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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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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?’ |
| **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 |
| **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 |
| **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 |
| **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 |
| **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.) |
|  | | **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** |