



BIG QUESTION: What is special to me and the people in my community'



How and why do Hindus worship at home and in the Mandir?

Symbols/Images/artefacts

Aum

Puja tray

Important people/places/artefacts

Murti's at Radha Krishna Temple in Stratford



Hindus use all of the 5 senses in Puja

Vocabulary	
Aarti	Part of puja when a flame is passed in front of the deity/deities and then worshipper cup their hands over the flame in order to show their devotion.
Aum	This sound (sometimes written as 'Om') is said to represent the divine. It is often used in worship and meditation during which it might be chanted
Ganesha	(Also called Ganesh) The elephant-headed God who is much loved within the Hindu tradition. Most Hindus will have a representation of him on the entrance to their homes because he 'opens things up.'
Mandir	Hindu temple; Hindu place of worship. A place where some Hindu people go daily or weekly for puja
Murti	An image – in the form of a statue, perhaps – of a Hindu deity such as Krishna (usually blue-skinned and holding or playing a flute), Hanuman (in the form of a monkey) or Ganesha
Prasad	Something material – usually food, but sometimes flowers, water or ash - which has been offered to the deities and which is then received back by worshippers as a symbol of receiving divine blessing
Puja	'Worship', which might consist of a series of symbolic actions and devotional words (including singing
Puja tray	A metal tray (usually stainless steel) which contains items – such as a small bowl in which ghee (clarified butter) and a wick can be placed to form a lamp) – used during Puja
Shrine	A holy or sacred place

Knowledge

Compare and contrast ideas about God
 Explain Hindu god and goddesses characteristics shown through symbolic pictures
 Compare some of the things that are important to Hindu people in worship

Learning Overview

<p><u>Past learning</u> In KS1 pupils are taught to recall and comprehend knowledge about a range of religions. In Year 1 pupils were taught:</p> <ul style="list-style-type: none"> • about special religious clothes and symbols e.g. Topee, Diya lights and special occasions, e.g. Christening, Christmas • about special artefacts and events, e.g. Eid and prayer mats and Rakhi wrist bands <p>In Year 2 pupils were taught:</p> <ul style="list-style-type: none"> • about why holy books are special, how people learn from them and why they are important to a believer • about how the world was created according to the Hindu tradition <p>In Year 3 pupils were taught:</p> <ul style="list-style-type: none"> • about Diwali around the theme of light along with other religion festivals • About Christian and Muslim symbols and sayings 	<p><u>This unit's learning</u> In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living. In Year 4 children will be taught to:</p> <ul style="list-style-type: none"> • Compare and contrast ideas about God • Explain Hindu god characteristics shown through symbolic pictures • Compare some of the things that are important to Hindu people in worship 	<p><u>Future learning</u> In Year 5 and 6 children will use what they have been taught previously to analyse and evaluate a range and how it affects daily living. In Year 5 children are taught about:</p> <ul style="list-style-type: none"> • what different people believe about God/gods <p>In Year 6 children are taught about:</p> <ul style="list-style-type: none"> • how religious leaders in their community are similar and different from each other
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Skills

Know about and understand: Making sense of beliefs
 Step 2: Identify beliefs, describe them simply, give examples and suggest meanings
 Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning

Express and communicate: Understanding the impact
 Step 2: Give examples of what difference it makes to belong to and believe in a religion
 Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship

Gain and deploy skills: Making connections
 Step 2: Think, talk and ask questions about religion and belief for themselves
 Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life

Oracy

- Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain
- Ask probing questions
- Draw upon knowledge of the world to support their own viewpoint
- Consider the impact of their words on others when giving feedback