

# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



|  |   |            |         |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
|--|---|------------|---------|---------|-------|------|---------|---------|--------|---------|--------|--------|--------|---------------|------------|--------|-------|-------------|--------|--------|---------|--------|---------|---------|---|--|--|
| <p><b>What this unit contains</b></p>  | <p>The diversity represented in the school and what makes each person's unique identity. The journey of life in Hinduism – life, death &amp; rebirth 4 ashramas- birth, wedding, retirement, seeking God. Funeral rites and the Ganges.</p>   |            |         |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| <p><b>Where the unit fits and how it builds upon previous learning</b></p>   | <p>This is the last Unit of Hinduism in the Primary phase. It revisits Hindu beliefs about God and the soul from unit 2 and looks at how the journey of life in Hinduism is an expression of beliefs about life and death. It is suggested that, due to the complexity of concepts this unit be taught in Year 6.</p>   |            |         |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| <p><b>Extension activities and further thinking</b></p>  | <ul style="list-style-type: none"> <li>➤ Consider the relationship between 'God inside' and a conscience.</li> <li>➤ Consider where souls might have been before birth.</li> <li>➤ Reflect on the concept of the soul as a river that is constantly changing although apparently the same or as a flame lighting one candle from another.</li> <li>➤ Investigate symbolism in Hindu birth and death rites.</li> </ul> |            |         |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| <p><b>Vocabulary</b></p> <table border="0" data-bbox="114 1038 1016 1246"> <tr> <td>Hinduism</td> <td>birth</td> <td>student</td> <td>ashrama</td> </tr> <tr> <td>Hindu</td> <td>soul</td> <td>wedding</td> <td>namaste</td> </tr> <tr> <td>Ganesh</td> <td>rebirth</td> <td>retire</td> <td>temple</td> </tr> <tr> <td>Ganges</td> <td>reincarnation</td> <td>retirement</td> <td>Mandir</td> </tr> <tr> <td>Atman</td> <td>celebration</td> <td>unique</td> <td>mandap</td> </tr> <tr> <td>Benares</td> <td>Prayag</td> <td>Ayodhya</td> <td>Mathura</td> </tr> </table> | Hinduism  | birth      | student | ashrama | Hindu | soul | wedding | namaste | Ganesh | rebirth | retire | temple | Ganges | reincarnation | retirement | Mandir | Atman | celebration | unique | mandap | Benares | Prayag | Ayodhya | Mathura | <p><b>SMSC/Citizenship</b></p> <ul style="list-style-type: none"> <li>➤ Concept of life as a journey.</li> <li>➤ Life, death and questions of meaning and purpose.</li> <li>➤ The rich diversity of society locally, nationally and internationally.</li> </ul> |  |  |
| Hinduism   | birth   | student    | ashrama |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| Hindu  | soul  | wedding    | namaste |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| Ganesh   | rebirth   | retire     | temple  |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| Ganges   | reincarnation   | retirement | Mandir  |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| Atman  | celebration   | unique     | mandap  |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |
| Benares  | Prayag  | Ayodhya    | Mathura |         |       |      |         |         |        |         |        |        |        |               |            |        |       |             |        |        |         |        |         |         |   |  |  |

# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



## Unit 4 Session 1

| Learning objectives   | A<br>T<br>1                         | A<br>T<br>2                         | Suggested teaching activities   | Sensitivities, points to note, resources                        |
|---|-------------------------------------|-------------------------------------|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know that the school is rich with diversity, as is society and the world;</li> <li>➤ consider what makes each person unique and that although we are all unique we share experiences, feelings etc;</li> <li>➤ know that Hindus believe that everyone has a spark of God inside them;</li> <li>➤ know that Hindus believe that God is the same for all of us even if we understand and worship God in different ways.</li> </ul> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>Make mind-maps of what makes pupils uniquely who they are. Include likes, dislikes, personalities, family allegiances and names. Introduce the concept of uniqueness and explain that even twins are each unique. Feed back ideas and answers to the class. Celebrate each person and the rich diversity contained within the class. Now discuss things that all people have in common despite individuality; e.g., feelings such as joy, sadness, disappointment. Explain that Hindus believe in a world family, everyone individual and unique and created by God.</p> <p>Recall knowledge from previous unit about the 'namaste' greeting, the way that Hindus say hello. Explain the word namaste to the pupils: namas – “I offer my respects” or “I bow down” te – “to you” Explore how the symbol of hands together makes the speaker respectful. It focuses attention on the heart, where Hindus believe the soul (the real self) and also a spark of God within can be found there. Note that placing the hands together also makes it easy to bow the head slightly, so the nose almost touches the fingertips. Is it difficult to feel arrogant / proud in this position?</p> <p>Recall Hindu beliefs about a world family. Explain that Hindus recognise and appreciate everyone’s individuality, and believe every religion is worshipping the one true God, revealed differently to different peoples. Record individual responses to the idea of a world family.</p> | <p><b>Resources</b><br/>Mind map paper - What makes me, me?</p> |

# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



## Unit 4 Session 2 & 3

| Learning objectives   | A<br>T<br>1   | A<br>T<br>2   | Suggested teaching activities   | Sensitivities, points to note, resources  |
|---|---|---|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ Consider each pupil's life as a journey.</li> <li>➤ Know that when a baby is born Hindus welcome this soul 'back' into the world</li> <li>➤ Know that Ganesh is worshipped as the deity of beginnings</li> </ul> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>Introduce the idea of how life can be seen as a journey.</p> <p>Explain that Hindus believe that the atman (spirit or soul) learns new lessons in each life and revisits earth for new learning many times. So when a baby is born Hindus welcome the soul back to the world.</p> <p>Ask pupils to consider the significant stages on their life journey. Can they suggest lessons they have learnt already in their lives?</p> <p>Complete a 10-circle 'journey of life' representation of their own life, marking significant milestones from birth to the present and on to a projected future to life's end.</p> <p>Examine pictures of Ganesh. What do pupils notice and how can they describe him? Find out about how he got his elephant head by reading a story. Look at images of Ganesh in a Temple (usually his shrine is near the entrance so he can be worshipped first, before the main deity of that temple). Ganesh is worshipped as the deity of beginnings and new ventures. What beginnings in life can pupils think of?</p> <p>Make cards welcoming a baby back to earth for a new life. Include Hindu symbols and an image of Ganesh.</p> | <p><b>Resources</b></p> <p>Images of Ganesh</p> <p>Story of Ganesh e.g. how he got his elephant head from Madhur Jaffrey's Seasons of Splendour</p> <p>Or from Ganesh the Elephant God from Hindu Stories by Anita Ganeri. isbn 0 237 52032 X</p> <p>Pictures of Ganesh in Temples.</p> <p>Aum symbol</p> <p>Materials to make cards.</p> <p>'Faiths CD Rom or online (LgFL/ Espresso) Film: God' and 'story of Ganesh'</p> |

# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



## Unit 4 Session 4 & 5

| Learning objectives   | A<br>T<br>1   | A<br>T<br>2                                  | Suggested teaching activities   | Sensitivities, points to note, resources  |
|---|---|--|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know the Hindu stages of life - the ashramas;</li> <li>➤ know that Hindus believe that during a wedding the souls of the bride and groom become linked;</li> <li>➤ know that promises made during a wedding are about making a life commitment.</li> </ul> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>Revisit pupils' 'Journey of life' sheets. Explain that to Hindus there are 4 stages of life - child/student, being married, retirement and finally leaving home to look for God. Are any of these stages to be seen on pupils' ideas? What stages of life might be relevant to them?</p> <p>In Session 4 prepare to act out a Hindu wedding in class during Session 5. Preparation will include finding out about the wedding, making invitations and deciding who will perform each role in the 'wedding'. You might make a special Toran (recall Unit 1) and a mandap (4-pillared canopy) to decorate the classroom.</p> <p>Explain that during the ceremony the souls of the bride and groom become linked and that during their 'married' state they keep their promises to support each other.</p> <p>Around images of Ganesh write one promise you believe a bride and groom should make and a wish for a happy marriage for the couple. Hang in the classroom to decorate for the ceremony.</p> <p>Act out a wedding in session 5 and share celebration foods together.</p> | <p><b>Resources</b></p> <p>Journey of life sheets from first lesson<br/>           Wedding Promises sheet*<br/>           Information about Hindu weddings:<br/>           'Wedding Days' by Anita Ganeri isbn 0 237 51833 3</p> <p>'Ceremonies &amp; Celebrations – Weddings'.<br/>           Published by Hodder Wayland<br/>           isbn 0-7502-2800-8</p> <p>'Weddings - a resource pack for school' by<br/>           Lewisham Education</p> <p>Heart of Hinduism Primary pack Teaching idea 8.3</p> <p><b>Artefacts</b></p> <p>Red and gold sari, costume jewellery, Groom's turban &amp; head-dress, puja tray, murtis of Ganesh, kum kum powder, red scarf, dressing up clothes for the groom and guests Flower petals to throw on the groom and bride for good luck.<br/>           Sweets / Bombay mix/ samosas / celebration food</p> |

# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



## Unit 4 Session 6

| Learning objectives  | A<br>T<br>1                         | A<br>T<br>2                | Suggested teaching activities  | Focus for assessment   | Sensitivities, points to note, resources  |
|--|-------------------------------------|----------------------------|--|--|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ consider what it means to retire;</li> <li>➤ know about the last ashrama and what happens when someone dies in Hinduism;</li> <li>➤ know that 'looking for God' means developing a closer relationship with God;</li> <li>➤ know that Hindus believe that pilgrimage, meditation and worship are ways to contact God who is in everyone's heart throughout life's journey.</li> </ul> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>Discuss what they know about retirement and what people do during that time. What does this mean to them?</p> <p>Explain that in the fourth ashrama Hindu people leave home to look for God. What do pupils think this means? Where do they think God might be found? - discuss in small groups and feed back to the class. Revisit the concept of God 'within'.</p> <p>Talk about how people may visit places of pilgrimage to get close to God - why do they do this? People also pray and meditate to try to find God. Explain that meditation can be a way that Hindus try to understand more about the soul and God inside of them. During this time people are trying to make sense of their 'journey of life'. Find out the importance of Benares, Ayodhya &amp; Mathura.</p> <p>Consider different views about what happens when someone dies in faiths that pupils have studied. Discuss pupils' views about death and the afterlife.<br/><b>Continued on the next page.</b></p> | <p><b>Assessment Level</b><br/><i>Level 2 Attainment target 1</i><br/>Pupils use religious words and phrases to identify Hindu beliefs about life &amp; death and its importance for some people. Pupils suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.<br/><i>Attainment target 2</i><br/>Pupils recognise that some questions are difficult to answer.<br/><i>Level 3 Attainment target 1</i><br/>Pupils use a developing religious vocabulary to describe some key features of Hinduism. They begin to identify the impact religion has on believers' lives &amp; describe some forms of religious expression.<br/><b>Continued on the next page.</b></p> | <p><b>Resources</b><br/>Video of the Ganges</p> <p>Bhagavad-Gita verses 2.12; 2.13; 2.22; 2.25. (2.22 likens the body to old clothes that are old and no longer useful.)<br/>'Ceremonies &amp; Celebrations – Life's End'. Published by Hodder Wayland<br/>isbn 0-7398-3270-0.</p> <p><b>Websites</b><br/><a href="http://www.templenet.com/Ganga/p_rayag.html">http://www.templenet.com/Ganga/p_rayag.html</a><br/><a href="http://en.wikipedia.org/wiki/Ayodhya">http://en.wikipedia.org/wiki/Ayodhya</a><br/><a href="http://www.travelmasti.com/domestic/uttarpradesh/ayodhya.htm">http://www.travelmasti.com/domestic/uttarpradesh/ayodhya.htm</a><br/><a href="http://mathuravrindavan.com/mathura/lake.htm">http://mathuravrindavan.com/mathura/lake.htm</a><br/><a href="http://www.pilgrimageindia.net/hindu_pilgrimage/mathura_vrindavan.html">http://www.pilgrimageindia.net/hindu_pilgrimage/mathura_vrindavan.html</a><br/><a href="http://www.templenet.com/Ganga/p_rayag.html">http://www.templenet.com/Ganga/p_rayag.html</a></p> |

# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



## Unit 4 Session 6 Continued

| Learning objectives | A<br>T<br>1 | A<br>T<br>2 | Suggested teaching activities   | Focus for assessment   | Sensitivities, points to note, resources |
|---------------------|-------------|-------------|---|--|--|
|                     | √           |             | <p>Find out that when someone dies in Hinduism his or her body is burnt because it is not important any more. Watch a video of the Ganges and people throwing ashes into it. Explain that Hindus believe they are returning the dead person's body to the natural world and that the soul moves on either to join God or to take a new body. Explain that the Ganges is a very important river in Hinduism. Find it and Prayag, where 2 important rivers meet on a map of India. Prayag is the most important place on the Ganges.</p> <p><b>Assessment Task</b><br/>Make a short 'Journey of Hindu life' chart showing the ashramas and indicating what pupils have understood about life and death in Hinduism.</p> | <p><i>Level 3 Attainment target 2</i><br/>Pupils ask important questions about religion and beliefs.</p> <p><i>Level 4 Attainment target 1</i><br/>Pupils use a developing religious vocabulary to describe &amp; show understanding of practices, beliefs, ideas, feelings &amp; experiences. They describe the impact of religion on people's lives &amp; suggest meanings for a range of forms of religious expression.</p> <p><i>Attainment target 2</i><br/>Pupils raise &amp; suggest answers to questions of identity, belonging, meaning, purpose, values &amp; commitments. They apply their ideas to their own and other people's lives.</p> |  |

## Unit 4 Sessions 2 & 3 Activity Sheet 2

### Ganesh





# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism

## Unit 4 Sessions 4 & 5 Information Sheet 1

### A Mandap





# HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism

## Unit 4 Session 2 Activity Sheet 2

### The Journey of My Life

