

Suggestions for Teaching and Learning

By Gillian Georgiou, Diocesan RE Adviser

The questions we might ask:

- *How do Hindus show they belong?*
- *What value does religion bring for religious people?*
- *How does this relate to ideas about community, identify and belonging?*
- *Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)*

The ideas we might explore

- **Hinduism:**

Samskaras (rites of passage that mark the move from one phase of life to the next):

1. Birth (***namakarana*** and ***jatakarma*** – naming ceremony and welcome ceremony)
2. Initiation (***upanayana*** – sacred thread ceremony)
3. Marriage (***vivaha***)
4. Death (***antyeshti***)

The key features of each and the ways in which they connect to beliefs about ***Brahman, atman, samsara, dharma*** and ***karma***

- **Judaism**

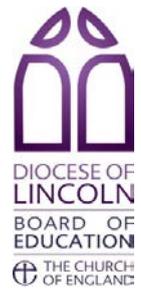
1. Birth (***brit milah*** – circumcision of boy when eight days old – mark of belonging to the people of Israel)
2. Initiation (***bar/bat mitzvah*** [lit. ‘son’ or ‘daughter of the commandment’ – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding ***tefillin*** on arms and forehead for some Jewish groups, celebration, etc.)
3. Marriage (signing the ***ketubah*** [marriage contract], the seven blessings and drinking from the ***Kiddush*** [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about ***covenant***)
4. Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in ***tachrichim*** [a simple white shroud]; men are also wrapped in their ***tallit*** [prayer shawl] - the fringes are cut off the ***tallit*** to show

Lincolnshire Locally Agreed Syllabus for Religious Education

KS2 Compulsory Unit: Life Journey (Hinduism)

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that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of *keriah* to show their grief; Jews are buried, not cremated)

- The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community? Etc.

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<p><i>Hinduism key beliefs 1</i></p>	<p><u>Believing</u></p> <p>What is God like? Mind map or artwork – emphasis the extent to which pupils relate <i>human qualities</i> to God</p> <p>Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal, doesn't have human qualities)</p> <p>Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti</p> <p>Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (cf. 99 Names of Allah) – plot a life cycle showing the Trimurti in exercise books</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml http://www.bbc.co.uk/religion/religions/hinduism/deities/brahma.shtml</p> <p>Start to build a classroom display/padlet including key vocab and key concepts</p>
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<p><i>Hinduism key beliefs 2</i></p>	<p>Believing and Living</p> <p>Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara)</p> <p>Example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time – the idea of being stuck in one thing and breaking free to do something totally different.</p> <p>Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha) Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha)</p> <p>https://www.youtube.com/watch?v=Uq6_HUMtQtI&t=1s&index=38&list=PLcvEcrsF_9zK0q_Ey3yI7k5LA5v1M7NNs</p> <p>Thinking: What are your duties? What actions help you carry them out? What happens if you don't do them? Etc. (Philosophers' café – different stimulus questions on different tables; pupils move around the tables and discuss the different questions, recording answers – café, so tea and cake provided!)</p> <p>Add to the classroom display/padlet with key vocab and key concepts</p>
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<p><i>Judaism key beliefs 1</i></p>	<p>Thinking: Ask pupils to sit in silence for one minute with their eyes closed. Once they have finished, ask them to record everything they have listened to. They could share their thoughts – how easy was it to listen? were any sounds more intrusive? Was there anything they heard that they felt they needed to respond to?</p> <p>Believing: Give pupils the Shema: “Hear, O Israel, the Lord our God, the Lord is one; you will love the Lord your God with all your heart, with all your soul and with all your strength.” (Deuteronomy 6:4-5). Ask them to analyse the text – what is it telling us about Jewish beliefs about God and human beings? https://www.bbc.com/education/clips/zqkq6sg</p> <p>Show pupils this clip on the Hebrew word ‘shema’; ask pupils to note down any key words as they listen, including words with which they are unfamiliar (e.g. covenant = contract between God and his chosen people of Israel):</p> <p>https://www.youtube.com/watch?v=6KQLOuIKaRA</p> <p>Afterwards, discuss the connection between <u>listening</u> and <u>responding</u>. Can pupils imagine scenarios in which they might hear something and feel compelled to act? What about scenarios in which they hear something but don’t respond? What feelings do they associate with both scenarios? How easy is it to listen <u>and</u> respond?</p> <p>Explain that Jewish people believe God has chosen them to be his special people and has entered into a covenant with them; this covenant entails certain rights and responsibilities, e.g. the mitzvot (laws or commandments, including the Ten Commandments).</p>
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Provide pupils with the text of the Ten Commandments (e.g. [Deuteronomy 5:6-22](#)). Ask them to analyse it as they would a literacy text: who has written/is speaking this? When? Why? What was happening before this? What might happen after this? What is going on in the text – what does it actually say? How does it connect with beliefs from this religion? How might different people understand the meaning of this text differently? Etc.

