



| Number of weeks (between 6&8)                  | Content of the unit   | Assumed prior learning (tested at the beginning of the unit)  |
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| 7 lessons including assessment.                | What is Hinduism?<br>Who and what are the Hindu Gods?<br>How do you worship?<br>What are the main Hindu beliefs?<br>Hindu places of worship.<br>How do Hindus worship around the world? | From primary school.<br>Looking at creation stories in year 7.  |
| Assessment points and tasks                    | Written feedback points   | Learning Outcomes (tested at the end and related to subject competences)  |
| Formative and summative assessment throughout. | In line with schools policy.  | I can ask questions about concepts and suggest answers.<br>I can describe my own response to the concept.<br>I can explain my own response to concepts.<br>I can explain my responses to religious concepts.<br>I can explain my responses to religious concepts with justification.<br>I can give a detailed explanation for my response to the religious concept with justification for my response based on a coherent argument.<br>I can respond sensitively to the experiences and feelings of others, including those with faith. |



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|  |  | <p>I can respond to the teachings and experiences of inspirational people by relating them to my own and others' lives.</p> <p>I can respond to religious perspectives on a range of contemporary moral issues by relating these to my own and others' lives.</p> |
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| Lesson            | Clear learning intentions   | Clear success criteria   | Hook   | Presentation of content   | Guided practice   | Independent practice (homework)        | Closure   |
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| What is Hinduism? | <p>To investigate where Hinduism originated from.</p> <p>To describe the basic beliefs of Hinduism.</p> | <p><u>ALL</u>: be able to state where Hinduism originated from.</p> <p><u>MOST</u>: to explain some of the basic beliefs of Hinduism.</p> <p><u>SOME</u>: to evaluate the impact of these beliefs on people.</p> | <p><b>Starter:</b> odd one out bottom left they are members of the khalsa the others show gandhi, a saddhu and vishnu.</p> | <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>Read the introduction to Hinduism sheet.</li> <li>Complete activities 1-5 in your c/work books.</li> <li>Extension: If everyone was Hindu what would the world be like?</li> </ul> | B style question. | To research one form of the Hindu God. | <p><b>Plenary:</b><br/>WHAT HAVE YOU LEARNED...?</p> <p>ABOUT YOUR OWN THOUGHTS?<br/>ABOUT DIFFERENT PEOPLE IN YOUR CLASS?<br/>ABOUT DIFFERENT PEOPLE IN THE WORLD?</p> |



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| <p>Who and what are the Hindu Gods?</p> | <p>To know how many Gods are worshipped by Hindus?<br/>To be able to name and describe at least 2 Hindu gods.<br/>To be able to answer an opinion question.</p> | <p>All will be able to state some of the difference Hindu Gods.<br/><br/>Most will be able to explain the primary function of the God.<br/><br/>Some will be able to evaluate why there are so many gods.</p> | <p><b>Starter:</b><br/>•On a full clean page, write the heading “I am the sum of my parts” what do you think this means?</p> | <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>• In the centre of the page draw a small circle and write the name of a friend or person you know well.</li> <li>• Around the circle list all the qualities of that that person and circle the three that you think are the most important</li> <li>• Hindu top trumps!</li> <li>• From playing top trumps, which is your favourite God and why?</li> <li>• Do you think Hindu’s should worship Brahma in all the different forms?</li> <li>• I think.....because.....</li> <li>• For example.....<br/>.....</li> <li>• Therefore.....<br/>.....</li> <li>• Why might this be confusing? Why might this make Hindu’s feel protected? Why might this be hard? Why might it make Hindu’s worship easier?</li> </ul> | <p>B style question.<br/>Peer assess.</p> | <p>Homework: Explain in three sentences what a Hindu God is?<br/>Think about.....<br/><br/>How many Gods they have?<br/><br/>Who is the most important?<br/><br/>What do the different Gods mean/show?<br/><br/>Extension: What is different or similar between the Christian God and the Hindu God Brahman?</p> | <p><b>Plenary:</b> •Peer assessment<br/><br/>WWW:<br/><br/>EBI:<br/><br/>Marked by</p> |
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| How do you worship?                                   | <p>To link the issues of suffering with the case for/against the existence of God.</p> <p>Understanding some religious responses to suffering.</p> | <p>All will be able to define the word Parable and give an example of one.</p> <p>Most will be able to say why Jesus taught in parables.</p> <p>Some will be able to evaluate the teachings / messages of some of the parables.</p> | <p><b>Starter:</b><br/>One minute to think about it!<br/>Two minutes to share with your partner!<br/>Three minutes to sum it up into 5 words!</p> | <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>• How do you think Hindus worship?</li> <li>• Class discussion</li> <li>• Go through how Hindus worship as a class and have a discussion about the various activities</li> <li>• Watch clip and answer questions</li> <li>• Why is Puja important to Hindus?</li> <li>• why you think Puja may be important to Hindus.</li> <li>• Can you think of key words that you could use to help you.</li> <li>• Challenge: Can you think of 5 reasons?? Have a go!!</li> <li>• WCRS Decision Time</li> <li>• 'Puja is the most important ritual to a Hindu'.</li> <li>• Religious comparison.</li> </ul> | Why is Puja important to Hindus? | <ul style="list-style-type: none"> <li>• Compare how you worship in comparison to Hindus. Think about the similarities; going to a place of worship, people go together and think of some differences.</li> </ul> <p>PARAGRAPH!</p> | Plenary Head, heart, bin and bag. |
| KQ: How can I revise for the latest assessment in RE? | L.O-To be able to revise for the end of unit test.   | <p>To be able to track knowledge on the latest topic.</p> <p>To be able to take away one revision resource.</p> <p>To be able to show a full knowledge and understanding of the topic.</p>  | Learners to mind-map everything they can remember about the topic.  | Learners to complete revision activities.   |                                  | Revise for end of unit test. Must bring in a revision resource.   | Pop quiz on topic.                |



