Religious Education (Lancashire Agreed Syllabus)
Expected standards: Hindu Dharma

Y6: Is life like a journey?	**RE skills**	• 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	• use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression	• 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	• 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)	• 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 views the 'journey of life' • explain how belief in reincarnation and the law of karma might affect the way a Hindu lives	• 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	• 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	• 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
Y5: Where can we find guidance about how to live our lives?	**RE skills**	• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • explain the impact of beliefs and values – including reasons for diversity	• explain differing forms of expression and why these might be used • describe diversity of religious practices and lifestyle within the religious tradition • interpret the deeper meaning of symbolism – contained in stories, images and actions	• explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities	• discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
	content (Hindu Dharma)	• make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • 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	• 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	• 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	• 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
Y4: How should we live our lives?	**RE skills**	• describe what a believer might learn from a religious teaching/story • make links between ideas about morality and sources of authority	• describe the impact religion has on believers' lives • explain the deeper meaning and symbolism for specific religious practices	• consider the range of beliefs, values and lifestyles that exist in society • discuss how people make decisions about how to live their lives	• reflect on their own personal sources of wisdom and authority
	content (Hindu Dharma)	• 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	• use subject specific language to describe how and why Hindus celebrate Diwali • explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil	• 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	• reflect on their own concept of 'goodness' • discuss what gives them hope during difficult times

Y3: Who should we follow?	**RE skills**	• show awareness of similarities in religions • identify beliefs and values contained within a story/teaching • identify the impact religion has on a believer	• identify how religion is expressed in different ways • use religious terms to describe how people might express their beliefs	• describe how some people, events and sources of wisdom have influenced and inspired others	• in relation to matters of right and wrong, recognise their own and others' values • discuss own questions and responses related to the question 'who should we follow – and why?'
	content (Hindu 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	• 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 story of Rama and Sita?)	• identify sources of authority and inspiration • consider what our 'duties' as human beings are	• reflect on their own duties – to themselves, to their families, to their communities • discuss who or what they follow – and why
Y2: How do we respond to the things that really matter?	**RE skills**	• retell and suggest meanings for religious stories and/or beliefs • use some religious words and phrases when talking about beliefs and values	• identify and describe how religion is expressed in different ways • suggest the symbolic meaning of imagery and actions	• identify things that influence a person's sense of identity and belonging	• ask relevant questions • talk about their own identity and values
	content (Hindu Dharma)	• 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	• 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 qualities that make some people special • identify ways in which humans show their gratitude to the people who matter in their lives	• 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
Y1: What do people say about God?	**RE skills**	• give an example of a key belief and/or a religious story • give an example of a core value or commitment	• use some religious words and phrases to recognise and name features of religious traditions • talk about the way that religious beliefs might influence the way a person behaves	• notice and show curiosity about people and how they live their lives	• ask questions
	content (Hindu Dharma)	• 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	• talk about how and why Hindus might use statues and images (murtis) in their worship • suggest symbolic meanings expressed in the images	• talk about the different ways that people can be seen and described • consider how people might have multiple roles	• 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**	
Lancashire Field of enquiry		**Beliefs and values**	**Living Religious Traditions**	**Shared Human Experience**	**Search for Personal Meaning**