

***Jigsaw Unit Overview***

<b>Theme</b>	<i>Beliefs and Practices</i>		
<b>Concept</b>	<i>Beliefs &amp; Moral Values</i>		
<b>Religion</b>	<i>Hinduism</i>		
<b>Enquiry Question</b>	<i>How can Brahman be everywhere and in everything?</i>		
<b>Learning Intention</b>	<i>We are learning to understand the Hindu belief that there is one God with many different aspects.</i>		
<b>Resources</b>	<i>Discovery RE</i>		
<b>Assessment</b>	<p><b><u>Engagement</u></b> <b>WTS:</b> <i>I can explain how I may be special in different ways to different people.</i></p> <p><b>EXS:</b> <i>I can explain some of the different roles I play whilst still being me.</i></p> <p><b>GDS:</b> <i>I can describe some of the characteristics that make me me even when I am playing different roles.</i></p>	<p><b><u>Knowledge &amp; Understanding</u></b> <b>WTS:</b> <i>I can tell you about some Hindu gods and start to explain their significance to Hindus.</i></p> <p><b>EXS:</b> <i>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</i></p> <p><b>GDS:</b> <i>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</i></p>	<p><b><u>Evaluation/Critical Thinking</u></b> <b>WTS:</b> <i>I can ask questions about what Hindus believe.</i></p> <p><b>EXS:</b> <i>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus</i></p> <p><b>GDS:</b> <i>I can reflect on Hindu beliefs and express thoughts on these.</i></p>

## RE MTP

### Year 3 , Summer 1 Week 1

Step 1: Engagement	Lesson 1
Focus Skill	Reflection of self: Recognise and explain the individual roles and responsibilities in life.
Learning Intention	<p>To <b>explain</b> the importance of different roles I play in life</p> <p>To <b>investigate the different roles I play in life</b></p>
SOLO SC: Uni- Structural <i>Bronze</i>	<p>I can <b>define</b> responsibility</p> <p>I can <b>identify different roles in life.</b></p>
SOLO SC: Multi- Structural <i>Silver</i>	<p>I can <b>list</b> different responsibilities I have in life</p> <p>I can <b>identify the different responsibilities I have in life</b></p>
SOLO SC: Relational <i>Gold</i>	I can <b>explain</b> the importance of different roles I play in life
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>evaluate the reasons</b> why responsibility increases with age and give a <b>justified</b> reason when someone is old enough to choose their religion.
Key Vocabulary for the lesson/unit	responsibility, roles
Starter	Brainstorming what the word <b>responsibility</b> means
Teacher Input / Activity	<p><u>Step 1 Engagement</u></p> <ol style="list-style-type: none"> <li>1) Discuss how as an individual, we have different roles and responsibilities to play in a family and life.</li> <li>2) Tch to discuss <b>'Who are you and what do you mean to different people?'</b> e.g. daughter, sister, friend, niece, pupil at school, granddaughter and so on (T to model an example on a net cube - scribe the roles of someone on one cube.</li> </ol>

- 3) **TASK 1:** children complete the net of the cube writing what role they play in family and in society.
- 4) T to discuss how they are different to different people but still themselves.. T to model how to list what being a sister or daughter or friend entails.
- 5) **TASK 2:** Children bullet point (under each heading) the responsibilities they play in their different roles.
- 6) **TASK 3:** Children explain the importance of the roles they play in life
- 7) Tch to reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are parts of the same **YOU**. What is it about you that is inside the box that makes you you?

