

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year B RE and World Views – Hindu Dharma

Key Question (to be used all year): Is life like a journey?

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

PoS aims from Lancashire SACRE:

This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of 'dharma' (a person's religious or moral duties) within Hinduism. They should develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.

Pupils should have opportunities to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

Prior Learning (what pupils already know and can do)

Based on LKS2, children should know the story of Rama and Sita well and will be able to talk about the symbolism and the guidance that Hindu's can attain from such stories. They should be able to discuss how Hindu's use symbolism and stories as a source of guidance for how to live their lives.

Long-term Learning (what pupils MUST know and remember) End Goals

- To know that many Hindus believe in reincarnation and that this process is called 'samsara'
- To understand that many Hindus believe that a person's next incarnation (life) is always dependent on how the previous life was lived (karma).
- To know that karma is the belief that every action has an equal reaction either straight away or later on
- To understand that moksha is liberation from the cycle of samara
- To recognise that samsara, karma and moksha are linked
- To explain that belief in samsara might affect the way in which a Hindu views the 'journey of life', and give them a sense of purpose to fulfil moral duties

Disciplinary knowledge (on-going for the year)

- 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

Key Vocabulary

Artha- goal

Reincarnation – the rebirth of a soul in another body.

Samsara – the cycle of death and rebirth to which life in the world is bound.

Moksha- freedom from the cycle of samsara

Ashramas – any of the four stages of an ideal life, ascending from the status of pupil to the total renunciation of the world.

Law of Karma – the belief that every action you take will have an equal reaction. "If you plant wholesome seeds, you will grow wholesome fruit."

Dharma- religious or moral duties, a 'way of being'

Samskara- Religious ceremonies called samskaras remind a Hindu of the new duties and responsibilities that come with the next stage of life. These are rites of passages that mark a transition to a new role

Session 1: What do Hindus believe about the journey of life?

Children learn what Hindus believe about the journey of life; exploring the key belief in reincarnation (Samsara).

Core knowledge

- To know that most Hindus believe in reincarnation and that this process is called 'samsara' (the continuous cycle in

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which is soul is continually reborn).

- To understand that a person's next incarnation (life) is always dependent on how the previous life was lived (karma).
- To know that karma is the belief that every action has an equal reaction either straight away or later on
- To understand that moksha is liberation from the cycle of samara

Suggested activities/ Teacher subject knowledge

- **Shared human experience** - Look at images of babies. Look at images of elderly people. Briefly discuss what changes humans go through on their 'journey of life'. What is the next step after these photos of elderly people? Discuss thoughts and feeling about the fact that getting old and eventually dying is part of the human experience.
- Hindus believe in reincarnation which refers to the rebirth of a soul into another body.
- The reincarnation cycle is called **samsara** – the view that the soul (the **atman**) is in a continuous flow of life, death and rebirth – with an eventual aim of reaching **Moksha** (freedom from samsara)
- Watch 'My religion, my life: Hinduism' clip about belief in **reincarnation** https://www.youtube.com/watch?v=Uq6_HUMtQtI
- Children can then sketch their own reincarnation cycle to show their own understanding of this process.

Vocabulary: samsara, atman, moksha, reincarnation

Session 2: How are samsara, karma and moksha linked? Is there one journey or many?

Children deepen their understanding of reincarnation and how samsara, karma and moksha are linked within the 'journey of life'.

Core knowledge

- To know that most Hindus believe in reincarnation and that this process is called 'samsara' (the continuous cycle in which is soul is continually reborn).
- To understand that a person's next incarnation (life) is always dependent on how the previous life was lived (karma).
- To know that karma is the belief that every action has an equal reaction either straight away or later on
- To understand that moksha is liberation from the cycle of samara
- To recognise that samsara, karma and moksha are linked- how a person behaves effects the process or reincarnation.

Suggested activities /Teacher subject knowledge

- Look at a diagram of the reincarnation cycle (samsara) from last session. Look at each stage and recap on key vocabulary and what this means. Look at what happens to an atman (soul) of a person who has performed right actions throughout their life. Then contrast this to a person who has committed immoral acts throughout their life. Discuss how this belief in the Law of Karma acts as a guide for life.
- Discuss how these actions are known as Dharma- a person's religious or moral duties- these are seen as a way of being. Discuss how the children think this would affect the life choices made by Hindus.

Vocabulary: samsara, atman, moksha, reincarnation, karma

Session 3: How do the law of karma and the process of samsara affect a Hindu's sense of purpose in life? Is there one journey or many?

