list-style-type: none"> <li>use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul>	<ul style="list-style-type: none"> <li>discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own concept of 'goodness'</li> <li>discuss what gives them hope during difficult times</li> </ul>



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		<p>an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma</p>			
KS2 Year 1	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>develop an understanding of the importance of duty and commitment to many religions</li> <li>know that following dharma (religious duty) is an important part of Hindu life</li> <li>suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family</li> </ul>	<ul style="list-style-type: none"> <li>describe how and why Hindus might celebrate Raksha Bandhan</li> <li>identify aspects of the celebration which remind Hindus of their dharma</li> <li>identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</li> </ul>	<ul style="list-style-type: none"> <li>identify sources of authority and inspiration</li> <li>consider what our 'duties' as human beings are</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own duties – to themselves, to their families, to their communities</li> <li>discuss who or what they follow – and why</li> </ul>
KS1 Year 2	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>suggest why Hindus might believe that it is important to show devotion to the deities</li> </ul>	<ul style="list-style-type: none"> <li>know that Hindus might worship at a Mandir and/or the home shrine</li> <li>suggest why worship in the home might be important</li> <li>describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</li> </ul>	<ul style="list-style-type: none"> <li>talk about qualities that make some people special</li> <li>identify ways in which humans show their gratitude to the people who matter in their lives</li> </ul>	<ul style="list-style-type: none"> <li>talk about who is special to them and why</li> <li>reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>
KS1 Year 1	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>know that Hindus believe in one God in many forms</li> <li>know that Hindus believe that God is present in all living things</li> <li>suggest what Hindus might learn about God from the story of the blind men and the elephant</li> </ul>	<ul style="list-style-type: none"> <li>talk about how and why Hindus might use statues and images (murtis) in their worship</li> <li>suggest symbolic meanings expressed in the images</li> </ul>	<ul style="list-style-type: none"> <li>talk about the different ways that people can be seen and described</li> <li>consider how people might have multiple roles</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how others might see them</li> <li>talk about the different roles that they might have (friend, child, brother/sister etc.)</li> </ul>



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EYFS

content (Hindu Dharma)

#### **Prime area: Communication and Language.**

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews.
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts.
- Share their ideas via conversation, story-telling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field.
  - Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

#### **Prime area: Personal, Social and Emotional Development.**

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others.
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably.
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

#### **Prime area: Physical Development.**

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play.

#### **Specific area: Literacy**

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief.
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews.
  - Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

#### **Specific area: Mathematics**

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply

#### **Understanding the World**

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief.
  - Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.



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	<ul style="list-style-type: none"> <li>• Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.</li> <li><b>Specific area: Expressive Arts and Design.</b></li> <li>• Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.</li> <li>• Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.</li> <li>• See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</li> <li>• Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.</li> <li>• Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.</li> </ul>			
	<b>knowing about and understanding religions and worldviews</b>		<b>expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>