

## Key Stage 1: Year 2 Unit on Islam (Ref: Essex County Council - Agreed Syllabus for Religious Education)

<i>Unit title</i>		<i>Year</i>	<i>Overall aims</i>	
<b>Special Ways of Living (Spring Term)</b>		Key Stage 1: Year 2		
<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p>1 Learning from religion: Personal experience</p> <p>What are the 'special' times/events in my day/week?</p> <p>How do I try to care for the world and for others?</p> <p>Which festivals/celebrations do I enjoy and are important to me?</p>	<p>Patterns in daily/weekly life</p> <p>Care/responsibility for the world/others</p> <p>Festival/celebration</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>talk about what is 'special' to me and to others (Level 1)</li> <li>respond sensitively to the natural world and to the need of others (Level 2)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the daily/weekly events which are important in the children's lives. Teachers could use various cards with activities eg. going to school/Beavers to model children's 'timelines'.</li> <li>Ask the children to construct their personal 'timelines' of special times/events. Share these, identifying differences in special times/events.</li> <li>Identify the ways in which the children can help care for the world and for others, in their family and in their community eg. through using pictures/stories ('Dinosaurs and all that Rubbish'), through charities</li> <li>Identify the secular/religious festivals/celebrations which are important to the children: eg birthdays/Bonfire Night</li> </ul>	<p>Literacy</p> <p>Social and emotional development</p> <p>Moral development</p>

<p>2. Christianity:</p> <p>How did Jesus teach his followers to live?</p>	<p>Religious teaching about how to live</p>	<p>I can:</p> <p>Identify features of Christian beliefs and practice (Level 2)</p>	<ul style="list-style-type: none"> <li>Recall the discussion about caring for the world and others. Introduce Jesus' teaching on 'loving God and loving your neighbour as much as you love yourself'. If appropriate, use the story of the Good Samaritan (Luke 10:25-37). Make a picture chart/role play to show how Christians might try to do this in their daily life.</li> </ul>	<p>Literacy</p>
<p>What 'special' things do Christians do each day/week?</p>	<p>Patterns in Christian living (putting teaching into practice)</p>	<p>I can:</p> <p>identify the importance of religious teaching for Christians (Level 2)</p>	<ul style="list-style-type: none"> <li><b>Assessment: How do Christians show that they love God?</b> Use a video/dvd, pictures/interviews/visit to a local church to illustrate examples of: saying prayers, going to church, singing hymns, becoming baptised, taking holy communion. (A church might care for the local community by holding crèches, lunches for the elderly/lonely. Illustrate responses with picture displays/ interviews</li> </ul>	<p>Personal and social education/citizenship</p>
<p>Which festivals are 'special' to Christians?</p>	<p>Christian festivals/celebrations</p>		<ul style="list-style-type: none"> <li>Why are Christmas and Easter 'special' to Christians? Key questions: What do Christians remember? How do Christians celebrate in church or in the community? How do Christians remember God, and others, at these times?</li> </ul>	

<p>3. Islam</p> <p>How did Prophet Muhammad teach, and show, Muslims how to live, following the Will of Allah?</p>	<p>Religious teaching about how to live: (through Muhammad's teaching and example)</p>	<p>I can</p> <p>Identify features of Muslim belief and practice (Level 2)</p>	<ul style="list-style-type: none"> <li>• Use stories about Muhammad to draw out how he set an example of worshipping Allah and caring for others: eg. Muhammad praying in a cave when the Angel Jibril appeared, stories about the crying camel/kittens, or the old woman.</li> <li>• Using the stories as a basis, make a class book to show how Muhammad taught others how they should live their lives.</li> </ul>	<p>Literacy</p>
<p>What special things do Muslims do each day/week?</p>	<p>Patterns in living as a Muslim (putting teaching into practice)</p>	<p>I can</p> <p>Identify the importance of religious teaching for Muslims (Level 2)</p>	<ul style="list-style-type: none"> <li>• Interview a local Muslim/watch a video/dvd to learn about the pattern of living for a Muslim. Focus on: wudu (washing before prayer), prayer at home and in the mosque, zakat (giving money to the poor)</li> </ul>	<p>Literacy</p> <p>Personal, social and emotional development</p>
<p>Which festivals are special to Muslims?</p>	<p>Muslim festivals/celebrations</p>		<ul style="list-style-type: none"> <li>• Make a 'timeline' of these activities to mirror the children's 'timeline' completed in the first part of this unit.</li> <li>• Why are Id-ul-Fitr and Id-ul-Adha 'special' to Muslims?</li> </ul> <p>Key questions:  What do Muslims remember?  How do Muslims celebrate at home and in the mosque?</p>	