**Pupil Expectations**

**Silver - WTS:** *I can explain how I may be special in different ways to different people.*

*I think I am most special as a son to my Dad. He is proud of me.*

**Gold - EXS:** *I can explain some of the different roles I play whilst still being me.*

*I am a Year 3 School Council Rep. a brother and a cub. I am still me wherever I am.*

**Platinum - GDS:** *I can describe some of the characteristics that make me me even when I am playing different roles.*


*I try to be really kind no matter who I am with because I hate it when people are unkind to me. That is inside my first box and is something I want my murti to have.*

<p><b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i></p>	<p>Understanding that although they have different roles, they are still the same person.</p>		
<p><b>Resources</b></p>	<p>Large sugar paper (brainstorm) Chunky marker pens 1 x net cube for each child scissors</p>	<p><b>Pillar Links</b></p>	<p>Heart - Showing kindness and respect about Hinduism Head - learning about British law and religious belief</p>
<p><b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i></p>	<p>Thought bubble of responsibility displayed on the working wall</p>		

Step 2: Investigation	Lesson 2
Focus Skill	Explaining: Make links between beliefs, stories and practices.
Learning Intention	To <b>explain</b> why Hindus believe Brahman can be in everything To <b>explore Hindu beliefs about Brahman</b>
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>match</b> the different forms of Brahman I can <b>identify</b> the different forms of Brahman
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>describe</b> the different roles of Brahman
SOLO SC: Relational <i>Gold</i>	I can <b>explain</b> why Hindus believe Brahman can be in everything
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>reflect</b> on the importance of Brahman in Hinduism
Key Vocabulary for the lesson/unit	Deity Brahman Gods and Goddesses
Starter	Revisit the word responsibility. <b>TTYP</b> : What does this word mean to you?

## Teacher Input / Activity

### Step 2: Investigation

- 1) Discuss the concept of Brahman with children and explain the definition to children: Brahman is the supreme spirit and the other Gods and Goddesses are different representations of Brahman. Brahman is the foundation of life.
- 2) Show children a box labelled '**Brahman**' and explain that inside this box we can find out what Hindus believe about Brahman.
- 3) Inside the box, have many different **deities** and, as each deity is revealed, explain to the children that this is what Brahman looks like. **Qu: How can this be? How can Brahman look like so many different things? Make link with lesson before (roles/responsibility net)**
- 4) Guide chn to **match the deity** to its role using word and picture cards. T to discuss and talk through the different Hindu deities and what their roles are.
- 5) Tell the children a story about one of the gods, e.g. Ganesha/Lakshmi. Watch(3 min) story of Ganesha  
 Ganesha: The Origin of The Elephant Headed God - Hindu Mythology Stories - See U in History
- 6) Teach children that there is **one God who Hindus** see in many different forms: This God is called **Brahman**.

### **Activities:**

- Children match the deity to its role using picture cards see Twinkl resource **Hindu Gods Picture Cards Matching Activity**
- Children discuss and outline the different roles and responsibilities of 3 main Gods or Goddesses
- Children retell the story and explain the significance it has to Hindu beliefs
- Use the **Activity Sheet cube net** to record their learning about gods/goddesses.

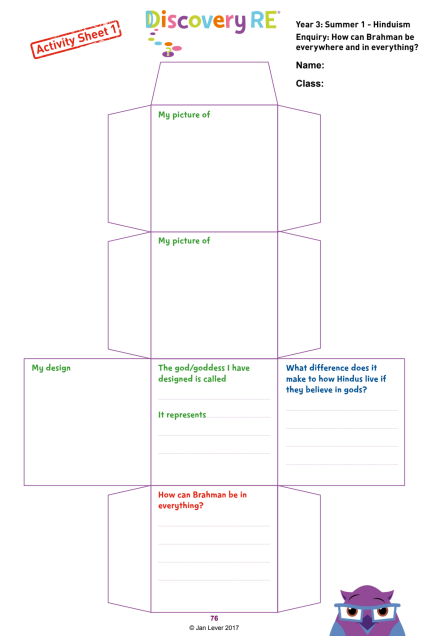
### Pupil Expectations

**Silver - WTS:** *I can tell you about some Hindu gods and start to explain their significance to Hindus.*

*The 2 gods/goddesses on my cube are Ganesha and Lakshmi. They are significant to Hindus because Ganesha is the god of education and wisdom and helps solve problems; Lakshmi is the goddess who brings wealth.*

**Gold - EXS:** *I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.*

*Hindus believe that Brahman is everything. This means that they would look after living things, like animals. Brahman is like the salt in the salt water. You can't see it but you know it is there. I can tell you about Ganesha... (see above but expect knowledge of the story).*



