

## Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Why do Hindu's try to be good?

Class/Year Groups: Upper KS2—Owl Class

Term: Spring Term

What you already know?

Describe how Hindus show their faith within their families in Britain today (e.g. home puja)

Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)

Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean

Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

What you will learn:

### Making Sense of the Belief

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.

### Understanding the Impact

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

### Making Connections

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 Vocabulary

<b>Dharma</b>	The duties a Hindu should follow in their life.
<b>Karma</b>	The universal Hindu law of cause and effect which holds a person responsible for his or her actions and effects.
<b>Samsara</b>	The whole process of rebirth, which is cyclic, with no clear beginning or end.
<b>Moksha</b>	The freedom of the soul to enter into a state of divine bliss with the Supreme Being.
<b>Reincarnation</b>	Hindus believe a soul cannot be destroyed so when a Hindu dies, their soul enters a new living being.
<b>Ahimsa</b>	The Hindu belief that symbolizes love, genuine care, and compassion towards all living beings.
<b>Atman</b>	Sanskrit word meaning inner self, spirit or soul.
<b>Brahman</b>	For Hindus, Brahman is god or the supreme being.

Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

