

Unit: Hinduism: What is God like?

Key areas of enquiry: A + E

This is a compulsory unit

About this unit

This unit is intended for Year 7/8. During this unit learners will learn about Hindu ideas about God as well as beginning to consider their own beliefs and ideas about the nature of God. Learners will explore the concept of Brahman (Ultimate Reality) and how the numerous Hindu deities reflect aspects of this. By completing group projects on a variety of deities learners will also explore Hindu viewpoints regarding contemporary issues and how these are shaped by religious beliefs. In addition, there will be opportunities for peer assessment and assessment for learning.

For many students this will be their first introduction to Hinduism..for others they may be able to recall multi cultural days or studies of Hinduism. This will not matter as the work done in primary school will have focused far more on the Hindu culture rather than belief. They may however be familiar with some of the main Hindu Murtis.

This unit will also encourage learners to develop the skills and values needed to challenge attitudes based on myths and ignorance. Learners will explore the link between belief and action.

Prior learning	Technical Vocabulary	Resources
<p>It would be helpful if:</p> <ul style="list-style-type: none">➤ learners are able to make connections between key beliefs and practice➤ learners have an awareness of the attributes of some of the major gods and goddesses (murtis)	<p>In this unit learners will have an opportunity to use words and phrases related to:-</p> <ul style="list-style-type: none">➤ Hinduism➤ Hindu➤ polytheism➤ monotheism➤ Brahman➤ Trimurti➤ murti➤ Brahma➤ Vishnu➤ Shiva➤ goddess➤ avatar	<p>PowerPoint Hindu Gods level task</p> <p>Aspect of Religion CD Rom: Exploring World Religions CD Rom</p> <p>World Religion Origin Dates – any Sue Penny book has them in.</p> <p>Glass, water & salt</p> <p>Maps of India</p> <p>images/artefacts</p> <p>Main suggested text</p> <p>This is Hinduism, Dave Symmons, Stanley Thornes</p> <p>Others</p> <p>Modern World Religions – Hinduism, Lynne Gibson, Heinemann</p> <p>The Hindu Experience, Liz Aylett, Hodder & Stoughton</p> <p>Seeking Religion: The Hindu Experience (foundation texts available)</p> <p>Six blind men and the elephant poem.</p>

Skills	Attitudes
Synthesis – I can link ideas to make the bigger picture clearer	open-mindedness
Communication – I can communicate my thoughts, ideas, beliefs and values	appreciation and wonder

Expectations At the end of this unit	
<i>Core (Level 4 & 5):</i>	<p>Level 4 Learners are able to:</p> <ul style="list-style-type: none"> ☑ explain some key Hindu beliefs and ideas about Brahman, the ultimate reality. ☑ show their understanding of the relationship between Brahman and other Hindu gods, e.g. Brahman: the ultimate reality worshipped in diverse forms: Brahma, Shiva, and Vishnu. ☑ ask and respond to a range of questions in relation to their own and others' ideas about God including those of Hindus (e.g. what might God be like? Character, nature, existence). <p>Level 5 Learners are able to:</p> <ul style="list-style-type: none"> ☑ explain, showing detailed knowledge and understanding of Brahman, the ultimate reality found in all living beings. ☑ explain the impact of this belief on the attitudes of the faith community (e.g. to the environment). ☑ explore the impact of religious experience and the believer's choice to have faith in God (e.g. is there a need for a God/s? What is the purpose of God/s? Why do some people believe? What do I think of the Hindu idea of God? What do I think of the impact of Hindu belief on behaviour?).
<i>Reinforcement (Level 3):</i>	<p>Learners are able to:</p> <ul style="list-style-type: none"> ☑ demonstrate simple knowledge of the character and role of Hindu deities (e.g. Lakshmi, Goddess of Wealth; Shiva: creator and destroyer). ☑ able to talk about their own ideas about the characteristics of God and listen to the views and ideas of others, including those belonging to a faith community.
<i>Enrichment (Level 6):</i>	<p>Learners are able to:</p> <ul style="list-style-type: none"> ☑ offer critical analysis of Hindu beliefs and ideas about Brahman and other deities. ☑ produce a reasoned argument in response to their own and others' belief about the nature and purpose of God.

