

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Subject: Religious Education	Year group: Year 4	Topic: Brahman/atman	Unit Key Question: L2.7 What do Hindus believe God is like?
<p>Prior knowledge required:</p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into action • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make 		<p>Vocabulary: Hinduism 'Sanatan Dharma', 'Eternal Way', 'Aum', Brahman (God), Svetaketu, deities, – Brahma (Creator), Vishnu (Preserver) and Shiva (sometimes called 'Destroyer', or 'Transformer'), Ganesh (the remover of obstacles, and son of Shiva); Krishna (who comes to Earth to protect it, avatar of Vishnu); Parvati and Durga, puja, Rama, Sita, Diwali, atman,</p>	
<p>Programme of Study</p> <p>What do pupils gain from RE at this key stage? Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>End of key stage outcomes RE should enable pupils to:</p> <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the key concepts studied • offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 			

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- make simple links between stories, teachings and concepts studied and how people live, individually and in communities
 - describe how people show their beliefs in how they worship and in the way they live
 - identify some differences in how people put their beliefs into action

 - make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
 - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
 - give good reasons for the views they have and the connections they make
- These general outcomes are related to specific content within the unit outlines on pp.61-72.

Implementation:	Impact - Lesson Sequence:	Evaluations and assessments:
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how 		<p>I am learning to ...</p>

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<p>Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <ul style="list-style-type: none">• Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none">• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today• Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.		
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