			How do Muslims remember Allah, and others, at these times?	
--	--	--	---	--

## Key Stage 1: Year 2 Unit on Judaism (Essex County Council - Agreed Syllabus for Religious Education)

<i>Unit title</i>	<i>Year</i>	<i>Overall aims</i>
<b>Special Words, Stories and Writings (Spring Term)</b>	Key Stage 1: Year 2	

<i>Key questions</i>	<i>Key words/ Concept/s</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>1. Learning from religion: Personal experience</b></p> <p>What words/songs are special to our school?</p> <p>When do people in our community say/sing special words and what do they mean?</p> <p>On what celebrations do people make special promises?</p>	<p>prayer</p> <p>beliefs</p> <p>promises</p> <p>celebration</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>talk about why some words are special and of value (Level 1)</li> <li>recognise that making promises are about values and matters of right and wrong (Level 2)</li> </ul>	<ul style="list-style-type: none"> <li>Remind the children of school songs/prayers. Discuss the meaning and importance of the words. Talk about how it feels when everyone says the words/sings together. Create visual images to represent the children's most important words/phrases in the songs/prayers.</li> <li>Listen to the National Anthem. Choose words/phrases which stand out and discuss their meaning. Practice singing the National Anthem.</li> <li>Discuss the words used when making a promise : 'I promise that....' Identify examples of promises.</li> <li>Compare the Cub/Brownie promises with the children's examples.</li> <li>Discuss the importance of the promise when joining the Cubs/Brownies</li> </ul>	<p>Literacy</p> <p>Spiritual and moral development</p> <p>Social development</p>

<p><b>2. Christianity:</b></p> <p>What writings, words and stories are special to Christians?</p> <p>When do Christians say special words and what do they mean?</p> <p>Which stories and hymns/songs do Christians remember at festival times?</p>	<p>Special writings: Bible</p> <p>stories with meanings</p> <p>prayer</p> <p>beliefs</p> <p>Christmas/Easter festivals</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• use religious words and phrases to identify features of Christian beliefs and practice (Level 2)</li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>• use religious words and phrases to identify how Christians express their beliefs through special prayers, hymns, stories and festivals (Level 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a display of writings/words/stories special to Christians eg different copies of the Bible, retellings of Bible stories.</li> <li>• Visit a church/watch a dvd to see how the Bible is read or prayers said/hymns sung.</li> <li>• Invite a Christian to tell his/her favourite Bible story. Compare how this story is told in a Children's Bible or picture book. Look at the pictures chosen to illustrate the story.</li> <li>• <b>Assessment: Look at the words of the Lord's Prayer.</b> Ask the children to highlight words/phrases which they think are special. In small groups, create a collage/pictures to represent the words/phrases. Display the collages/pictures alongside the words of the Lord's Prayer. Each group should explain the words/phrases chosen and suggest why these are important to Christians.</li> <li>• Select one Christian festival (Christmas/Easter). Look at the biblical story told and the hymns/songs sung.</li> <li>• Look at the words/listen to the music of the hymns sung in school/church. Ask the class/small groups to select a hymn or song to be sung by the school in assembly.</li> </ul>	<p>Literacy</p> <p>Personal and social education/citizenship</p> <p>Literacy</p> <p>Literacy</p>
---	--	---	---	--