Learning Objectives	Possible Teaching Activities (Select from)	Learning outcomes	Contribution to other Curriculum Areas/ other information
<p>Learners should have the opportunity to:</p> <ul style="list-style-type: none"> ➤ explore diversity of beliefs ➤ learn the meaning of 'monotheism' & 'polytheism' ➤ learn Hindu beliefs about Brahman (the Ultimate Reality) 	<ul style="list-style-type: none"> ➤ What do we already know about Hinduism? Thought shower learners' prior knowledge of Hinduism ➤ Where does Hinduism (in its present form) originate? Explore origins (historical & geographical) using a variety of resources the teacher might find it helpful to Produce a brief introduction to show where and how Hinduism began <p>Or</p> <p>This could be done by learners researching on the internet to produce a short PowerPoint presentation for the rest of the class. www.reonline.org.uk is a good place to start this will link to www.bbc.co.uk/religion/hinduism/intro then click on History</p> <ul style="list-style-type: none"> ➤ What is Brahman? Explore diversity – use elephant story, differences within the class – why do these differences exist? Influence etc (This is Hinduism p11) Learners to draw/write about their ideas about God – use learners' ideas as a starting point for discussion. Draw out the meanings of 'monotheism' & 'polytheism' – through learners' ideas, breaking 	<p>Learners can:</p> <ul style="list-style-type: none"> • Reinforcement say where Hinduism is from explain that Hindus believe in one God that is everywhere say what they think about God • Core understand the terms monotheism and polytheism understand that people have different views and beliefs understand the concept of Brahman as the Ultimate Reality • Enrichment suggest reasons why people might believe in an Ultimate Reality 	<p>Science – use of prism to illustrate the Hindu understanding of God</p> <p>Language for learning – looking at prefixes</p> <p><u>ICT</u> Web search and use of PowerPoint for communication</p> <p>Attitudes: Open-mindedness</p> <ul style="list-style-type: none"> • being willing to learn and gain new understanding • engaging in argument or disagreeing reasonably and respectfully • being willing to go beyond surface expressions <p>Appreciation and wonder</p> <ul style="list-style-type: none"> • developing imagination

