

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: R.E.

YEAR: B

TERM: Autumn 1

YEAR GROUPS: 5/6

KEY QUESTION: Why do Hindus try to be good?

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

The concept of Brahman/God in Hinduism. Hindu beliefs about God, understood through the Trimurti. Ways in which Hindu murtis communicate some character of God. The importance of worship in the lives of most Hindus. Ways in which Hindus use images and actions in worship in their home shrines and at the Mandir. Ways in which senses are used to show that things are special. The story behind Diwali, its meaning for Hindus and the celebrations. Ideas about good and bad; light and darkness; celebration and joy.

End of Unit Objectives

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

- explain the Hindu belief about Brahman. **KQ1**
- define 'Atman'. **KQ2**
- explain Hindu beliefs about karma, samsara and moksha. **KQ3**
- define dharma using technical terms. **KQ4**
- use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. **KQ5**

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

- use technical terms accurately when identifying and explaining the Hindu belief about Brahman. **KQ1**
- make clear connections between a Hindu story and what it teaches about life **KQ2**
- suggest ways in which the Moksha Chitram game teaches people about the Hindu beliefs of dharma, karma, samsara and moksha in my explanation. **KQ3**
- suggest what actions a Hindu might do, and explain how they might act during different stages of their life, because of their dharma. **KQ4**
- explain how Hindus' beliefs shape the way that they live their lives using Hindu examples. **KQ5**

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

- show an understanding of the diversity in Hinduism in relation to Brahman. **KQ1**
- upon reading Vidura's explanations, raise thoughtful questions that I would like to ask a Hindu about the beliefs that lie behind the passage. **KQ2**
- explain to the man in the well how and why his actions need to change if he is to reach moksha. **KQ3**
- reflect on the impact belief in dharma might have on individuals and the world. **KQ4**
- discuss links between sewa, dharma and ahimsa and how belief in these and their importance shapes the way in which many Hindus act. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Contributions to the 'silent gallery' exercise.
- Definitions of key terminology.
- Letter writing to give advice to the man from the story of 'The Man in the Well'.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Exploration of a Hindu story: The Man in the Well.
- Moksha Chitram game
- The Story of Gandhi – showing extracts of the film 'Gandhi'
- Charity work research – Sewa UK
- [BBC Two - My Life, My Religion, Hinduism, Introducing Simran and Vraj](#)

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:

- English: Story mapping for The Man in the Well. Exploring the characters' senses. Letter writing
- Art: drawing a character's expressions from The Man in the Well.
- PSHE: Adopting perspectives from characters within the story. Understanding and appreciation of different cultures and beliefs.
- Computing: charity research
- History: The life of Gandhi

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Suggest representations from different elements within a Hindu story.
Works hard	To use technical terms accurately when defining key terminology.
Concentrates	Play Moksha Chitram to understand more about samsara, karma and dharma.
Self-motivates	Ensure reasoning skills show depth of thought and understanding.
Imagines	Adopt the perspective of the character from 'The Man in the Well'
Improves	Respond thoughtfully to 'pink for think' marking.
Understands others	Work in pairs/groups to question and explore key elements of Hinduism.
Doesn't give up	Complete set work to the best of my ability, striving to achieve any challenges/extension work