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| **Religious Education (Lancashire Agreed Syllabus)** **Expected standards: Hindu Dharma** |
| **Y6: Is life like a journey?** | **RE skills** | * analyse beliefs, teachings and values and how they are linked
* explain how the beliefs and values of a religious tradition might guide a believer through the journey of life
* explain the impact of beliefs, values and practices – including differences between and within religious traditions
 | * use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences
* explain differing ideas about religious expression
 | * consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging
* discuss how people change during the journey of life
 | * raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments
* develop own views and ideas in response to learning
* demonstrate increasing self-awareness in their own personal development
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| **content (Hindu Dharma)** | * analyse Hindu beliefs about samsara, karma and moksha and how these are linked
* explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’
* explain how belief in reincarnation and the law of karma might affect the way a Hindu lives
 | * describe and explain the four ashramas (stages of life) in the life of a Hindu
* explain how a person might change as they move from one ashrama to the next
* consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama
 | * discuss the special milestones that we might celebrate during a person’s lifetime
* discuss how our rights, responsibilities and relationships with others might change as we go through life
 | * 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
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| **Y5: Where can we find guidance about how to live our lives?** | **RE skills** | * make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
* explain the impact of beliefs and values – including reasons for diversity
 | * explain differing forms of expression and why these might be used
* describe diversity of religious practices and lifestyle within the religious tradition
* interpret the deeper meaning of symbolism – contained in stories, images and actions
 | * explain (with appropriate examples) where people might seek wisdom and guidance
* consider the role of rules and guidance in uniting communities
 | * discuss and debate the sources of guidance available to them
* consider the value of differing sources of guidance
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| **content (Hindu Dharma)** | * make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty
* explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus
* explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer
 | * describe and explain a variety of ways that Hindus might celebrate the festival of Holi
* 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
* explain how Holi celebrations might express Hindu beliefs about equality
 | * explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions
* consider the different ways that myth and stories are and used
* explain how a ‘truth’ might be contained within a story
 | * consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)
* discuss and debate things that they consider to be true that others might disagree with
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| **Y4: How should we live our lives?** | **RE skills** | * describe what a believer might learn from a religious teaching/story
* make links between ideas about morality and sources of authority
 | * describe the impact religion has on believers’ lives
* explain the deeper meaning and symbolism for specific religious practices
 | * consider the range of beliefs, values and lifestyles that exist in society
* discuss how people make decisions about how to live their lives
 | * reflect on their own personal sources of wisdom and authority
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| **content (Hindu Dharma)** | * explore teachings about good and evil in the story of Rama and Sita
* describe what moral guidance Hindus might gain from the story of Rama and Sita
* make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma
 | * use subject specific language to describe how and why Hindus celebrate Diwali
* explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil
 | * discuss (with relevant examples) the importance of the belief that good overcomes evil
* suggest people, words or stories that might be inspiring when trying to overcome difficulties in life
 | * reflect on their own concept of ‘goodness’
* discuss what gives them hope during difficult times
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| **Y3: Who should we follow?** | **RE skills** | * show awareness of similarities in religions
* identify beliefs and values contained within a story/teaching
* identify the impact religion has on a believer
 | * identify how religion is expressed in different ways
* use religious terms to describe how people might express their beliefs
 | * describe how some people, events and sources of wisdom have influenced and inspired others
 | * in relation to matters of right and wrong, recognise their own and others’ values
* discuss own questions and responses related to the question ‘who should we follow – and why?’
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| **content (Hindu Dharma)** | * develop an understanding of the importance of duty and commitment to many religions
* know that following dharma (religious duty) is an important part of Hindu life
* 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
 | * describe how and why Hindus might celebrate Raksha Bandhan
* identify aspects of the celebration which remind Hindus of their dharma
* 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?)
 | * identify sources of authority and inspiration
* consider what our ‘duties’ as human beings are
 | * reflect on their own duties – to themselves, to their families, to their communities
* discuss who or what they follow – and why
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| **Y2: How do we respond to the things that really matter?** | **RE skills** | * retell and suggest meanings for religious stories and/or beliefs
* use some religious words and phrases when talking about beliefs and values
 | * identify and describe how religion is expressed in different ways
* suggest the symbolic meaning of imagery and actions
 | * identify things that influence a person’s sense of identity and belonging
 | * ask relevant questions
* talk about their own identity and values
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| **content (Hindu Dharma)** | * know that Hindus believe in one God (Brahman) who can be worshipped in many forms
* know that these forms (the deities) have different qualities and are portrayed in different ways
* suggest why Hindus might believe that it is important to show devotion to the deities
 | * know that Hindus might worship at a Mandir and/or the home shrine
* suggest why worship in the home might be important
* describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)
 | * talk about qualities that make some people special
* identify ways in which humans show their gratitude to the people who matter in their lives
 | * talk about who is special to them and why
* reflect on who they should be grateful to and how they might show this in words and actions
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| **Y1: What do people say about God?** | **RE skills** | * give an example of a key belief and/or a religious story
* give an example of a core value or commitment
 | * use some religious words and phrases to recognise and name features of religious traditions
* talk about the way that religious beliefs might influence the way a person behaves
 | * notice and show curiosity about people and how they live their lives
 | * ask questions
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| **content (Hindu Dharma)** | * know that Hindus believe in one God in many forms
* know that Hindus believe that God is present in all living things
* suggest what Hindus might learn about God from the story of the blind men and the elephant
 | * talk about how and why Hindus might use statues and images (murtis) in their worship
* suggest symbolic meanings expressed in the images
 | * talk about the different ways that people can be seen and described
* consider how people might have multiple roles
 | * reflect on how others might see them
* talk about the different roles that they might have (friend, child, brother/sister etc.)
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|  | **knowing about and understanding religions and worldviews** | **expressing and communicating ideas related to religions and worldviews** |
| **Lancashire Field of enquiry** | **Beliefs and values** | **Living Religious Traditions** | **Shared Human Experience** | **Search for Personal Meaning** |