			<ul style="list-style-type: none"> <li>• Discuss the meaning of the words.</li> <li>• Make a display of writings/words/stories special to Jews eg. a model Torah scroll, the Shema written in Hebrew and a mezuzah case, retellings of the Abraham, Moses and Joseph stories.</li> <li>• Visit a synagogue/watch a dvd to see how the Torah is read/prayers said.</li> <li>• Invite a Jew to explain how the Torah is treated in the synagogue eg how it is dressed, why a yad is used, and why a scroll cannot be used when the words/letters are damaged.</li> <li>• <b>Alternative assessment: Look at the words of the Shema.</b> Ask the children to identify/highlight special words/phrases. In small groups, create visual images to represent the words/phrases. Display the images alongside the words of the Shema. Groups should explain the words/phrases chosen and their importance for Jews. Discuss how it might feel to remember these words when entering or leaving home, by touching the mezuzah.</li> <li>• Read/tell the story of Esther using a storybook. Cheer the name of Esther and 'boo' the name of Haman! Write and illustrate the story/sections of the story on a scroll. Discuss why the story is both a sad and happy story for Jews.</li> </ul>	<p>Citizenship</p> <p>Literacy</p> <p>Social and emotional development</p>
--	--	--	---	--

3. Judaism				
What writings, words and stories are special to Jews?	Special writings: Torah	I can	<ul style="list-style-type: none"> <li>• Make a display of writings, words and stories special to Jews eg a model Torah, the Shema and mezuzah, stories about Abraham, Moses and Joseph.</li> <li>• Visit a synagogue/watch a dvd to learn how the Torah is read/prayers are said.</li> <li>• Invite a Jew to explain how the Torah is treated ie how it is dressed, why a 'yad' is used, how it is buried when no longer 'kosher'</li> <li>• <b>Alternative assessment: Look at the Shema.</b> Ask the children to choose images and symbols to represent special words or phrases. Display these alongside the words of the Shema. Discuss why the words are so important for Jews and how it might feel to remember these words in the mezuzah on entering/leaving home.</li> <li>• Read/listen to the story to the story of Esther. 'Cheer' at Esther's name and 'boo' at Haman's. Discuss why this is remembered as a 'sad' and a 'happy' story for Jews.</li> </ul>	Literacy
	respect	<ul style="list-style-type: none"> <li>• use religious words and phrases to identify features of Jewish beliefs and practice (Level 2)</li> </ul>		Citizenship
When do Jews say special words and what do they mean?	Special words: the Shema (mezuzah)	I can		Literacy
		<ul style="list-style-type: none"> <li>• use religious words and phrases to identify how Jews express their beliefs through special words, stories, rituals and festivals (Level 2)</li> </ul>	Social and emotional development	
Why do Jews remember the story of Esther at Purim?	Stories with special meanings			



**Key Stage 2: Year 4 Unit on Judaism (Ref: Essex County Council - Agreed Syllabus for Religious Education)**

**MOSES, THE EXODUS AND THE FESTIVAL OF PESACH**

**1. Background to the story of Moses**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other areas/initiatives</i>
<p><b>How did the Hebrews (the ancestors of the Jews) come to be living as slaves in Egypt, rather than living freely in their 'promised land'?</b></p>	<p>promised land</p> <p>covenant (pact, agreement)</p>	<p>I can ...</p> <p>explain in very simple terms how, having been given the promised land, the Hebrews came to be slaves in Egypt (level 2)</p>	<ul style="list-style-type: none"> <li>• The children (individually, in pairs or small groups) could be given a list of things to find out about:               <ol style="list-style-type: none"> <li>1) Why is the land of Canaan (now called Israel) known as the 'promised land'? (Because 4,000 years ago, through the Covenant, God promised it to Abraham and his descendants (the Jewish people) – see Genesis 17.6-8.)</li> <li>2) Why did the ancestors of the Jews leave the 'promised land' of Canaan? (The answer is found in the story of Joseph and his many-coloured coat. Joseph, who was Abraham's great grandson, achieved high office in Egypt and invited his father Jacob, his 11 brothers and their families to come and settle in Egypt when there was famine in Canaan.)</li> <li>3) How did the Hebrews (the ancestors of the Jews) become slaves? (They grew in number, and the Egyptians began to feel threatened by them. Pharaoh needed a large workforce for his large-scale building projects, so he forced them into slavery.)</li> </ol> </li> </ul>	

