

<b>Year 2</b>	<b>Unit 6: HINDUISM</b>	<b>Week 1</b>
<b>Title: Worship</b>		
<b>Learning Intentions:</b>		
<b>AT1:</b> To understand the purpose of worship.		
<b>AT2:</b> To consider the value of worship for ourselves.		
<b>Assessment:</b>		
AT1 L2: I can talk about how worship is similar for Christians and Hindus		
AT1 L3: I can describe some key features of religious worship, recognising some similarities and differences with Christianity.		
AT2 L2: I can talk about what is important to me and to Hindus in relation to worship		
AT2 L3: I can join in discussion about the value of worship for myself and others.		
<b>Key Words:</b>	<b>Resources:</b>	
worship bhajans (religious songs)	Books on Hinduism	

**Sensitivity:** Don't assume that all pupils believe in God, although this is what the school stands for. Encourage all pupils to see that there might be some value in worship for them, even if it's the importance of quiet reflection or the enjoyment of singing. But help them to see that, for believers, worship is much more than this.

## Activities

- Introduction to Hinduism:- What do pupils remember about Hinduism from their previous unit? Can they remember the names of some of the Hindu deities? Do they remember why Hindus have so many deities (to represent different aspects of Brahman/God)? Can they remember what purpose the images served? (They teach Hindus about God and are a focus for their worship, helping them to worship Brahman/God.) We are now going to find out how Hindus worship God through their images. (AT1)
- Introduction to worship:- Think about what Christian worship can consist of (eg. singing religious songs; prayers – perhaps reciting prayers that they know by heart; readings from the Bible, special rituals like lighting candles). Explain that there are similar things in Hindu worship: singing sacred songs (bhajans), reciting prayers, listening to readings from their holy books, also making offerings to the deities. (AT1)
- In groups, ask pupils to find out all they can about Hindu worship, from books etc. Share together. (AT1)

- Discuss why people worship God (eg. to spend time with God, to offer God praise, to seek guidance from God etc.). Encourage personal responses, referring to pupils' experiences of worship in school or the local church (try to take pupils beyond the idea of learning about God – to offering God praise). Encourage listening and responding to what others have said and respect for everyone's views. (AT1/2). Perhaps record some words or simple sentences which summarise worship.

<b>Year 2</b> <b>Title: Worship at home</b>	<b>Unit 6: HINDUISM</b>	<b>Week 2</b>
<b>Learning Intentions:</b> <b>AT1:</b> To know how Hindus worship at home and to understand the significance of what they do. <b>AT2:</b> To think about my experiences of worship.		
<b>Assessment:</b> AT1 L2: I can say what some of the symbols of puja mean to Hindus. AT1 L3: I can use some Hindu words to describe the key features of Hindu puja. AT2 L2: I can respond sensitively to questions about my experiences of worship and my feelings about them. AT2 L3: I can identify what influences me in the way I like to worship.		
<b>Key Words:</b> Arti kum kum Prashad puja (worship) shrine tilak	<b>Resources:</b> A puja tray  Bromley Primary RE Series: Hinduism by Jan Thompson, available from The RE Centre.  A video showing worship at a home shrine (if you are a Kent school, you will have access to 'Hindu worship in the home' – although devised for KSI, it has useful photos <a href="http://www.kent.gov.uk/advisoryservice">www.kent.gov.uk/advisoryservice</a> ).  <a href="http://www.learn-ict.org.uk/resources/gallery/re_index.htm">http://www.learn-ict.org.uk/resources/gallery/re_index.htm</a> <i>Useful selection of images etc</i>	

**Sensitivity:** If you set up a Hindu shrine, use it for display purposes only and not to do anything that might suggest you are worshipping at the shrine. It might be best therefore, just to show pupils the tray with the various things on it, without any images of Hindu deities.

### Activities

- Explain that most Hindu homes will have a shrine for their worship. This could be a shelf or a special unit where their images are kept. It could be in the kitchen, which is the cleanest room of a Hindu home, and reminds Hindus that God is part of their everyday life. It will contain statues and/or pictures of

different deities and is the focus for worship. Worship in the home will be for the whole family, but women and older members of the family are usually at home to conduct the worship more than the men. (AT1)

- Ask pupils if they have any religious things on display in their homes and if there are any special places where they pray at home. (There might be a palm-cross, and pupils might pray at night in their bedroom.) (AT2)
- Show pupils a puja tray, which Hindus use for 'worship'. These are often made from stainless steel so that they can be kept clean easily. Let pupils draw a diagram of the things on the tray, and label it as you explain the purpose of each. Also ask them to think about and then explore how the different senses are used in Hindu worship: (AT1)

1) A bell, which is rung at the beginning of worship (to let the deity know that the worshipper is ready to begin).

2) An incense holder for joss sticks. These are lit to make everything smell nice. You could light one for pupils to smell.

