

# PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

**SUBJECT: RE**

**YEAR: A**

**TERM: Autumn 2**

**YEAR GROUPS: 3/4**

**KEY QUESTION: *What do Hindus believe God is like?***

**PREVIOUS KNOWLEDGE** *We would expect most children to already be able to know that:*

- God can be described in different ways by different people – and that not everyone will agree on one description.
- Jews/Christians believe that God cares for His people and that we should do the same for each other and His creation.

## End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- identify the Aum symbol from others. **KQ1**
- remember at least one named god and how it could help a Hindu. **KQ2**
- talk about cycles of birth/death/rebirth in the world today. **KQ3**
- with support, show how Ganesh might help a Hindu. **KQ4**
- match the names with objects on a puja tray, suggesting how one or two might help a Hindu worship at home. **KQ5**
- show that there are 'goodies' and 'baddies' in the story of Rama and Sita and link qualities to them. **KQ6**

*Most children will show that they have reached the **expected** level because they can:*

- describe the Aum symbol and what it means to a Hindu. **KQ1**
- make a link between the story of Svetaketu and what a Hindu might understand about Brahman. **KQ1**
- name some Hindu deities suggesting what they mean to a Hindu. **KQ2**
- connect ideas about the cycle of create/preserve/destroy with their own lives. **KQ3**
- make links with Brahma, Vishnu and Shiva with creation, preservation and destruction. **KQ3**
- link the story of Ganesh to what a Hindu might explain about Brahman. **KQ4**
- explain the different features used in worshipping God at home. **KQ5**
- explain how stories such as Rama and Sita help Hindus understand about God. **KQ6**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- explain what it means to a Hindu to believe that God is everywhere and in everything. **KQ1**
- explain why there are lots of murtis – giving an example of this idea relates to their own lives. **KQ2**
- suggest how Hindus might use the cycle of create/preserve/destroy to talk about how gods can help their lives today. **KQ3**
- explore another story (such as about Krishna) to suggest what this says about Brahman. **KQ4**
- make deeper links between aarti and banishing darkness for example when discussing puja. **KQ5**
- link ideas of Vishnu coming to Earth as a human Vishnu with other ideas they may have heard e.g. Christian incarnation. **KQ6**

**ASSESSMENT OPPORTUNITIES – What are children aiming for?**

*Children will be able to demonstrate their learning through:*

- designing their own important 'powerful helper' to illustrate use of symbols and relate to ideas of what Hindu gods do and how they work.
- experiencing puja.

**ENRICHMENT OPPORTUNITIES –**

**What can we give children along the journey to help them remember more?**

*We will endeavour to include:*

- a virtual tour round a Hindu home/temple.
- using sensory experiences of puja – incense, candle light etc.

**CROSS-CURRICULAR LINKS –**

**What links can we make to help children make sense of what we want them to know and be able to do?**

*This itinerary fits with our other learning through:*

- understanding the concept of 'light' in other religions – link to Advent and Christmas preparations.

**LEARNING BEHAVIOURS** *Children will be expected to:*

|                           |                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Tries new things</b>   | say the newly-found Hindu-related words.                                                                           |
| <b>Works hard</b>         | demonstrate they make links with new concepts and their own understanding.                                         |
| <b>Concentrates</b>       | listen attentively to other speakers – e.g. films of Hindu people talking about their faith.                       |
| <b>Self-motivates</b>     | be increasingly independent.                                                                                       |
| <b>Imagines</b>           | ask appropriate questions which relate to new experiences which may be culturally different from their own.        |
| <b>Improves</b>           | show they can check spellings and grammar regularly.                                                               |
| <b>Understands others</b> | recognise that actions/beliefs may be quite different or even challenging but can still be amazing to learn about. |
| <b>Doesn't give up</b>    | persevere when concepts may be challenging to understand.                                                          |