	<p><b>Platinum - GDS:</b> <i>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</i></p> <p><i>If a Hindu believes Brahman is in everything, it would make a difference to everything he does because he would not want to harm anyone or anything. He wouldn't want to step on an ant or splat a spider. He would probably be a vegetarian too.</i></p>		
<b>Possible Misconceptions</b>	Brahman is a range of Gods and Goddesses merged into one.		
<b>Resources</b>	Powerpoint Activity sheet 1 (Discovery RE net) Twinkl resource <b>Hindu Gods Picture Cards Matching Activity</b> IWB Additional stories to watch <a href="#">▶ Lord Ganesha Stories - Ganesha's Victory - S...</a>	<b>Pillar Links</b>	Hands and heart - sorting and linking symbolism to meaning. Respectful and kind when sharing ideas and beliefs.
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>	Photocopy of one child's work Make a class mobile of their cubes and their Hindu god cubes.		

# RE MTP

## Year 3, Summer 1, Week 3

Step 2: Investigation	Lesson 3
Focus Skill	<p><b>Interpreting / discerning:</b> Describe and suggest meanings for symbols and other forms of religious expression.</p> <p><b>Application and making links / synthesis:</b> Describe similarities and differences within and between religions and beliefs.</p>
Learning Intention	<p>To <b>compare</b> the expression of faith in Hinduism with my own belief</p> <p>To <b>explore</b> the Hindu faith</p>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	I can <b>identify</b> how Hindus use deities in the temple and for puja
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	I can <b>describe</b> how deities are used in the temple and for puja
<b>SOLO SC: Relational</b> <i>Gold</i>	I can <b>compare</b> the expression of faith in Hinduism with my own belief
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	I can <b>argue</b> for or against the statement. "All religions have their own Pathway of belief. True or false?"
Key Vocabulary for the lesson/unit	Omnipresent
Starter	Picture inference- what do they infer and predict.
Teaching Input / Activity	<ol style="list-style-type: none"><li>1) Watch video (2 min) <a href="https://www.bbc.co.uk/programmes/p0114z20">https://www.bbc.co.uk/programmes/p0114z20</a> How Hindus use deities in the temple and for puja.</li><li>2) Explain <i>One important type of puja in Indian temple and private worship is arati, the waving of lighted lamps before an image of a deity or a person to be honoured. In performing the rite, the worshipper circles the lamp three or more times in a clockwise direction while chanting a prayer or singing a hymn. Hindu's believe that by having darshan of the god's image, one takes the energy that is given by the deity, and receives blessings.</i></li><li>3) Watch (3 min) <a href="https://www.bbc.co.uk/programmes/p01140gs">https://www.bbc.co.uk/programmes/p01140gs</a></li></ol> <p><b>Activities:</b></p>

	<p>4) <b>TASK:</b> children bullet point ideas in a table to describe how <b>deities</b> are used.</p> <p>5) Discuss how every religion is different and does not express the same faith as they do in Hinduism. Discuss and write ideas about what is similar and/or different with another/or their own religion</p> <p>6) <b>TASK:</b></p> <p>7) <b>Bronze:</b> Match statements to show how deities are used in the temple and for Puja</p> <p>8) <b>Silver:</b> Children <b>list</b> two ways deities are used</p> <p>9) <b>Gold:</b> Children <b>compare</b> the beliefs in Hinduism with their own belief in a venn diagram</p> <p>10) <b>Platinum:</b> <i>"All religions have their own Pathway of belief. True or false?"</i> Children write their for/against ideas and discuss it with their partner.</p>		
<p><b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i></p>	<p>That different religions do not share common beliefs and practices.</p>		
<p><b>Resources</b></p>	<p>Statements to match (bronze) Venn diagram (gold)</p>	<p><b>Pillar Links</b></p>	<p>Hands and heart - sorting and linking symbolism to meaning. Respectful and kind when sharing ideas and beliefs.</p>
<p><b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i></p>	<p>Bullet pointed sheets (partner work)</p>		