## 2. The story of Moses and the Exodus

<i>Key questions</i>	<i>Key words/concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>Who was Moses?</b>	identity	<p>I can ...</p> <p>retell stories about Moses (level 2)</p> <p>I can ...</p> <p>give thoughtful answers to questions about my own and others' experiences and feelings of identity (level 2)</p>	<ul style="list-style-type: none"> <li>• Read in a Children's Bible/watch on DVD the story of Moses' early life. His Hebrew mother hid him in bulrushes (Exodus 2.1-6) and he was brought up by Pharaoh's daughter.</li> <li>• Read/tell the story about Moses killing the Egyptian who was hitting a Hebrew slave (Exodus 2.11-15).</li> <li>• Discuss Moses' identity, born a Hebrew, brought up as an Egyptian. Do you think he felt more of a Hebrew or an Egyptian – or both? Was he right/wrong to be angry about the Egyptian slave master?</li> <li>• What gives you your identity? Make a 'shield' divided to show different aspects which make up your identity.</li> <li>• Discuss what it is like for people today who are brought up in a different culture.</li> </ul>	<p>personal, social and emotional development</p> <p>citizenship</p>
<b>What was it like to be a slave in Egypt?</b>	persecution/freedom	<p>I can ...</p> <p>retell the story of the</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas about being a 'slave'. Distinguish between the 'outside' parts (having to work/obey</li> </ul>	



		<p>are expressed through the removal of shoes/the covering of the head (level 3)</p> <p>I can ...</p> <p>link things that are important to me with the way I behave (level 3)</p>	<p>seeing the burning bush, approaching it, hearing God's voice, taking off his shoes, being told that he was to go to ask the Pharaoh to let the slaves go...</p> <ul style="list-style-type: none"> <li>• 'Hot seat' Moses. How did he feel when God revealed himself in the burning bush and told him to go to Pharaoh?</li> <li>• How did Moses feel at each stage? Make a 'Feeling Chart', adding word cards to the storyboard to describe his feelings, eg shocked, afraid, scared.</li> <li>• Discuss the action of taking off shoes as a sign of being on holy ground. What makes something sacred/holy? Are there places where you take off shoes/cover heads as signs of holiness? Eg on entering a Hindu temple, a mosque or a gurdwara.</li> <li>• How do we treat something which is very special to us?</li> <li>• Why is the story of Moses and the Burning Bush important for Jews today? What does it show about God and his feelings about the Israelites?</li> </ul>	<p>PSHE</p> <p>spiritual development</p>
<p><b>How did God, through Moses help the Hebrew slaves to escape?</b></p>	<p>leadership</p>	<p>I can ...</p> <p>retell the different episodes in the story of Moses (level 2)</p>	<ul style="list-style-type: none"> <li>• Tell/read/watch the story of Moses asking Pharaoh to let the Hebrew slaves go.</li> <li>• Prepare and role play a 'Thought Tunnel': Pupils line up to create either side of a tunnel; as 'Pharaoh' walks through the 'tunnel', those on one side</li> </ul>	<p>moral development</p>

		<p>give thoughtful answers to questions about the experiences and feelings of the Egyptian families (level 2)</p> <p>ask important questions about religious beliefs, eg whether the plagues were natural disasters or sent by God (level 3)</p>	<p>give reasons why he should let them go while those on the other side give reasons why he should not let them go.</p> <ul style="list-style-type: none"> <li>• In small groups, role play how the Egyptian families were affected by some of the plagues. How would they feel about Pharaoh's decision not to let the people go? Discuss whether the plagues might have been natural disasters or sent directly by God.</li> <li>• Retell through role play, posters, cartoon images or poems the story of the Hebrews preparing to leave Egypt: placing blood on their doorposts, preparing a meal of roasted lamb with herbs and flat, unrisen, bread.</li> <li>• Did Moses turn out to be a good leader for God? What evidence is there in the story? What makes a good leader?</li> </ul>	<p>literacy: speaking and listening</p> <p>PSHE/citizenship</p>
--	--	--	---	---

