

Year 4 Term 5

**What does it mean to be a Hindu in Britain today?**  
**RE**



Suggest at least two reasons why being a Hindu is a good thing in Britain today and two reasons why it might be hard sometimes.  
Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

**Long-term Memory Knowledge:**

Talk about some of the things Hindu people do that demonstrate their faith.  
Understand that there is a link between a Hindu person's beliefs and some of the things they do in life. Describe what puja, aarti and bhajans are.  
Suggest why it might be a good to be a Hindu in Britain.  
Suggest some of the challenges Hindu people in Britain face.  
Spot links between what some Hindu people do to help others and what those of other religions do.

**Key Vocabulary**

<b>puja</b>	the act of worship
<b>mandir</b>	a Hindu temple
<b>murti</b>	a statue of a Hindu god or deity
<b>deity</b>	a god or goddess
<b>Bhagavad Gita</b>	one of the holy scriptures of Hinduism
<b>OM</b>	a mystic symbol associated with Hinduism
<b>aarti</b>	a Hindu ceremony
<b>bhajan</b>	a devotional song
<b>punusharthas</b>	the collective name for the four goals Hindus should aim for in life
<b>dharma</b>	one of the four goals: duty/ethics
<b>artha</b>	one of the four goals: prosperity/wealth

<b>karma</b>	one of the four goals: deeds/actions (can be 'good' or 'bad')
<b>moksha</b>	one of the four goals: release from the cycle of rebirth
<b>reincarnation</b>	the rebirth of the soul in another being

**Progression in Resources:**

artefacts common to many Hindu families living in Britain; contact with Hindus living in Britain – either virtually or in person

**Relevance**

<b>Now</b>	Children learn more about a religion that may not be their own in order to develop understanding of others; they understand why some parts of Britain have a high Hindu population.
<b>Future</b>	As adults, children are tolerant of those that follow a religion that may not be their own and respectful in their interactions with others; they are happy to take part in celebrations from other cultures and understand we can all learn from one another.
<b>Aspiration</b>	Children develop an interest in religion – whatever their personal beliefs – and work with others to promote religious tolerance through community projects.

**Kent REAct Syllabus Aims:**

Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldwide.  
Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.  
Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.

**Essential Prior Learning:**

Hinduism is one of the world's major religions. Hinduism is a polytheistic religion: its followers believe in more than one god.  
Some Hindus live in Britain.

**Progression in Skill:**

Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans.