

**Year 7     Hinduism****10 Lessons**

**Aims:** This unit of work is designed to teach students the beliefs and practices of Hinduism. This unit enables pupils to reinforce learning in previous key stages about Hinduism, and to build a clear and accurate picture of the religion that includes its origins, its present place in British life and its beliefs, teachings and spirituality. The focus is on Hinduism as a faith in Britain today: Hindus are the third largest religious community in the UK after Christians and Muslims, including nearly 70 000 Hindus in the East Midlands region, of whom over 5000 live in Northamptonshire.

The unit asks pupils to think for themselves about questions to do with God, living a Hindu way of life and what happens after death. The unit encourages pupils to explore their own beliefs, values, Commitments and ways of living in the light of what they discover about Hinduism.

**Where the unit fits in**

This unit links with the following key stage 3 guidelines in the National Curriculum:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the Hindu religion in Britain today, building on learning about Hinduism from Key Stage 2. The focus on local and national examples has the intention of enabling pupils to explore the idea of „British Hindu identity“ and carries with it a part of RE’s concern for attitudes that enable respect for all and community cohesion.

**Links to KS4:**

- Component 2 & 3(Route A) : Exemplar of how a religion’s teachings impact their practices.

Key Skills	Literacy Links	Numeracy Links
<ul style="list-style-type: none"> <li>• To learn to use ICT and dictionaries for research</li> <li>• To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation)</li> <li>• To develop an understanding of how belief impacts believers</li> <li>• To explain and evaluate the beliefs in God across a variety of traditions, cultures and belief systems</li> </ul> <p><b>The core RE concepts that the unit develops are:</b></p> <ul style="list-style-type: none"> <li>• <b>Karma</b> (The belief that one’s actions in this life have an effect on the next);</li> <li>• <b>Destiny</b> (Religious beliefs give answers to questions about ultimate purpose and destiny);</li> <li>• <b>Interdependence</b> (Religion can influence the roles played and decisions taken in the family);</li> </ul>	<p><b>Key Words:</b> Origin, Hindu, Hinduism, India, Trimurti, Vishnu, Brahma, Brahman, Shiva, Reincarnation, Moksha, samsara, Karma, Ganges, Om, Atman, Namakarana, Upanayana (sacred thread), ceremony, rite of passage, funeral, marriage, horoscope, pyre, pilgrimage, Varanasi.</p>	

<ul style="list-style-type: none"><li>• <b>Purpose</b> (The belief that religious rules give people a sense of purpose and duty in life).</li></ul>		
<b>Assessment</b>	<b>Cross-Curricular Links</b>	
<b>Assessment:</b> <i>8 Mark GCSE style Question:</i> Explain the Hindu belief about death and funerals.	<ul style="list-style-type: none"><li>• English Language</li><li>• Geography – countries of origins</li><li>• Art: Homework Option 1. Design a Hindu Deity</li></ul>	
	<b>SMSC Opportunities and British Values</b>	
	<ul style="list-style-type: none"><li>• Encourages students to understand the diversity of beliefs religious ceremonies that exist in the UK and how beliefs affect practices</li><li>• Opportunities for <b>spiritual development</b> come from discussing and reflecting on key questions of meaning and truth, purpose and destiny, in the light of living religious traditions;</li><li>• Opportunities for <b>moral development</b> come from considering what is of ultimate value in life and how the choices we make about values are influenced by religious or other beliefs, and taking an increasingly thoughtful view of questions of destiny;</li><li>• Opportunities for <b>cultural development</b> come from engaging in increasing accuracy and depth with the meaning and expression of British Hindu identities, so that pupils can appreciate the diversity of life in the UK.</li></ul>	
<b>Opportunities for further Learning</b>		
<b>Option 1:</b> Design a shrine in a shoe box <b>Option 2:</b> Literacy homework: research meaning of Key terms and memorise their meanings from your knowledge organiser <b>Option 3:</b> Watch the Documentary – Extreme pilgrimage <b>Option 4:</b> E Learning: Research the Pilgrimage to the river Ganges, funerals and other rites of passage using bbc bitesize <b>Option 5:</b> Explain the Hindu belief towards the afterlife, samsara, moksha and karma		