	<p>down words or dictionary work</p> <p>Explore concept of Brahman – paired reading followed by no hand up/show me. (<u>This is Hinduism</u> p10)</p> <p>Glass of water with salt – you can't see the salt but it's there (Brahman cannot be seen but permeates all of creation).</p> <p>Learners to explain Brahman using symbols and words.</p>		<p>and curiosity</p> <ul style="list-style-type: none">recognising that knowledge is bounded by mystery <p>Communication:</p> <ul style="list-style-type: none">I can state my opinion										
<p>Learners should have the opportunity to learn:</p> <ul style="list-style-type: none">➤ about the composition of the Trimurti➤ about the symbolic feature of images of Brahma, Vishnu and Shiva➤ about the relationship between Brahman and the Trimurti➤ and explore theism and why people have beliefs	<p>➤ How do people describe God?</p> <p>Thought shower: How do adherents of other religions know about God? Encourage discussion to elicit the idea of many gods being part of Brahman.</p> <p>Use metaphor and other picture language to discuss aspects of God's nature e.g. God as Father</p> <p>➤ How does the Trimurti help Hindus understand Brahman?</p> <table border="1"><thead><tr><th colspan="2">Teacher's name</th></tr><tr><th>Person</th><th>Knows me as:</th></tr></thead><tbody><tr><td>Pupil</td><td>RE teacher - grumpy</td></tr><tr><td>Friends</td><td>Friend – fun to hang out with/supportive</td></tr><tr><td>Mum</td><td>Daughter – annoying at times</td></tr></tbody></table> <p>Explore how one person can have more than one role:</p> <p>Pupils to complete own example.</p> <p>Use visual examples (Jaffa Cakes [three aspects of</p>	Teacher's name		Person	Knows me as:	Pupil	RE teacher - grumpy	Friends	Friend – fun to hang out with/supportive	Mum	Daughter – annoying at times	<ul style="list-style-type: none">Reinforcement suggest what God might be like recognise images of Brahma, Vishnu and Shiva and explain their symbolic featuresCore explain that the Trimurti constitutes Brahma, Vishnu and Shiva explain the relationship between Brahman and the TrimurtiEnrichment suggest what God might be like give a reasoned response as to why Hindus believe in many deities	<p><u>ICT</u></p> <p>Web search for murtis and explanations</p> <p>Interactive white board – top & tail</p> <p>Attitudes:</p> <p>Open-mindedness</p> <ul style="list-style-type: none">being willing to learn and gain new understandingengaging in argument or disagreeing reasonably and respectfullybeing willing to go beyond surface expressionsdistinguishing between opinions and beliefs in
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	<p>the one whole], diagrams e.g. <u>This is Hinduism</u> p11) to consolidate.</p> <p>Repeat the table for Brahman & Trimurti. Use images of Trimurti to try and ascertain their function (booklets, text books, poster, web search for images & functions).</p> <p>Written task - explain the role of each of the three gods and how they relate to Brahman.</p> <p>Use a top & tail activity to consolidate image, name & function (interactive white board)</p> <p>Annotate pictures of Brahma, Vishnu & Shiva pictures to explain key features and relate to function.</p> <p>OR</p> <p>ICT idea: Go onto Google search images and type in Vishnu. Each student to select an image of Vishnu and explain why they selected it, include key features and symbolism in explanation. The same can be done with Shiva, with slightly more care. Use these images to produce a composite design or poster to explain what the Trimurti is.</p>		<p>connection with issues of faith</p> <p>Appreciation and wonder</p> <ul style="list-style-type: none"> • developing imagination and curiosity • recognising that knowledge is bounded by mystery
<p>Learners should have the opportunity to learn:</p> <ul style="list-style-type: none"> • that Hindus believe in goddesses • about some of the major goddesses • about one goddess in some detail (e.g. Durga) 	<p>➤ What qualities do you think a goddess would have?</p> <p>Use a selection of cards with statements about possible attributes of goddesses. Learners to select and give reasons for the ones they would expect a goddess to have.</p> <p>➤ What qualities do Hindus believe goddesses</p>	<ul style="list-style-type: none"> • Reinforcement recognise images of goddesses and explain their symbolic features • Core suggest what God might be like 	<p><u>Language for learning:</u></p> <p>When considering why a Hindu might choose to worship a particular goddess encourage pupils to use evidence to explain their ideas (PEE).</p>