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| KQ: How can I show my knowledge on the latest topic? | L.O-To assess our knowledge on the latest topic. | All will be able to answer a question on the latest topic.<br>Most will be able to explain their answers using PPE.<br>Some will be able to describe why people may disagree with their view point.       | Set assessment protocol.   | Students to complete assessment.   |                       | Pupils to research one world religious view on Hinduism and to bring in a piece of scripture to support this. | Learners to self-assess how well they feel they did on the assessment.         |
| KQ: How can I improve on my latest assessment?       | L.O-To improve our end of unit test.             | All will be able to reflect on their test and see areas for improvement.<br>Most will be able to pick a question to re-draft.<br>Some will be able to add religious scripture to strengthen their answer. | Instructions on general class mistakes.  | Read assessment and re-draft question.<br><br>Learners to research scripture which they can add to support answer.   | Re-draft of question. | Pupils to create a mind map for revision of all the topics they have done so far.                             | Learners read through each other's work for ideas on how to improve their own. |
| What are the main Hindu beliefs?                     | To explore the main Hindu beliefs.               | All will be able to describe Hindu beliefs.<br><br>Most will be able to explain a Hindu belief in detail.<br><br>Some will be able to evaluate Hindu beliefs.   | <b>Starter:</b> "What comes around goes around".<br><br>Who agrees with this statement?<br><br>Think-pair-share! | <b>Main:</b><br><b>Write key word list</b> <ul style="list-style-type: none"> <li>• Atman-the soul in everything</li> <li>• Dharma-the duties of living</li> <li>• Karma-the actions which affect rebirth</li> <li>• Moksha-end of the rebirth cycle</li> <li>• Samsara-the law of rebirth</li> <li>• Whole class discussion on what the main beliefs are</li> <li>• Pupils to summarise the beliefs in their own words</li> <li>• Watch clip on reincarnation and answer the questions</li> </ul> | Opinion question.     | Self-assessment.  | <b>Plenary:</b><br><br><b>Karma cards</b>                                      |



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| <p>Hindu places of worship.<br/>How do Hindus worship around the world?</p> | <p>Exploring Hindu places of worship.</p> | <p>Describe what a Mandir is. Explain the importance of a Mandir. Reflect on how it may feel to be a Hindu in Britain looking for a place to worship in.</p> | <p><b>Starter:</b> What kind of religious building do you think this is? What clues do you have?</p> | <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>• Write down at least 5 things you remember from this clip.</li> <li>• E.g. What do the steps mean?</li> <li>• Who are the Sadhus and what do they do?</li> <li>• What is prasad?</li> <li>• Do you think Hindu's should worship at home or in the Mandir?</li> <li>• Why?</li> <li>• Extension: "Britain is the best place to worship as it has so much freedom".</li> <li>• Do you agree?</li> <li>• Why might some people disagree with you?</li> </ul> | <p>Opinion question.</p> | <p>"Britain is the best place to worship as it has so much freedom".</p> <ul style="list-style-type: none"> <li>•Do you agree?</li> <li>•Why might some people disagree with you?</li> </ul> | <p><b>Plenary Group questioning!</b><br/>Each group must come up with 2 questions to test peoples learning in today's lesson!</p> |
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| <p>What are Hindu Castes and duties?</p> | <p>To understand what 'caste' means in Hinduism.<br/>To understand the Hindu idea of duty.</p> | <p>All will be able to identify three key features of a church.<br/>Most will be able to say what features are important for Christians.<br/>Some will be able to evaluate the significance of these features.</p> | <p>Starter: pupils respond to the two statements.</p> | <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>• Activity 1teacher explains the UK caste system.</li> <li>• STICK THE VARNAS IN YOUR BOOK.</li> <li>• IN WHAT YOU THINK IS THE RIGHT ORDER.</li> <li>• WHO DO YOU THINK WOULD BE TOP?</li> <li>• Explanation of the Hindu caste system.</li> <li>• Write out these jobs and the duties involved.<br/>-- Think of two examples of your own of jobs and their duties.</li> <li>• BONUS: What duties do you have as a student?</li> <li>• Work with the person next to you.</li> <li>• Think of 5 duties that everyone has to follow.</li> <li>• Following these duties should make the world a better place.</li> <br/> <li>• E.g. Everyone must recycle their rubbish.</li> <li>• Everyone has a duty to not shout during arguments.</li> </ul> |  | <p>Revision for assessment next lesson.</p> <p>Read through the four dilemmas.<br/>Make a list of all the duties involved in each problem.<br/>Explain how each person should solve their dilemma.</p> | <p><b>Plenary</b> one thing your have learnt in todays lesson and one thing you are still unsure of.</p> |
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