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

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| **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. |  |  | |
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| **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 | | |
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| **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 | | | | | |
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