

Autumn 1 Year Group: Four	Teacher: Lee Singleton	Religion/belief: Hindu Dharma	Key Question: How should we live our lives?
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Focus Question: What is it to 'do our duty'?

Links with: Spiritual Moral Social Cultural	Possible Cross-curricular links: English – poems ICT – research of information linked to the theme Art/DT – making Rakhi gifts	Shared human experience: pupils will consider questions about commitment, change and explore people's experiences of life as it connects to what we believe and value. Living religious traditions: pupils will consider the impact of religion as individuals, in family and in community, in the religions studied. Beliefs and values: pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs. The search for personal meaning: pupils will make links between their own lives and what they believe to be of value.
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Attainment Target 1: Learning about religion and belief · describe and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. · use specialist vocabulary in communicating their knowledge and understanding of living the faith. · use different sources to find information about living the faith and discuss its meaning.	Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses. · respond to the challenges of commitment both in their own lives and within religious traditions. · recognize ways in which commitment to a religion is shown in a variety of ways. · make links between their attitudes to their own lives and values and the lives and values of local religious communities.
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	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	What are our duties? How do we feel when we carry out our duties? Are they really necessary? Why? What does my parent/carer/teacher ask us to do? Does anything stop us fulfilling our duties?	To begin to understand the concept of duty. To provide an example of a duty and suggest the importance of carrying it out.	Thought share ideas about meaning of duty. Identify a range of people e.g. parent, teacher, sportsperson, and assign words/phrases to identify their possible duties. Consider the consequences, for themselves and for others, of the examples chosen not carrying out their duties. Why might those people find it difficult to fulfil their duties? Conscience Alley - Portray their ideas in cartoon fashion or by completing a writing frame written with positive and negative outcomes. A survey of duties held by family members would provide a home-school	Images of different people who have particular duties Cartoon frame Writing template Survey template

			link.	
LRT	<p>What are the five daily duties that a Hindu must follow? How do Hindus celebrate Raksha Bandhan?</p>	<p>To become familiar with the practice of Five Daily Duties.</p> <p>To explore the celebration of Raksha Bandhan</p> <p>To recall some of the Daily Duties.</p> <p>To describe the festival of Raksha Bandhan.</p>	<p>Five groups each research one of the Duties using video, CD-ROM, books, pictures and interviews and present their finding to the class. Match labels explaining the Duties to a picture or scenario that reflects it.</p> <p>Investigate the celebration using video, written accounts, pictures and interview. In groups, unscramble summary of Raksha Bandhan written on pieces of card, to provide a coherent account. Read the story of The Mango Tree. Role play the story, choose a suitable stopping point and devise different possible outcomes. Discuss the story and what it says about the relationship between brothers and sisters and link this to information they have gathered about the festival.</p> <p>Read poems and look at Rakhi gifts.</p>	<p>www.espresso.co.uk – lots of links with the Hindu faith books, websites and information based on the five daily duties Story – The Mango Tree Summary of Raksha Bandhan http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml - explains what Raksha Bandhan is. http://festivals.iloveindia.com/rakhi/ - range of different information about how the festival is celebrated.</p>
B and V	<p>What do Hindus believe about the paths to understanding the divine? What do Hindus understand about the Three Debts?</p>	<p>To know that Hindus believe there are many paths to understanding the Divine.</p> <p>To develop an understanding of the teaching about the Three Debts.</p> <p>To explain the meaning of Karma Yoga and link it to Raksha Bandhan.</p> <p>To identify the three Debts.</p> <p>To suggest ways that a</p>	<p>Using the image of rivers flowing into the sea, explore the Hindu belief that there is more than one way to develop knowledge of and unity with the Divine.</p> <p>In groups or pairs research the three main paths (Yogas) and label tributaries with Karma Yoga, Jnana Yoga and Bhakti Yoga. After a brief explanation determine which path the Five Daily Duties and Raksha Bandhan support.</p> <p>Enact a scenario (provided by the teacher) of someone delivering a service and requiring payment eg. mechanic, shopkeeper, swimming instructor, travel agent. Why should they be 'paid'? What feelings would the recipient of the service</p>	<p>https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item649604/grade2/module649434/index.html - information on Hinduism http://www.newindianexpress.com/lifestyle/spirituality/article538121.ece - information on the five daily duties http://www.vishnusvirtues.com/3-sacred-paths-to-living-an-enlightened-life-without-sitting-under-a-boddhi-tree/ - information on the thee paths of enlightenment http://www.hindunet.org/quickintro/hindudharma/hindu_three_debts.htm - information on the three debts</p>

		<p>Hindu might fulfil the Three Debts.</p> <p>To identify aspects of their behaviour as a response to that which is important to them.</p>	<p>feel? What might be the consequence of not paying for the service? Investigate the Three Debts.</p> <p>Illustrate the Three Debts and how these might be evident in the daily life of a Hindu. How might a Hindu repay these? Why do they attempt to do so?</p>	
SPM	<p>How do I show commitment to a belief? Should I? What Five Daily Duties could I follow? Why? Who would I give a rakhi to? Why? What would happen if I didn't do my duties? Would it matter if I didn't do them? Why?</p>	<p>To consider the responsibilities they may have towards others.</p> <p>To develop awareness of their relationships with others.</p> <p>To reflect on to whom they are indebted.</p> <p>To relate the importance of relationships to their well-being.</p> <p>To suggest how their identity and well-being is linked to others.</p>	<p>The children are to devise Five Daily Duties appropriate to their life.</p> <p>Make a Rakhi to give to someone who looks after you. Who would you choose? How do they look after you physically or emotionally? What could you include (colour, symbol, word) that would show why this person is special? Read poems and look at Rakhi gifts.</p> <p>Consider whom they are indebted to and how they might repay them. Would they do this immediately or in a longer time period? Why might it be important to carry this out? Respond to this using a form of poetry (haiku, cinquain, acrostic) or a newspaper report celebrating repayment.</p>	<p>http://festivals.iloveindia.com/rakhi/ - range of different information about how the festival is celebrated.</p>