### 3. The festival of Pesach and the Seder meal

<i>Key questions</i>	<i>Key words/concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>How do Jews today remember the story of the Exodus, the Hebrews' escape to freedom?</b></p>	<p>Pesach (Passover)</p> <p>Seder</p> <p>remembrance</p> <p>celebration</p> <p>symbol</p>	<p>I can ...</p> <p>identify features of the Pesach celebration (level 2)</p> <p>describe how religious beliefs, practices and stories are linked in the celebration of Pesach (level 3)</p> <p>describe how Jews express their beliefs through story and rituals at Pesach (level 3)</p> <p>suggest meanings for the terms 'slavery' and 'freedom' and how these are expressed through symbols in the celebration of Pesach (level 4)</p>	<ul style="list-style-type: none"> <li>• Discuss the different ways in which we remember and celebrate events, eg through retelling stories, sending cards, eating special food.</li> <li>• Identify features of the Hebrews' escape from slavery to freedom which Jews today would want to remember and suggest ways and symbols which would help them to remember. Ensure that the children understand that, for Jews, it was God through Moses who set the Hebrew slaves free.</li> <li>• Learn about how Jews celebrate Pesach (Passover) today from the internet, CD-ROMs, DVDs, Jewish visitors, etc.</li> <li>• Make a chart of food which can/cannot be eaten during Pesach, ie only food without raising agents such as yeast can be eaten during the festival.</li> <li>• Prepare a Seder meal for the class. Children could sit in 'family' groups,</li> </ul>	<p>citizenship</p>

			<p>each with a Seder plate with the symbolic items on it (see other KS2 RE support materials for details).</p> <ul style="list-style-type: none"><li>• Ask the children to prepare simple explanations for a class Haggadah which can be read in episodes during the Seder meal. The explanations would link the symbolic foods with the story, eg 'The Hebrews had bitter times when they were slaves. We remember this when we taste the bitter herbs.' (The preparation of their Seder plate and the prepared explanations should provide evidence of pupils' achievements in this unit.)</li><li>• Slavery – Freedom. Discuss why these two aspects of the celebration of Pesach are important to Jews today and represent the differences between these ways of life in dance, art or poetry.</li></ul>	PSHE/citizenship
--	--	--	--	------------------

**Key Stage 2: Year 6 Unit on Hinduism (Ref: Essex County Council Agreed Syllabus for Religious Education)**

**DEATH, REINCARNATION AND SACRED PLACES**

**1. Reincarnation and the concepts of moksha, dharma and karma**

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<b>What do Hindus understand by the journey of life?</b>	journey of life  samsara  reincarnation  karma	I can...  give simple explanations of beliefs (level 4)	<ul style="list-style-type: none"> <li>• Introduce the concept of life as a journey. Ask the children to think about key events in the journey of their lives so far. They could make a timeline including some of these key events. Can the children suggest important lessons/skills that they have learned in their lives so far?</li> <li>• Remind the children of their previous learning about the Trimurti (the gods Brahma, Vishnu and Shiva: creator, preserver, destroyer) and Hindu beliefs about samsara (the cycle of birth, life, death and reincarnation). How do these fit with the idea of life as a journey? How might this cyclical view of existence be different from say a linear Christian view? Explain the term karma (the law of cause and effect) and how it relates to reincarnation. Have the children heard of the expression: "As you sow, so shall you reap"? Where does this saying come from? What do they think it means?</li> <li>• Explore the analogy of life as a journey in relation to Hindu beliefs and ways of living.</li> </ul>	



