**RE Year 4/5 Cycle B Autumn 2 MTP – Y4C: Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?**

This unit explores Christian and Hindu beliefs about God and about life’s journey through stories, examples, and practices. Using methods from Godly Play or Philosophy for Children to raise ‘questions of wonder’ and enquire into the mysteries, pupils will be able to seek answers they value.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Questions:**  **What does the journey of life mean to us?**  **What do Hindus believe about God?**  **Why do Hindu people worship many gods and goddesses?**  **What does a Hindu journey mean?**  **How do Christian communities use and enjoy music to express their beliefs about God?**  **What do Christians believe about the life after death and the resurrection of Jesus?**  **Are all journeys similar? Can we compare the journeys of Christians and Hindus?** | | **Key Vocabulary:**  **Lesson 1: Journey, Metaphor of Life**  **Lesson 2: Murti, gods and goddesses, Mandir, Karma Ahimsa, Moksha, Reincarnation**  **Lesson 3: Hindu pilgrimage, Murti, gods and goddesses, Mandir, Karma, Ahimsa, Moksha, Reincarnation**  **Lesson 4: Vedas, Reincarnation, Moksha, Ashramas, Sannyasa**  **Lesson 5: Hymn, Bible, Guidance, Collective Worship, Spiritual, Gospel**  **Lesson 6: Resurrection, Christian Gospel, Bible, Journey**  **Lesson 7: Life, Death, Reincarnation, Resurrection, Journey of Life** | | |
| **SACRE Guidance** | **Week** | | **SACRE Coverage/Lesson ideas** | **Learning Outcomes**  (Intended to enable pupils to meet the end of key stage outcomes) |
| **About this unit**  This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about ‘big questions’ in relation to Hindu and Christian ideas. It follows other units about Christianity, and one called ‘What is it like to be a Hindu?’ building on prior learning.  **Religions covered:**  Christianity and Hinduism.  **Which unit does this build from?**  Y3A: Holy Buildings and Sacred Places  **Key Vocabulary:**  Journey  Murti  Cycle of life  Samsara  Worship  Music  Easter  Death  Resurrection  **Key questions to explore with pupils for unit:**   * What are the different beliefs which matter to Hindus and Christians? * How do Hindus and Christians explain their ideas about life after death? * What kinds of beliefs about God are found in these two religions? * Why are these beliefs important? What differences do they make to how people live? * What matters most to Hindus, Christians and to me?   **Developing attitudes in RE:**  Pupils will explore attitudes of:   * Self-awareness by becoming increasingly alert to their own beliefs * Respect for all by developing a willingness to learn from views different to their own * Open mindedness by engaging in positive discussion and debate about how to answer big questions * Appreciation and wonder by developing their capacity to respond to religious and spiritual visions of the truth   **Outcomes:**   * Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey. * Describe and understand links between stories and texts and other aspects of the communities. * Explore and describe symbols which marks steps on the journey of life. * Understand the challenges of commitment to a religion and some ways this ‘lasts a lifetime’. * Observe and consider similarities and differences between journeys of life in different religions. * Discuss their own and others’ views on questions about belonging and community, talking about their own ‘journey of life’. | **Autumn 2**  **Week 1** | | **What does the journey of life mean to us?**  Journeys – recap this theme which has been referenced in two earlier units. It provides a very helpful metaphor for pupils to place their thinking about issues to with life after this life.  **(Floorbook Lesson)**  Ask the pupils to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? Discuss and record individual journey’s pictorially, share with the class.  Ask the pupils: who kept them safe on their journey? Who could they ask for help if needed? Who was waiting at school to guide them?  Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where pupils are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). Life as a journey  Explore reasons why we use the idea of life as a journey. What are the features of a journey that make it a good metaphor for life? (Moving through time; progress to a destination – do we know where we are going? guides for living – religious people follow their holy books and key leaders, for example; adventures on the way; get tired after a long journey etc). What other metaphors/similes would suit? Life is an adventure... life is like a light bulb because... Ask pupils to complete their own “Life is...because...” or “life is like... because...” statements. These can form a great display when made into life “bricks” for a wall of life.  Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special journeys taken by Muslims and Hindus that are to be studied and how their faith keeps them safe and gives guidance | * Identify the impact that chosen journeys have had on myself and others. * Ask important questions about life as a journey. * Describe how life is seen as a journey by some people. * Suggest my own ideas of metaphors for life, giving reasons. |