Keeping the **mitzvot** is one way in which Jewish people can show God they are both listening *and* responding.

Watch this clip by former Chief Rabbi, Jonathan Sacks:

<http://rabbisacks.org/tenpaths/students/mitzvot/>

As they watch, ask pupils to think about the ways in which this description of **mitzvah** helps them understand Jewish beliefs about God and human beings.

Thinking:

Pupils might like to think of one practical way in which they intend to ‘**shema**’ – listen *and* respond – in their daily lives over the next week.

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<p><i>Judaism key beliefs 2</i></p>	<p>Believing: Recap the key beliefs covered in the last lesson: belief in one God, the people of Israel as the chosen people of God, the covenant and mitzvot.</p> <p>Living: Introduce a number of Jewish practices:</p> <p>Shabbat Showing respect to God through rest; spending time together as a family and community; reciting blessings to give thanks to God as the origin of all good things, etc. https://www.youtube.com/watch?v=JpFw7DgRMEc&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=6&t=0s https://www.bbc.com/education/clips/zvtfkg7 https://www.bbc.com/education/clips/z84wmp3 https://www.bbc.com/education/clips/zn7tfg8 https://www.bbc.com/education/clips/z37s39q</p> <p>Torah A record of the covenant and the mitzvot; contains the story of creation, the Patriarchs (e.g. Abraham, Isaac and Jacob) and the story of Jewish rescue from slavery in Egypt; study of the Torah as a key part of Jewish life, etc. https://www.youtube.com/watch?v=3QZ792rjcVE&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=6 https://www.bbc.com/education/clips/ztgjmnb https://www.bbc.com/education/clips/zjkq6sg</p>
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Worship in the synagogue

A place of study; the key features and symbolism; artefacts and items of clothing associated with worship in the synagogue; differences between different types of synagogue; the role of the rabbi, etc.

<https://www.bbc.com/education/clips/zrsb9j6>

<https://www.bbc.com/education/clips/z834wmn>

If appropriate, pupils could research the diversity of practice within Judaism:

<http://www.reonline.org.uk/knowning/what-re/judaism/identity-diversity-and-belonging/>

<https://www.britannica.com/topic/Orthodox-Judaism>

<https://www.britannica.com/topic/Reform-Judaism>

Ask pupils to identify how these practices relate to Jewish beliefs about God, the world and human beings (particularly the people of Israel as the chosen people of God). Pupils could record their findings in a diagram, a podcast, a PowerPoint presentation, a padlet, etc.

Thinking:

Ask pupils to record their thoughts on the following question – they must show the process of reasoning that has led to their point of view:

“Can you be Jewish if you agree with Jewish beliefs or do you have to act on them as well?”

