**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. karmaand 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
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| 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
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| 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.
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| 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
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| 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
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| **Understand the impact** | * Lesson 2 and 3
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| **Make connections** | * Lesson 4 and 6
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