

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser

The questions we might ask:

- *How are deities and key figures described in Hindu sacred texts and stories?*
- *What might Hindus understand about the Divine through these stories?*
- *What is the purpose of visual symbols in the mandir?*

The ideas we might explore

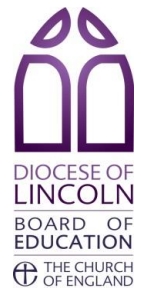
- Hinduism as an umbrella term for a collection of religious expressions
- Some Hindus describe it as **Sanatana Dharma** (the 'eternal duty')
- Hinduism is a **monotheistic** religion (belief in one ultimate reality)
- **Brahman**, the ultimate reality, the life force in all things
- **Trimurti** – **Brahma** (creator – the beginning of life), **Vishnu** (preserver – the sustaining of life), **Shiva** (destroyer – the end of life) – representing the cycle of life (helping Hindus worship **Brahman**, the ultimate reality)
- The symbol of the lotus flower and its association with **Brahma**, **Vishnu** and the story of creation
- Other deities as a means of understanding more about **Brahman**, the ultimate reality, e.g. **Lakshmi**, **Hanuman**, **Ganesh**
- **Atman** (the soul) – the bit of the ultimate reality in all living things
- The **atman** travels continuously through the cycle of life: **samsara** (birth, life, death, reincarnation)
- The goal is for the **atman** to break free from this cycle of life (**moksha**)
- Human beings can achieve **moksha** through fulfilling their **dharma** (duty) - the actions (**karma**) they carry out help them do this; good action (**karma**) help humans fulfil their **dharma** (duty) and achieve **moksha**, bad action (**karma**) prevent humans from fulfilling their **dharma** (duty) and achieving **moksha**
- Stories from the **Ramayana**, **Bhagavad Gita**, **Mahabharata**, e.g. the story of Rama and Sita in the **Ramayana** – a story about doing – or not doing – your duty (**dharma**), the story of Arjuna and Krishna in the **Mahabharata** – a story about doing your duty (**dharma**), even when it is challenging to do so; the ways in which this links with the idea of **Brahman**, the ultimate reality, and the cycle of life

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KS2 Compulsory Unit: God (Hinduism)

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The ***aum*** symbol: a symbol of Brahman and the ***atman***; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the ***aum*** sound during meditation and in Hindu holy texts, e.g. the Upanishads

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<i>What is RE?</i> <i>Believing, Living, Thinking</i>	<p>Football World Cup – how could we look at this in terms of believing, living and thinking?</p> <p><u>Believing</u>: tattoo guy (world cup winners) – what was the evidence for him to believe they would win? Clips of commentary, examples of Tweets (disbelief and hope), history of the England football team and 1966 and 1996</p> <p><u>Living</u>: what did people do to show their belief in the England football team? Promotions in shops, Three Lions song being rereleased, flags, merchandise, watched the matches, travelled to Russia, etc.</p> <p><u>Thinking</u>: should you support the England football team if the majority of evidence suggests they won't win? Arguments for and against, showing evidence of the process of reasoning.</p>
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Key Hindu Beliefs: Ultimate Reality	<p><u>Believing</u></p> <p>What is God like? Mind map or artwork – emphasis the extent to which pupils relate <i>human qualities</i> to God</p> <p>Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal, doesn't have human qualities)</p> <p>Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti</p> <p>Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (cf. 99 Names of Allah) – plot a life cycle showing the Trimurti in exercise books</p> <p>Start to build a classroom display/padlet including key vocab and key concepts</p>
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Key Hindu Beliefs: <i>Human Beings</i>	<p><u>Believing</u> and <u>Living</u></p> <p>Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara)</p> <p>Example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time – the idea of being stuck in one thing and breaking free to do something totally different.</p> <p>Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha)</p> <p>Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha)</p> <p><u>Thinking:</u></p> <p>What are your duties? What actions help you carry them out? What happens if you don't do them? Etc. (Philosophers' café – different stimulus questions on different tables; pupils move around the tables and discuss the different questions, recording answers – café, so tea and cake provided!)</p> <p>Add to the classroom display/padlet with key vocab and key concepts</p>
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Key Hindu Beliefs: Dharma	<p><u>Believing</u></p> <p>Revisit concept of dharma and how it relates to the cycle of life (samsara), the concept of moksha and the concept of karma (action)</p> <p>Case study: the story of Rama and Sita in the Ramayana (http://www.umsl.edu/~naumannj/Geography%20PowerPoint%20Slides/major%20religions/The%20story%20of%20Rama%20and%20Sita.ppt)</p> <p>Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc.</p> <p>Case study: the story of Krishna and Arjuna in the Mahabharata (http://kids.asiasociety.org/stories/mahabharata)</p> <p>Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc.</p> <p>Discussion: how does the story relate to the concept of dharma?</p> <p>Add to the classroom display/padlet with key vocab and key concepts</p>
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<i>Symbols in Hinduism</i>	<p>What is a symbol? Symbol or logo for the school – what does it tell us about our school, who we are; symbol of other religions, e.g. Christianity; possibly mention ways in which symbols can be both positive and negative (e.g. Hindu swastika)</p> <p><u>Believing</u></p> <p>Aum and lotus flower – Hindu creation story, connections with concepts of Brahman, the Trimurti, samsara, etc.</p> <p>Compare with creation stories from at least one other religion – what are the key features/messages of the stories studied? What is the place of humans in the story – are they set apart from other creatures or not? What does this tell us about human beings in this religion?</p> <p>Create an artistic representation of the Hindu story of creation and explain how your image relates to the concepts of Brahman, the Trimurti and samsara; make sure you include the aum and lotus flower as part of your image</p> <p>Add to the classroom display/padlet with key vocab and key concepts</p>
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<i>Summative</i>	<p>Create an iBook about key concepts in Hinduism: Brahman, the Trimurti, samsara, atman, moksha, dharma and karma</p> <p>Immersive experience:</p> <p>Touch – artefacts, murtis (statues of the deities)</p> <p>Smell – incense</p> <p>Taste – ghee, Prasad</p> <p>Sight – murtis, deva lamps, rangoli patterns</p> <p>Sound – Hindi music</p>
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