



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## EP Scheme of Learning

### Year 7 – Term 2 Hindu Worship

#### Intent – Rationale

This module will enable students to know what worship is and explain what worshipping means to religious believers, particularly looking at worship in Hinduism. They will examine Hindu beliefs about God and how those beliefs are reflected in how they worship both in a Mandir and at home using a puja tray. They will consider why worship is important and what Hindus would miss if they didn't have access to worship at home or at the Mandir.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7 Planet X: religious identity – following rules	<ul style="list-style-type: none"> <li>• Year 8 – Festivals</li> <li>• Year 9 – Christian and Islam beliefs – Nature of God</li> <li>• Year 10 – Christian Practices – worship</li> <li>• Year 11 – Islam Practices – Salah and the Mosque</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
English      speech writing/use of persuasive language	<p>Students will have the opportunity to develop confidence through discussion and analysis of information (GB4b)</p> <p>Students will develop an interest in investigating and offering reasoned views about worship and ability to understand and appreciate the viewpoints of others (M4)</p> <p>Encouraging teamwork (GB4g) through group work</p> <p>Encouraging creativity (GB4i)</p> <p>Tolerance of others (BV5)</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Key words, spellings, peer to peer activities</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



**EP Scheme of Learning**

**Year 7 – Hindu Worship**

**Intent – Concepts**

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b></p> <p>This unit will examine Hindu beliefs about God and how and why people worship. This will be done through looking at the Mandir as a place of worship, the features they contain, who they are used in worship and their importance to worshippers in the UK. Students also have an opportunity to look at the items found on a Puja Tray and to discover the way it is used in worship at home and what it represents.</p> <p><b><u>Apply</u></b></p> <p>Comparing Hindu worship to those they already know from previous key stage or from Christianity. Assessment to create a short TV programme about what Hindu’s would miss if....</p> <p><b><u>Extend</u></b></p> <p>Students will evaluate why worship is important and why worshipping in different ways is beneficial for believers.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>Mandir, Puja, Murti, Incense, God, Dipa/Diva, Brahman, Brahma, Vishnu, Shiva, Prayer, Ritual, Monotheism, Polytheism</li> </ul>	<p>Classroom tasks marked by teacher                      Assessment - What would be missed if....</p>



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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
1. Introduction to Hinduism	<p><b>Starter:</b> Students read fact file from BBC.co.uk on India and in groups of 2-3 identify main points about Indian culture, politics and geography that are important. Feedback to whole class. (Could display Google map of India to help identify key geographical features.)</p> <p>Read pp.4-5 in 'The Hindu Experience', students draw a timeline in their books highlighting key points in the development of Hinduism.</p> <p>Read pp.15-19 and under each heading in italics, students to identify key words and prepare a short presentation on what Hindus believe. Feedback to whole class, class take notes and prepare questions that they would like to ask in response to each of the presentations.</p> <p><b>Plenary:</b> Students to write down on post-its, three facts about Hinduism they didn't know at beginning of lesson.</p>		Differentiation through discussion and teacher questions.	Students to choose three questions raised by the presentations in class and do further independent research to answer those questions. Each question no less than 150 words.	T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir
2. Hindu beliefs about God	<p><b>Starter</b> What words can students use to describe fire – create a mind map of student's feedback</p> <p>Make links to Hindu understanding of Brahman and the many gods and goddesses.</p> <p>Show BBC programme on Hindu beliefs about God – write down 10 facts from the programme</p> <p>Student feedback</p> <p>Comparison to Christian understanding of God – what characteristics does God have?</p>	Q&A Feedback from video	Differentiation through discussion and teacher questions. Scaffold to help with making notes from video Make comparison between Hindu belief in God and the Judaeo-Christian God.	Complete Hindu Family Tree	T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir
3. Welcome to the Mandir	<p><b>Starter:</b> In pairs, students compose a list of features they would expect to see in a Church. Feedback to whole class.</p> <p><b>Either</b> students read p.12 in 'This is RE! 1' and answer q.1-3 in 'Task 2'.</p> <p><b>Or</b> show video 'Hinduism visiting a Mandir'. Students to take notes on 'what they see/ what they felt' of the various features of the Mandir (Less able use 'What Can Be Seen in a Mandir?' worksheet sheet with words/pictures to prompt reflection).</p> <p>Students to come up and write down one feature of a mandir from the video they observed on the board, if they can they should explain why it's there, its symbolism/importance.</p>	Q&A	Questioning Comparison of different places of worship – Church and a Mandir		T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir This is RE!1