| **Autumn 2**  **Week 2** | | **What do Hindus believe about God?**  Using a bag with several different Hindu Murtis (statues of gods), encourage the children to initially explore what they can feel without looking, and then remove the statues to examine them in detail. Ask children to write down what they know, what they can guess and what they want to find out about them. Explain that these are visual aids used to help Hindus focus on the characteristics of God. Murtis of Ambaji, Ganesha, Krishna and Lakshmi might be suitable, but many others are useful as well. See what you can easily find.  Use the story of ’Six blind men and the elephant’ to explain that Hindus believe in one God, Brahman, but that he can be represented in many different ways, first as the Trimurti and then as many different gods and goddesses. To help children understand the idea of belief in one God with many faces, ask them to divide a page into several sections and draw symbols or pictures to show their different roles and interests (e.g. son / daughter, friend, team mate, Guide, game player, pet carer). Relate this to the idea that Brahman – the ultimate reality - is shown in the form of many gods and goddesses.  Show children a glass of water and add salt to it. Discuss how the salt disappears but you can still taste it in the water. Relate this to the Hindu idea that God is invisible but is present in everything. How would the children choose to represent their understanding of god? This metaphor comes from a famous story in the Hindu scriptures in which a boy, Svetaketu, is nurtured by his dad, who asks: where in the water is the salt? ‘Everywhere’. So the divine is everywhere in existence.  Look at murtis and display images on interactive whiteboard if possible. Ask children to note aspects of the images they think are symbolic. What clues can they see? What can they work out from them about the god? Use a matching activity to allow children to make connections between the images/objects, and the symbolism attached. Children could then create their own murti for a season. Underneath, they could write three symbols used and explain what they mean.  Introduce and teach children to begin to use keywords: remember and begin to be able to use key words about Hindu pilgrimage such as Murti / gods and goddesses / Mandir / Karma Ahimsa (harmlessness) / Moksha / Reincarnation. | * Describe what Hindus believe about god. * Understand a range of different ideas about gods and goddesses in Hindu worship. |
| **Autumn 2**  **Week 3** | | **Why do Hindu people worship many gods and goddesses?**  Key words: remind children to begin to use keywords: can they remember and use these examples? Hindu pilgrimage / Murti / gods and goddesses / Mandir / Karma/ Ahimsa (harmlessness) / Moksha / Reincarnation Why do Hindu people worship many gods and goddesses?  **(Group Work. Evidence this lesson in Floorbook.)**  Use the clips from ‘My Life My Religion: Hindus’ (BBC Learning, free to use) to explore the many gods and goddesses worshipped in the Hindu tradition. Notes to the programmes add detail and classroom activities, teaching key vocabulary and ideas. The series is a fine resource for this unit, focusing on Hindu children’s lives in Britain and their ideas and beliefs. There is a set of clips on Christianity too.  Show children an ‘Aum’ (Om) symbol and discuss what it means. Explain that this is the most widely used symbol in Hinduism, but not the only one as virtually anything can represent God whose spirit is in everything. It is spoken at the beginning of prayers and worship and, according to scriptures, was the first sound out of which the rest of the universe was created. Hindus chant it in meditation and it is made up of the three sounds A, U and M. These stand for the three main deities, Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer). What questions do they have?  Ask the children to reflect on what they would choose to create, preserve and destroy in today’s world  To Hindus, Brahman is almost impossible to describe and the only accurate description they can give him is an awestruck ‘Ah!’ Ask the children to reflect on their own awe and wonder in our world Their responses could be expressed through music, poetry, art, writing etc.  ***In groups, make a short study of a Hindu god/goddess e.g. Krishna, Ganesha, Lakshmi, Ambaji. Use stories and images of their chosen subject and explore the meaning Hindus draw from them (e.g. The symbolism of hand gestures)*** | * Ask puzzling questions about gods and goddesses. * Show understanding of the Hindu gods and goddesses. * Apply ideas of my own to the ways I understand questions about God. |
| **Autumn 2**  **Week 4** | | **A Hindu Journey: What does it mean?**  Discuss how Hindu religious practices and beliefs are based on a set of Holy Scriptures (the Vedas). The performance of duties (dharma) are according to an individual’s nature. What do we think this means? Do we possess dharma?  Perform a Hindu dance (Hindus believe dance is a gift from God and you can worship through dance.) Does this dance make us feel spiritual? What do we believe spiritual can be/is? Video of Hindu dance may be useful. Look at the clips on https://www.bbc.co.uk/bitesize/topics/zh86n39 BBC’s entry point for primary Hindu RE.  Recount the individual life journeys we made whilst studying this unit. Explore the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death. Talk about the ‘signposts’ that Hindus will follow that enable them to get closer to God. As a whole class explore the word ‘Reincarnation’ and the Hindu belief that the cycle of reincarnation for them is not to be seen as something joyful but includes suffering and misery in order to reach spiritual freedom (Moksha).  Investigate using information books, internet and other sources how a Hindu’s spiritual journey follows a natural process of growing up. Does all life go through four stages? (Ashramas) Children to record their findings in their book. | * Identify the importance of daily worship for Hindus. * Make a link between duties for life for Hindus and duties in my own life. * Understand Hindu beliefs about reincarnation. |