<p><b>What are the main stages in life?</b></p>	<p>ashramas</p>		<p>a. For 'higher caste' male Hindus, the journey of life is made up of four distinct stages (ashramas):</p> <ul style="list-style-type: none"> <li>- First one lives as a student, being taught by a Guru.</li> <li>- Second one lives as a householder, marrying and bringing up children.</li> <li>- Third one lives as a 'retirer', withdrawing from society to concentrate on spiritual matters.</li> <li>- Fourth one lives as a 'renouncer', giving up all worldly goods and attachments.</li> </ul> <p>What are the stages in our lives?</p>	
	<p>samskars</p>		<p>b. In Hinduism, the various stages in life are marked by rites of passage (samskars). These include birth ceremonies, the sacred thread ceremony, marriage, funerals and rites for the dead. Ask the children to find out about what happens at these different rites of passage, for example what happens at a Hindu funeral. What are the different customs associated with death and why are they observed, for example the Hindu ritual of cremation? How do these customs relate to Hindu beliefs about reincarnation? Research, write and draw about these different practices. How do these practices compare to practices in other religions? Can the children name some ceremonies or celebrations which mark the different stages of life in their own experience?</p>	
<p><b>What do Hindus see as the purpose of life,</b></p>	<p>moksha</p>		<p>c. For Hindus, the goal of the journey of life is 'moksha', meaning escape or release from</p>	

<p><b>and how can this be achieved?</b></p>	<p>dharma</p>		<p>entrapment in the cycle of reincarnation (samsara). Hindus believe that if a person continues to lead a good life, eventually the soul (atman) will be freed from its passage through a series of different lives and achieve liberation/release (moksha). When the soul is released from the cycle of reincarnation, it becomes one again with God (Brahman). For Hindus, life's journey is about striving to move closer to, and ultimately becoming one with God.</p> <p>d. Hindus believe that there are four ways for people to achieve moksha, four different paths to choose on life's journey:</p> <ul style="list-style-type: none"> <li>- Bhakti-yoga – the path of devotion to God.</li> <li>- Karma-yoga – the path of good works.</li> <li>- Jnana-yoga – the path of knowledge.</li> <li>- Yoga – the path of spiritual practices such as meditation.</li> </ul> <p>Ask the children to think about these paths. How are they different? What do they think are the merits of each? Which would they choose?</p> <p>e. In Hinduism life as a journey is understood in relation to dharma, loosely translated as duty. Hindus pursue their chosen paths to union with the divine according to their dharma (their true nature) and by fulfilling their moral and social duty. Ask children to reflect on the idea of goals. What goals would they like to reach today/tomorrow/this year? Read picture story books which explore the theme of striving to achieve goals. What are the skills/qualities that helped the characters to achieve their goals? How did they cope with challenges/setbacks? What can</p>	
---	---------------	--	--	--

			<p>we learn from the example of these characters? What skills/qualities might the children need to achieve their goals? Ask the children to find out what skills/qualities Hindus might need to reach the goal of moksha.</p>	
--	--	--	---	--



- |  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"><li>• What pilgrimages are made by adherents of other faiths? Pupils could choose another pilgrimage to compare and contrast with the Hindu pilgrimage to Varanasi.</li></ul> |  |
|--|--|--|---|--|

### 3. Sacred places in nature and places of pilgrimage

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What places in nature are special to us?</b></p> <p><b>What places in nature are sacred to Hindus?</b></p> <p><b>Why do Hindus go on pilgrimage?</b></p>	<p>special place</p> <p>sacred</p> <p>awe</p> <p>beauty</p> <p>calm</p> <p>peace</p> <p>pilgrimage</p>	<p>I can...</p> <p>describe what inspires me (level 4)</p> <p>give simple explanations of beliefs, feelings and experiences (level 4)</p> <p>I can...</p> <p>describe how some religious beliefs, practices and stories are linked (level 3)</p>	<ul style="list-style-type: none"> <li>The children could take part in a creative visualisation (using all the senses) of a 'special place in nature'. It could be an imaginary place or somewhere they have actually visited. The children could then complete a piece of descriptive writing, including all the senses, about their special place and how they feel about it.</li> <li>Give the children a selection of images showing features of natural beauty, for example, mountains, caves, rivers, lakes and seas and woodlands. Ask them how they feel when they look at these images. Which ones do they like best and why? Have they been to any places of natural beauty? Encourage the children to share their experiences. Explain that places in nature such as these are sacred to Hindus. Why do they think this might be? Ask the children to research some specific examples of features of the natural world that are sacred to Hindus, and to consider why they are regarded as sacred (see other support materials for this unit available in the RE section of the Essex grid for learning website (<a href="http://www.e-gfl.org">www.e-gfl.org</a>)).</li> <li>Every year, thousands of Hindus go on pilgrimage to sacred places in nature: mountains, caves, rivers, lakes and seas and woodlands. The journey is often long and arduous. Why do they do this? They do this believing that they will be cleansed of their sins and they will acquire spiritual merit for their next life. The word used for a place of pilgrimage is 'tirtha', meaning a passageway or crossing place: a place where one can</li> </ul>	