Children learn how the law of karma affects a Hindu's sense of purpose and actions in life *e.g. Hindus should also worship and pray so that they are thinking about God. They should read and learn the scriptures so that they can understand their religion and its teachings better. Hindus should also care for all other living beings, such as plants, trees and animals. This means treating them with respect and looking after the environment. Hindus should also consider how they are treating people who are in need of help and support, and they should look after them in the best way they can.*

Core knowledge

- To understand that a person's next incarnation (life) is always dependent on how the previous life was lived (karma).
- To know that karma is the belief that every action has an equal reaction either straight away or later on
- To understand that moksha is liberation from the cycle of samara
- To recognise that samsara, karma and moksha are linked- how a person behaves effects the process or reincarnation.
- To explain that belief in samsara might affect the way in which a Hindu views the 'journey of life', and give them a sense of purpose to fulfil moral duties

Suggested activities/ Teacher subject knowledge

- Recap learning on samsara from the previous lesson by discussing the key vocabulary again
- Explore the **law of karma** in more detail: Card sort activity with different actions- what would the impact of these actions have on the cycle of reincarnation? (samsara)
- *e.g. Hindus should also worship and pray so that they are thinking about God. They should read and learn the scriptures so that they can understand their religion and its teachings better. Hindus should also care for all other living beings, such as plants, trees and animals. This means treating them with respect and looking after the environment. Hindus should also*

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consider how they are treating people who are in need of help and support, and they should look after them in the best way they can.

- Discuss how belief in the **law of karma** and the process of **samsara** might affect a Hindu's sense of purpose in life and their choices about their moral and religious duties.
- Look at the focus question 'Is there one journey or many?' and discuss, creating a mind map to add to over following sessions.

Vocabulary: *samsara, atman, moksha, reincarnation, karma*

Session 4: What are the four stages of life (ashramas) in the life of a Hindu? Is there one journey or many?

Children learn the four stages of life (ashramas) and learn about the duties that are connected to each stage.

Core knowledge

- To know that Hindus ideally go through 4 stages in life (these are called ashramas) and at each stage, there are different dharmas (duties) involved e.g. being a pupil where the dharmas include reading the Vedas, listening to others and learning.

Suggested activities/ Teacher subject knowledge

- Learn about the four **ashramas** – the four stages of life in Hindu tradition. These are:
 - student (brahmacharya), householder (grihastha), retired person (vanaprastha), renunciate (sannyasin). Each ashrama has its own particular Dharma.
- Children can investigate what the different Dharma for each stage of life involves. See the following table for further details:

Stage in life	Meaning	Duties (dharmas)
Brahmacharya	The student stage	Go to school and learn the scriptures and duties.
Grihastha	The householder stage	Marry and have children. Work and earn money to support the family.
Vanaprastha	The retirement stage	Concentrate on reading the scriptures, meditating, worship, visiting the temple and going on pilgrimages.
Sannyasa	The sacred pilgrim stage	Move away from material possessions and be a wandering holy person who teaches others about the scriptures and spends time in prayer.

- Activities could be to chop up an enlarged copy of the above table and ask children to rebuild it. Discuss how the dharmas support each stage in life.

Vocabulary: *ashrama*

Session 5: Is it important to mark important stages of life?

Children learn and consider the importance of ceremonies which mark the different stages of life (ashramas).

Core knowledge

- To know that Hindus ideally go through 4 stages in life (these are called ashramas) and at each stage, there are different dharmas (duties) involved e.g. being a pupil where the dharmas include reading the Vedas, listening to others and learning.
- To recognise the importance of the **samskaras** (ceremonies) in preparing a Hindu for the commitments of each ashrama by considering the Sacred Thread Ceremony

Suggested activities/ Teacher subject knowledge

- Discuss how Hindus mark important stages in life (the 16 **samskaras**). Ask children to share ideas about what the different stages in life could be that are marked.
- Focus on the **Sacred Thread ceremony (the Upanayana)** which celebrates the child being seen as responsible enough to take on religious duties. <https://www.bbc.com/bitesize/clips/zmmgkqt>
- Discuss how the ceremony might help the Hindu child to understand the role and duties of the **brahmacharya** stage.

Vocabulary: *samskaras, ashrama*

Session 6: Is it important to mark important stages of life?

Children reflect upon their learning to explore, discuss and debate the importance of marking stages in life for religious and non-religious groups.

Suggested activities/ Teacher subject knowledge

- Plan a ceremony that could be used to mark and celebrate the transition from primary school to secondary – think about what they have learnt from the Sacred Thread ceremony (e.g., acknowledging and showing gratitude to the people who have helped on life's journey so far, making a declaration of commitment to the next stage of life, symbolic actions to demonstrate readiness for the new responsibilities and independence)

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- Discuss whether pupils think it is helpful to have special ceremonies to mark transition points in life. Is it the end of one stage or the beginning of a new one that is celebrated? Is the next stage of life really a fresh start or simply the continuance of a journey?
- Re-ask the unit question - Is there one journey or many? Relate it back to the stages in life as well as the concept of samsara and karma.

Vocabulary: *journey, transitions, continuance, samsara, karma*

Future learning this content supports:

Throughout the year, children will continue to explore the different stages that religions have along life's journey. They will be able to and will continue to make connections between the different religions studied – commenting on similarities and differences between the religions and their proposed journeys e.g., thinking about the 'end point' of life.

Children moving to high school will be able to take this idea of the stages of life with them as they move onto their next journey.