3) A container for kum kum, a red powder to make a 'tilak' mark on the forehead of the murti and of the worshipper, between the eyebrows. It is a symbol of good health and prosperity.

4) A small container of water, to be offered to the deity. (Remember that water is very precious in a hot, dry country like India. Water is essential for life, which they believe God gives us.)

5) A spoon, used to give some water to the worshippers after it has been offered to God (and therefore blessed) by sprinkling some of it around the images.

6) An arti lamp. This usually has 5 cotton wicks, burning in ghee (purified butter). Fire is offered to the deity, which is also so important for life, since it gives light, warmth and is a source of power. Demonstrate how the lamp is lifted up by its handle and circled in front of the deity. Also show how a worshipper takes the blessing to themselves by passing their hands above the flame and bringing them over their face and head.

7) Food, like rice, fruit, sugar crystals and nuts will be placed directly on the tray or in other containers. After this is offered in worship, it becomes 'prashad' – blessed food – and is then shared among the worshippers or mixed into the family's food, to share the blessing. The Hindu scriptures teach Hindus that God will accept their offerings, however little they can give, as long as it is offered with a pure heart.

8) Hindus may also offer a flower or flowers on the tray. They believe that God will accept their offerings, even though he made everything and gave them everything they have. They think of this like a parent would value a flower their child had picked from the garden and brings it to them as a gift.

- Try to show a dvd clip of someone worshipping at a Hindu home shrine or use pictures from books. (AT1)
- Ask pupils to decide which of the five senses is most important to them in worship they have experienced eg at school and why. They should record their answer. (AT2)

<b>Year 2</b>	<b>Unit 6: HINDUISM</b>	<b>Week 3</b>
<b>Title: Hindu temples</b>		
<b>Learning Intentions:</b>		
<b>AT1:</b> To learn about the key features of a Hindu temple.		
<b>AT2:</b> To express one's responses to a Hindu temple.		
<b>Assessment:</b>		
AT1 L2: : I can identify some of the features of Hindu temple worship and why it is important to worshippers.		
AT1 L3: I can use some Hindu words to describe the key features of Hindu temples.		
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AT2 L2: I can ask questions about my own and others' experiences and feelings about Hindu temple worship.		
AT2 L3: I can ask important questions about religion from my study of Hindu temples.		
<b>Key Words:</b>	<b>Resources:</b>	
Arti ceremony mandir (temple) murti (image of deity)	<a href="http://www.mandir.org/">http://www.mandir.org/</a> <i>The best resource would be a visit to a Hindu temple eg the Swami Narayan Temple in Neasden, NW London, or internet pictures of it</i>  RE books showing Hindu temples.  <a href="http://www.cleo.net.uk/resources/displayframe.php?src=200/consultants_resources%2Fre%2Ftemple%2Findex.htm">http://www.cleo.net.uk/resources/displayframe.php?src=200/consultants_resources%2Fre%2Ftemple%2Findex.htm</a> <sup>+</sup> <i>Virtual tour plus other resources</i>  <a href="http://www.reonline.org.uk/ks2/topiclist.php?l47">http://www.reonline.org.uk/ks2/topiclist.php?l47</a> <i>Further helpful resources</i>	

**NB** If you manage to take pupils on a visit to the Neasden Temple, it will count for 3 weeks of RE work, including preparation and follow up. You will therefore need to cut out Weeks 5 & 6 at the end of this unit.

You will need to book the temple visit well in advance and inform parents about it. Why not invite along a parent governor and your link RE governor (and your diocesan adviser)?

### Activities:

- A Hindu temple is called a mandir. Explain that worship in a Hindu temple is essentially the same as worship in the home, but on a grander scale and performed by the priests. Unlike church services, where a congregation gathers

at particular times, worship in Hindu temples goes on throughout the day and worshippers come and go. They do, however, gather together for the arti ceremony (lasting about 10 minutes), which happens at various points throughout the day in a mandir. (AT1)

- You go up steps to a Hindu temple, pass through a porch which faces the rising sun and at the far end of the temple is the main shrine, housing the deity, with enough room to walk round it in worship. Above the shrine is a roof shaped like a pyramid (a reminder of the Himalaya mountains in India). There are usually a number of deities in each temple. Ask pupils to suggest reasons why they think you have to go up to Hindu temples where the deities are kept. (Interestingly, in a church an 'altar' means 'a high place') (AT1)
- Explore a Hindu Temple, preferably the Neasden Temple, through books and other resources. Collect pupils' comments and questions to be added to your class display on Hinduism. (AT1/2)
- If possible, visit the Neasden Temple. Give pupils time to soak up the atmosphere and to talk with each other about what they felt like eg when they first caught sight of it, as they climbed the steps to the entrance, when they saw the murtis and people worshipping. What questions about religion does the visit raise for them? Discuss these together. (AT2)
- Alternatively, use a virtual visit to explore similar questions – but this will have a lot less impact than a visit.

