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| **KS1: Hinduism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| **Qu.1** How do some religions demonstrate that everyone is special?  (Believing/Belonging)  **Qu.2** Why are religious celebrations important to some people but not to others?  (Believing/Belonging/Behaving)  **Qu.3** Does everyone believe the same things about God?  (Believing)  **Qu.4** Why do symbols and stories play important roles in religions?  (Believing/Belonging/Behaving)  **Qu.5** Why do some people follow religious leaders and teachings?  (Believing/Behaving)  **Qu.6** How do some people’s religious beliefs encourage them to care for the world?  (Believing/Behaving) | Find out about the greeting “Namaste” – meaning I respect the presence of God in you – and how that demonstrates respect to all.  Explore the ways that Hindus welcome and celebrate the birth of a baby and the Raksha Bandhan ceremony between siblings.  Explore a range of Hindu festivals e.g. Holi, Diwali, Krishna’s birthday etc.  Learn some of the stories behind the festivals and find out that people celebrate them in different ways.  Find out about Brahman (the one God) and the belief that the various deities are all aspects of Brahman.  Explore aspects of some of the main deities – Vishnu, Shiva, Ganesh and Krishna e.g. – and find out what they teach Hindus about God.  Find out how the Murtis of these deities are used in worship in the temple and at home.  Hear stories about the deities and those behind the festivals e.g. the story of Rama and Sita, Krishna the Butter Thief and Ganesh.  Explore the way that most Hindu stories are about the triumph of good over evil.  Explore a range of symbols used by Hindus to express beliefs – salt water, incense, pomegranate, lotus flower, and the Aum (Om) symbol.  Look at some of the symbols common to many of the Murtis (e.g. multiple arms) and what they teach about Hindu beliefs.  Find out about how teachers in the Mandir help Hindus to understand their religion.  Find out how and why some Hindus follow particular teachers such as Krishna.  Find out about the values that Hindu stories teach and how these values are lived out e.g. being vegetarian, caring for the poor.  Find out about how Hindus believe the world was made and how the Trimurti (Brahma, Vishnu and Shiva) maintain the balance of nature.  Find out about how Hindus care for the environment, animals and each other.  Make links between Hindu care for the world and being vegetarian.  Look at how animals are cared for and fed at some of the temples in India. | **Exp. A** Recognise and give simple accounts of the core beliefs.   * Link some of the beliefs about God to images of the Murtis * Talk about Hindu beliefs about God - Brahman   **Exp. B** Retell a range of religious stories and explain how they link to the core beliefs and practices.   * Choose scenes from Hindu stories that link to belief in the triumph of good over evil. * Match Hindu stories to the festivals that celebrate them.   **Exp. C** Describe some festivals, celebrations and practices and say how they reflect the core beliefs.   * Illustrate and annotate a Hindu festival, choosing a suitable belief from a range of options * Describe a festival explaining why it is important to many Hindus. * Label a puja tray, showing how the items link to beliefs about God.   **Exp. D** Recognise the roles of religious leaders and sacred texts.   * Talk about how a Hindu story makes them feel, identifying the main characters. * Identify the important characters in Hindu stories and link them to aspects of Hindu life. * Talks about the role of the Mandir in the lives of Hindus. |

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| **KS2: Hinduism** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?  (Believing/Belonging)  Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?  (Believing/Belonging/Behaving)  Qu.3 How can music and the arts help express and communicate religious beliefs?  (Believing/Belonging)  Qu.4 To what extent do religious beliefs influence and encourage ‘good’ behaviour?  (Believing/Behaving)  Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?  (Believing)  Qu.6 How well does faith help people cope with matters of life and death?  (Believing/Behaving)  Qu.7 What difference might it make to believe in God as Creator?  (Believing/Behaving)  Qu.8 How might beliefs and community shape a person’s identity?  (Believing/Belonging) | Learn about Puja at home and in the mandir, identifying the different elements – arti (the welcome), prashad (sacred food), bells, lights, water, milk and the tilak etc.  Find out about Hindu pilgrimage and the reasons why a Hindu may make a pilgrimage. Explore the significance of the various shrines and centres of pilgrimage.  Find out about Hindu meditation and interact with Hindu prayers.  Learn the meaning of Hindu terms such as Dharma and Moksha and how these link Hindus to their community  Learn about Hindu festivals and how they contribute to a sense of community.  