**Year 6 R.E Curriculum – Spring Term 1**

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| **Theme: Why do Hindus try to be good?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of belief:**  • Identify and explain Hindu beliefs, e.g. dharma, karma,  samsara, moksha, using technical terms accurately  • Give meanings for the story of the man in the well and explain  how it relates to Hindu beliefs about samsara, moksha, etc.  **Understand the impact:**  • Make clear connections between Hindu beliefs about dharma,  karmaa, samsara and moksha and ways in which Hindus live  • Connect the four Hindu aims of life and the four stages of life  with beliefs about dharma, karma, moksha, etc.  • Give evidence and examples to show how Hindus put their  beliefs into practice in different ways  **Make connections**:  • Make connections between Hindu beliefs studied (e.g. karma  and dharma), and explain how and why they are important to  Hindus  • Reflect on and articulate what impact belief in karma and  dharma might have on individuals and the world, recognising  different points of view. | | | **Keyword** | Definition | **Keyword** | Definition | Spoken language –  Explaining, discussing, questioning. |
| Brahman | God, ultimate reality whose spirit is in everything. | Aum | Symbolises the universe and ultimate reality. |
| Atman | Eternal self | Ashramas | Stages in a Hindus life |
| Karma | A person's actions in this and previous states of existence, viewed as deciding their fate in future existences. |  |  |
| Samsara | The cycle of life, death and rebirth |  |  |
| Moksha | Release from the cycle of samsara |  |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| What do Hindus believe God is like? Year 4  What does it mean to be a Hindu in Britain today? Year 4 | | | | |  | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To recap prior learning on Brahman and atman | | * Know the symbol of Aum is the most important one to Hindus. * Brahman is the ultimate being, whose spirit is in everything. * Atman is the eternal self. | | | | * Recapping skills | |
| 1. To explore the Hindu ideas of Karma and reflect on why a Hindu might try to be good. | | * Actions bring good or bad karma. * Hindus believe in a cycle of life, death and rebirth, with various forms of reincarnation to achieve moksha. | | | | * Investigating, exploring, and reflecting | |
| 1. To explore the Hindu ideas about the 4 aims of life. | | * The 4 aims are dharma- religious or moral duties, Artha – providing for the family, kama - regulated enjoyment of pleasures, moksha – liberation of the cycle of birth, rebirth and reincarnation. | | | | * Investigating, interpreting, | |
| 1. To compare the 4 aims in a Hindus life to their own personal goals. | | * Hindu values can help all of us in all our lives. | | | | * Reflecting, evaluating, expressing. | |
| 1. To understand that Hindus describe their life as a journey towards Moksha and compare to the duties pupils have in their lives. | | * A Hindu has different stages in their life (ashramas) which have different duties. * We all have duties in our lives. | | | | * Analysing, evaluating, expressing skills | |
| 1. To consider the value of the idea of karma and reincarnation | | * The idea of karma and reincarnation could help all | | | | * Evaluating and expressing. | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1, 2, 3 and 5 | | | | | | |
| **Understand the impact** | * Lesson 2 and 3 | | | | | | |
| **Make connections** | * Lesson 4 and 6 | | | | | | |