<b>Year 2</b>	<b>Unit 6: HINDUISM</b>	<b>Week 4</b>
<b>Title: Temple worship</b>		
<b>Learning Intentions:</b>		
<b>AT1:</b> To find out what worship is like in a Hindu temple at festival time.		
<b>AT2:</b> To consider one's own views on Hindu temple worship.		
<b>Assessment:</b>		
AT1 L2: I can identify some of the features of Hindu temple worship and why it is important to worshippers.		
AT1 L3: I can describe the key features of Hindu temple worship.		
AT2 L2: I can ask questions about my own and others' experiences and feelings about Hindu temple worship and about school Collective Worship.		
AT2 L3: I can make links between Hindu worship and school Collective Worship, and ask questions about school worship based on this.		
<b>Key Words:</b>	<b>Resources:</b>	
mandir (temple)	BBC Active <i>Celebrations and Special Times</i> :	
murti (image of deity)	Janmashtami	
	Or other video extract of festival worship in Hindu temple	

### Activities:

- Play dvd extract of festival worship in a Hindu temple eg from BBC learning zone clips . Alert pupils to notice the colour; the noise of bells, gongs and chanting; the smell of incense; dancing at festival times; making offerings; walking around the shrines; the priest's role. (AT1)
- Take pupils' views on Hindu temple worship, encouraging them to talk about their own experiences of worship. For instance, do they like a lot of movement and activity or do they prefer quiet reflection, and why? Do they like noisy percussion music for worship or what else do they prefer, and why? (AT2)
- Gather together the predominant views of the class. Make notes for the school councillors with ideas to improve school worship. (AT2)

<b>Year 2</b>	<b>Unit 6: HINDUISM</b>	<b>Week 5</b>
<b>Title: Hindu family values - Raksha Bandhan</b>		
<b>Learning Intentions:</b>		
<b>AT1:</b> To learn about some family values in Hinduism.		
<b>AT2:</b> To consider one's own response to these Hindu values.		
<b>Assessment:</b>		
AT1 L2: I can identify how Hindus express their religion through this festival		
AT1 L3: I can begin to identify the impact of Hindu teachings on the way Hindus behave.		
AT2 L2: I can recognise my own values and talk about them in relation to Hindu values.		
AT2 L3: I can relate my own attitudes and behaviour to Hindu values.		
<b>Key Words:</b>	<b>Resources:</b>	
rakhi	Books on Raksha Bandhan.	
Raksha Bandhan	Beads and embroidery silks / strips of fabric to make rakhis	

**NB Be sensitive** when discussing families, in the light of broken families, single parent families, extended families through remarriage etc. Encourage pupils to accept differences and to look at the pros and cons of any family set-up.

### Activities:

- Set pupils the task of finding out what happens at the annual festival of Raksha Bandhan. This is when girls make rakhis to tie on the wrists of their brothers or male cousins, to strengthen the bond between them. They are like friendship bracelets. (AT1) If time, each pupil could make a bracelet for a family member. (AT2)
- Raksha Bandhan is also an opportunity for Hindus to keep in touch with family members who are separated by distance, and to strengthen family ties. Consider the following family relationships, encouraging pupils to identify what makes their own family special:-
  - (a) Discuss the traditional extended families in India. What are the advantages of having several generations under one roof? What are the disadvantages? What would pupils prefer? (AT2)
  - (b) Discuss the differences between being an only child and having brothers and sisters. What would pupils prefer? (AT2)

(c) Encourage pupils to think about their own families and the importance of family ties. Which annual occasions encourage them to reinforce family relationships?

If possible, invite in a Hindu (perhaps a pupil's mother) to answer pupils' questions about Hindu family life. (AT1)

<p><b>Year 2</b> <b>Title: Conclusion</b></p>	<p><b>Unit 6: HINDUISM</b></p>	<p><b>Week 6</b></p>
<p><b>Learning Intentions:</b> <b>ATI:</b> To review previous work on Hinduism.</p>		
<p><b>Assessment:</b> ATI L2: I can use the correct Hindu words to identify some of the key features of Hinduism. ATI L3: I can use the correct Hindu words to describe some key features of Hinduism.</p>		
<p><b>Key Words:</b> Arti (flame ceremony) bhajans (religious songs) diva (lamp) Divali ('string of lights') Rama &amp; Sita (deities in Divali story) Lakshmi (goddess of prosperity) Ganesh (elephant headed god) River Ganges Hindu Hinduism River Indus kum kum (coloured paste) mandir (temple) murti (image) prashad (blessed food) puja (worship) rakhi (bracelet) Raksha Bandhan (festival for brothers and sisters) shrine (place for the deity) tilak (mark on forehead)</p>	<p><b>Resources:</b> Hindu display. Pupils' work in books.</p>	

**Activities:**

- Revise together the work you have done on Hinduism this year. (ATI)
- Set pupils a simple assessment task – matching words with meanings, providing pictures to match with words, writing short definitions or descriptions for images – use the best method(s) for the class group you have. (ATI)