Step 2: Investigation	Lesson 4
Focus Skill	<b>Identity, experience and empathy:</b> Make links between values and commitments, including religious ones, and their own attitudes and behaviour.
Learning Intention	To <b>explain</b> the three main deities in Hinduism and explain what they represent To <b>explore</b> the three main deities in Hinduism
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>define</b> the term ‘trimurti’ I can <b>identify</b> the three main deities in Hinduism
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>describe</b> what the trimurti represents
SOLO SC: Relational <i>Gold</i>	I can <b>explain</b> the three main deities in Hinduism and explain what they represent
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>reflect</b> on how my life would be affected if I was a Hindu
Key Vocabulary for the lesson/unit	Brahma-creator Vishnu- preserver Shiva-destroyer
Starter	Complete a visualising activity. Teacher to explain what the Gods in the trimurti look like while children draw a representation of them
Teacher Input / Activity	<ol style="list-style-type: none"> <li>1) Watch video (5 min) <a href="#">📺 The Three Main Gods in Hinduism (Trimurti)</a></li> <li>2) Tch to discuss the term <b>trimurti</b></li> <li>3) Explain how these are the main deities and explain what they represent. <ul style="list-style-type: none"> <li>- <b>Brahma</b> - creator</li> <li>- <b>Vishnu</b> - preserver</li> <li>- <b>Shiva</b> - destroyer</li> </ul> </li> </ol>

	<p><b>Activities:</b>  <b>TASK:</b> children explain what each God represents under their images from the starter  Experiment - Take a glass of water. Add some salt - it will dissolve into the water and you won't be able to see it or remove it. Now taste the water and you will taste the salt in every drop of the water. In this analogy the water represents the world and the salt represents Brahman, though invisible Brahman is omnipresent (everywhere.) Ask key qu: <b>How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?</b></p> <p><b>TASK:</b> Class debate. Children are split into two groups: One side writes ideas about how Brahman can be everywhere and in everything using their own experiences of religion while the others write ideas about how it is not possible for this to happen.</p>		
<p><b>Possible Misconceptions</b>  <i>(What are the children likely to find challenging?)</i></p>			
<p><b>Resources</b></p>	<p><a href="https://www.youtube.com/watch?v=sT2jorwmtBk">https://www.youtube.com/watch?v=sT2jorwmtBk</a></p>	<p><b>Pillar Links</b></p>	<p>Heart - Listening with respect to other religious practices.  Head - reflection on own practice of commitment</p>
<p><b>Working Wall</b>  <i>(What will go on the WW from this lesson?)</i></p>			

# RE MTP

## Year 3, Summer 1, Week 5

Step 3: Evaluation	Lesson 5
Focus Skill	Make links between values and commitments, including religious ones, and their own attitudes and behaviour.
Learning Intention	To <b>explain</b> how Hindu's show commitment to God To <b>explore</b> how Hindu's show commitment to God
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>draw</b> one way that Hindus shows commitment to God (evaluation)  I can <b>identify</b> how Hindus show commitment to God
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>describe</b> one way that Hindus shows commitment to God I can <b>describe</b> ways that Hindus shows commitment to God
SOLO SC: Relational <i>Gold</i>	I <b>explain</b> how Hindu's show commitment to God  I can <b>argue</b> the pros and con of how Hindus show commitment to God
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>design</b> my own Hindu God I can <b>reflect</b> on Hindu beliefs and express thoughts on these.
Key Vocabulary for the lesson/unit	
Starter	Recap on the different Gods and Goddesses in Hinduism and how Hindus show their commitment to God. Write ideas on a flipchart
Teacher Input / Activity	<b>Step 3: Evaluation</b> <ol style="list-style-type: none"><li>1) In pairs, on A3 sheets of paper, children write down everything they have learnt about Hindu Gods and how they show commitment to God.</li><li>2) Tch to ask class for feedback and discuss further</li><li>3) Teacher to brainstorm ideas about Gods/Goddesses children could create for Hinduism.</li><li>4) Discuss ideas such as kindness, wealth, friendship etc which could be depicted in their design</li></ol> <b>Activity:</b>