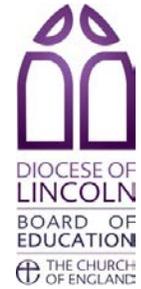
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<p><i>Rites of Passage: Birth</i></p>	<p>Thinking: Ask pupils to record all the rites of passage they have gone through so far in their lives, e.g. learning to walk, losing baby teeth, learning to ride a bicycle without stabilisers, starting school, learning to swim, learning to read, etc. Pupils could consider a particular celebration event to mark one of these events – what key features would the celebration involve? How would it commemorate the big event that has happened?</p> <p>Believing and Living: Introduce the idea of samskaras in Hinduism: https://www.britannica.com/topic/samskara-Hindu-passage-rite https://www.youtube.com/watch?v=FLSFUb5AF-Y ; https://www.youtube.com/watch?v=i30Nf18kIDo (Hindu naming ceremony – namakarana samskara) http://www.bbc.co.uk/schools/religion/hinduism/questions.shtml</p> <p>Compare the namakarana samskara (naming ceremony) with birth rites in Islam, baptism in Christianity, birth rites in Judaism and naming ceremonies in Humanism – what are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems?</p> <p>Islam http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml https://www.truetube.co.uk/film/muslim-birth-ceremonies</p> <p>Judaism http://www.bbc.co.uk/religion/religions/judaism/rites/birth.shtml</p>
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	<p>https://www.myjewishlearning.com/article/jewish-newborn-ceremonies-101/ https://www.myjewishlearning.com/article/the-brit-milah-bris-ceremony/ https://www.chabad.org/library/article_cdo/aid/2981872/jewish/What-to-Expect-at-a-Brit-Milah.htm</p> <p>Humanism https://understandinghumanism.org.uk/uhteme/celebrations-and-ceremonies/?age=7</p> <p>Pupils could record their information as a visual diagram, a podcast, a website, etc. Draw pupils' attention to the fact that different Hindus celebrate different samskaras and not all of them complete all possible samskaras. Draw pupils' attention to the fact that religious and non-religious people celebrate birth in diverse ways.</p> <p>Thinking: Philosophers' Café – ask pupils to discuss the reasons why people think it is important to mark the arrival of a new baby or a new member of a religious community. Pupils could discuss ways in which they might have a special ceremony to welcome new members of the school community – would it need to be different for Nursery/Reception class pupils, older pupils and new members of staff/governors?</p>
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<p><i>Rites of passage - marriage</i></p>	<p>Thinking: Ask pupils to consider a promise they have made in the last week/month/year – how easy it was it to make this promise? How easy was it to keep this promise? Is ever alright to break a promise? Might some promises be harder to keep the longer they last?</p> <p>Believing and Living: Introduce marriage as a key rite of passage in religions and non-religious belief systems. What are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems?</p> <p>Hinduism https://www.youtube.com/watch?v=rs83rrB5E4E (Hindu marriage ceremony - vivaha) http://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml (Hindu marriage) https://www.hinduwebsite.com/hinduism/h_marriage.asp (read in advance and select out age-appropriate elements)</p> <p>Islam http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml https://www.central-mosque.com/figh/Wedding.htm (select a few age-appropriate teachings) https://www.theknot.com/content/muslim-wedding-ceremony-rituals</p> <p>Judaism http://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml https://www.myjewishlearning.com/article/jewish-marriage/ https://www.youtube.com/watch?v=MxQ87qN7E9o</p>
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	<p>Humanism https://understandinghumanism.org.uk/uhteme/celebrations-and-ceremonies/?age=7 (Humanist marriage ceremonies)</p> <p>Pupils could record their information as a visual diagram, a podcast, a website, etc. Draw pupils' attention to the fact that different Hindus celebrate different samskaras and not all of them complete all possible samskaras. Draw pupils' attention to the fact that religious and non-religious people celebrate birth in diverse ways.</p> <p>Thinking: How do marriage ceremonies in different religions and non-religious traditions connect with making promises? Set pupils the challenge to make a promise relating to something long-term (e.g. improving on a particular skill, helping out with younger pupils, etc.); you could create a promise tree that you return to over time to see how pupils are doing.</p>
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<p><i>The value of religion and rites of passage</i></p>	<p>Thinking: Tell pupils that the head teacher has made up a new school rule – all pupils in Year 6 will study for at least one hour every evening, Monday to Friday, to help them be successful. Both teachers and parents/carers will be supporting this new rule.</p> <p>Philosophers’ Café: what matters more – whether this rule is <u>true</u> or whether pupils should live by it, regardless of whether it is true or not? (Is it more important that something is true in and of itself, or that its impact – the difference it might make to the pupils – is more important?)</p> <p>Believing and Thinking: Based on their learning at school, ask pupils to carry out a debate:</p> <p>“God does not exist.”</p> <p>Pupils must provide evidence both for and against this statement.</p> <p>Repeat the exercise:</p> <p>“It doesn’t matter whether God exists or not.”</p> <p>Pupils must provide evidence both for and against this statement, based on their learning about the value of rites of passage in the various religions and non-religious worldviews they have covered this term.</p>
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