Find out about samskars (Hindu rites of passage ceremonies) such as those surrounding birth, the sacred thread, marriage, Raksha Bandhan and funerals. Explore the beliefs that underpin these rites and establish their significance.  Explore the impact that theses ceremonies have on young people and other believers.  Find out about how Murtis of Hindu deities help Hindu to understand God and how they are the focus of worship in the Mandir.  Explore the way that many Hindu stories are retold in music and dance and what this contributes to an understanding of the tales.  Explore the decorations often found in temples and Mandirs and how these have changed over time.  Find out about the 4 Purposes of life: Dharma: religiosity, teaching or law (which include the 5 duties); Artha: economic development or prosperity, Kama: sense, pleasure and enjoyment; Moksha: enlightenment or liberation for the soul at the end of the cycle of life. Explore the 5 daily duties (pancha maha yagnas) and the values that these are intended to instil in Hindus.  Find out about Hindu charities and the work that they do, focusing on the local if at all possible.  Find out also about the caste system in India and how this impacts people.  Find out about Ahimsa – the commitment to living without violence.  Explore the lessons learned from the examples of Hindu deities, teachers and leaders such as Gandhi, Krishna, Ganesh, Durga, etc. and how they help Hindus to understand their religion.  Find out about the stories that Hindus focus on in meditation and how they contribute to an understanding of their faith.  Explore the various Hindu scriptures – the Vedas, Ramayana, Bhagavad Gita, Puranas and learn about the difference between texts considered Shruti (that which is heard) and those classified as Smriti (that which is remembered).  Find out about Hindu funerals and how they express the belief in samsara (the cycle of birth, life and death) and reincarnation.  Explore karma (the law of consequences) and moksha (liberation or release from rebirth – sometimes called Nirvana) and assess the impact on funeral practice and beliefs in life and death.  Find out about the various Hindu creation stories and what Hindus learn about from them.  Investigate the belief that many Hindus have that God is in everything and can be worshipped in many different forms.  Explore the Trimurti – Brahma (the creator), Vishnu (the sustainer) and Shive (the destroyer).  Draw links between Hindu beliefs about creation and charitable works.    Explore further the 4 purposes of life and the five daily duties (see Q4) establishing how they contribute to a Hindu’s sense of identity.  Find out about how festivals, celebrated differently in different parts of India, establish a cultural as well as a religious identity.  Investigate worship, food and fasting in the home and how these shape a child’s sense of identity. | **LKS2 (Y3/4)**  **Exp. A** Explain the significance of religious leaders and sacred texts.   * Describe the contribution of spiritual leaders such as Gandhi to Hindu religious practice. * Annotate a religious story to show how it contributes to a Hindu understanding of God, life and death. * Make clear links between texts and core beliefs.   **Exp. B** Describe a range of ways that believers express their core beliefs and make the links between belief and expression.   * Describe some of the ways that dance can retell stories and express the core beliefs. * Compare a range of household shrines, suggesting reasons why there are differences and similarities.   **Exp. C** Identify how core beliefs can guide lifestyle choices.   * Write a guide to the four purposes and five daily duties, suggesting ways that they guide Hindus.   **Exp. D** Recognise how religious identity can be shaped by family, community and practice.   * Annotate pictures of various Hindu rites of passage, suggesting ways that they influence a Hindu’s sense of identity. * Describe the Hindu festival which best promotes a sense of identity, justifying their answer.   **UKS2 (Y5/6)**  **Exp. A** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.   * Produce a guide showing how Hindu beliefs inspire people to charitable works or care for the environment. * Annotate a Hindu text or story showing how it might motivate good behaviour.   **Exp. B** Explain and demonstrate how and why believers show courage and commitment.   * Using examples from history or Hindu texts, compare two characters that show courage in the face of danger.   **Exp. C** Explain how beliefs, practices and community can support or determine responses to matters of life and death   * Evaluate the links between Hindu belief in reincarnation and funeral practices.   **Exp. D** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.   * Give an account of the range of ways that festivals are celebrated in different parts of the Hindu world and sometimes at different times of the year. * Explain the beliefs that encourage Hindus to put diverse deities on their shrines. |