

Year 6 - Hindu Dharma

Year 6 Key Question (to be used all year): In ny ways is life like a journey?

Focus Question (for this investigation): Is there one journey or many?



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This unit enables pupils to examine Hindu stages of life. The focus includes Brahman, Atman, Moksha, the Law of Karma, Dharma, Yoga, Traditions and Worship.

Opportunities are provided for pupils to consider their personal stage of development in their life journey.

Field of Enquiry and Order of Delivery	Possible Teaching Ideas
<p>Shared Human Experience</p> <p>1</p>	<ul style="list-style-type: none"> Ask the children 'What is a milestone?' Collect examples of milestones from the children, eg first word, walking, first tooth, first day at school. What examples of rites of passage have the pupils learnt about so far – baptism (infant and adult), Bar/Bat Mitzvah. Children bring in items related to milestones, eg christening cards, gifts.
<p>Beliefs and Values</p> <p>2</p>	<ul style="list-style-type: none"> See Curriculum Support Material on the website for information. Examine a selection of pictures that depict Hindus in the four Ashramas. Identify the approximate age of the persons portrayed and with what the pupils think each Ashrama is concerned. The four Ashramas are: Brahmacharya (student), Grihastha (householder), Vanaprastha (retired) and Sannyasa (renunciation). For background information try http://iskconeducationalservices.org/HoH/practice/702.htm, http://hinduism.about.com/od/basics/p/fourstages.htm. Children do an internet search to get more information about the four ashramas, eg http://www.hindunet.org/quickintro/hindudharma/hindu_four_stages.htm.

	<ul style="list-style-type: none"> • Each child has to choose the 2 main pieces of information from each Ashrama and put them into a paragraph with diagrams. • Display the information in a circle shape with a short paragraph and diagram with each Ashrama. • Learn about Moksha. Moksha, is for Hindus, journey's end for it is salvation: union with God, the Supreme Being, and liberation from the cycle of rebirths. https://www.youtube.com/watch?v=Uq6_HUMtQtI, https://www.youtube.com/watch?v=MwB07OC4kzA. • Make a list of Samskaras.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Research some Samskaras (see Curriculum Support Material) and watch some clips, eg https://www.youtube.com/watch?v=sVPbztUXYkM. Present the information as a poster or leaflet to put on a timeline in class. Every child pins their information in the correct place and there will be a complete timeline. • Children design a cyclical diagram of Karma and Moksha. • Design a board game 'The Road to Moksha'. • Email a believer (http://pof.reonline.org.uk/wordpress/?page_id=23) and ask about Ashramas, Samskaras, Karma and Moksha. Find out what difference these teachings have in their lives and how they change their behaviour because of them. • Burnley and Pendle Faith Centre can assist you in planning a visit to a temple or a person of faith to visit your school, http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=5.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Use several blank outlines of a human figure. Use words or phrases. On one, record how they have changed so far. In another record who they are now or how they think people see them. In another record what they would like to change about themselves. Use a split pin to secure these in layers, with a top figure displaying their name. • Play a piece of music while they reflect on life so far. What have been the key moments? Who has made an impact? Where do they think their life journey might end? Display this information in a diagram of the children's liking, a circle, line etc.

Year 6 Key Learning	
Children will:	<ul style="list-style-type: none"> • Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&V LRT) • Explain what inspires and influences them, expressing their own views whilst respecting other people's. (SPM). • To analyse religious information and begin to develop their own opinions B&V, SPM). • Ask important questions about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments). • Compare different viewpoints within a faith group. (SHE, B&V, SPM)