

The aims of RE

1. make sense of a range of religious and non-religious worldviews, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religious,
- and non-religious worldviews, using appropriate vocabulary,
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious worldviews, so that they can:

- examine and explain how and why people express their beliefs in diverse ways,
- recognise and account for ways in which people put their beliefs into action in diverse ways,
- in their everyday lives, within their communities and in the wider world,
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. make connections between religious and non-religious worldviews, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses,
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response,
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Key Knowledge

Vocabulary



Hinduism is the oldest of the world's religions. It is now practised all over the world but originated in South East Asia. It is a mix of different beliefs, cultures and traditions dating back over 4000 years.



- Aum is a symbol and sound used to represent Brahman (God).
- Brahman is the ultimate being whose spirit is in everything.
- Murtis (pictures) of different deities help to represent the various aspects or characteristics of Brahman.
- Shiva (destruction), Vishnu (preservation) and Brahma (creation) are the trimurti and most important deities.
- Hindus worship at home and the mandir with a puja tray which has a bell, flowers, diya lamp, water in a pot, spoon, murti and sweets or sugar on it to represent different aspects of worship.
- The Hindu dharma are 10 duties that are followed to live a good life.
- Diwali is the story of Rama & Sita being banished and overcoming evil to return home safely. It is remembered today as good overcoming evil and is celebrated with fireworks, food and new clothes.
- Namaste is a greeting of respect to show atman, the spark of Brahman, is in every living thing.
- Today, Hindu life is a part of British culture as it has become integral to our society and we recognise it as a part of our culturally diverse nation.

Hindu: a follower of Hinduism, sometimes referred to as Sanatan

Dharma: the eternal teaching

Brahman: a formless, ultimate reality, one energy or consciousness in the universe, the source of everything

Deity: Brahman channelled into different forms

Namaste: bowing slightly and putting hands together

Shiva: the destroyer of things so new things can begin

Aum: the sacred symbol that describes Brahman; the first sound of creation

Atman: the spark of Brahman in every living creature

Lakshmi: the deity of wealth and prosperity

Vishnu: the sustainer of all living things

Brahma: the creator of things who created the universe, people and creatures.

	Learning sequence:
1	What are some of the Hindu deities? Children will be able to identify some Hindu deities and say how they help Hindus describe God.
2	What stories do Hindu share about God? (e.g. Svetaketu, Ganesh, Diwali) Through stories children will explore what Hindus believe about God.
3	What does Hindu murtis express about God? Understanding how pictures of different deities help to represent the various aspects or characteristics of Brahman.
4	What links are there between beliefs about God and how Hindus live? Children will learn about how Hindus choose a deity, worship at a home shrine; celebrate Diwali. Children will be able to identify some different ways in which Hindus worship
5	Is it good to think about the cycle of create/preserve/destroy in the world today?
6	How does the Hindu idea of everyone having a 'spark' of God in them relate to the world today?