<p><b>How did the river Ganges come to earth, and why is it sacred to Shiva?</b></p>		<p>give simple explanations of practices, beliefs, feelings and experiences (level 4)</p>	<p>cross over from the mundane world into a spiritual realm.</p> <ul style="list-style-type: none"> <li>• Read the following story of how the river Ganges came to earth: King Bhagirath had been informed that the waters of the Ganges, if brought down from heaven, would bring his dead ancestors to life. Bringing the river down from heaven was no mean feat, but Bhagirath put his heart and soul into it - and finally succeeded. Unfortunately, he hadn't taken into account that his puny mortal shoulders would not be able to bear the burden of the thundering waters of the river. The river (embodied in the form of the goddess Ganga) descended to Earth, but with such a cataclysmic roar that Bhagirath realised he'd never be able to contain her. He prayed to the god Shiva for help. Shiva spread the matted locks of his hair and caught the goddess Ganga and the waters of the river in them, gentling her flow and controlling her power so that she ascended to Earth quietly, a peaceful and life-giving river instead of a catastrophic deluge.</li> <li>• Create a large painting of the Ganges spouting from Shiva's head (the goddess Ganga should be visible in his hair) to form a backdrop for a display about pilgrimage to Varanasi and the importance of the river Ganges.</li> <li>• The children could research the Kumbh Mela at Allahabad. This is the greatest regular gathering of human beings on our planet, and it takes place every 12 years at Allahabad, where the river Yamuna flows into the Ganges. At this festival, up to 15 million pilgrims bathe in the sacred waters. The next Kumbh Mela in Allahabad will take place in 2013.</li> </ul>	
--	--	---	---	--

#### 4. The mandir (temple) and congregational puja (worship)

<i>Key questions</i>	<i>Key words/ concepts</i>	<i>Learning outcomes</i>	<i>Suggested activities</i>	<i>Links to other curriculum areas/initiatives</i>
<p><b>What is a mandir? Why is it important to Hindus?</b></p>		<p>I can...</p> <p>say how people's lives are affected by their religion (level 3)</p> <p>describe the impact of religion on people's lives (level 4)</p>	<ul style="list-style-type: none"> <li>• Show the children pictures of the outside of a variety of mandirs. Ask them: What are these buildings? Who goes there? When? Why? What do they notice about the architecture?</li> <li>• Show some pictures of the inside of mandirs along with some appropriate artefacts. Show a film of worship taking place (alternatively take the children on a visit to a mandir). Ask the children to draw and write about the different features found in a mandir, what happens during congregational puja, and how performing puja helps Hindus to feel closer to God.</li> <li>• For Hindus in the UK, the mandir is not only a place of worship, but a community facility for social and cultural activities. Ask the children to find out more about this. Help the children to relate this to their own understanding of community by thinking about what communities they belong to.</li> </ul>	<p>Citizenship</p>
<p><b>How is a mandir similar/different to places of worship in other religions?</b></p>		<p>I can...</p> <p>use the correct religious words to describe some</p>	<p><u>Assessment activity</u></p> <ul style="list-style-type: none"> <li>• In groups get the children to make a model of a mandir and other places of worship studied in RE (one place of worship for each group). Each group could produce an accompanying guide</li> </ul>	



		<p>important features of different religions, identifying things that are the same and things that are different. (level 3)</p> <p>describe some similarities and differences between religions (level 4)</p>	<p>book for their place of worship to explain the different internal features, what happens there and the significance of what happens for worshippers.</p> <ul style="list-style-type: none"><li>• Ask the children to choose one of the other places of worship and draw/write about the similarities and differences between this and a Mandir.</li></ul>	
--	--	---	--	--