**Year 4 R.E Curriculum – Spring Term 1**

|  |
| --- |
| **Theme: What does it mean to be a Hindu in Brtiain today?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Understand the impact:** • Describe how Hindus show their faith within their families in Britain today (e.g. home puja)• Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) **Make sense of belief:**• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean• Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)**Make connections**: • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. | **Keyword** | Definition  | **Keyword** | Definition  | Spoken language – discussion, explaining and questioning |
| Murti | A devotional image/statue | Holi | The festival of colours |
| Deities | God or Goddesses |  |  |
| Puja | To honour or worship by offering light, flowers, water or food. |  |  |
| Lakshmi | The Goddess of wealth, fortune, power and fertility. |  |  |
|  |  |  |  |
| **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? | Why do Hindus want to be good? |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To explore different Hindu objects that would be found in their homes.
 | * Hindus have pictures and statues of deities and a puja tray in their homes.
 | * Investigation, interpreting skills
 |
| 1. To explore what Hindus, do to show their tradition within their faith communities.
 | * Hindus visit the mandir to worship. They ritually pray and sing songs and make offerings before the murti.
 | * Investigating and interpreting skills
 |
| 1. To find out how Hindus celebrate Diwali in Britain today.
 | * Know the story of Rama and Sita. The use of light in the celebration represents good overcoming bad the festival represents an in vitiation to Lakshmi (Goddess).
 | * Recall, expressive skills
 |
| 1. To find out about other Hindu celebrations e.g, Holi
 | * Holi (the festival of colours) celebrate the eternal love between Radha and Lord Krishna. It is a celebration of love over evil.
 | * Investigational, interpreting skills
 |
| 1. To compare similarities and differences with people in other faith communities.
 | * To know different faiths, have things in common with each other e.g. prayer, places of worship, religious celebrations.
 | * Recall, analysing and synthesising skills
 |
|  |
| **Themes** | **Where these are covered:** | **Links across the History curriculum** |
| **Making sense of belief** | * Lesson 1 and 2
 |

|  |  |
| --- | --- |
| **EYFS** |  |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

 |
| **Understanding the impact** | * Lesson 3 and 4
 |
| **Making connections** | * Lesson 5
 |
|  |  |