



Religious Education

CARE CURRICULUM -EXPECTED STANDARDS – Hindu Dharma



Expected standards: Islam					
		Beliefs and Questions (Theology)	Community and Identity (Living)	Reality and Truth (Philosophy)	Search for Personal Meaning
Year 6	Re skills	<ul style="list-style-type: none"> analyse beliefs, teachings and values and how they are linked explain how the beliefs and values of a religious tradition might guide a believer through the journey of life explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression 	<ul style="list-style-type: none"> consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging discuss how people change during the journey of life 	<ul style="list-style-type: none"> raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments develop own views and ideas in response to learning demonstrate increasing self-awareness in their own personal development
	Content (Hindu Dharma)	<ul style="list-style-type: none"> know that Hindus believe in one God (Brahman) who can be worshipped in many forms know that these forms (the deities) have different qualities and are portrayed in different ways suggest why Hindus might believe that it is important to show devotion to the deities analyse Hindu beliefs about samsara, karma and moksha and how these are linked explain how belief in reincarnation might affect the way in which a Hindu view the 'journey of life' explain how belief in reincarnation and the law of karma might affect the way a Hindu lives explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> describe and explain the four ashramas (stages of life) in the life of a Hindu explain how a person might change as they move from one ashrama to the next consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama describe and explain a variety of ways that Hindus might celebrate the festival of Holi suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> discuss the special milestones that we might celebrate during a person's lifetime discuss how our rights, responsibilities and relationships with others might change as we go through life explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions consider the different ways that myth and stories are and used explain how a 'truth' might be contained within a story discuss (with relevant examples) the importance of the belief that good overcomes evil suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) discuss and debate things that they consider to be true that others might disagree with reflect on their own concept of 'goodness' discuss what gives them hope during difficult times

Year 4	Re skills	<ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> reflect on their own personal sources of wisdom and authority
	Content (Hindu Dharma)	<ul style="list-style-type: none"> know that Hindus believe in one God in many forms know that Hindus believe that God is present in all living things suggest what Hindus might learn about God from the story of the blind men and the elephant explore teachings about good and evil in the story of Rama and Sita describe what moral guidance Hindus might gain from the story of Rama and Sita make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma develop an understanding of the importance of duty and commitment to many religions know that following dharma (religious duty) is an important part of Hindu life suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> describe how and why Hindus might celebrate Raksha Bandhan identify aspects of the celebration which remind Hindus of their dharma identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the <ul style="list-style-type: none"> story of Rama and Sita?) know that Hindus might worship at a Mandir and/or the home shrine suggest why worship in the home might be important describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) talk about how and why Hindus might use statues and images (murtis) in their worship suggest symbolic meanings expressed in the images 	<ul style="list-style-type: none"> identify sources of authority and inspiration consider what our 'duties' as human beings are talk about qualities that make some people special identify ways in which humans show their gratitude to the people who matter in their lives talk about the different ways that people can be seen and described consider how people might have multiple roles 	<ul style="list-style-type: none"> reflect on their own duties – to themselves, to their families, to their communities discuss who or what they follow – and why talk about who is special to them and why reflect on who they should be grateful to and how they might show this in words and actions reflect on how others might see them talk about the different roles that they might have (friend, child, brother/sister etc.)

knowing about and understanding religions and worldviews	expressing and communicating ideas related to religions and worldviews
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