

Summer 1 Year Group: One		Teacher: Rebecca Wormleighton	Religion/belief: Hindu Dharma	Key Question: What do people say about God?
Focus Question: What is God like?				
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: Music – linking images and learning to music; production of a sound poem	Shared human experience: pupils will explore and ask questions about the experiences of wondering about puzzling questions. Living religious traditions: pupils will explore and recognize some things religious people say about God. Beliefs and values: pupils will explore and ask questions about some beliefs and stories about God and human life. The search for personal meaning: pupils will explore simple beliefs about God and suggest their own responses.	
Attainment Target 1: Learning about religion and belief · explore a range of religious stories, events and sacred writings and talk about their meanings and what they say about God. · explore how religious beliefs and ideas about God can be expressed through the arts and communicate their responses. · identify and suggest meanings for religious symbols of God and begin to use a range of religious words.			Attainment Target 2: Learning from religion and belief · reflect on and consider religious and spiritual feelings, experiences and concepts such as God, worship, wonder, praise, thanks, concern, joy and sadness. · ask and respond imaginatively to puzzling questions about God, communicating their ideas. · respond sensitively to other people's ideas, thoughts and comments about God.	
	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	Can I identify the different jobs people do, and the role they have?	To develop awareness of people's roles. To understand that names and titles may reflect a person's role. To develop understanding that there is more than one valid way of seeing things. To identify different roles one person may have. To explain that roles and names are all true parts of the person. To suggest that all the	Look at pictures that include a variety of people involved in different activities. What different jobs do adults in school do? What jobs do your teachers do? What different jobs do we have in class? Do we always look the same? Discuss who they might be and write labels e.g. father, daughter, shopkeeper, bus driver. Explore the variety of roles teacher may have, e.g. teacher, parent, daughter/son, student, footballer, musician, gardener. Use a guessing game where a key word is read and class suggests if it applies to the teacher. Use a feely bag. Different pupils describe item and attempt to guess what it is. Reveal the item and relate it to the accuracy of pupils descriptions. Read 'The Blind Man and the Elephant'. Discuss. Focus on the validity of each description as an indicator of part of the	

		responses are acceptable and explain why.	elephant. Record the various descriptions and illustrate for a wall display.	
LRT	Can I explain who Ganesh is and why he is important?	<p>To know that Ganesha is a Hindu god.</p> <p>To discover some attributes and symbols associated with Ganesha.</p> <p>To develop familiarity with how image of Ganesha is treated.</p> <p>To identify some roles/titles attributed to Ganesha.</p> <p>To suggest why Ganesha might be important to a Hindu.</p>	<p>Slowly remove cloth covering a murti of Ganesha and discuss aspects as they are revealed. Teacher will supply name and explanations as required. What do they like about it? Why? Is there anything they do not like about it? Why?</p> <p>Read a version of how Ganesha originated and discuss. Include reference to characters, events and pupils responses during different sections of the story.</p> <p>Use 'Kedar's Story', video, that shows Ganesha in a home or mandir. The story of Ganesh</p> <p>Worship at home – shrines</p> <p>Stories about the Trimurti</p> <p>www.espresso.co.uk – has a link with resources for this. Discuss where he is displayed, what is with him and how people respond to him. What do pupils think a Hindu person will be thinking and feeling?</p>	
B and V	Can I explain the Hindu belief in one God with many faces?	<p>To develop awareness of Hindu belief in one God with many faces.</p> <p>To suggest something a Hindu might believe about God.</p> <p>To explain something about God that Hindu's might discover in Shiva (or other aspect chosen).</p>	<p>Observe salt dissolving in water. A volunteer may taste a small amount of water (provide fresh water to rinse mouth). Discuss what is happening during and at the end of the story. Read story of Svetaketu. What do they think is the message (e.g. God is everywhere even if he is invisible)?</p> <p>Examine Trimurti. Discuss parts of the images. Relate descriptions to aspects of God. Focus on one aspect eg Shiva and examine murti and story e.g. 'How Lord Shiva Became Blue-throated' or 'How the River Ganga Came to Earth'. Relate the stories and murti to beliefs about God</p>	

			<p>and how Hindus might feel they should live their lives.</p> <p>Key message: There is one God with many faces</p>	
SPM	Can I reflect on my identity?	<p>To consider the roles they take in their lives.</p> <p>To reflect on how they would like to be known.</p> <p>To reflect on their beliefs about God.</p> <p>To identify different parts of their identity.</p> <p>To express a positive aspect of their identity.</p> <p>To respond to a possible meaning for life</p> <p>To offer their ideas about the existence or possible qualities of God.</p>	<p>Do my actions change my emotions? How would I describe my friends? How would I describe myself? How do I want my friends to think of me?</p> <p>In pairs, act out two roles they take in their life while partner attempts to guess. Draw a figure of themselves in the centre of a paper. Draw links to boxes or hats and label these with some roles they have.</p> <p>Devise a title describing themselves and illustrate this on a paper banner or shield. Consider colours, patterns, words and symbols that might be appropriate. Or, use a cardboard tube to represent themselves and decorate it with pictures/words that they feel would tell others about themselves.</p> <p>Explore their ideas about God by using musical instruments. Use tempo, pitch, beat etc as appropriate. Share response with the class. Group and sequence to play and record as a completed piece. Teacher could scribe ideas to be read along with instruments to produce a sound poem.</p>	