| **Autumn 2**  **Week 5** | | **How do Christian communities use and enjoy music to express their beliefs about God?**  How and why do we find music moving?  Listen to a joyful piece of music. Choose a piece of contemporary or classical music and ask children to reflect on it. How does music make you feel?  Enable the pupils to choose how they want to respond to the music, e.g. through paint, through words, through movement. Help them to explore by questioning. What emotions did I feel in the activity on painting, creative writing or dance? What sort of feelings might people of faith experience in worship (e.g. love, peace, tranquillity, wonder, awe)?  Play pupils this YouTube music video of a famous Christian song, ‘One More step Along the World I Go’ by Sydney Cater. He wrote it for his granddaughter when she was moving schools, and it is all about ‘travelling with God’ as a Christian. Do pupils fancy having a sing? <https://www.youtube.com/watch?v=7PXV3dwaeNU> Discuss this verse in particular, comparing it to the Bible ideas of the presence of God and the guidance of God which Christians believe in: does God guide people? Does God help people by being with them even if they are alone?  6 pieces of music for my spiritual I-Pod:  Ask pupils to think about their own ‘spiritual music’: what music would they choose to express their own deepest ideas? Ask them to choose 6 songs, or pieces of music that they would call ‘spiritual’ on their music playlist and explain why. Provide some examples as class teacher and model the task on a visualiser. Children to record this in books. | * Make links between the music of the Christian community and the beliefs of the Christian community. * Understand how and why Christians use music to worship God. * To apply some of my own spiritual and religious ideas to the music I love. |
| **Autumn 2**  **Week 6** | | **What do Christians believe about the life after death and the resurrection of Jesus?**  **Jesus: the one who came back from the dead (Christianity)**  Use some art about the life of Jesus to get pupils thinking about the end of life. Christians believe Jesus died and lived again beyond the grave, so they hope for eternal life after their own deaths. Tell the Easter stories of the Empty Tomb and discuss what they mean. See the notes column for a video and some books that are also powerful learning tools.  Use three different pictures of the resurrection stories to enable pupils to explore the stories and the different ways people see them. Ask pupils if they have an imagined or creative idea of what heaven is like, and create some ‘Heaven is...’ images from around the class. Which of these ideas is close to or shared by Christians?  Remind children of the Easter stories above, and read some of the resurrection stories of the Christian Gospels, e.g. in Luke chapter 24. Ask pupils what questions they raise and whether the Christian answers, about heaven and being with God after death, are good answers. It is worth running a ‘washing line’ activity about this topic: children make a name label. A string across the classroom circle represents ‘strongly agree’ at one end and ‘completely disagree’ at the other end. Read out these statements twice, slowly. Ask pupils to ‘hang their opinion on the line’ Sit back and discuss. These statements work well: o ‘I think when we die, there is another life, but we can’t say what it will be like.’ o It is scary to talk about death and dying, but it is important. We should do this more.’ o ‘If Jesus came back from the dead, I believe we will also live with him when we die.’ o ‘I’m sorry to say that I think when we die, that is the end of us.’ o ‘The Bible says heaven will be like a party, and like a big feast, with great music. I like this idea.’ o ‘When we die, we will meet our loved ones and pets again.’ o Hindus and Christians disagree about what life after death is like, but it is more important that they both think it will happen.’  Write about it: get pupils to write about the ‘Washing Line of Opinions’ and record their learning through a narrative. Consider with pupils whether the idea of heaven is similar to or different from other ideas about life after death they have come across. | * Identify the impact of beliefs about Jesus for Christians. * Ask important questions about life as a journey. * Discuss and describe how life and death are part of a journey of life for Christians. |
|  | **Autumn 2**  **Week 7** | | **Are all journeys similar? Can we compare the journeys of Christians and Hindus?**  (End of Unit Assessment Lesson)  With talking partners, pupils are asked to recall what they have learnt throughout this unit, recording on whiteboards or post-it notes and feedback as a whole class.  In pairs pupils are asked to then position what they have recorded onto a Venn diagram with three circles. The space where the 2 or 3 circles overlap to be where the religions are similar in their beliefs and practices.  Can the pupils suggest some reasons why religions often describe life as a journey? What are the key differences between the Christian beliefs, and the Hindu beliefs? (e.g. Christian beliefs based on a linear view of time – life is a straight line from here to Judgement and beyond. Hindu beliefs have a cyclical view – reincarnation on the wheel of life, death and rebirth until escaping to Moksha – life is a circle). | * Recognise two similarities and three differences between Christian and Hindu beliefs about life and death. * Reflect on what matters to believers about life and death and what matters to me. * Understand ways in which religious beliefs can have an impact on believers today. |