

Spring 1 -

Lostwithiel Primary School

Year 6

Unit 2.7 - Why do Hindus try to be good ?

RE Knowledge Organiser

Prior Learning:

- Unit L2.7 - What do Hindus believe God is like? Unit L2.8 - What does it mean to be a Hindu in Britain today?

Key RE learning Outcomes for this unit:

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways
- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Key RE Vocabulary -

General Terms and Cross Curricular Vocabulary

Key RE Vocabulary -		General Terms and Cross Curricular Vocabulary	
Dharma	Religious or moral duty.	Values	Principles or standards of behaviour; one's judgement of what is important in life.
Artha	Economic development, providing for family and society by honest means		
Karma	The law of cause and effect. Regulated enjoyment of the pleasures and beauty of life	Injustice	Lack of fairness or justice
Samsara	The cycle of life, death and rebirth.	Duties	A moral or legal obligation; a responsibility
Moksha	Release from the cycle of samsara and union with Brahman.		
Brahman	God, Ultimate Reality.		
Atman	Eternal self.		

Areas of Reflection

Curricular Links

Cross

- The ideas of dharma, karma, samsara and moksha are commonly held, although described in a range of ways.
- Explore the Hindu story from the Mahabharata 'man in the well' creatively; this presents one picture of the way the world is for a Hindu.
- Explore Hindu ideas of karma and how actions bring good or bad karma. Connect this with Hindu beliefs about samsara, to achieve moksha. Use snakes and ladders to link Hindu ideas of karma and moksha. Reflect on how beliefs offer reasons why a Hindu might try to be good - to gain good karma and a better reincarnation, and ultimately release from samsara.
- Explore Hindu ideas about the four aims of life (punusharthas): dharma, artha, kama, moksha. Compare these with pupils' goals for living.
- Hindus might describe life as a journey towards moksha; Hindu life is also part of a journey through different stages (ashramas), each with different duties. Explore the dharma/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the dharma for these stages help Hindus to be good? Compare with duties pupils have now, and those they will have as they become older.
- Consider some Hindu values and how they make a difference to Hindu life, individually and in community.
- Investigate ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.
- Consider the value of the idea of karma and reincarnation: what difference would it make to the way people live if everything they did carries good or bad karma, affecting future rebirths? If no one escapes from this law of justice, how does that change how we view injustice now? Talk about how different people respond to this idea, including non-religious responses and the ideas of pupils themselves.

- Respect for others, their views and opinions.
- History (Crime and punishment) - justice and injustice. Responsibility for actions.

Linked documents: *Class Overview*, *RE Whole School Progression document* and *Class Medium Term Planning/ Cornwall Agreed Syllabus*