<ul style="list-style-type: none">be given the opportunity to explore why Hindus worship goddesses	<p>actually have?</p> <p>Look at murtis of goddesses (from books, posters internet search (Google images) – do they support learners’ ideas (group investigation leading to reporting back to class).</p> <p>Explore relationship of gods and goddesses (consorts) through diagrams & pictures (e.g. <u>Modern World Religions – Hinduism</u>, p18f; <u>This is Hinduism</u>, p20f; <u>The Hindu Experience</u>, p14).</p> <p>Pupils could construct a table to consider the jobs God has to do to manage the universe. Research could then be done to find out gods/goddesses. This could be a way of introducing pupils to the concept of</p> <table><tr><th colspan="3">Managing the Universe</th></tr><tr><th>Job</th><th colspan="2"></th></tr><tr><td rowspan="2">fight evil care for sick</td><th>Skills & Knowledge</th><th>Character</th></tr><tr><td>- use weapon - medicine</td><td>- brave & strong - kind & patient</td></tr></table> <p>Discuss why Hindus worship goddesses. Pupils should be encouraged to consider how Hindu beliefs about gods and goddesses are positive for women. E.g. strong female role models.</p>	Managing the Universe			Job			fight evil care for sick	Skills & Knowledge	Character	- use weapon - medicine	- brave & strong - kind & patient	<p>and why Hindus believe in female deities</p> <p>give reasons why Hindus might want to worship a goddess e.g. Durga – powerful and can conquer evil (against sexism etc)</p> <ul style="list-style-type: none">Enrichment <p>give detailed reasons why Hindus might want to worship a goddess</p>	<p>Attitudes:</p> <p>Open-mindedness</p> <ul style="list-style-type: none">being willing to learn and gain new understandingengaging in argument or disagreeing reasonably and respectfullybeing willing to go beyond surface expressionsdistinguishing between opinions and beliefs in connection with issues of faith <p>Appreciation and wonder</p> <ul style="list-style-type: none">developing imagination and curiosityrecognising that knowledge is bounded by mystery <p>Skills:</p> <p>Communication</p> <ul style="list-style-type: none">I can state my opinion
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<p>Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • learn about a variety of gods and/or goddesses in some detail • explore the impact of belief in different gods and goddesses on the attitude of Hindus to the world in which they live 	<p>➤ Why do Hindus believe in god/s?</p> <p>➤ How does this belief impact on a Hindu's world view?</p> <p>Use the PowerPoint presentation to introduce group research challenge.</p> <p>Learners to use a range of resources to create their presentation on the impact of belief in different gods and goddesses on the attitude of Hindus to the world in which they live.</p> <p>For example: Durga</p> <p>Look at stories of her creation: Why was she made? What is her function? What do stories say about her? How is this shown in her murti? Why would someone worship her? How might belief in Durga help a Hindu in modern life?</p> <p><i>NB If using this as an assessed piece of work then use all level descriptors</i></p>	<ul style="list-style-type: none"> • Reinforcement demonstrate simple knowledge of the character and role of Hindu deities (e.g. Lakshmi, Goddess of Wealth; Shiva: creator and destroyer). able to talk about their own ideas about the characteristics of God and listen to the views and ideas of others, including those belonging to a faith community. • Core Level 4 <p>ask and respond to a range of questions in relation to their own and others' ideas about God including those of Hindus (e.g. what might God be like? Character, nature, existence).</p> <p>Level 5</p> <p>explain the impact of this belief on the attitudes of the faith community</p> <p>explore the impact of religious experience and the believer's</p>	<p>Attitudes:</p> <p>Open-mindedness</p> <ul style="list-style-type: none"> • being willing to learn and gain new understanding • engaging in argument or disagreeing reasonably and respectfully • being willing to go beyond surface expressions <p>Appreciation and wonder</p> <ul style="list-style-type: none"> • developing imagination and curiosity • recognising that knowledge is bounded by mystery <p>Skills:</p> <p>Communication</p> <ul style="list-style-type: none"> • I can state my opinion <p>Synthesis</p> <ul style="list-style-type: none"> • I can link ideas to make the bigger picture clearer <p><u>ICT</u></p> <p>Use of internet & CD ROM</p>
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		<p>choice to have faith in God</p> <ul style="list-style-type: none"> • Enrichment offer critical analysis of Hindu beliefs and ideas about Brahman and other deities. produce a reasoned argument in response to their own and others' belief about the nature and purpose of God. 	<p>for research Use of PowerPoint for presentation</p>
<p>Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • give presentation to the class • assess peers 	<p>Each group to give presentation to the class. Use peer assessment to assess each group using the peer assessment grid and pupils speak levels. Use target sheets to help the class to select relevant targets for improvement.</p>	<ul style="list-style-type: none"> • Reinforcement demonstrate simple knowledge of the character and role of Hindu deities (e.g. Lakshmi, Goddess of Wealth; Shiva: creator and destroyer). able to talk about their own ideas about the characteristics of God and listen to the views and ideas of others, including those belonging to a faith community. • Core Level 4 ask and respond to a range of questions in relation to their own and others' ideas about God 	<p>Attitudes:</p> <p>Open-mindedness</p> <ul style="list-style-type: none"> • being willing to learn and gain new understanding • engaging in argument or disagreeing reasonably and respectfully • being willing to go beyond surface expressions <p>Appreciation and wonder</p> <ul style="list-style-type: none"> • developing imagination and curiosity • recognising that knowledge is bounded by mystery

		<p>including those of Hindus</p> <p>Level 5 explain the impact of this belief on the attitudes of the faith community (e.g. to the environment). explore the impact of religious experience and the believer's choice to have faith in God</p> <ul style="list-style-type: none"> • Enrichment offer critical analysis of Hindu beliefs and ideas about Brahman and other deities. produce a reasoned argument in response to their own and others' belief about the nature and purpose of God. 	<p>Skills:</p> <p>Communication</p> <ul style="list-style-type: none"> • I can state my opinion <p>Synthesis</p> <p><u>ICT</u> Use of internet & CD ROM for research Use of PowerPoint for presentation</p>
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