

Unit Title What do Hindus believe about Life after death? Year 3/4

Key focus areas of enquiry :

A Beliefs teachings and sources

E Meaning Purpose and Truth

Background Story/ Information-Hindus believe that human beings spend their time in ultimate aim is to get free of this cycle and to be liberated from the material world. believed to have a key role in deciding what their next life will be, and in shaping the cycle of death and rebirth. Dharma has a variety of meanings and understandings one duty Dharma involves commitments and responsibilities and he Hindu tradition places g dharma which is committed to truth, right action , peace, love and non-violence. Hinc creatures and in all that exists: respect for life and care for the environment follows glory of God. It is not understood as a one-time event but as continuous.

Cross Curricular Links art, literacy,

Key Vocabulary -Soul

Skills Investigation, Communication. Interpretation

Attitudes self awareness appreciation and wonder

Key Questions- What happens when we die? What do Hindus believe about the journey responsibilities do I have? How aware am I of the consequences of my own actions?

Learning Objectives

Reflect on different beliefs about what happens when we die

Possible Teaching/Learning Activities

Lesson 1

Read some stories with the children about what happens after death, Badgers Parting Gift, Heaven - Nicholas Allen-sensitively talk to the children about what happens when we die. What are their thoughts about life/death and life after death? After reading the story allow children a moment or two to share their feelings Give then a sheet with four speech bubbles and ask them to think of four questions they would like to ask-after this ask the pupils to think how they might answer these questions.☺

Learning

I can explain understand different question ' when we c

<p>Learn about the Hindu belief in karma (actions and deeds determining the nature of rebirth)</p>	<p>Children could draw positive and negative characteristics of themselves around a self portrait. Explain that many people believe that when the body dies the spirit, the real essence of a person lives on.</p> <p>Pupils could work in pairs to prepare a poster with their thoughts about what happens when we die ☺(illustrated.)</p> <p>Lesson 2</p> <p>Ask the children to think about the good things / not so good things that they have done so far that day Are there good/not so good things. Hindus believe that when they do good things it makes more good things happen and when they do bad things more bad things could happen. Trace some events that have happened in the school that have produced good effects and bad effects☺</p>	<p>I can explain and understand Hindu ideas</p>
<p>Learn about the Hindu concept of Dharma</p>	<p>Learn about the Hindu concept of dharma. This is not an easy concept to define but it is about:</p> <ul style="list-style-type: none"> • Making the best of the circumstances in which we find ourselves • Resolving not to hurt any living thing by word or deed, or by thinking ill of others. • Not accepting what is wrong in society • Know when we have done wrong. • Seeking the truth in all things. 	<p>I can explain and understand Hindu concepts of Dharma</p>
<p>Reflect on the duties and responsibilities of their own lives</p>	<p>Perhaps it is best summed up as being the person you are meant to be, being true to yourself by fulfilling the role that has been given to you, so that you can be of use to others.</p> <p>. Ask them to think about the roles they have been given by family, friends, school and other organisations. How does fulfilling these roles help other people?</p> <p>Recap from Year 2 material how dharma may be practised in family life e.g. by:</p> <ul style="list-style-type: none"> • Offering puja/having faith in God. • caring for living things (a pet) • being kind to guests • recognising the difference between right and 	<p>I can describe my own values, commitments and these effects on behaviour</p> <p>I can describe Dharma as practised in life.</p>

<p>Reflect on the consequences of actions in their own and others lives</p> <p>Learn about the Hindu belief that all life is sacred and the cow is held in special regard because it is symbol of the earth itself. (milk and milk products are important to Hindus)</p> <p>Learn about the importance of family Life in the Hindu tradition</p> <p>Learn about the Hindu Festival of Holi and its significance to Hindus.</p>	<p>wrong</p> <ul style="list-style-type: none"> telling the truth not stealing behaving non-violently not being too attached to possessions <p>Consider choices that children have to make in dealing with others- what guides them use dilemma cards in Words of Wisdom. Discuss with the pupils what helps them to decide whether actions are good or bad.☺ Would their decisions give them good or bad karma?</p> <p>Lesson 3</p> <p>Give the children some sayings from the Bhagavad-Gita see Words of Wisdom</p> <p>Explore from current news events how some actions lead to good outcomes and others to bad.</p> <p>Lesson 4</p> <p>Explore the Hindu idea that everything living is sacred.</p> <p>Shown in the respect for the cow in Hindu tradition and the commitment to vegetarianism.</p> <p>How do the children demonstrate their respect for living things?</p> <p>Lesson 5</p> <p>Gather information and make simple family trees showing places of residence of family members and indicating immediate and extended family.</p> <p>Learn about the Hindu practice of traditionally living in extended families and the particular respect shown to the elderly in a Hindu family.</p> <p>Discuss how and why families are important to individuals and to society. What is the meaning and purpose of family life? What are the advantages of big/small families? Discuss the role of family members who are important to the children. What responsibilities do they carry in the family? Is it important to have different roles or shared roles?</p> <p>Lesson 6</p> <p>Holi is a joyous Spring Festival for Hindus. It</p>	<p>I can describe consequences of good and bad actions</p> <p>I can explain and understand Hindu ideas of sacredness. I can write about ways in which we respect families</p> <p>I can identify families of the Hindu within my experience</p> <p>I can explain and understand story of Holi Hindus</p>
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	<p>celebrates new life and the triumph of good over evil. Traditional Holi stories are about one of the most important gods, Vishnu. Many Hindus consider Vishnu to be God himself, who from time to time comes down to save the world from evil. At Holi bonfires are lit to remember events from this story. Discuss:</p> <ul style="list-style-type: none"> • What is interesting/puzzling about the story? • Why might this story be important to Hindus? • Does the story have anything to say to non-Hindus? • How did Prahalda show courage? • How did he show faith in Vishnu? • What sort of person was Prahalda? • How does the story illustrate the Hindu beliefs that if a person does good, good will come to them and if bad then he or she will suffer for it. <p>Pupils could take part in an activity that explored:</p> <ul style="list-style-type: none"> • What Vishnu might do if he came to the world today? • What he might say? • What he might change? <p>Lesson 6</p> <p>Invite a Hindu visitor to the class. Allow the children to share with him/her the learning they have undertaken in this unit and to ask questions of the visitor about their understanding of dharma, karma.</p>	
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Assessment Opportunities- Express an understanding of the Hindu concepts of dharma and karma. Describe how Hindus learn to live. Describe why the story of Prahlad is significant to Hindus and express their own ideas about the triumph of good over evil. Express their own ideas about what happens after death and reflect on how this influences their own lives.