	<p>Children complete the cube and design their own God or Goddess</p> <p><b><u>Pupil Expectations</u></b>  <b>Silver - WTS:</b> I can ask questions about what Hindus believe.  I wonder if the stories about the gods are true or just stories. Who is Brahman? Do all Hindus believe in gods?</p> <p><b>Gold - EXS:</b> I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.  I think it is important to look after living things. I think we should treat them properly. If I were a Hindu I would think that I would have a better life next time if I look after living things. If Brahman is in everything, Hindus would need to treat everyone and everything with respect and kindness. That is a good thing, I think.</p> <p><b>Platinum - GDS:</b> I can reflect on Hindu beliefs and express thoughts on these.  I don't think there is such a thing as Brahman but I still think it is right to be kind to animals. I find it hard to understand all the different gods, like Ganesha as they seem so unrealistic, but I suppose they can be if they are gods. It feels a bit confusing.</p>		
<p><b>Possible Misconceptions</b>  <i>(What are the children likely to find challenging?)</i></p>			
<p><b>Resources</b></p>	<p>Cube (A3 copy)</p>	<p><b>Pillar Links</b></p>	<p>Head - reflect and justify own choices and practice  Heart - share and listen to each other ideas and thoughts  Health - kindness to all helps us and each other</p>
<p><b>Working Wall</b>  <i>(What will go on the WW from this lesson?)</i></p>	<p>Children's brainstormed ideas.</p>		

Step 4: Expression	Lesson 6 - Not complete
Focus Skill	Identity, experience and empathy: Show an understanding of moral and religious issues, and how they can guide lifestyle choices.
Learning Intention	To <b>compare and contrast</b> the importance of each commitment. (Expression) To <b>explore the idea of commitment</b>
SOLO SC: Uni- Structural <i>Bronze</i>	I can <b>identify</b> ways that I show commitment.
SOLO SC: Multi- Structural <i>Silver</i>	I can <b>list</b> ways that I show commitment. I can <b>identify ways that Hindus show commitment</b>
SOLO SC: Relational <i>Gold</i>	I can <b>compare and contrast</b> the importance of each commitment.
SOLO SC: Extended Abstract <i>Platinum</i>	I can <b>evaluate</b> my order of importance linking beliefs and values
Key Vocabulary for the lesson/unit	
Starter	Recap how Hindu's show commitment to God
Teacher Input / Activity	<u>Step 4 Expression</u> 1) Using Activity Sheet 2, read the poem from the Upanishads

Hindus believe that Brahman is present in everything, everywhere and always  
- the Spirit of the Whole World.

Here is an ancient poem from the Upanishads about Brahman.

**You are a woman. You are a man.**

**You are the dark blue bee**

**And the green parrot with red eyes.**

**The lightning is your child.**

**You are the seasons of the year**

**And the sea.**

**You are a part of everything.**

**You are everywhere.**

**Everywhere that is, is born of you.**

Svetsvatara Upanishad Ch4

- 2) Explain that today chn will write their own poem in the same format (on sheet).
- 3) Through shared writing Tch to model writing poem with class input.
- 4) Brainstorm key ideas for chn to use a word bank to support them when writing their own poem

What else might a Hindu write in the next verse of this poem to show what they believe about Brahman?

**You are** ..... **You are** .....

**You are** .....

**And the** .....

**The** .....

**You are** .....

**And the** .....

**You are a part of everything.**

**You are everywhere.**

**Everywhere that is, is born of you.**

**Activity:**

Children write their own poem in the same format (on sheet). Chn could illustrate the poem with movement/dance/music.

**Possible Misconceptions**  
*(What are the children likely to*

Children may find it difficult to express their understanding through a poem. Support children through brainstorming ideas (word bank/phrases)

<i>find challenging?)</i>			
<b>Resources</b>		<b>Pillar Links</b>	<p>Hands - Creating figures and untigin figures of commitment.</p> <p>Heart - understanding we share many similar ideas and thoughts (connected)</p>
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>			