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	<p>Design a guide for someone visiting a mandir for the first time describing what they might see (both internal and external features) and explaining what they symbolise. (More able should use p.55 in 'Hindu Experience' textbook to include additional features, less able can use 'A Hindu Temple' worksheet/OHT).</p> <p><b>To be finished for homework.</b></p> <p><b>Plenary:</b> Students to compare and contrast the features of a church they listed at start of lesson with the features of a mandir, which are similar/different in purpose/symbolism?</p>				
4. Shrines and Murtis	<p><b>Starter:</b> Using 'If This is the Answer...' worksheet, students to complete thinking of questions that would fit the key words.</p> <p>Using photograph on p.13 in 'This is RE! 1', students identify and then feedback to whole class.</p> <p>In pairs, students discuss q,2 and feedback to class. (Or, using pp.53-55 in 'The Hindu Experience', discuss main features of a shrine in a Mandir). Using 2.1 'Shoots &amp; Roots' worksheet, students to write notes summarising what they have learnt so far.</p> <p>Using Hindu God's worksheet, students to work out the relationship between different gods with each other by using clues on worksheet. Feedback answers to whole class.</p> <p>Read pp.14-15 in 'This is RE! 1, and using '2.2. God and Murtis' worksheet 1, in groups of 3-4, student's complete q.1-2 in 'Task 4'.</p> <p><b>Plenary:</b> Again, using 'Roots &amp; Shoots' worksheet, students to now write further notes about murtis (q.1-2, task 5).</p>	Q&A	<p>Differentiation through discussion and teacher questions</p> <p>Shoots and roots worksheet</p> <p>Links made to Hindu beliefs about God and symbolism of different murtis.</p>		T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir This is RE!1
5. How do Hindus Pray?	<p><b>Starter:</b> As students enter have the word 'prayer' written on the board. Students, in silence, to think about what words they associate with prayer. (What is it? Different types, etc.) Get students to come up and write one word on the board and explain why they associate it with prayer.</p> <p><b>Either:</b> Using 'Hindu Prayer' worksheet, students to decide what type of prayer they are and what beliefs about Brahman are reflected in each of the prayers. Feedback to whole class, (emphasise the different ways in which Brahman is portrayed, e.g. transcendent, immanent, relationships, etc.)</p> <p><b>Or:</b> using pp.16-17 in 'This is RE! 1' answer qs.1-3, Task 6.</p> <p>Students to write their own mantras reflecting aspects of Brahman they would choose to focus on. Can use 'Hindu Prayer' for ideas, but need to express how they would feel about Brahman (emotions), not just list what they believe about Brahman.</p>	Q&A	<p>Questioning</p> <p>Shoots and roots worksheets</p>		T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir This is RE!1



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	Using pp.18-19 in 'This is RE! 1' & '2.5 Prayer Feelings' worksheet, in pairs, students cut out key words/phrases and place them on the picture that most apply to the people praying (q.2, Task 8). Feedback to whole class. <b>Plenary:</b> Students to add further notes to their 'Roots & Shoots' worksheet on words/actions Hindus use when they prayer and how they feel when they pray.				
6. What is a ritual?	<b>Starter:</b> using pp.20-21 in 'This is RE! 1', students choose which football ritual is the most important and explain why. Then in pairs share their choices and reasons and then think of two other rituals in their everyday life and explain why they are important to them. Feedback to whole class. Students <b>either</b> complete q.1-2 of task 9 on p.23 <b>or</b> using 'The Puja Ritual 1' worksheet complete task 1 & 2, students to also write on worksheet in their own words description for the arti lamp and water. (More able to complete q.2 on worksheet). Feedback to whole class. In pairs students complete q.3 of task 9 or the worksheet. Students to write a sentence in their books explaining why they think the puja tray uses all five senses to worship. <b>Plenary:</b> Students to think about other religious rituals that also use these items or engage the five senses. Feedback to whole class.	Q&A Feedback from class	Questioning		T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir This is RE!1
7. Assessment 'What would be missed if.....'	<b>Starter:</b> Students, in groups of 3/4 to mind map what they have learnt about Hindu worship this unit. Feedback to whole class. Introduce assessment to students, read out instructions from 'Hindu Worship TV Script' worksheet and highlight relevant levels. Students should have at least two lessons + homework to complete assessment.	Q&A	Questioning Scaffold sheet Comparison of worship between Hindus and Christians	Complete assessment	T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Visiting A Mandir